

INSPECTION REPORT

**JAMES BRADFIELD C OF E COMMUNITY
PRIMARY SCHOOL**

Stoke Ferry, King's Lynn

LEA area: Norfolk

Unique reference number: 121057

Head teacher: Mrs S Youngs

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 12th – 15th March 2001

Inspection number: 208043

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 |
| School category: | Community |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Wretton Road Stoke Ferry King's Lynn Norfolk |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Dr I Mack |
| Date of previous inspection: | 9 th November 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|-----------------------|----------------------|--|--|
| Mr D Hardman 17794 | Registered inspector | Science Information and communication technology Art and design Physical education Equal opportunities | Characteristics Standards and the school's results Teaching Leadership and management |
| Mrs J Moore 11439 | Lay inspector | | Pupils' attitudes, values and personal development The school's care for the pupils Partnership with parents |
| Mr A Scott 27545 | Team inspector | Mathematics History Geography Design and technology Special educational needs | Curricular opportunities Assessment and monitoring |
| Mrs A Lawson 30834 | Team inspector | English Religious education History Music Under fives | Pupils' spiritual, moral, social and cultural development Resources, staffing and accommodation |

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

James Bradfield C of E Community Primary School is a small school situated in the rural village of Stoke Ferry, south of the town of King's Lynn. The school serves a wide geographical area. There is a broad social mixture in the school. Many pupils' attainment on entry to the school is below the national average although the full ability range is represented. There are 81 boys and 48 girls currently on roll, including 15 children in the reception class. There are no pupils who have English as an additional language and none from ethnic minorities. Approximately 16 per cent of pupils are eligible for free school meals, which is broadly in line with the national average. Twenty eight per cent of pupils have been identified as having special educational needs. This is above the national average and 1.4 per cent have statements of special educational need, which is about the national average. The majority of pupils with special educational needs have moderate learning difficulties.

HOW GOOD THE SCHOOL IS

This is an improving school that no longer has serious weaknesses. The leadership and management by the head teacher and governors are good. By the end of Key Stage 2, pupils' attainment in art is above the level expected for 11 year olds. In all other subjects, except English and information and communication technology, pupils' attainment is in line with that expected. Pupils' achievement is improving, even in the two subjects that are below the expected level, and they achieve well in relation to their previous attainment. This is mainly because of the good teaching for older pupils in Key Stage 2 and pupils' good attitudes. The school gives satisfactory value for money.

What the school does well

- The leadership and management of the school by the head teacher and governors are good. Good financial planning supports educational priorities.
- Good teamwork by staff encourages very good relationships. As a result, pupils have good attitudes to their work and school life.
- The provision for pupils' spiritual, moral and social development is good.
- The school has good procedures for assessing pupils' attainment and progress and this is used well by teachers to guide their planning of future lessons.
- The quality of the information sent to parents on pupils' attainment and progress is good and an essential part of the effective links with parents.

What could be improved

- Pupils' attainment in mathematics, geography, reading and writing for 7 year olds and writing for 11 year olds is below the level expected for their age.
- Pupils' attainment in both key stages is below the expected level in information and communication technology, mainly because the school does not have enough resources to meet the requirements of the National Curriculum.
- Specific aspects of pupils' health and safety, discussed with the head teacher and governors during the inspection. For example, the lack of correct signs on the fire exits, the absence of Fire Drill notices in the classrooms and the unfenced areas under the mobiles.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has continued to show good progress in addressing the issues raised in the last inspection in 1998, this was confirmed by a representative from OFSTED in October 1999.

The school has established, and uses well, a clear system for planning the curriculum which ensures that teachers are more secure in what they are to teach in each subject. As a result, teaching continues to improve and pupils' learning is better. There has been good progress in refining the school's assessment procedures, which are now used well by teachers to guide their planning of lessons or series of lessons. This means that work is better matched to pupils' abilities and previous knowledge and understanding. The quality of leadership and management has improved significantly since the last inspection. The recently appointed head teacher has worked closely with the governors and colleagues with a planned programme to improve the quality of leadership in the school. The senior management team, in partnership with the governors, has a positive impact on deciding the future direction of the school and there is a good system in place to evaluate the success of the school's priorities. The head teacher, deputy head teacher and subject co-ordinators regularly observe teaching and learning throughout the school and share the good practice observed with their colleagues.

There has been good progress on the issue to improve the provision for children under five, now called the Foundation Stage. The reception class is now taught in a classroom in the main building and the formation of an effective team of staff, who work very closely together, is having a positive impact on children's learning. For example, activities are closely matched to children's abilities and they are making good progress in their learning. In addition to the issues raised in the last inspection, the school has also made good progress in improving the quality of teaching. For example, in the last inspection 11 per cent of teaching was unsatisfactory. During the week of this inspection there was no unsatisfactory teaching seen and teaching was good in many lessons, particularly for children in the reception class and older pupils in Key Stage 2.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| English | D | D | D | D |
| mathematics | C | D | C | B |
| science | D | B | C | D |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The results of the inspection show that by the age of 11 standards in art are above the level expected for 11 year olds. This is an improvement since the previous inspection. In all other subjects, except writing and information and communication technology, pupils' attainment by 11 is in line with that expected. Religious education is taught well with a structure that follows the Agreed Syllabus and all pupils gain good factual knowledge about a variety of faiths and reach standards that match the expectations for their ages. Compared with the previous year, pupils' results in the National Curriculum tests in 2000 show a similar picture in English, an improvement in mathematics but a fall in science. The school analyses the results of all the tests well and there is now a focus on raising pupils' attainment in writing with the intention of improving results in all aspects of English. The school's implementation of the National Literacy and Numeracy Strategies is beginning to have a positive impact on pupils' attainment. The trend of pupils' attainment over time has not been rising as quickly as other schools but is now improving. Pupils' attainment in information and communication technology is below the level

