

INSPECTION REPORT

THOMAS BULLOCK CE (A) PRIMARY SCHOOL

Shipdham, Thetford

LEA area: Norfolk

Unique reference number: 121127

Headteacher: Mrs E A Joyner

Reporting inspector: C D Loizou
18645

Dates of inspection: 29 January – 1 February 2001

Inspection number: 194403

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:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Pound Green Shipdham Thetford Norfolk
Postcode:	IP25 7LF
Telephone number:	01362 820300
Fax number:	01362 820581
E-mail address:	head@thomasbullock.norfolk.sch.uk
Appropriate authority:	Governing body
Name of chair of governors:	Mr J Wigg
Date of previous inspection:	24 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18645	C D Loizou	Registered inspector	Under fives Science Information and communication technology Music	How high are standards? How well are pupils taught? How well is the school led and managed?
12708	J Buncher	Lay inspector		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?
17686	G Simpson	Team inspector	Special educational needs English Physical education	
29262	N Hardy	Team inspector	Equal opportunities Mathematics Art and design Design and technology Geography History	How good are the curricular and other opportunities offered to pupils?

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PBM Inspection Services Ltd
PO Box 524
Cheadle
Staffordshire
ST10 4RN

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Alexandra House
33 Kingsway, London. WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Shipdham, which is approximately five miles from the town of Dereham in Norfolk. It is a Church of England Aided infant and junior school and there are 181 pupils on roll between the ages of four and eleven years. This is just below average for schools of this type. The last time the school was inspected it was a First and Middle school with Key Stage 3 pupils in its Year 7 class. Since becoming a primary school, pupil numbers fell temporarily because of the loss of Year 7. The school admits full-time and part-time pupils under five into its reception class. At the time of the inspection, all the children were full-time. The number of pupils eligible for free school meals is approximately 10 per cent, which is below the national average for schools of this type and size. There are 50 pupils on the special educational needs register (27 per cent), which is above average, and four per cent of these pupils have statements for special educational needs. There are no pupils in the school learning English as an additional language. The pupils' level of attainment on entry to the reception class covers a wide range and the proportion with typical or better attainment for their age varies from year to year; this year, standards on entry are in line with the local authority average.

HOW GOOD THE SCHOOL IS

This is an improving school, it provides a satisfactory standard of education and indications are that standards are rising. The teaching is satisfactory overall and a significant proportion is good or better. The headteacher and staff manage the pupils well, resulting in the pupils showing good attitudes to their work and to school. Standards in English and mathematics are below the national average but are broadly the same as schools with pupils from similar backgrounds. Standards in science are in line with the national average and higher than similar schools. The test results vary from year to year, reflecting variations in attainment on entry, but the pupils' learning is consistent with national expectations. The school must now improve standards further in English and mathematics. It is providing satisfactory value for money.

What the school does well

- Attainment in science, art and design, history, and music.
- Pupils with special educational needs make good progress.
- The pupils are well behaved, polite and attentive. Attendance is very good.
- The teaching in Key Stage 1 is good. The teaching of science, art and design, history and music across the school is good.
- The school provides well for the pupils' spiritual, moral, social and cultural development.
- The welfare and care of the pupils is good and their personal development is monitored well.

What could be improved

- Attainment in English, especially in writing.
- Attainment in mathematics.
- The quality of the teaching so that more lessons reach the good and very good standards seen.
- Assessment procedures and the way that pupils' work is marked.
- Monitoring and oversight of pupils' work; teaching; and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then, standards have risen in line with the national trend and the school has made satisfactory improvement. The headteacher and senior staff have addressed all the issues raised in the last report, particularly in relation to improvements to the teaching. As a result, the pupils' long-term achievements in all subjects are consistent with national expectations. The teachers plan their lessons carefully. There is better provision for pupils on the special educational needs register and, as a result, they make good progress; this was found unsatisfactory in the last inspection. Monitoring procedures, which include the observation of lessons, do not always provide a clear picture of what pupils are capable of and some assessments of pupils' work lack clarity. Information and communication technology has improved since the last inspection.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	C	D	C	well above average A above average B average C below average D well below average E
Mathematics	E	D	D	C	
Science	E	C	C	B	

The results of the 2000 end-of-Key Stage 2 national tests for eleven-year-olds show that the pupils' attainment in English and mathematics was below the national average but was average when compared with similar schools. Science results show that attainment has been rising steadily over the last four years. In last year's tests, it was in line with the national average but too few pupils scored the higher level (Level 5). Test results in English have fluctuated from year to year, reflecting the fact that in some years, the proportion of pupils on the special educational needs register is greater. Taking all core subjects together, the trend of improvement is in line with the national trend.

Inspection evidence indicates that standards in English and mathematics are below average at age eleven, reflecting too few pupils exceeding the expected national level for their age. In English, attainment in reading is satisfactory but attainment in writing by the end of Key Stage 2, and in extended writing in other subjects, is below that which the pupils are capable of achieving. From the good start made in Key Stage 1, inconsistencies in writing and the presentation of pupils' recorded work are not being sufficiently monitored although there are some improvements to the way that pupils present their work in some year groups. In mathematics, standards are below those expected for pupils' ages because the level of work provided for pupils is too low. The school has implemented the National Numeracy Strategy and provides good opportunities for the pupils to engage in practical activities but on occasion, there are lapses in some lessons which sometimes leads to work that is not sufficiently challenging for all pupils. Standards in science, art and design, history and music are above those expected because the pupils benefit from the teachers' expertise and enthusiasm in these lessons. Standards in all other subjects are in line with those expected and the pupils make satisfactory progress. Religious education is inspected separately. The statutory targets for literacy and numeracy are adequately challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are keen, interested and persevere with tasks.
Behaviour, in and out of classrooms	Good. The pupils are polite and courteous. They respect the views of others and cooperate well in lessons and at other times.
Personal development and relationships	There are good relationships because the staff encourage and support the pupils well, resulting in good personal development.
Attendance	Very good. This has improved significantly and is above average.

The pupils are enthusiastic about school and enjoy participating in activities. Older pupils help younger children at break-times. The pupils are polite and courteous to visitors and staff. They are usually well behaved and attentive in lessons. The pupils show initiative and take personal responsibility, often independent of adults, showing maturity and a sensible approach to their work. This is a strength of the school which can be built upon to improve standards further in all subjects.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	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 has improved since the last inspection. No unsatisfactory lessons were seen during the inspection and a significant proportion was good or very good. Nearly half of the lessons seen were satisfactory and nearly two out of five lessons were good. One in six lessons were of high quality and these were mainly in subjects where there is particular subject expertise, for example in science, art and design, history and music. Some of this high quality teaching occurs in literacy lessons when pupils are grouped by ability in Key Stage 2 and in other lessons where the teaching sets high expectations and challenge for all pupils. However, too many lessons are not always accelerating progress, particularly for average and higher attaining pupils. This is an area that the school should improve so that all pupils reach their potential and achieve the standards expected of them. The pupils with special educational needs receive good focused teaching and support enabling them to make good progress in basic skills such as reading, writing and number work. Taken as a whole, the teaching is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Literacy and numeracy lessons are well planned but there is a lack of extended writing across the whole curriculum.
Provision for pupils with special educational needs	Good provision and their progress is monitored well, enabling the pupils to achieve well and reach the targets set in their specific plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good in all areas. English lessons, art and design, history, music and school assemblies provide good opportunities for the pupils to appreciate the works of different artists, composers and experience poetry and literature.
How well the school cares for its pupils	Good personal support and guidance but unsatisfactory monitoring of pupils' academic performance and progress.

The curriculum for the children in the Foundation Stage in the reception class is satisfactory. Occasionally, opportunities should be provided for the children to choose from a broader range of structured learning activities set out in the classroom before and after the planned adult-led activities. Literacy and numeracy lessons are well planned although in some lessons too much time is spent going over work already done, especially in mathematics lessons. In subjects other than English, there is too little emphasis on extended writing and, in all subjects, there are inconsistent expectations set for pupils' recorded work. Science is very well planned in both key stages and there are more lessons that are effective as a result. Art and design, history and music feature prominently and lessons are usually good or very good. Information and communication technology has improved significantly since the last inspection. Pupils' work is being monitored and assessed and the headteacher collects valuable information. Some pupils are not achieving the standards they are capable of and, as a result, assessments are not being used effectively to remedy any gaps or lapses in pupils' work or performance over time.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher and staff manage the pupils well. Routines are well established. The delegation of duties to coordinators is unclear and not sufficiently focused on evaluating pupils' work or standards across the school.
How well the governors fulfil their responsibilities	Satisfactory overall. They visit school and observe some lessons. Good working relationships exist between governors and staff.
The school's evaluation of its performance	Satisfactory overall. The headteacher collates and analyses assessment information and this provides useful information to governors and staff.
The strategic use of resources	Satisfactory. Good use is made of the school's accommodation. Computers are used well to support pupils' learning.

The management of the school is satisfactory. Routines, timetables and the organisation of pupils are well established. Good use is made of specialist teaching areas, for example the science, art and design room and food technology room. There is a satisfactory balance of subject expertise across the school and this is well used to support pupils' learning in literacy, science, art and design, history and music. The headteacher maintains good control of the pupils and expects high standards of behaviour. However, the delegation of monitoring roles to curriculum coordinators is not rigorous enough, especially in relation to standards and pupils' recorded work. The coordinators could make better use of the analysis of test results and

assessment information. This ought to help teachers prepare work that is more challenging for all pupils so that standards in national tests reflect the capabilities of the pupils.

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. • Their children like school. • They can approach the school with questions or problems. • The management of the school. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The provision for homework. • The information provided by the school about their children’s progress. • Parents would like the school to work more closely with parents. • The provision for extra-curricular activities.