expected, mainly because the school does not have enough resources to teach the full requirements of the subject. The school is aware that improved resources, a concentrated effort to improve pupils' understanding of how computers control events, how to explore imaginary situations and use their skills to decide how to progress through a program are a top priority as soon as the national grant for the subject is available. The school is well set to continue to improve standards, meet its realistic targets and implement the new curriculum.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils have good attitudes to the school and their work. They are keen to come to school and this improves their learning. |
| Behaviour, in and out of classrooms | Satisfactory. Most pupils are aware of how to treat each other and they work and play well together. |
| Personal development and relationships | Pupils' personal development is good. They respond well to opportunities to take responsibilities; for example, the pupils on the school council take their roles very seriously. Relationships between pupils and staff are very good, so that most pupils try hard and do their best. |
| Attendance | Attendance is satisfactory. Most pupils arrive at school promptly, settle into class quickly and lessons start on time. |

The school's positive ethos and pupils' responses to the caring family atmosphere produce good attitudes in the pupils. Most pupils are polite, friendly and welcoming. They have a clear sense of right and wrong and treat people appropriately. They are considerate of others when they move around the building, use the dining hall and play at break times. Usually pupils respond well to the trust and respect they are shown.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good | Good | Good |

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.

Thirty nine lessons or part lessons were seen. During the inspection there was no unsatisfactory teaching seen. It was good in 38 per cent of lessons and very good in a further 26 per cent. Teaching was particularly good for the youngest and oldest pupils in the school. This is a significant improvement since the previous inspection when 11 per cent of lessons were unsatisfactory. The improvement has resulted from the observation of teaching and learning by the head teacher and key staff. The sharing of good practice is having a positive impact on the quality of teaching throughout the school. This strategy has been successful in establishing a climate within the school where teachers are more aware of their strengths and areas for development. The National Literacy and Numeracy Strategies have been successfully implemented and pupils' standards are improving by the end of Key Stage 2.

The teaching of basic skills in English and mathematics is satisfactory. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies and where tasks are organised to challenge different ability groups in classes, pupils make good progress. In Key Stage 2, good use is made of the basic skills of writing and measuring in experiments on evaporation, filtration and saturation. Teachers use their daily observations of pupils' work to set challenging tasks but this is not always consistent throughout the school. Classroom assistants give effective support to both individuals and groups of pupils when they are working

with them. When they are withdrawn for specialist help, pupils with special educational needs are well taught. Teachers make very good use of support staff and other adults to work with pupils. Although the teaching of information and communication technology skills is satisfactory, the lack of sufficient resources and occasional missed opportunities to use the classroom computers to support other subjects mean that pupils' attainment is not as high as it could be.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Satisfactory. The school has a sound curriculum which meets the requirements of the National Curriculum, except for information and communication technology. Children in the reception class have a wide range of activities that are appropriate to the learning needs of children of this age. There is a satisfactory range of extra-curricular activities that enhance the good provision made for pupils' personal development. |
| Provision for pupils with special educational needs | The procedures and provision for pupils with special educational needs are satisfactory. The quality of focused teaching for pupils with special educational needs when they are withdrawn and taught in small groups is good. Teachers know their pupils well and provide challenging activities that make a positive contribution to their attainment and learning. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The provision for pupils' spiritual, moral and social development is good. It is satisfactory for their cultural development. Pupils' spiritual development is promoted well through lessons and assemblies. The quality of relationships in school is very positive and makes a significant contribution to the improved behaviour in the school. This provision makes a good contribution to promoting the school aims. |
| How well the school cares for its pupils | The procedures for child protection are satisfactory but there are specific weaknesses in the health and safety provision. These were discussed with the head teacher and governors and the school is already taking urgent steps to overcome them. There are good procedures for assessing pupils' attainment and progress and this is used well to guide teachers' planning. |

The curriculum meets the statutory requirements for all subjects except information and communication technology. This is mainly because there are not enough resources to allow the school to cover all the skills required by pupils in information and communication technology. The curriculum includes several features that enrich it, for example, there is a good personal, social and health education programme which pays due attention to both sex education and drug misuse. The school has formed a good partnership with most parents, which makes an effective contribution to pupils' learning both at home and in school. The teachers' annual reports to parents provide good, clear information on pupils' individual attainment and progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|---|--|
| Leadership and management by the head teacher and other key staff | The head teacher provides good leadership and gives a clear educational direction for the school. The quality of teamwork by all staff is good and fosters a family atmosphere in which all pupils are valued and their efforts well-supported. |
| How well the governors fulfil their responsibilities | Good. The governing body is committed to helping the school move forward. Governors make an effective contribution to the running of the school and are keen to raise standards further. The governors' annual report to parents is a very informative document but there are a few minor items missing and so it does not meet statutory requirements. |
| The school's evaluation of its performance | Good. The school knows its strengths and areas for development. The monitoring and evaluation programme is having a positive impact on the quality of teaching and all staff work hard to improve their own work and the educational opportunities provided for pupils. |
| The strategic use of resources | The school has sufficient staff and they are well deployed. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is well maintained. With the exception of information and communication technology, resources to support pupils' learning are satisfactory and used effectively. The school's finances and administration procedures are good. |

The recently appointed head teacher has been the driving force for change and there has been good progress in addressing the issues for improvement in leadership and management highlighted in the last inspection. This good progress, noted in the monitoring by a representative from OFSTED in 1999, has been well maintained. The good leadership and management provided by the head teacher, key staff and governors are important factors in the quality of teamwork and positive ethos in the school. The head teacher, acting deputy head teacher and subject co-ordinators regularly watch their colleagues teach and observe how pupils are learning; as a result, they are well placed to improve and prioritise initiatives for raising standards. Governors and the head teacher keep a close eye on spending to ensure that they get the best possible value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • Their children like school • Their children are making good progress • Behaviour is good • Teaching is good • They are kept well informed on pupils' progress • They feel they can go to the school with any questions or problems • The school expects children to work hard • The school works closely with parents • The school is well led and managed • The school helps children to become more mature and responsible | <ul style="list-style-type: none"> • The amount of homework given • The range of activities outside lessons |

Inspectors agree with the positive comments and views of the parents. The inspection team agrees with some of the concerns identified above. For example, although the school has an established homework policy, teachers do not always consistently implement it and as a result

the amount of homework varies from class to class and is therefore not consistently used to reinforce pupils' learning. There is a satisfactory range of extra activities which make a positive contribution to pupils' learning. Regular informative newsletters, the opportunity for parents to visit classrooms every Friday and an "open door" policy make a good contribution to the partnership with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 In James Bradfield C of E Community Primary School, the foundation stage is made up of one reception class. Children enter the reception class with below average skills in speaking and listening, mathematical development and personal independence. This is confirmed by the initial tests carried out in school. However, by the time they are ready to enter Year 1, all children have achieved well and nearly all attain the levels expected for their age in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. This is through good teaching in all areas of learning.

2 The school builds on the good start made in the reception class and pupils make at least satisfactory progress in all subjects in Key Stage 1, except in information and communication technology and geography. For pupils in the present Year 2, attainment in reading and writing is below the levels expected for their age and in speaking and listening it matches what is expected. This is the same as that found in the last inspection. In the most recent National Curriculum tests, pupils' attainment in reading and writing was below the average but the number achieving the higher levels was similar to the national average. Pupils' performance in the reading tests was below average in comparison with similar schools and well below the average in writing. There was a large number of boys in Year 2 last year compared with the number of girls and their results were lower than the girls which brought down the overall percentages. In Key Stage 1, pupils' attainment is improving because of improved teaching and the successful implementation of the National Literacy and Numeracy Strategies. However, there is a large number of pupils with special educational needs in the present Year 2 and, although they are below the levels expected for their age, they are improving when compared to their previous attainment.

3 In the 2000 National Curriculum tests in English for 11 year olds, pupils' attainment was below the national average and below the average for similar schools. Standards have not improved significantly since the last inspection. However, pupils' attainment is now improving and inspection findings show that by the age of 11 attainment is just below the average in writing but in line with the average for reading and speaking and listening. Standards are improving, particularly for pupils in Years 5 and 6 where whole school strategies to improve writing skills are having the greatest effect. There has been positive progress in raising attainment in English by the age of 11, because of the successful introduction of the Literacy Strategy, the detailed analysis of pupils' previous results and better use of pupils' skills in English in other subjects. This analysis of information also means the school has evidence of the sound and sometimes good progress made by these pupils over the last four years. The trend of pupils' attainment over time has not been rising as quickly as other schools but is now improving. The school is setting realistic targets for improvement in English.

4 By the end of Key Stage 1, pupils' attainment in mathematics is below the level expected for their age. In the 2000 National Curriculum tests for mathematics for 7 year olds, attainment was below the national average and below the average for similar schools. In the 2000 National Curriculum tests for 11 year olds, pupils' attainment was in line with the national levels. When compared with similar schools, the school's results were above average. The very good teaching in Year 6 ensures that pupils are aware of their difficulties and work hard to overcome them. Pupils make good use of their mathematical skills in other subjects, such as science. Standards have improved since the last inspection. Pupils' attainment is improving and the positive effect of the National Numeracy Strategy and the good use of assessment to guide teachers' planning are raising standards.

5 By the end of Key Stage 1, pupils' attainment in science is at the level expected for their age. In the teacher assessments in science in 2000 for 7 year olds, pupils' attainment was below the national average. It was well below the average when compared with similar schools. In the National Curriculum tests for 11 year olds in 2000, pupils' attainment was in line with the national average. When compared with similar schools, the school's results were below the average. Pupils' attainment in the present Year 6 matches the level expected for their age. This is a similar picture to that found in the previous inspection. The school focus on experimental science is having a positive effect and raising pupils' standards because they are now explaining how they achieved their results and using a good range of scientific vocabulary when writing an account of their experiment. During the inspection, there was no significant variation noted in the attainment of boys and girls. The careful analysis of results from National Curriculum tests means that there is a good capacity for further improvement.

6 Pupils with special educational needs make sound progress. These pupils are all working at levels which are well matched to their abilities and their previous experiences. Teachers set work, paying particular attention to the targets identified in the individual education plans. Extra support is provided for these pupils and teachers assess their work regularly and review their individual educational plans accordingly. The curricular opportunities for pupils with special educational needs are satisfactory. All pupils on the special educational needs register have their areas of need identified and appropriate activities are planned. The special needs co-ordinator gives clear guidance to individual teachers and support staff and assists in the reviews of pupils' individual education plans. Pupils with special educational needs meet the targets set out for them. There is a weekly timetable for extra support and pupils are withdrawn from classes throughout the week for small group teaching. During this time pupils make good progress in their learning, particularly in their literacy and numeracy skills.