Inspectors agree that the teaching has many good features and that the pupils enjoy their time in school. The school cares for the pupils and is approachable with good management routines in place to ensure that the pupils are well behaved and there is an orderly and positive working atmosphere. Homework is satisfactory for younger pupils and is good overall for Key Stage 2 pupils. Extra-curricular activities are typical of most schools of this type but inspectors agree that more variety could be offered to more pupils. The information provided for parents about their children’ progress is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of the 2000 end-of-Key Stage 2 national tests for eleven-year-olds show that the pupils' attainment in English and mathematics was below the national average but was average when compared with similar schools. Science results show that attainment has been rising steadily over the last four years. In last year's tests, standards in science were in line with the national average and above average when compared with similar schools; even so, too few pupils scored the higher level (Level 5). Test results in English have fluctuated from year to year, reflecting the fact that in some years, the proportion of pupils on the special educational needs register is higher. When looking at the progress made over time by the eleven-year-olds tested in 2000, by comparing their latest results with their results in 1996, supported by similar school comparisons, their achievements since age seven are satisfactory in English and mathematics and good in science.
2. The results of the 2000 national tests for 7-year-olds show that the pupils' attainment in reading and mathematics was in line with the national average. In writing, it was above the national average. In science, teachers' assessments show that the pupils achieved very high standards, which were well above the national average at the end of Key Stage 1. Standards in mathematics, and teacher assessments in science, show good improvement and the pupils are achieving well. Reading and writing standards have fluctuated; overall, they show steady improvement but writing standards are lagging behind those in reading.
3. Compared with their attainment on entry to the school, the pupils have made satisfactory progress because the impact of the improved teaching in the core subjects and the implementation of the national literacy and numeracy strategies have helped to raise standards, with most improvement shown in mathematics and science. In both key stages, too few pupils are scoring the higher levels of attainment (Levels 3 for Key Stage 1 pupils and Level 5 for Key Stage 2) in each of the core subjects, and this is especially the case for writing.
4. The attainment of the majority of children who were admitted to the reception class in the present academic year is in line with the standards expected for children under five. Their progress is satisfactory in most areas of learning and good progress in speaking, listening, and personal and social development. The children are well on the way to achieving the Early Learning Goals in all areas of learning. By the time pupils in the Foundation Stage start Key Stage 1 in Year 1, their level of attainment is in line with the standards expected in the areas of learning.
5. The pupils make satisfactory progress in English in both key stages resulting in them achieving the standards expected for their age in reading but inspection evidence has found that writing standards are below those expected. Standards in speaking, listening and reading are higher than in writing. One of the contributory factors is the lack of extended writing across the curriculum. Writing standards have improved since the last inspection because handwriting and spelling are more consistently taught compared with past practice. However, there are limited opportunities for the pupils to use writing across the curriculum, resulting in some of the teaching of writing losing impact. There is also some inconsistency in the way that the pupils record their work in other subjects. Consequently, writing does not feature prominently in other subjects.
6. The pupils have gained an understanding of number facts using different strategies to help them calculate problems mentally and orally and are making satisfactory progress. In Key Stage 2, the pupils continue to make satisfactory progress, but are likely to achieve below average standards in national tests because of the large cohort of pupils on the special educational needs register in the current Year 6. The teaching is well organised but not always sufficiently challenging. In some lessons the work set enables pupils of all abilities to improve their knowledge and understanding of numbers, shapes and measures. In science, attainment is above average at the end of both key stages. They make good progress throughout the school because the teaching is challenging and enables the pupils to plan and organise simple experiments and investigations. The pupils are well supported by assistants and this is particularly effective for the pupils with special educational needs. They understand how to prepare a fair test when undertaking their investigations but there is inconsistency across the school in the way that the pupils record their work, ranging from well prepared reports and extended writing to some very basic diagrams and short reports. On these occasions, the tasks could have been more challenging.
7. Standards in information and communication technology are in line with those expected at the end of both key stages. The curriculum is well organised so that the pupils use computers in a range of subjects to support their work. In Key Stage 1, the pupils are taught basic computer skills well. The school provides a balanced programme of information and communications technology, with a combination of focused intervention and support. By the end of Key Stage 2, the pupils can use more complex word processing skills and desk top publishing programs to prepare news sheets, menus, adverts and other good examples where the pupils combine illustration, photographic images and text. Good use is also made of the

schools Internet and Electronic-Mailing facilities so that all pupils make satisfactory progress sending and receiving E-mails, or searching the Internet for information.

8. The pupils make good progress in art and design, history, and music. They make satisfactory progress in design and technology, geography and physical education. Standards in art and design, history, and music are higher than expected at the end of both key stages. Attainment in design and technology, geography and physical education is in line with the standards expected. The school provides a good range of topics and themes with a broad and balanced programme that enables the pupils to develop a good understanding of these subjects, achieving good standards. Music provision is good, enabling some pupils to benefit from specialised instrumental tuition. The standard of singing is high with a large proportion of pupils joining the school choir and musical ensembles. They are well taught by the music coordinator, other teaching staff and visiting music specialists.

9. Pupils with special educational needs make good progress. The school uses information from the pupils' base line assessments and other assessment data to devise individual education programmes, which meet the needs of those pupils with special educational needs. Pupils with statements of special educational needs also make good progress towards the targets set and these are reviewed regularly to ensure that the pupils make sufficient progress. The school has deployed additional learning support assistants who are timetabled to work in lessons, sitting alongside and supporting individuals or groups of pupils. This is effective and inclusive as the pupils benefit from having full access to the school's curriculum. However, when pupils are withdrawn for additional special educational needs support, the school must always ensure that they do not miss any other areas of the curriculum at these times and, if necessary, should provide additional work to enable them to catch up on what they may have missed. Individual education plans are well managed, and help to provide a balanced programme of focused support that meets the pupils learning needs.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to learning are good. This was also found to be the case in the previous inspection. Behaviour has improved since the last inspection. During the inspection, the behaviour seen in lessons, at mealtimes and in the school's grounds was mainly good. An effective behaviour policy is in place. Pupils are considerate, help their friends and respect the feelings, values and beliefs of others, although they may not necessarily agree with them. There was no evidence of any oppressive behaviour, including bullying, sexism and racism. Most parents say their children like school. There have been no exclusions.

11. The school's behaviour policy enables pupils to develop a strong sense of social awareness and responsibility. All adults provide a good role model and relationships between children and with adults are good. All Year 6 pupils are prefects. They undertake their duties responsibly and with pride, giving help in the classrooms when needed and assisting at lunchtimes and in the corridors and grounds. Prefects also help with day care centre duties, assembly duties and organisation of charity coffee mornings. This is seen as part of their personal development and is good overall. Relationships between pupils and with teachers are pleasant and relaxed, and conducive to learning. All staff and pupils are valued and encouraged. In this respect, the school is successful in promoting a positive and supportive working environment.

12. During the inspection, one of the buses was late due to frosty road conditions and the pupils involved demonstrated good initiative by moving into their respective classes quickly and without unnecessary disruption. Attendance is very good and is a strength of the school with no unauthorised absence. There are good links with the education welfare officer.

HOW WELL ARE PUPILS TAUGHT?

13. The teaching is satisfactory overall with a significant proportion that is good. Good lessons were seen in all classes and appointments to the teaching staff since the last inspection have strengthened the teaching. In all of the lessons seen, the teaching was at least satisfactory and a large proportion was good or better. Fifty-two percent of the lessons seen were of good or better quality and 16 per cent of all the lessons observed were judged to be of high quality. This standard of teaching is having a positive impact on pupils' learning and their achievement in all subjects. The school must now improve the teaching further so that it always matches the high standards seen in a significant number of lessons. The teaching has improved since the last inspection, resulting in rising standards.

14. The teaching of the children under five in the reception class is satisfactory. The teacher has a good understanding of how young children learn but there are times when the children are not being challenged, especially during free choice practical activities and during role-play. The classroom assistant and teacher work well as a team, ensuring that work is well planned with clearly defined areas of responsibility for each adult when focusing on individuals or groups of children. The teaching is particularly effective in improving the children's speaking and listening skills, as well as their personal and social development. The children make satisfactory progress in the areas of learning because the teaching enables the children to

organise their thinking by leading the children through the recommended stepping stones in the curriculum for the Foundation Stage. The children are provided with some good opportunities to read and write with many children learning to spell simple words, recognising word shapes and letter sounds.

15. The teaching in Key Stage 1 is good. One in four lessons seen were of high quality and well over half were at least good. The teaching in Year 1 is particularly strong and is accelerating the progress that the pupils make in all subjects. In Key Stage 2, the teaching is satisfactory overall, ranging from satisfactory to very good. More than half the lessons seen were of good or better quality but little was judged to be of high quality. Throughout both key stages, science lessons are well taught with good strategies used to provide interesting and challenging work. More needs to be done in Key Stage 2 to provide the same level of challenge for pupils in writing. In the most effective lessons teachers prepare challenging and interesting tasks that motivate and sustain the pupils' concentration, enabling them to work hard and persevere with tasks. However, there are some inconsistencies ranging from high expectations for handwriting and presentation to some examples where the pupils have not completed their written work or lapses in presentation with some examples of untidy work. In Key Stage 2, for example, the good cursive style of handwriting taught and learnt is not always evident in the pupils' books so that progress is patchy and expectations are inconsistent.

16. In all the lessons seen, the teaching involved satisfactory planning and structure so that time was provided for the pupils to ask questions and explain their methods, as for example, in mathematics when calculating number problems mentally and orally. But there is inconsistency of expectation across Key Stage 2, which ranges from high expectations set for both behaviour and work to some low expectations, resulting in less effective lessons. In literacy lessons, during individual and group work in the main part of the lesson, the teachers are clear about the support they are going to provide, ensuring that the planning each week enables them and the classroom assistant to focus on particular groups of pupils so that all pupils make good progress. However, in some lessons, and more often in Key Stage 2, introductions or discussions are too drawn out, resulting in unnecessary time wasting with less attention to pace and challenge. This has the effect of disrupting the flow of lessons as some pupils become restless and inattentive.

17. Work is usually marked up to date and in some classes the marking is of a very high standard because it is clear what the pupils have to do to improve further. Marking is inconsistent across the school because it does not always indicate where the pupils have made mistakes. In some books, the work is incomplete.

18. The school has improved the teaching because the planning is much more focused. Compared with the last inspection more lessons are judged good or better. The key features, which set the high quality teaching seen apart from the rest, are the pace, challenge and enthusiasm of the subjects being taught. In these lessons, the teaching is brisk and interesting and is usually well matched to the capabilities of all pupils. For example, in a very good literacy lesson, Year 1 pupils used some interesting text to investigate what distinguishes fiction and non-fiction books. The teacher involved all the pupils and has taught them to organise themselves and their thinking efficiently by setting high expectations and asking challenging and thought provoking questions. In a very good literacy lesson in Key Stage 2, Year 4 pupils were grouped by ability and were constantly challenged with well-focused questioning and an interesting interrogation of texts and poetry. This involved extracting ideas from the pupils, enabling them to stretch their thinking as they search for lively and imaginative adjectives such as "hideous", "tedious" and "glorious". In a very good mathematics lesson, Year 1 pupils were provided with challenging investigations and problems using measures. The work set was challenging and some was provided for higher attaining pupils which enabled them to make good progress achieving the levels they are capable of. The most common feature of very good teaching is the way that teachers are more alert to the needs of all the pupils, constantly improving their work, marking and supporting as well as deploying learning support assistants so they also question, probe and improve the pupils performance and standard of work. As a result, these lessons set high expectations and this includes the standard of recorded work so that pupils are clear about what is expected in their writing, drawing, numeracy or recorded work in science.

19. In all the good and very good lessons seen, the pupils were more eager to work and try hard resulting in learning that is more effective. In the satisfactory lessons, the teaching did not always set the same high expectations in all stages of the lessons, resulting in some pupils becoming restless or fidgety and in some cases, interrupting other pupils. Explanations were not as crisp as the high quality teaching seen. For example, introductions were too long or teachers laboured a point and consequently some pupils would need reminding if they interrupt or stray off task.

20. Pupils with special educational needs are well taught in a combination of in-class activities and withdrawal for specific programmes, where pupils from different classes can be taught together. The special educational needs coordinator, (SENCO), plans work according to their needs and in conjunction with class teachers. Specific tasks and activities designed to access the general curriculum are well directed by support assistants, who engage pupils in meaningful and purposeful conversations during class discussions and at other times. Booster classes are provided in Year 6 for those pupils who scored below average in the national tests when they were seven. In these lessons, most pupils improve by one attainment level in a comparatively short time.

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

21. The school provides a broad and reasonably balanced curriculum. The time spent on teaching is heavily weighted towards English and mathematics. All subjects are taught in accordance with the requirements of the National Curriculum, the locally agreed syllabus for religious education and the early learning goals for children under five.

22. The curriculum for the under fives is satisfactory with all the required areas taught. There are however limited opportunities for the children to experience, on a daily basis, structured free-choice activities and experiences that contribute to good learning in all areas. Although some of the adult-led activities are well managed and interesting, the children do not freely engage in thought provoking play or role-play which encourages them to engage in sustained periods of independent or cooperative work.

23. The National Literacy Strategy has been satisfactorily introduced and is having some impact on results in reading but less so in writing. The school is aware of this and is putting in place strategies to improve pupils' writing skills. The National Numeracy Strategy has also been implemented but some teachers have yet to organise their lessons ensuring that work matches the pupils' abilities and that work is conducted with more rigour and pace. The introduction of these and other schemes of work is an improvement on the curriculum reported in the last inspection.

24. Since the last inspection, improvements have been made to the provision for pupils with special educational needs and this is now good throughout the school. Targets set out in the pupils' individual education programme are generally clear and appropriate. Much support for these pupils takes place appropriately in classrooms. However, there are occasions where pupils are withdrawn from lessons to receive additional support. Occasionally this takes place during literacy and numeracy lessons when pupils receive specialist help in other subjects. Pupils with special educational needs are organised in such a way so that they receive support both within the classroom and in other situations. When in the classroom, the pupils are helped to access the general curriculum at an appropriate level and in accordance with the targets set in their individual education plan. When withdrawn either individually or in groups, pupils follow programmes specific to their problems and alongside pupils encountering similar difficulties. It is not always clear whether the pupils receive additional help when they return to their normal lessons and the school must make reasonable steps to ensure that they do.

25. The school provides a broadly satisfactory range of learning opportunities across the curriculum. Where teachers' knowledge and understanding is greater, as in art and design and history at the upper end of Key Stage 2, the quality of experiences rises appreciably. Visits to places of interest and the use of specialist visitors help to improve and enhance the work that pupils do.

26. The range of extra-curricular activities is typical of most schools. Most are of a musical nature with only badminton offered as a sporting experience. Pupils receive recorder tuition appropriate to their level of skill and there is a flourishing choir. Badminton is organised and attended by Year 6 pupils. Improvements could be made in both the range of activities and the age range of pupils involved.

27. The school continues to provide well for the essential aspects of spiritual, moral, social and cultural development. The quality of these aspects within the context of the whole curriculum is good.

28. Regular school assemblies foster a sense of community, during which a strong sense of spirituality is present. The tone in assembly is set by the recorder group's accompaniment of the hymn singing. The standard of music is appreciated by all in the school, who listen attentively. Pupils are given worthwhile opportunities to reflect on themselves in relation to others. Stories such as the 'Good Samaritan' provide a focal point for such introspection. The use of a lighted candle encourages a feeling of intimacy when considering the purpose of prayer in a range of different countries. The pupils' response to examples of the Lord's Prayer written in different languages, adds to the sense of wonder. This is echoed in classroom activities, for example, in mathematics, science and some descriptive and imaginative writing in English. Pupils also learn successfully about faiths, other than Christianity, through the religious education programme. A sense of belonging and an awareness of the world around them underpin all that the school aims to achieve. Displays around the school indicate the high profile that spiritual development holds.

29. The school is successful in teaching the principles of right and wrong. The school's code of conduct is devised by the children and is discussed in assembly at the beginning of each term. Class rules also include a strong moral element and are displayed in each classroom. Pupils' spontaneous celebration of each other's efforts exemplifies their awareness of how encouragement and recognition result in appropriate attitudes towards work and society. This, in turn, is influenced by the caring attitude shown by teachers and other adults. The moral dimension of personal responsibility is fostered through an involvement in fund raising for local and third world charities.

30. Pupils have a range of responsibilities, including assembly duties and overseeing younger pupils. They show a very caring attitude towards senior citizens who are invited to dine in the school. Pupils are polite and helpful towards each other and to visitors in the school. Pupils are well prepared for their role in society throughout the whole curriculum. They take part in community activities, for example, by contributing to the parish magazine, supporting charitable ventures and voluntary involvement in church services.

31. Cultural development is fostered throughout the curriculum, both formally and informally. The school organises days with a particular focus, for example, multi-cultural days, local history weeks, and health and sports weeks. As well as these, the curriculum includes the development of knowledge and understanding of cultural aspects of both this country and overseas societies. Visits and visitors to school enhance and enrich a rich diversity of study. Educational visits are planned to enhance the work that pupils do across a range of subjects. Visitors such as poets, artists and folk dance groups, are invited to contribute to the work planned for the pupils and these have a positive impact on teaching and learning. Involvement in musical and sporting events with local schools contributes to good cultural development. The school's photograph albums provide ample evidence of the success of its dramatic and musical productions. Such activities support the development of the spiritual, moral, social and cultural aspects of the school's work. Although there are books highlighting the richness of the cultural diversity in this country available within the school's resources, too few are readily accessible in the school library.

32. Aspects of health education are provided within the science curriculum and sex education is provided for older children although the policy documents are in need of revision. The school is involved in good quality drugs education, provided by the local police through the national SMART programme. Links with the immediate community are satisfactory with pupils contributing to the parish magazine, developing their understanding of citizenship through working with the senior citizens in the village and initiating fund raising events. Satisfactory links exist between the school and its feeder playgroups and between the school and local High Schools. The school also receives students as part of their initial teacher training.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school continues to provide a secure and happy learning environment. Child protection and health and safety arrangements are good. Good policies and welfare procedures are in place. Educational and personal support and guidance for pupils is good. Teachers know their pupils well and this helps to foster good working relationships. Overall, the provision for pupils' welfare and care is good, but there is room for improvement in the way that the pupils' academic progress is monitored and assessed.

34. Procedures for monitoring and improving attendance are good, as are those for monitoring and promoting good behaviour and eliminating oppressive behaviour. Procedures for monitoring and supporting pupils' personal development are good.

35. Procedures for assessing pupils' attainment and progress, the use of assessment information to guide curricular planning and procedures for monitoring and supporting pupils' academic progress are unsatisfactory. Governors undertake monitoring visits to classes as time permits but this is too informal and lacks clear focus. The school has developed an appropriate tracking and prediction system to help chart pupils' progress. Currently some teachers do not make sufficient use of information on progress made by pupils. This results in planning that fails to meet the needs of pupils of differing abilities. The school has recognised the limited amount of information available in some areas of the curriculum and is ensuring that regular testing is to be introduced. Further work on levels of attainment related to the National Curriculum and how teachers make judgements on these is also to take place. The quality of marking is inconsistent. Where it is good the work is consistently marked, corrections are completed and there are useful comments to guide pupils' future improvement. However, this is inconsistent across the school and, as a result, marking is not being sufficiently used as an assessment tool nor is it helping the pupils to identify what to do to improve their work further.

36. The analysis of test results and the marking of work does not always lead to teachers planning lessons which help pupils to improve in specific areas. Teachers do not always identify the things which pupils need to learn next carefully enough. In some lessons, work set for groups is well matched to the needs of pupils with appropriate challenge for the higher attaining pupils. This is not so in all lessons. Generally, lesson planning is not based sufficiently on an analysis of work undertaken previously. This is very apparent in the under five age group, where progress towards meeting the early learning goals is insufficiently monitored and the recording of pupils' progress is very limited.