7 Standards in information and communication technology have fallen since the last inspection but the school is now in a good position to recover this lost ground in the future because of the imminent arrival of the national grant for the subject and the very good action plan in place to improve pupils' attainment. Pupils' attainment is below the level expected for 7 and 11 year olds. This is because the school does not have the necessary resources to enable all the different strands of the subject to be adequately covered in either key stage. For example, pupils reach satisfactory standards in the elements that are taught but do not learn to control machines and equipment, use sensors or use programs to determine their route by making their own decisions.

8 By the end of both key stages, pupils' attainment in religious education matches the level expected for their age in the Agreed Syllabus. Pupils in Key Stage 1 visit a church, where they identify special features such as the altar, font and lectern. They make sound progress as they learn about belonging to a family, special events and celebrations linked to the Christian calendar. By Year 6, pupils work in groups to discuss moral issues in a sensible and mature way. In discussion, they talk about the beliefs, special people and symbols of other major world faiths, particularly Islam and Hinduism. All pupils, including those with special educational needs, make satisfactory progress in religious education.

9 In art, pupils' attainment matches that expected for 7 year olds but is above that expected for 11 year olds. Pupils, particularly in Year 6, create a variety of pictures using different mediums and style. For example, the watercolour pictures of flying ducks and geese create a stunningly beautiful display in the corridor. There was insufficient evidence to make a secure judgement on pupils' attainment in design and technology in Key Stage 1. In all other subjects, except geography in Key Stage 1, pupils' attainment is in line with the level expected for their age. In geography, in Key Stage 1, pupils do not have a broad experience of the world about them. They follow the travels of teddy bears which accompany people to such places as Tasmania, St Kilda and the Isle of Man. However, they do not remember much information

about these places. For example, most pupils cannot say where these places are or give any interesting details. Not all teachers give enough emphasis to the subject. They do not use the subject enough as a vehicle to broaden pupils' vocabulary and to become familiar with the vast differences in the world.

Pupils' attitudes, values and personal development

10 Pupils' attitudes in school are mostly good and behaviour is mainly satisfactory. Where pupils are managed well by the teaching staff behaviour is good or very good and pupils learn well. However, the management of pupils is not consistent across the school and some poor behaviour was seen during the inspection. Often pupils work well together in groups and support each other's learning. Relationships are very good and are a strength of the school. The staff know the pupils well. There is good use of praise to raise pupils' self esteem and to support their personal development. Staff are enthusiastic about learning and this rubs off on the pupils. There were three fixed term exclusions during the last year which is a huge improvement since the last inspection.

11 Pupils understand the rules of movement around the school and this is reflected in the way they enter and leave assembly and put resources away in the classrooms. No bullying was witnessed and pupils were regularly reminded of the need to be thoughtful towards each other and the need to keep hands and feet to themselves. There are rewards and sanctions built into the behaviour policy and pupils' achievement is recorded in large books, which are on display in the foyer of the school to be seen by parents and visitors.

12 Pupils' personal development is good and they are given the chance to show initiative as class or group monitors. Their views are canvassed in the school council, which meets regularly, and their ideas are incorporated into the life of the school. This helps them to develop in citizenship, by understanding how democracy works and the need for compromise. Pupils are regularly asked to evaluate their own work and to decide how things could be improved. Classes decide their own rules at the start of each year and these are displayed in each classroom as a constant reminder of what has been agreed and expected. There is time for reflection on moral issues, and how the pupils' actions affect others, in religious education and assembly.

13 Attendance is broadly in line with the national average and unauthorised absences are lower than the national average. Registers are marked promptly and are monitored by the class teachers but are not always marked with the correct reason for absence, which makes monitoring difficult. Unexplained absences are followed up after two or three days. The staff know the pupils very well and information often gets reported verbally by friends within the village. The school works well with the education welfare officer and with social services whenever necessary to support the attendance and welfare of the pupils.

HOW WELL ARE PUPILS TAUGHT?

14 The quality of teaching is satisfactory or better in all lessons. Teaching is good and sometimes very good in the reception class. This is the new Foundation Stage which was introduced in September 2000. The teacher is confident and has a good understanding of the curriculum for this age group. This is coupled with a good knowledge and understanding of how young children learn. As a result, there are well planned, stimulating activities, which appeal to the children, generating a productive working atmosphere. There is a good balance between direct teaching and structured investigative activities. A particular strength is the good teamwork by staff who work together very effectively. This has a positive impact on the good progress children make.

15 During the inspection teaching was satisfactory or better in all lessons in both key stages. It was good in 38 per cent of lessons and very good in a further 26 per cent. Teaching was particularly good for the youngest and oldest pupils in the school. This is a significant improvement since the previous inspection when 11 per cent of lessons were unsatisfactory. Discussion with teachers and analysis of pupils' work show that the quality of teaching is improving. This improvement is the result of the observation of teaching and learning by the head teacher, deputy head teacher and subject co-ordinators, who regularly observe colleagues teaching and check to ensure that all pupils are learning effectively. This strategy has been successful in establishing a climate within the school where teachers are more aware of their strengths and areas for development. The National Literacy and Numeracy Strategies have been successfully implemented and pupils' standards are improving by the end of Key Stage 2. The quality of teaching is having a positive impact on pupils' learning but has not yet had time to raise their attainment further by the end of Key Stage 2. Teachers assess individual pupils' attainment and progress regularly and use their daily observations of pupils' work to set challenging tasks but this is not always consistent throughout the school.