37. The school uses a variety of accredited methods for identifying pupils with special educational needs, which comply with the accepted code of practice. These involve the analysis of data collected during screening procedures and the teachers' own knowledge of their pupils. The special needs register is completed properly and progress and movement on and off the register are recorded. Outside agencies are used to good effect, as exemplified by the relationship established

with the adviser for traveller children. The special educational needs coordinator, who also ensures that targets set in statements of special needs are being met, meticulously maintains records, including relevant medical information. Meetings with parents are held to monitor progress and set new targets. Hence, the pupils with statements make good progress and parents are generally pleased with the progress their children are making.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents have mixed views about the school. Concerns were expressed by a small number of parents regarding the amount of homework, although the school has a homework policy. Some parents are also concerned about the activities provided outside lessons. Inspection evidence suggests that current provision is satisfactory but there is room for further improvement. Some parents expressed concern about the procedures the school adopts to encourage links with parents and the community. Current procedures are satisfactory with some good features, for example, literacy and numeracy evenings have been held for parents, to help them understand the policies and support their children. These were poorly attended and the school is keen to encourage parents to attend future workshops. Thirty-four per cent of parents have not signed the home and school agreement. Parents are invited to attend assemblies every Friday.

39. There is generous financial support from the Friends of the School, which is much appreciated. About ten parents help in classes regularly and the school values their help. Overall, the effectiveness of the school's links with parents is satisfactory.

40. Regular newsletters are sent to parents. Recently they have included details of curriculum themes for the coming term. The school holds open evenings for parents early in the autumn term and these are well supported. At the end of the spring term a pupil profile report is sent to home, outlining the progress that pupils are making. A parents' meeting is held at the beginning of the summer term. National Curriculum test results are sent to parents and time is allocated for parents to discuss these with the teachers. In addition, appointments can be made to see class teachers at any reasonable time. Parents are welcome in the school and participate well in the home reading policy. Close links with the local church provide further opportunities to enrich the life of the school.

41. The majority of parents say they are kept well informed about how their children are getting on. Many parents say the school works closely with them. Most parents help their children by reading at home. Overall the situation is satisfactory.

42. Parents are informed appropriately before pupils are placed on the register of special educational needs. They are included in termly reviews and invited to meet with the special educational needs coordinator and the children's class teacher.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The headteacher provides satisfactory and effective leadership. She leads by her good example in the classroom and this is having the effect of improving teaching, focusing on raising standards and developing all the staff so that teaching is increasingly becoming more effective. Appointments to the school staff since the last inspection have strengthened the teaching and at the same time increased the capacity for the school to improve further. This is an inclusive school where everyone is valued and everyone can succeed but the monitoring and assessment procedures that have been established need to be applied with more rigour to ensure consistency. The delegation of duties to senior staff are clearly set out but little time is given to enable the subject leaders to monitor planning, or standards and learning, to ensure that all the pupils reach the standards they are targeted to achieve.

44. The governors are knowledgeable and experienced and very committed to the needs of the school and its pupils. They fulfil their statutory responsibilities but monitoring is too informal and lacks focus so that all governors do not have a clear picture of the strengths and weaknesses of the school. They are invited to visit lessons or meet with curriculum leaders and with the headteacher but there is no clear and systematic arrangement for them to focus on particular aspects of the curriculum, such as writing development, so as to provide them with a clear insight into the work of the school and the progress that the pupils are making.

45. Subject leaders draw up satisfactory plans to monitor and support staff in their respective subjects and areas of responsibility. But it is unclear how teachers monitor what pupils have learned and how subject coordinators are delegated with responsibilities for this. Resources are well managed and the coordinators look at teachers' planning but there are no formal procedures in place to ensure that any gaps in the planning are remedied. The scrutiny of pupils' recorded work by inspectors revealed gaps in coverage and lapses in presentation and writing. These were clearly not acted upon by class teachers or subject coordinators, reflecting the uncertain nature of the delegation of subject responsibilities to coordinators and especially regarding the monitoring of pupils' work. The deployment of learning support staff has been successful in

helping the school to provide intervention programmes that involve teaching reading, writing and numeracy as well as inclusive support in other subjects for groups of pupils and individuals.

46. The school building provides good levels of accommodation with a spacious hall for physical education and assemblies, a large library, a design and technology room and food technology area. The grounds of the school provide a full-sized grassed sports area and hard play area, some of which is marked with games pitches and activity areas. There is also an environmental area. The school building is very well maintained by the caretaker and cleaning staff. Both pupils and staff demonstrate high levels of respect for the facilities and there is no evidence of misuse or vandalism.

47. Staffing levels in the school are good. The school has an experienced, hard-working and dedicated teaching staff. The school successfully deploys learning support assistants, who are trained and effective in supporting the teachers and pupils. The number of administrative, caretaking and cleaning staff are appropriate to the needs of the school and provide very effectively for the smooth running and care of the school.

48. Financial planning is satisfactory and specific grants are used well. The governors are prudent in their budgeting, and the short-term financial planning is outlined clearly in the school's management plan. The school's three-year strategic management plan is well set out, showing clear priorities for further improvement. The well-established finance committee targets specific areas for development and ensures that spending provides value for money. The commitment of the headteacher and governors is reflected in the significant proportion of the school's budget that is used for additional support for pupils with special educational needs. The recommendations of the local authority audit have been acted upon.

49. The provision for special educational needs is well organised and led by a very conscientious coordinator, who is secure in her knowledge and understanding of both the code of practice and the pupils. She is innovative in introducing new systems and practices and is always seeking to improve provision further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education provided by the school, the governing body, headteacher and staff should:

- ❑ **Raise attainment in English by:**
 - ensuring that pupils undertake more sustained writing across the whole curriculum;
 - more rigorous monitoring of pupils' recorded work to identify and act upon any lapses or gaps in pupils' progress.
(Discussed in paragraphs: 1-3; 5; 15; 63-71)

- ❑ **Raise attainment in mathematics to ensure that:**
 - pupils of all abilities make good progress and achieve the standards they are capable of;
 - higher expectations are set by teachers, especially for average and higher attaining pupils;
 - more lessons build on what the pupils already know rather than too much time consolidating and revising.
(Discussed in paragraphs: 1-3; 6; 70; 72-79)

- ❑ **Improve the teaching so that all lessons reach the highest standards seen to:**
 - provide more challenge, pace and work that is better matched to the pupils' abilities to enable them to reach their potential;
 - help teachers identify what is good practice and use this to improve their own teaching further;
 - agree what expectations are set for pupils' recorded work and apply these consistently.
(Discussed in paragraphs: 6; 8; 17-20; 70; 77-78)

- ❑ **Improve the way that pupils' work is assessed so that:**
 - there are systematic procedures in place which are understood and used by all teachers;
 - assessments are used to aid planning and provide more work that is better matched to the capabilities of the pupils.
(Discussed in paragraphs: 17; 35-36)

- ❑ **Establish more systematic and effective monitoring procedures to help:**
 - subject coordinators provide class teachers with information about how well the pupils are learning;
 - the headteacher and governors have a clear picture of the quality of the teaching; how well the pupils are achieving and what action to take if some pupils are not making enough progress.
(Discussed in paragraphs: 43-45; 71; 79)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	36	48	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	181
Number of full-time pupils eligible for free school meals	18

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	50

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	19
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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
	2000	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	12	12	12
	Total	26	26	27
Percentage of pupils at NC level 2 or above	School	90 (96)	90 (89)	93 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	16
	Girls	12	12	13
	Total	26	27	29
Percentage of pupils at NC level 2 or above	School	90 (93)	93 (89)	100 (93)
	National	84 (82)	88 (86)	88 (87)

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
	2000	7	17	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	6
	Girls	14	13	15
	Total	16	16	21
Percentage of pupils at NC level 4 or above	School	67 (79)	67 (76)	88 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	6
	Girls	15	15	16
	Total	17	18	22
Percentage of pupils at NC level 4 or above	School	71 (79)	75 (79)	92 (90)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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)	8.8
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	95

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	422205
Total expenditure	412510
Expenditure per pupil	2254
Balance brought forward from previous year	1302
Balance carried forward to next year	10997

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	176
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	5	2	0
My child is making good progress in school.	38	48	7	2	5
Behaviour in the school is good.	22	61	10	2	5
My child gets the right amount of work to do at home.	30	40	17	7	6
The teaching is good.	47	41	7	0	5
I am kept well informed about how my child is getting on.	33	42	13	7	5
I would feel comfortable about approaching the school with questions or a problem.	77	18	3	2	0
The school expects my child to work hard and achieve his or her best.	50	38	8	2	2
The school works closely with parents.	35	47	10	6	2
The school is well led and managed.	38	52	7	0	3
The school is helping my child become mature and responsible.	33	60	7	0	0
The school provides an interesting range of activities outside lessons.	20	43	20	10	7

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

50. The children join the reception class at the beginning of September in the school year in which they become five years of age. The children whose birthdays occur before February start on a full-time basis. Younger children, who will not be five until after February, start on a full-time basis in January. Most of the children have had some form of pre-school experience. At the time of the inspection, the youngest children had only just started full-time education. A teacher and learning support assistant teach in the reception class.

51. The children enter the school with a range of communication, language and literacy skills, and together with their personal and social skills, the level of attainment on entry to the school is in line with the standards expected of children under five. They make satisfactory progress and the majority of children will achieve the early learning goals in language, literacy, mathematics, and in their knowledge and understanding of the world by the end of the reception year. A large amount of the teaching in the Foundation Stage is satisfactory and, as a result, the children are achieving in all areas of learning, making satisfactory progress. They are making good progress in speaking and listening and mathematics because the teaching is very focused on improving these areas of learning whilst developing the children's personal, social and emotional development. Good use is made of the learning support assistant who works with individuals and groups of children, helping them to be involved in class discussions and participate fully in the work provided for them.

Personal, social and emotional development

52. Some of the children starting school for the first time find it difficult to relate to others but soon begin to settle into class routines and develop good personal and social skills. The teaching is helping them to share responsibilities, cooperate with others in a group so that they learn to share and play together. By the time the children leave the reception class they achieve the early learning goals in their personal and social development but some children, including some who have been identified with special educational needs or have delayed emotional development, have still to learn how to cope in larger groups. The teaching is particularly effective in improving this area of learning through focused discussion and helpful sessions such as "News time".

53. The children learn to respect each other's feelings and views. They cooperate well, for example, when playing with construction toys or modelling with malleable materials. The adults support the children well. They talk to the children and ask pertinent questions, constantly involving them and ensuring that nobody is left out or feels insecure. Parents play an important part, for example, at the beginning of each day, they bring their children into the classroom and help them to settle in and put away their books or hang up their coats. Children and adults interact and support each other in an environment that is supportive and encouraging. For some children, their emotional development is yet to be fully realised and the school successfully responds to the needs of these children with well-focused adult support. This level of support is helping the children's personal and emotional development as well as teaching them to share resources and become more independent. Some children, particularly those who are in the youngest cohort and have only just started school full-time, lack the confidence to explore or choose activities during free-choice and structured play sessions. They also find it difficult to listen for sustained periods of time when the teacher is talking to the whole class. In most lessons, the children respond well to the teacher who is alert to the needs of individual pupils and ensures that the pace of class discussions is challenging and enjoyable. For example, the teacher asks the children questions that draw on their own experiences. The teaching usually praises and rewards the children for their efforts but at times some children find it difficult to sit in a group and listen to an adult, resulting in some children interrupting or disrupting others. At these times the adults work very hard to involve those children who find it difficult to settle for sustained periods in the classroom when working independently at a table or in an activity area.

Communication, language and literacy

54. The adults work hard to develop the children's language skills. They talk to the children, ensuring that they participate in discussions. By the time the children finish the reception year, they have made satisfactory progress in their language and literacy development, with most progress made in speaking and listening skills. They reach the early learning goals by the time they begin Key Stage 1. A great deal of time is spent on developing talk and this is helping the children to learn to listen to others in a group. For example, during "News" time at the start of the day the children speak about the people they care about, the other children actively listen and are encouraged to wait their turn. When the children first enter the classroom there are no specific reading or writing activities already set out before "News" time to help the children choose whether to write, draw or read and share a book. As a result, opportunities are sometimes missed for more purposeful language and literacy work which evolves from the children's interests and motivation.

55. The children's literacy skills are being developed and enhanced when sharing a book at story time with the teacher. The children enjoy looking at the books as the teacher holds up illustrations and text. Some children are already identifying words and can make sensible predictions in a story. The teacher skilfully asks the children what they think might happen next in the story of "Fergus", with good links made with the colour green. This is successful in enabling the children to participate in group reading, learning to distinguish text from illustration and it also encourages all the children to follow the story. A supporting adult will usually sit with those children who find it difficult to concentrate and this ensures that every child is included in the whole class reading and story sessions. However, some children find it difficult to sit still for sustained periods. Some children are still in the very early stages of reading, whilst others are well advanced because the teacher encourages them to read independently and with support at other times during the day. The teaching uses good techniques, particularly those related to parts of the literacy Framework, to help the children develop their reading skills. In a good lesson, the children explained their thinking and are encouraged to speak in sentences when talking about a hedgehog. This evoked good discussion because the children were able to relate their own experience of seeing hedgehogs to the discussion. The quality of teaching in this area of learning is satisfactory overall with some good teaching seen during story time and discussion sessions.

56. The children are taught to recognise their own name. Writing activities are structured during a part of the day when an adult or the teacher can sit with a group. The children can hold a pencil and can make marks on paper with good control. The majority of the children can make recognisable attempts at writing their own name and are well on the way to achieving the early learning goals. Some opportunities are provided in some areas of the classroom to write, draw, paint or look at words and pictures but on occasion these are not always focused or linked to the topic of the day or to a story being read to the children. Many children can form letters with reasonable precision and control and, through books, stories and rhyming songs, they are developing their language and literacy skills.

Mathematical development

57. The children make satisfactory progress. They learn to count, identify simple two-dimensional shapes and colours. The teaching is satisfactory in this area of learning and the majority of children are likely to achieve the early learning goals. All reception children make good progress when using numbers and shapes. They recognise numbers to five, ten and twenty. They can count and say numbers recognising that 20 is a big number and that 10 is smaller. Good techniques are used to help the children choose a shape or a colour but too much time is spent waiting while some children, who can be quite demanding, wander around the room when searching for an object, leaving the rest of the children to become restless and fidgety. The teacher keeps the children focused by preparing good activities, including computer work where individual children can choose and count frogs in the "Flossy the frog" program for example.

58. The teaching is satisfactory. It is helping the children to recognise plane shapes and to count to 20, for example, when sitting in a circle, the children point to each other when counting and then count the number of shapes they have chosen which are arranged on the floor inside a hoop. Good problem solving is encouraged as they add the shapes but more capable children are not always being challenged in whole class activities resulting in them sitting passively while lower attaining children take time to choose an object or count the shapes. The learning assistant helps the lower attaining children by involving them in the groups and working alongside them. The teacher circulates and supports the children when they are engaged in table-top counting or assembling activities but it is not clear how the children's progress is assessed. Some children choose to use the class computer, helping them to reinforce their counting skills by using the computer mouse to click on particular objects, shapes or "frogs" and then working out how many there are in each group or set.

Knowledge and understanding of the world

59. The children start school with a good understanding of the world around them. They make satisfactory progress, learning about the way they grow, the area they live in, how they come to school and what they need to eat to help them stay healthy. The children make satisfactory progress using the computer, learning to control a mouse by pointing and clicking at text or pictures on the computer's monitor. The children enjoy playing with construction toys, building models and talking about the story they are telling or the picture they are making. Good use is made of the role-play area in the afternoons but some children find it difficult to stay in role or stay in the area for sustained periods. Adults take the children for walks and these help them to learn about the area around the school. Although the children make satisfactory progress, the lack of structured activities around a common theme, topic or story makes it difficult for the children to remain on task. As a result, some children choose to go to the toilet as a welcome distraction from activities in the classroom and this leads to fragmented periods during free choice afternoons. The majority are likely to achieve the early learning goals in this area of learning by the end of the reception year.

60. The children handle tools and materials safely and use scissors and glue to cut and join paper and materials. Adults provide effective support for the children, helping them to use pictures, books, and puzzles, when referring to objects or

models. The children particularly enjoyed presenting their collages and pictures about the colour green, displaying a good understanding of things around them that are green. The teaching is satisfactory, enabling the children to understand the world around them.

Physical development

61. The children make satisfactory progress in their physical development and are likely to achieve the early learning goals in this area of learning and the teaching is satisfactory. During the inspection, it was not possible for the children to play outside during lesson times because of the inclement weather and the frozen hard play surface. The children have access to physical outdoor play, weather permitting, and this is enhanced with physical education lessons in the hall. Resources have just been improved with a small selection of wheeled toys and climbing apparatus but there is still room for further improvement in this area and the school recognises this. Good use is made of the sand and water play areas, helping the children to develop their fine motor skills and explore through play. They are gaining in confidence and developing a range of physical skills when dodging, running and playing together at break-times in the small playground.

Creative development

62. The children make satisfactory progress in this area of learning and are likely to achieve the early learning goals. They enjoy singing and learning new songs and rhymes. The children learn to perform actions to songs and the teaching is helping them to keep time and tempo. In a satisfactory music lesson, the reception children learned to recognise repeating sounds and sound patterns. Although the children were introduced to a range of percussion instruments, they were not expected to handle these nor was the lesson practical enough to help them practise using tuned and untuned instruments. Nevertheless, the children enjoyed singing "The music man", improvising actions for the different musical instruments as they sang. The children also enjoyed listening to a story "The trouble with granddad", and discussing some action words in the story that can be acted out or sung. The children respond well to 'follow the leader' action and response songs and make satisfactory progress in their singing. The teaching is satisfactory overall.

ENGLISH

63. In the 2000 national tests for seven-year-olds, standards were above the national average in writing and average in reading. At age eleven, the 2000 test results were below the national average but comparably with typical standards in schools with pupils from similar backgrounds. Achievement over time, or educational value added, a comparison of the same cohort of pupils taking tests at the end of each key stage is satisfactory. Since 1996, standards in reading at age seven have remained constant, after a rise in 1997. Standards in writing have fluctuated during this time. Standards in English at age eleven have been relatively constant.

64. The evidence from the inspection shows that standards in speaking and listening are average, attainment in reading is in line with the standards expected for pupils' ages. Standards in writing are below the age related expectations. This discrepancy with last year's national test results is explained by the differences in the year groups and the impact the number of pupils with special educational needs has on the overall test scores. The level of attainment of average and higher attaining pupils is satisfactory, although there is an imbalance between reading and writing levels. Pupils do better in reading. Progress in reading is satisfactory. The school has carried out an analysis of its results, has identified this difference and has introduced measures to address it. These include more frequent opportunities to develop writing skills; the provision of 'booster classes' and a thorough process for teaching pupils with special educational needs, which ensures that these pupils receive an appropriate education and make good progress.

65. Pupils listen very carefully to teachers, to other adults and to their peers. This is shown in the way that they carry out their tasks and the positive response they make to each other's contributions. They answer questions meaningfully and are confident to ask questions when they require clarification or further information. When working on a joint task, they listen to one another with respect and are quick to recognise the value of each other's efforts. Younger pupils in Key Stage 1 are learning a good range of technical vocabulary, introduced by their teachers, but are hesitant when discussing personal opinions and preferences in reading material. By the time they are eleven, the oldest pupils have developed an enthusiasm and confidence when discussing their likes and dislikes.

66. Reading standards are satisfactory and reflect the effort that has been made to improve both the quality of teaching and the reading resources. By the age of seven, all pupils like reading and higher attaining pupils are reading accurately and fluently. They understand what they have read, but are reluctant to discuss the text, offering brief descriptions of characters and the context of the story. They recall what they have read quite accurately, but are unable to make accurate predictions. Word building techniques are established with all pupils and lower attaining pupils attempt new words patiently and accurately. The application of skills in a group learning situation is good, when pupils that are more capable accurately scan

the text for meaning and information. Although pupils can describe the function and organisation of an index, some do not recognise terms such as 'fiction' and 'non-fiction.' Some pupils do not respond to the term, 'information book' and are unclear about the distinction between different genres in books and reading materials. At the age of eleven, pupils still enjoy reading. Pupils that are more able are fluent, accurate and expressive. They discuss character and plot and express their opinions confidently, referring to the text to support their ideas. They are also prepared to predict likely outcomes. There is still some confusion about fiction and non-fiction and, although pupils demonstrate their ability to locate information in the library, retrieval skills are not entirely secure. Pupils are increasingly becoming competent at locating and using information via the Internet on the computer.