16 The teaching of basic skills in English and mathematics is satisfactory in both key stages. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies and tasks are often organised to challenge different ability groups in classes. The pace of most lessons is good and teachers use the techniques of the literacy and numeracy strategies to best effect. Pupils have very good relationships with teachers and adults in the classroom and this has helped to improve the quality of pupils' learning. Teachers' expectations of pupils' behaviour and effort are high and pupils are expected to do their best. This was seen in a Year 6 English lesson, when pupils improved their knowledge and skills of debate when putting forward arguments for and against the building of a new supermarket. They were very attentive to the teacher's introduction and when they moved into groups they followed the plan for the debate very well. They listened attentively to others' ideas and took on the roles of councillors or shoppers for the supermarket or residents against it. The brisk pace of the lesson and the mature attitude of pupils led to very good learning and pupils' improving skills in both speaking and listening. Teachers use the numeracy strategy effectively and plan lessons that are challenging and interesting. For example, in a Year 2 mathematics lesson pupils joined in enthusiastically with the shared mental addition when playing a class game to make up a given amount and they explained which coins they used. Pupils were given work in different groups and the support staff worked very effectively with a small group of pupils rearranging coloured blocks to help pupils identify simple fractions.

17 Teachers in both key stages, have a good knowledge and understanding of the subjects of the National Curriculum. They use the correct language to develop the pupils' knowledge and understanding of the particular subject. This was particularly evident in English, mathematics and science where specific technical language was used well. For example, in a Year 4/5 science lesson pupils understood the concept of "friction" and the teacher illustrated well the effects of "low friction" when sliding a door or opening a drawer. This led to experimental work testing how different surfaces affected a sliding object and pupils explained clearly their understanding of a "fair test". Teachers have a good knowledge and understanding of the teaching of English and mathematics and they use good observational assessment of pupils to build upon the areas that pupils need to develop. For example, in a mathematics lesson in Year 6 the teacher used well chosen questions to check that pupils understood the key elements they needed to identify when solving problems involving money. The teacher kept all pupils interested and enthusiastic in the session and used good examples to ensure that pupils could work out a percentage from a given amount.

18 Teachers know and manage their pupils well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. Teachers make daily informal assessments during lesson times on which to base their future planning. Most teachers include positive comments when marking but do not

consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils are learning from their mistakes. Although the school has an established homework policy, teachers do not always consistently implement it, and as a result the amount of homework varies from class to class and is therefore not consistently used to reinforce pupils' learning.

19 The teaching of pupils with special educational needs is at least satisfactory and often good. All staff have a very positive attitude towards these pupils and know their strengths and areas for development well. Class teachers, the special needs co-ordinator and support staff all work effectively together ensuring pupils take part in the curriculum and make sound progress. Teachers plan according to the pupils' statements and work towards the targets identified in their individual education plans. All adults working with pupils with special educational needs are enthusiastic in their approach and liberal with praise. This effectively encourages pupils and helps them develop confidence. Clear records are kept on each pupil's attainment and this information is used effectively to inform future planning and teaching. When withdrawn for specialist help, pupils with special educational needs are well taught.

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

20 The school has a sound curriculum which meets the requirements of the National Curriculum in all subjects except information and communication technology. It gives due emphasis to the teaching of English and mathematics, since these are priorities in the school. In recent years, it has successfully introduced the National Literacy and Numeracy Strategies which are beginning to drive up standards. More recently, the school has adopted new nationally approved schemes of work for all other subjects. The schemes give a solid framework to the curriculum and ensure that pupils acquire knowledge and understanding more methodically. However, although the school has a suitable curriculum in information and communication technology, a lack of resources means that it is not giving pupils their full curricular entitlement. This is especially true of control technology, as well as simulation activities and using computers as monitoring devices.

21 The school has made good progress in improving the curriculum for children in the Foundation Stage. In both key stages the curriculum caters broadly for individual needs and provides a suitable level of challenging learning. For example, pupils in much of Key Stage 2 who have some difficulties with reading and spelling benefit from special group sessions out of class. The school provides a sound curriculum for pupils with special educational needs. Teachers prepare satisfactory individual action plans, but these vary in quality. Good examples are when objectives are clear and specific. One sensible aim for a pupil with behavioural problems was to concentrate on not making silly noises in class. A more general aim for a pupil to continue to make progress in reading was too vague to be helpful. More able pupils sometimes receive additional specific provision. For example, some pupils in Years 4 and 5 receive extra work in mathematics from the head teacher to accelerate their progress and hone their thinking skills. This is good practice but not extended yet throughout the school.

22 Teachers' planning overall is sound. They tend to rely heavily on national schemes when setting out their plans for work each term. Teachers' notes are often quite brief, as they refer back to the schemes. This does make good sense, since the schemes of work are comprehensive and provide good continuity and it relieves the staff of unnecessary paperwork. The school enriches the curriculum in some areas and there is a reasonable number of interesting activities and clubs after school and pupils visit places which broaden their experiences, such as the National History Museum and Ely Cathedral. They also benefit from visitors to the school, such as an employee from British Sugar and theatre groups.