67. The school has recognised the need to improve standards in writing, which are below the standards expected overall. By the end of Year 2, higher attaining pupils write a series of sentences using capital letters and full stops accurately. Spelling rules are applied accurately. The pupils are learning a cursive handwriting style, which is carefully produced and consistently taught throughout the key stage. By the age of eleven, pupils have experienced a wide range of writing experiences, including narrative, factual, letter writing, argument, persuasion, autobiography and biography. The spelling and punctuation of the average and higher attaining pupils are usually accurate and writing is organised into paragraphs. They write for a variety of purposes and for different audiences. This strategy is being successful in addressing the perceived weaknesses in writing. Although thorough, it would be more successful if the school provided more time for regular and sustained periods of writing, not only within the English curriculum, but also planned across all subjects. From an early age, the pupils are taught the writing process, which involves self-correction and improvement. It is essential that this process is consistently built upon, so that pupils refine and improve their writing habitually as they proceed.

68. The higher than average proportion of pupils with special educational needs are given a good education, with a good balance of in-class work and sensitive withdrawal. However, the school must improve the way it monitors what the pupils do when they are withdrawn for additional support so that they do not miss any part of the curriculum when they are withdrawn. Cooperation between the special educational needs coordinator (SENCO), and teaching and support staff results in a progressive programme for each pupil, devised to meet their particular needs.

69. Improvements since the last inspection include the successful implementation of the National Literacy Strategy, which has provided a uniformity of approach so that the teachers provide clear learning objectives. There is a consequent improvement in the standard of teaching and learning. There is a need, however, to examine the length of lessons, as they are longer than necessary and result in the teaching losing its impact because introductions are drawn out. A consistent approach to the teaching of writing is also beginning to be effective, but further development is necessary. Booster classes have been effective in raising the standards of those pupils identified as falling short of the expected standards. The school should now endeavour to increase the level of rigour in all English lessons throughout the school.

70. The quality of teaching and learning during the inspection was good in Key Stage 1 and satisfactory in Key Stage 2. One lesson in each phase was very good and the grouping of pupils by ability in a year group in Key Stage 2 is very effective. Teachers understand the requirements of the National Curriculum and plan their lessons well. Planning is best when teachers organise activities that are well matched to different levels of ability. In these situations, learning is more precise because learning objectives are more clearly defined, so that pupils' progress is measured more accurately. This was best exemplified in a Year 1 lesson on fiction and non-fiction texts, where pupils were provided with tasks that were planned specifically for them, and in a Year 4 lesson for higher attaining pupils, which specifically targeted different ability groups. Teachers have a good knowledge of their pupils and work well with support teachers to provide suitable learning experiences for pupils with special educational needs. When these take place within the classroom, a good learning atmosphere prevails. The withdrawal of pupils is handled sensitively and in some, but not all, cases, pupils are informed of work that they have missed when they return. It is important that the school takes care to ensure that the same pupils do not miss the same lessons every time they are withdrawn. Lessons are clearly introduced and plenary sessions are usually well managed. However, the time allowed for lessons is too long, so that both introductions and summaries can be too long winded. At these times, lessons lack pace and rigour and pupils do not make as much progress. Management of pupils is good and, in most lessons, the pupils' response was at least good and often very good. This is conducive to good learning. Teachers mark work conscientiously and this is often evaluative and sets targets for learning. Sometimes marking is not well written or informative, leaving little scope for the pupils to improve or know what they must do to correct their work. Teachers use homework well to support and enhance the curriculum.

71. The school has worked hard to improve the English curriculum. All staff have received in service training, both in general terms and in terms specific to their needs, for example, ways of improving the performance of boys. The national tests last year indicated some variation in the attainment of boys which is recognised by the school but the action taken is not having an immediate impact on how well boys are achieving. The coordinator is unable to monitor teaching and learning effectively because there is no planned programme or systematic procedure for observing lessons, checking pupils' work or teachers' planning. The library has been audited and unsuitable books have been removed. The school must continue its efforts to improve the library stock and develop its regular use as a resource for learning. The use of the Internet is a good

development and is to be encouraged. The curriculum is enriched by book weeks and regular activities that enhance all aspects of the subject, such as visits and drama productions.

MATHEMATICS

72. The results of the 2000 national tests at the end of Key Stage 1 indicate that the percentage of Year 2 pupils reaching the expected standards was close to the national average as was the number exceeding this level (Level 3). The results of the 2000 tests at the end of Key Stage 2 indicate that the percentage of Year 6 pupils reaching the expected level was below the national average with those reaching the higher and more demanding level being well below the average. When measured against similar schools, however, the number of pupils reaching the expected standard was average. When previous attainment based on results of the same pupils on completion of their Key Stage 1 tests is taken into account progress is satisfactory over time. Key Stage 2 results remain below average with some significant differences, one year to the next. Since 1996 results have risen gradually at a rate broadly in line with that seen nationally. Inspection findings indicate that a fall in the level of results is likely in Key Stage 1 but a small rise at Key Stage 2, especially for those pupils achieving the higher standard (Level 5). Results will however remain below average levels largely due to the number of pupils with identified special educational needs in the cohort.

73. By the end of Key Stage 1, more than half the pupils are able to use numbers confidently and apply their knowledge to solve mathematical problems. They develop a satisfactory mathematical vocabulary and are beginning to develop more confidence in mental calculation. Many add and subtract numbers up to 20 and beyond and are developing a variety of strategies to do this. A majority of pupils know the difference between odd and even numbers and can estimate distances using standard and non-standard measures. They understand phrases such as double, halve, total, more and less than and recognise numbers that are larger or smaller and can explain the reason why. Pupils have a good grasp of money and the values of different coins and can add and subtract these in both practical and written forms. An appropriate and balanced range of mathematics topics is covered.

74. By the end of Key Stage 2, children have developed and can explain their own strategies for solving problems and record their findings in an appropriate way. They have a satisfactory understanding of, and are able to apply, the four rules of number to thousands, hundreds, tens and units accurately and many have learned number facts up to 10×10 . Their knowledge of fractions and decimals is satisfactory and many have a clear idea of angles and degrees. They are developing a sound understanding of percentages and recognise line and rotational symmetry. Most pupils are able to create and draw column and line graphs to represent data they have collected.

75. In both key stages but especially at the upper end of Key Stage 1, the quality and consistency of the presentation of work is unsatisfactory. Most pupils set out their work appropriately and with due attention for example, to number formation and the use of rulers. However, there is inconsistency in the format for presentation in mathematics and there are times when quality falls below acceptable levels.

76. In each key stage pupils have opportunities to apply their mathematical skills to other subjects. Evidence was seen of work on coordinates that have been used to determine location and points on a two-dimensional shape. Other areas include measurement in design and technology, the creation of symmetrical pattern in art and design work and the development of time lines and an understanding of the passage of time in history. There are few examples of information and communications technology being used in mathematics except for pupils practising times tables.

77. The pace and rate of work are often unsatisfactory. The introduction of the numeracy strategy is focusing teachers' work and improving some areas. The use of a mental and oral session at the beginning of a lesson is producing varying results. Where this session is well planned, the questioning challenges pupils' thinking and the pace of that part of the lesson is good with promising results. Too few mental and oral sessions are like this. In some lessons and in some pupils' books work is set at appropriate levels to meet the needs of all the pupils in the class. In other lessons and in evidence of past work, the work set is often too easy for the most able, thus providing insufficient challenge. Work for the least able pupils is usually set appropriately and these pupils are usually supported well by the class teachers and support staff. Where appropriately challenging work is set, as at either end of Key Stage 2 and in Year 1, pupils' levels of concentration and focus on their work are good. In other lessons where the challenge is limited and pace is slow behaviour sometimes deteriorates. Pupils with special educational needs make good progress in relation to their prior attainment. They are usually provided with appropriate work and their individual education plans contain achievable and appropriate targets. The quality of teaching is satisfactory overall with examples of good and sometimes very good teaching seen in both key stages. This is an improvement since the last inspection. Since that time, the National Numeracy Strategy has been introduced to provide the necessary structure to the development of the subject throughout the school. The quality of teachers' planning, based on the strategy, is satisfactory and in most cases contains appropriate detail on what pupils are going to learn and the tasks by which they consolidate this learning. Where expectations are high, pupils are keen and eager to answer teachers' questions

and good progress is made. Often however, introductions are too long, the pace, urgency and rigour of lessons' drags and challenge is limited.

78. The use of homework is consistent especially at the upper end of Key Stage 2 and this provides a useful addition to pupils' learning. The quality and consistency of marking in some classes are unsatisfactory with corrections not completed and comments designed to improve the quality of work being insufficiently helpful.

79. Limited monitoring of pupils' mathematical knowledge and understanding is carried out. While the procedures for assessing pupils' standards of work are in place, too few teachers use the information sufficiently to plan the next lessons. There are examples of good practice in this area where teachers modify lessons in light of what pupils have learned. The school has recognised the need to have clear end of year judgements of pupils' attainment and is to introduce additional testing to do this. This will improve the information available to teachers and help to identify the strengths and weaknesses in pupils' knowledge and gaps in the curriculum. Some monitoring of the quality of teaching has been completed and is becoming more firmly established. An analysis of previous test material is carried out and is becoming increasingly sophisticated but there is no consistent system for tracking pupils' progress.

SCIENCE

80. Standards in science are above average and have shown significant improvement over the last four years. Inspection evidence confirms that the good teaching in both key stages is having an impact on standards, resulting in last year's test results and teachers' assessments in Key Stage 1, where attainment reflected this upward trend in standards. In the most recent national tests, the results show that attainment at the end of Key Stage 2 was in line with the national average. The teacher assessments of pupils at the end of Key Stage 1 showed that all pupils attained the expected level and an average proportion of pupils achieved the higher standard.

81. There has been good improvement since the previous inspection. One of the criticisms in the previous report was that there was insufficient attention paid to evaluating what the pupils had achieved and this was reflected in some lessons leaving insufficient time for the pupils to reflect on their learning. This is now one of the strengths of the subject. Planning for the whole curriculum is built around scientific enquiry. The pupils are presented with opportunities to predict, hypothesise, and then test ideas and theories. Pupils in Year 1 and Year 6 have received particularly effective teaching and as a result are able to make intelligent predictions about objects that will float and sink and, the case of Year 6 pupils, the likely changes to shadow lengths when investigating light.

82. The teachers plan effectively to present pupils with challenging and thought-provoking tasks. Subject knowledge is good, so that any dialogue with pupils flows easily and pupils understand what is expected of them. The teachers prepare themselves well and are able to answer questions that pupils may pose. Methods used include whole class work, investigating further in pairs and small groups, and individual tasks to record activities and the conclusions arrived at. Consequently, the pupils are able to share ideas and cooperate with others when investigating or planning their experiments resulting in effective learning. Groupings provide for pupils of different abilities to share and support each other. In Year 1 the pupils, including those with special educational needs, were well supported and fully integrated as they investigated whether objects or materials would 'float' or 'sink'. In Year 2, the pupils sorted the equipment and resources needed to make a complete electric circuit. The pupils cooperated well in their groups, each having a specific task which involved making a bulb light, or investigating simple switch mechanisms which break or connect a circuit. Shared opportunities like these are common features of scientific enquiry and science lessons make a strong contribution to the pupils' personal and social development as well as improving their scientific knowledge and understanding.

83. The pupils are well behaved and generally attentive. A small number of them in all classes lack application at times and teachers have to work hard to retain their attention. The teachers are more successful in this when they maintain a brisk pace to the lesson and when they urge pupils to apply their full concentration. Pupils in Years 1 and 2 learn well when sorting and classifying materials according to their properties. The teachers prepare meticulously and ensure that each lesson builds on pupils' previous knowledge. The pupils move around to various activities in turn, observing a wide range of resources, and learn to organise their investigations quickly. This is reflected in the good and very good teaching seen. In a very good lesson in Year 6, for example, the pupils explored the use of opaque objects and the effect these would have on shadow lengths as part of their topic entitled "The earth and beyond". The pace and challenge set was demanding of all pupils as focused questioning and a good balance of direct teaching and investigative learning were key features of the strong science teaching seen.

84. The teachers provide interesting tasks that hold the attention of the majority of the pupils. The pupils enjoy carrying out investigations and working with others. In both key stages, the pupils carry out and plan their own investigations. Lesson introductions are good, with initial reviews of prior learning so that learning is progressive. Discussions and practical tasks

are challenging and thought provoking. Homework is also set for older pupils which extends their thinking further, for example. Year 6 pupils were asked to investigate shadow lengths and graphical representations of these to see if there is any correlation between their findings and the times and seasons of the year. However, the recording of work and pupils' writing in both key stages does not always provide sufficient reinforcement to their learning. The pupils are developing a structure for how they write about what they learn, from prediction to conclusion. In some science work seen, the writing tasks are brief or unfinished. The teaching is not always sufficiently demanding in this respect. Whilst work is marked regularly, with questions posed and comments made about the need to improve, there is little response made by the pupils and the marking does not outline what the pupils must do to improve. They are not making full use of their literacy and thinking skills. This applies particularly to higher attaining pupils.

85. The teachers are well supported by learning support assistants. They are well briefed and show good knowledge of what they want pupils to learn. By supporting specific pupils, they keep them on task so that the pupils with special educational needs can follow the teachers' instructions and take an active part in the lesson reviews. When working with groups the support ensures pupils' application to the task enabling them to pose appropriate scientific questions. A good example was seen when Year 2 pupils investigated simple electric circuits and were well supported by additional staff who ensured that the pupils remained on task and completed their work.

86. Science is being taught effectively so that the pupils are learning well. An experienced coordinator has overseen good improvements to the subject. She supports her colleagues well. In Key Stage 2, the subject is usually taught in a specialist science room, the legacy of the school's previous status as a First and Middle School. Science resources are very good and the science room is well used to support pupils who have space and resources to hand when investigating their projects and experiments. When taught to a whole class, the teachers plan very effectively, with different activities based on the same learning objective. Effective assessment procedures are in place which enable teachers to monitor the pupils' work closely but there is not always specific grouping by ability during investigative work and this affects the progress of higher attaining pupils who are sometimes put into groups to support others.

ART AND DESIGN

87. Standards are above those expected at the end on both key stages. This is a judgement similar to that reached in the last inspection report. Although only three lessons were seen, other evidence, including pupils' work on display, supports these judgements. By the end of Key Stage 1, the pupils have a good experience of art and design. Children in the reception class have experimented with colours both in mixing and in methods of application. They have also produced good quality work using a variety of materials to create vibrant collages and have created prints using a variety of different methods. Pupils in Year 1 produce self-portraits that show a good level of maturity with features in proportion and care in drawing eyes, noses and mouths. Their understanding of printing and collage techniques is also appropriately developed building on what they have learned earlier in the school. By Year 2, pupils are using natural materials such as wood shavings to create pictures, for example, of ships. They also incorporate other materials such as tissue, foil and string to demonstrate their understanding of 'dull' and 'shiny' in art work linked to science.

88. By the end of Key Stage 2, pupils' skills and knowledge have advanced further. In a good lesson in lower Key Stage 2 the teacher used the paintings of famous artists to illustrate what she required. Pupils followed her questioning carefully and showed good levels of knowledge and understanding of the variety of media used to create the work. Careful drawing with good levels of maturity followed and pupils demonstrated good control of media when using pastels, chalks and charcoal. They talked readily about the experiments they had carried out on blending colours and could describe the results they would get. Pupils can work independently and choose from the various media on offer very sensibly. By Year 6, pupils have developed further skills as could be seen by the very good quality screen prints on display. They also produce sensitive observational drawings and paintings of still life, designing and creating their own arrangements. Symmetrical designs based on work by Esher show care and good levels of skill and clear links to work in mathematics

89. In a very good lesson seen in Year 6, pupils examined packets and looked at the designs, which made them interesting and effective. Pupils then produce their own designs showing good levels of skill and understanding.

90. The quality of teaching seen is good with some being very good. Questioning is good and skills are taught well. Demonstration is used very well, for example in showing pupils wax resist techniques. Pupils are allowed to experience a good range of differing materials such as water colours, acrylic paints, various types of brushes and other methods of applying paint. Technical vocabulary is good. Knowledge of famous painters is satisfactory with pupils able to recall elements of the life of artists such as Van Gogh and Picasso. There is more limited knowledge of art and artists beyond Europe. In the teaching observed, teachers demonstrated a good knowledge of the subject; they know how to apply this and have a clear understanding of how to ensure that standards continue to rise. Ceramic art is well developed within the school and the coordinator has considerable personal knowledge and skill in this area, passing these skills on to pupils through very

good demonstration. Pupils are very enthusiastic about the subject, listen carefully to what they are told and, because there is generally a good level of challenge, they behave well.

91. There is a policy and scheme of work in place that guides teachers' planning and ensures that pupils receive a suitably wide range of experiences. Resources are plentiful and used well by teachers to extend the challenge provided for pupils.

DESIGN AND TECHNOLOGY

92. Displays around the school, photographic and other evidence together with teachers' planning and the one lesson observed indicate that standards are in line with those expected. This is a judgement which agrees with that made in the previous inspection regarding Key Stage 1 but it represents a fall in standards in Key Stage 2.

93. By the end of Key Stage 1, there is evidence that indicates that pupils have been introduced to the basic skills of designing and making. Designs are carefully drawn and pupils list what materials they will need to complete the project. Literacy skills are usefully extended when they write about how they will carry out the work. Models, which include wheeled vehicles and carrier bags, are of good quality and pay appropriate attention to detail and quality of finish.

94. By the end of Key Stage 2, pupils have extended their range of skills and knowledge through working with food and with fabrics as well as extending their understanding of the processes of disassembling, investigating, making and evaluating. In an interesting and illuminating interview with Year 6 pupils they clearly described safe practices in cutting, sawing and gluing and discussed hygiene rules when handling food products. Pupils have experience of building wheeled vehicles and using these in experiments to investigate friction, a good development of their work in science. In food technology, pupils have made biscuits and designed packaging. Pupils are well aware of the need to ensure a quality finish and are able to identify areas for improvement in their models

95. It was only possible to observe one lesson but it is clear that standards in teaching are at least satisfactory and where levels of teachers' own knowledge and understanding are high, the quality of teaching is very good. Design and technology provides good links with other subjects, in English for example, through developing writing and speaking skills, in mathematics, through accurate measuring, in information and communication technology, through the design of packaging and in science, when pupils develop models using the principles of pneumatics to make models move.

96. The attitudes of pupils are good and pupils interviewed expressed their interest and enjoyment in the subject. Pupils with special educational needs are well supported and make good progress for their ability. Teaching is supported by a policy and scheme of work that aids teachers' planning. The coordinator is very knowledgeable and supportive of colleagues. Resources are good and provide the full range of experiences required by the National Curriculum.

GEOGRAPHY

97. Geography does not currently figure prominently on the school timetable but, according to the school's curriculum planning, will receive a higher profile later this term and in the summer term. One lesson was observed in Key Stage 1 and another lesson in Key Stage 2 with a predominant historical focus but containing some geographical elements to help pupils relate to the location of Greece. There is limited evidence of geography work in the school from this year but what is available indicates that standards are satisfactory. Pupils increase their mapping skills through the school's map work project and younger pupils' in particular follow the character "Barnaby Bear" around the world helping to increase their knowledge of locations.