23 There is sound provision for pupils' personal, social and health education. The school approaches sex education sensitively with older pupils and reinforces health education throughout the school. For example, children in the reception class learn about the variety of fruit and vegetables they could eat, such as celery and parsnips. Other social issues such as drugs awareness are dealt with appropriately in the science curriculum. One area of concern is the provision of homework. All teachers, especially in Key Stage 2, set homework tasks in English and mathematics and sometimes in other subjects. The school does not, however, operate an efficient and regular system whereby all pupils and parents are totally clear about what is required and when. This means that parents are not always sure what their pupils are expected to do at home.

24 Although the school covers all aspects of the curriculum, teachers tend to teach subjects too much in isolation. For example, in design and technology, pupils do not produce written plans and so develop their English skills. Similarly, pupils rarely use elements of mathematics in geography, for example, to produce graphs or tables. In addition, pupils do not make use of the benefits of information and communication technology to extend their work. They do occasionally word-process their writing or use the internet to research important facts, but this is not an integral part of their learning.

25 The school has good links with the community which positively affect the pupils' learning. The school works very well with the community links co-ordinator and so benefits from many joint local education authority initiatives and projects and also from the joint funding grants that are available. The head teacher is very flexible about these initiatives and sees imaginative ways in which pupils can benefit. The pupils' social awareness is raised by the many large events, such as the Harvest Fair, and they are encouraged to think of learning as "life-long" by seeing the many artists and artisans providing talks and workshops in the school. Many of the latter are for adults too and the school is a real focus for the local community. The local youth club meets regularly in the building and the young people are at present decorating the school hall with murals.

26 The links with the secondary schools are effective but there is no joint staff training being undertaken at the moment. The pupils get a chance to visit their new schools and also get "taster" days before they transfer. The head teachers of the local cluster of schools meet regularly to discuss educational matters, often agreeing joint initiatives for the benefit of pupils. There are also meetings for reception year teachers from a number of schools which is used as a good forum for sharing good practice and discussing problems. This is chaired by the reception class teacher and is helping to extend her expertise. Children are inducted well into school and most have already attended the playgroup run in the community centre.

27 The provision for spiritual, moral and social education has improved since the last inspection and is now good overall. The school's provision for cultural development is satisfactory. Provision for pupils' spiritual development is good. During school and class assemblies, pupils are given many opportunities to develop spiritually, with meaningful periods of reflection. Pupils use these periods well, either to sit quietly, reflecting about the story they have just heard, or to think about the day and challenges ahead. One period of reflection was given for pupils to think about how they could add value to their own life by sharing things with others, this also made a positive impact on their social development. Pupils reflect on their own experiences and develop self-knowledge through different areas of the curriculum, particularly within science and religious education lessons. For example, pupils in Years 3 and 4 had a sense of awe as they listened to the Old Testament story of Daniel's friends in the furnace and looked at pictures of Daniel unharmed in the lions' den. Older pupils show a good understanding of how people of other faiths worship in different ways. Younger pupils think about the qualities that make people special to them as they discuss friendships.

28 The provision for pupils' moral development is good. Pupils have a good sense of right and wrong. Many older pupils have a clear understanding of the impact of their behaviour and attitudes on other people. This was particularly evident with older pupils in Years 5 and 6 in their religious education and personal and social education lessons. Year 5 pupils, in a lesson exploring temptation, tackle serious issues in a mature way by acting out a situation where incorrect behaviour or attitude has affected others. In Year 6, religious education lessons enable pupils to demonstrate, through role play, that actions have consequences. In lessons, pupils listen well to each other, appreciating that there may be views different from their own. They show respect for other people's views.

29 Provision for social development is good. Relationships in school are very good. Outdoors, during break times or lunch times, pupils play in mixed age and gender groups in a sensible way. Teachers plan group work carefully, ensuring that pupils are given the opportunity to work with others in more formal situations. As a result, this group and paired work makes a very good contribution to social development in taking turns fairly and working co-operatively with others. In Year 1, a circle time activity focused on developing the appreciation of friends and the good qualities of others. Pupils are confident when expressing "good things" about themselves and their friends. The school council, containing members from each class, is keen and enthusiastic in its duties. Members discuss the fairest way to judge entries in a competition. Pupils take a very mature and responsible attitude to this task and all are aware of the effort made by the pupils who have entered the competition. As a result, a concept of fair play is well established and relationships within the group are very positive.

30 Cultural development is promoted satisfactorily overall. In the previous inspection report, the provision for pupils' multicultural development was judged to be unsatisfactory. The school has tried to address this issue by ensuring resources are available to promote the understanding of other cultures and faiths in the local and wider community. For example:

- the library has a selection of books on the major world faiths;
- religious education artefacts, books and posters are available for Islam, Hinduism and Judaism;
- in English, literacy stories ensure pupils learn about other cultures;
- in music and dance, pupils listen to and appreciate the music of other cultures;
- the school has planned a multicultural day with a partner school for pupils and staff in Key Stage 1.

Whilst provision for multicultural education is now satisfactory, throughout the school an opportunity is lost to reflect the multicultural society of Britain. There are no displays of work in evidence, either in classrooms, corridors or shared areas, to reflect other major world religions or cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31 The monitoring of the pupils' academic performance and personal development is good and the use of the personal support and guidance that they offer to pupils is developing well. The procedures for child protection are all in place, a designated adult is responsible and all staff are appropriately trained. The school must attend to all the Health and Safety issues identified and discussed during the inspection, for example, the lack of correct signs on the fire exits, the absence of Fire Drill notices in the classrooms and the unfenced areas under the mobiles. The fire and electrical equipment is monitored and checked regularly and the caretaker keeps all chemicals locked away. The teachers are all First Aid trained, as are most of the lunchtime staff. The class teachers monitor attendance, but unexplained absences are not followed up until two or three days later and the inconsistent register marking procedures do not make monitoring absences easy.