98. An interview with pupils shows that they have sufficient knowledge about the location of continents, countries, oceans and rivers for it to be consistent with expectations. Pupils are familiar with the use of keys on maps and know some of the symbols used. The local area, including the school's environmental area is used to extend pupils' knowledge and they have been able to compare and contrast their own village with Wells next to the sea. This has included research into shop types, leisure activities and occupations. Currently pupils have no recall of work to compare a developing country with their own. Pupils' wider knowledge of geographical features is also limited with only partial recall of elements such as the water cycle and river systems.

99. It is not possible to make a judgement on the quality of teaching seen because of the limited opportunities provided. There is a scheme of work available to help planning. Resources are at satisfactory levels to deliver the National Curriculum.

HISTORY

100. By the end of Key Stage 2, standards in history are above average. Pupils are making good progress in the acquisition of knowledge and the development of skills. Although it was only possible to see a limited number of lessons being taught, it was possible to talk to the subject's coordinator and to the pupils, to inspect samples of pupils work in books and on display, and to examine teachers' planning.

101. Lessons observed were all in Key Stage 2 but displays around the classrooms indicate that history is an ongoing part of the curriculum. In Year 1, the pupils begin to understand the concept of time and use the idea of grandparents, parents and themselves to understand past, present and future. In Year 3, the pupils study the effects the Romans had on Britain and they look at the Roman way of life with links to art through the creation of mosaics. By Year 4, pupils have developed an understanding of both modern and ancient Greece. There are good cross-curricular links between history, geography and to a lesser extent English and mathematics. Photographs and pictures are used well to illustrate aspects of Greek life and history. Pupils in Year 5 make a detailed study of Tudor life and it is obvious that pupils are well informed and interested, illustrated by their detailed knowledge and recall of conditions and events. A good range of experience is provided and pupils are familiar with life both in towns and the countryside and are able to compare and contrast them. The importance of exploration and the conflict with Spain is put in clear focus by some good teaching. Similar levels of knowledge and interest were seen in Year 6 when the pupils were studying Victorian England with a particular focus on the workhouse. Pupils used their knowledge of local history well to relate to life and conditions for the poor in Victorian days. They develop arguments both for and against the workhouse system and put forward their views at the end of the lesson. Information and communication technology is used well to enhance the collection of information through the Internet.

102. Lesson observations indicate that teachers possess a secure knowledge and understanding of the subject and its key elements. A scheme of work has been put in place to guide teachers' planning and this is an improvement on provision seen in the last inspection. Pupils' work is marked consistently although subject specific comments are infrequent. In the lessons seen there was a good level of oral feedback together with challenging use of questions which ensure that pupils are challenged in their thinking. Most of the teaching has a good pace that contributes positively to learning. Resources, including audio-visual equipment, are well used. Lessons are appropriately planned with teachers sharing with pupils what they will learn during the lesson at an early stage. Pupils respond to direct teaching very well, showing interest and enjoyment.

103. The coordinator has a considerable depth of knowledge and understanding of the subject. The scheme of work is in the process of being personalised to meet the specific needs of the school. Attention is being paid to the development of skills so that there is consistent progression as pupils go through the school. Planning indicates good cross-curricular links with English, mathematics, information and communication technology and art and design playing appropriate roles in the subject. Resource levels are appropriate to deliver the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. Standards in information and communication technology have improved since the last inspection. They are now in line with those expected for pupils' ages at the end of both key stages. The school has improved its provision of information and communications technology, which was reported as being unsatisfactory in the last inspection. The pupils, including those with special educational needs, are provided with opportunities to use computers and other new technology and this is enabling them to make satisfactory progress in every strand of the information and communications technology curriculum.

105. In Key Stage 1, Year 2 the pupils make satisfactory progress using a word processing program to type in and correct or rearrange text. Year 1 pupils make satisfactory progress using a programmable robotic device. They are learning simple programming skills to manoeuvre the device through simple pathways, estimating how far it will move. This is extended in Year 2, when the pupils are taught basic turtle graphics using the same robotic device. Tasks become more demanding as the pupils become familiar with the range of programs offered by the school and the pupils enjoy the challenge of having to type in simple commands to control and move a robotic "turtle" around the computer screen when undertaking simple Logo work. Throughout Key Stage 1 there is evidence of pupils' printed work showing that they have made good progress using word processors and graphic programs to draw pictures and patterns.

106. In Key Stage 2, the pupils continue to make satisfactory progress benefiting from focused teaching which is usually related to other subjects or topics. The pupils' level of attainment is in line with that expected for their age with some good examples of word processing, graphics and a combination of desk top publishing skills that utilises the pupils' knowledge and understanding of combining and re-organising text and graphics images. Year 4 pupils have produced their own symmetrical patterns as part of the mathematics work using a graphics program. Other examples include Year 5 pupils searching the Internet and writing E-mails to each other. The pupils searched the Internet in Year 6 during a science lesson to

get information about their topic on “The earth and beyond”. There are some good examples of pupils using a digital camera to combine images and text. The school is continuing to improve the work that pupils do by combining information and communications technology work with the work done across a range of subjects and topics.

107. The quality of teaching is satisfactory. The school provides a balanced and effective programme of information and communications technology and teachers have increasingly become accustomed to planning work that will enhance and extend the pupils’ learning in many subjects. The pupils enjoy using computers, tape recorders, robotic devices and cameras as part of the school’s curriculum which is helping to extend and enhance the tasks provided. This is also having a positive effect on the professional development and competence of the staff. The pupils are allowed time to experiment, sometimes learning from their mistakes. The pupils are able to self-correct, edit and re-organise text, use graphics and control technology; and older pupils use simple spreadsheets and data handling programs. This broad range of experience is a reflection of the improved teaching and the determination to incorporate information and communications technology within the whole curriculum.

108. The coordinator is knowledgeable and well organised. Resources are well matched to the needs and capabilities of the pupils as well as to the demands of the information and communications technology curriculum. Teachers are undergoing continuous training and this has ensured that spending on new resources is efficient and improves standards.

MUSIC

109. The pupils achieve standards in music, which are above those expected for their age. The school provides a well-balanced programme of general music lessons for all pupils and specialised music tuition for pupils learning to play instruments. Music is a strong feature of the school’s overall provision. The school has a thriving choir and orchestra with good examples of musical ensembles leading school assemblies and music being used to support drama productions and other events, which are well attended by parents.

110. Only three music lessons were observed. Two in Key Stage 2, and the reception children being taught by the music coordinator. At the time of the inspection, peripatetic music tutors worked in school at lunch-times and at other times, teaching individuals and groups of pupils. The singing in school assemblies is clear with the large majority of pupils able to sing in tune, keeping good time and tempo. This is a clear indication that singing is well taught. Key Stage 2 pupils who play recorders often accompany the singing in assemblies; they can read music and lead the accompaniment unaided with one pupil leading and counting the group in with good effect. This is attainment of a high standard. In a good music lesson, Year 4 pupils were able to distinguish higher and lower sounds or notes and experienced a good range of African musical instruments. Throughout the school, the pupils enjoy listening to recorded music and to singing. Those pupils showing a particular aptitude for playing instruments are selected for specialised teaching. This is having a positive effect on music standards.

111. The teaching is good and is well managed by the music coordinator. She has a good working knowledge of the subject and is enthusiastic about music. This enthusiasm affects the pupils’ interest and motivation, resulting in music continuing to be a well-established subject in the school’s curriculum. It is well used to support and complement other work, for example, drama, history and literacy work as well as providing opportunities for individual pupils, groups and ensembles to perform in front of an audience. The coordinator is often used to teach music in other year groups and this is helping class teachers to develop their own knowledge of the subject and gain in confidence to teach music to their own class. Resources are good and well used.

PHYSICAL EDUCATION

112. Standards are in line with those expected at the end of both key stages. Standards in swimming are very good by the end of Key Stage 2. Year 1 pupils demonstrate an ability to focus on the main learning objective, for example, balance when moving, and practise conscientiously so that good improvement takes place. They work hard, quietly and effectively, with an established awareness of safety factors. They move quietly and efficiently between pieces of apparatus. Their ability to be imaginative when exploring apparatus is continued in Year 2, as is their level of coordination and control. However, Year 2 pupils are not as self-disciplined in their practice and some do not remain consistently on task, which adversely affects their progress. Year 3 pupils are very expressive and imaginative when engaged in dance. They show good body control and an awareness of working at different levels. When developing sequences of movement, they work hard, but do not always incorporate sufficient levels in their finished performance. Year 5 pupils, coached by representatives from the local Sports Council achieve a good level of performance in basketball. Pupils show a good ability to pass, catch, dribble and shoot. The oldest pupils in the school also demonstrate that they are well coordinated and controlled. They are aware of the fundamental principles involved in take off, flight and landing, but can be casual in their approach, which adversely affects their

performance. They can lack self-discipline in their work and can be too noisy. They do not demonstrate the standards expected as a development from those evident in younger pupils.

113. Changes since the last inspection include the updating of the subject policy. Currently the school is preparing to introduce a national guideline and scheme of work. The school makes good use of training and support from the local Sports Council. This has provided training for teachers, as well as good quality coaching for pupils. This has introduced pupils to a range of activities, which has enhanced both their experiences and the school's curriculum. It has also brought about an improvement in the quality and quantity of resources, which are good overall.

114. Teaching and learning is satisfactory overall, with some examples of very good practice. All lessons are carefully planned with appropriate learning objectives. The best lessons are well structured, with a good pace. In these lessons, teachers have high expectations of behaviour. Routines are well established and pupils respond by being self-disciplined and well organised. Pupils listen very well to lesson introductions, but the teaching is less effective when teachers do not demand the high level of behaviour required by the established routines. Sometimes pupils lose control during independent practice. Progress and standards suffer during these occasions. Teachers use pupils well to demonstrate examples of good practice. However, some miss the opportunity to point out how the performance of even the best, can be improved. It is also important that teachers keep an overview of performance during independent work and strive for high standards all of the time.

115. Facilities for physical education are very good. The hall is spacious and teachers organise its use very well. Resources are good and well maintained.