32 Where staff manage pupil behaviour well good progress is made. However, unsatisfactory behaviour is not tackled uniformly across the school. Whilst the staff are aware of the new behaviour management strategies, they do not always use them to instil good behaviour into the pupils wherever appropriate; however no bullying or oppressive behaviour was seen. The school has improved behaviour since the last inspection. The pupils appreciate the rewards and sanctions of the behaviour policy and awards are on display in the foyer for all visitors to see. The names of pupils whose achievement has been acknowledged also go out to parents in the weekly newsletters, which helps to raise pupils' self esteem.

33 Pupils are given good examples of politeness; for instance during the calling of the register, each pupil is addressed by name and eye contact is made until the pupil has answered. Pupils are encouraged to take responsibility for themselves and others when they are asked to be group or class leaders and they clearly enjoy helping each other around the school. They take part in the school council, thereby learning about democracy and compromise, and many of their ideas have been adopted. The staff know the pupils well and are enthusiastic and very good role models. The very good relationship between the staff and pupils is reflected in the enthusiasm shown by the pupils; they clearly want to please and are given many opportunities to grow in understanding of the world, themselves and each other. They are taught right from wrong and encouraged to reflect on the need to be kind to others and that sometimes it is hard to stand up for what is right. Class rules are agreed at the start of each new year and prominently displayed on the wall.

34 To support pupil welfare the school makes good use of outside agencies such as the education welfare officer and social services. The school makes good use of its outdoor facilities and all pupils benefit, including the children in the reception class. The latter are able to work outside in a safe area, which in effect becomes a good outdoor classroom. The school has a good relationship with parents, many of whom help in and out of school, and this has a positive effect on pupils' learning.

35 There are good formal and informal systems for monitoring and assessing pupils' progress. The school has recently introduced annual testing in English and mathematics in Key Stage 2. This will give teachers a clearer picture of how quickly pupils are learning and in which areas they may require extra help. Teachers also give tests periodically to assess performance in reading and spelling, as well as tests at the end of each topic in mathematics. Teachers have in the past kept and evaluated particular pieces of work, such as observational drawings in art and design or the use of a program in information and communication technology. These useful records of achievements are not so evident now. Nevertheless, the staff store all records of assessment efficiently in individual folders, which give them ready access for reference.

36 Teachers are especially good at monitoring how pupils progress on a day to day basis. Along with support staff, they watch how pupils cope with new work and note this in their planning. This information is then used sensibly to alter their planning for future lessons. For example, one teacher realised how some of the younger pupils found certain problems difficult in mathematics and resolved to discontinue this until they had improved their basic multiplication and division skills. Another teacher noted the reluctance of two pupils to write words, in order to give them extra help at a later stage. Teachers are aware of the progress of pupils with special educational needs. They receive close attention in the classroom and work in small groups with an adult who can better judge their progress. Teachers review their individual education plans on a regular basis and alter them to suit their changing needs. Occasionally, however, comments on specific progress are not clear enough and could be improved.

37 Although the school keeps its assessment records well, it is only just beginning to record the progress of each pupil in key subjects over time. This system of tracking pupils'

development from Key Stage 1 to Key Stage 2, for example, is very helpful in deducing precisely where the pupils and the school are doing well or not so well. The school is making sound progress in establishing this process. However, the school is clearly succeeding in giving the pupils specific targets of their own. In English and mathematics exercise books, each pupil has a short list of topics to master. This is valuable because not only does it focus pupils' minds on their own individual needs but it encourages their own sense of responsibility for their own improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38 The school continues to have good relationships with parents and they have a positive view of the school. Several parents help in school and out, and this has a positive effect on learning. Parents work well with the teaching staff, either in class with the pupils or by preparing resources for lessons or displays. Parents help on the school's residential trips and enjoy the chance to go sailing with the children. They feel valued and needed and their support has a helpful and positive effect on learning. Parents are encouraged to come into school every Friday morning to see their children at work in the classrooms. They gain valuable insight into the curriculum and into how children learn. The Parent Teacher Association has taken charge of the weekly newsletter, which informs parents about all aspects of school life from calendar dates to pupil achievement lists, from harvest fairs to health issues. Many of the parents use the community side of the building for the toddler group, doctor's surgery or the Methodist Chapel and they value the school's place within the community.

39 The information sent out to parents is friendly and informative but there is little sent home specifically about the curriculum; the information available is not sufficient for those parents who cannot attend school on a Friday morning. The school prospectus contains very little about the curriculum and the full attendance percentage is missing. The annual governors' parents report is very good with much valuable information about the role of the governing body, but several statutory items are missing, mostly relating to provision for disabled pupils. Parents with children in the foundation stage are given information about how children learn, but this good practice is not formally recorded or shared throughout the school.

40 The school policies have all been under review since the arrival of the new head teacher and the new ones, where fully implemented, are having a positive impact on the school. There is a home/school agreement, which almost all parents have signed. This indicates parents' willingness to undertake work with the children at home but the school's homework policy is not implemented consistently throughout the school. The progress reports are good and give parents a clear idea of how their children are gaining in knowledge and understanding of social skills as well as in the subjects in the National Curriculum. The reports contain helpful comments on areas for improvement and parents can talk to staff informally after receiving the end of term reports. There are regular parents' evenings at the end of each term, some subject workshops and parents are encouraged to talk to the school if they experience any difficulties during the school year. Parents of the large number of pupils with special educational needs are fully involved in their children's provision and the pupils' needs are satisfactorily met. No evidence was found to support the parents' views that the extra curricular provision was insufficient.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41 The head teacher and acting deputy head teacher provide good leadership and give a clear educational direction for the school which has a positive impact on pupils' improving standards. For example, the school has used the analysis of pupils' results in National Curriculum tests to target the improvement of writing as a key area for development. This is a significant improvement since the previous inspection and continues the good progress noted in an OFSTED monitoring visit in 1999. The quality of teamwork by all staff is good and fosters a

positive ethos in the school where all pupils are valued and their efforts well supported. The governing body takes its responsibilities very seriously; governors make a good contribution to the effective running of the school and are committed to maintaining and raising standards further. The roles and responsibilities of all staff have been reviewed and now give a clearer educational direction to the school. The observation of teaching and learning by the head teacher, deputy head teacher and subject co-ordinators is regularly discussed with governors who are well aware of the school's strengths and areas for development. Subject co-ordinators are taking much more responsibility for their subjects. For example, they control their own budgets, review schemes of work, undertake a regular audit and recommend training needs, regularly scrutinise teachers' planning and pupils' work and observe teaching and learning. The school has worked effectively to address the key issues from the previous report and is well placed to maintain the strengths of the school and build effectively upon them.

42 Children in the reception class receive a good start to their education. There is effective use of staff and the quality of their teamwork is having a very positive impact on children's learning. Throughout the school, the implementation of the Literacy and Numeracy Strategies is having a positive impact on pupils' learning as they move through the school. There are policies and schemes of work for all subjects. Teachers use these well to guide their planning and ensure that pupils receive a good breadth of curriculum experiences which build on their previous learning. There is now a consistent approach to curriculum planning and the formal assessment of pupils' progress and achievements is effective. All staff understand the requirements of the Code of Practice for pupils with special educational needs. The provision for these pupils is satisfactory.

43 The head teacher and governors work together closely and manage the school well. There is clear direction for the work of the school, ensuring that strategic decisions determine the financial and educational development of the school. The school works very closely with the local education authority to ensure that all decisions relating to the budget are closely linked to the development plan, are manageable and the principles of "best value for money" are applied rigorously. Detailed analysis of children's attainment on entry to the school is undertaken regularly and the results are used very effectively to set realistic targets for children's future attainment. The staff meet regularly, both formally and informally, to discuss curriculum matters. Curriculum co-ordinators undertake their roles conscientiously. For example, there has been a thorough audit of teachers' skills in information and communication technology, a room identified by the governors to establish a computer suite and a very good action plan drawn up which includes a training programme that will develop teachers' skills further when the national grant for the subject is available.

44 The head teacher and staff are all involved in preparing the school development plan. This working document is then fully discussed with governors before becoming the action plan for future years. It is an effective document which clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is having a positive effect on the future direction of the school. Educational and financial planning are clearly cross-referenced. Priorities include the continued observation by co-ordinators to check on the quality of teaching and learning across the school intended to improve further pupils' attainment and learning. The school knows its strengths and areas for development and has a good grasp on how to improve. All staff work hard to improve their own performance and the educational opportunities presented to pupils. The school has clear targets for improvements. For example, the school is aware that further resources are required for information and communication technology to allow pupils to fully develop their skills in all aspects of the subject.

45 All staff have a shared commitment to raising standards. They have succeeded in creating a learning environment where relationships are very good and pupils feel secure and valued. A positive ethos reflects the school's commitment to achieve the highest educational

standards and equal opportunity for all pupils. In the day-to-day life of the school the principles of equal access and opportunity are generally well observed. Teachers ensure that the work is planned in such a way as to ensure that pupils of all abilities are fully included. The governors are committed to improving the school building where funds allow, and maintaining standards in the school. They keep themselves well informed. The good committee structure enables them to support the head teacher and meet their statutory responsibilities, except in information and communication technology and certain aspects of their annual report to parents. The chair of the governors works very closely with the head teacher and they meet regularly to discuss the school and its work. The governors have a clear picture of the work of the school and are pleased with the improving attainment of pupils.

46 Since the last inspection, the school has almost a whole new teaching staff in place, although the learning support assistants are well established. There is a sound match between the number, experience and qualifications of teachers and the needs of the curriculum. Previous training has ensured that the teachers are competent to teach the National Literacy and Numeracy Strategies. Issues relating to staffing raised in the last inspection have all been addressed. These include a staff handbook that is a useful point of reference; an induction policy for new staff, effective systems to support and develop staff new to the school and learning support provision is now provided for children in the Foundation Stage. Most lunchtime supervisors are first aid trained, have had opportunities to attend courses in child protection issues and have been fully involved in meetings to discuss the whole school behaviour policy. As a result, all staff are aware of the procedures in place for behaviour management and now provide good support for behaviour at lunchtimes.

47 The school's accommodation is satisfactory. Since the previous report, when accommodation for the reception children was judged to be unsatisfactory, their classroom is now located inside the main building and provides more spacious accommodation. Displays of pupils' work are used to enhance the learning environment, in classrooms, corridors and shared areas. As a result, the displays of pupils' work are now better and more effective as a learning resource, than found during the previous inspection. However, no displays celebrate other faiths or cultures and a learning opportunity is therefore lost to reflect the multicultural aspects of society in Britain.

48 Resources for mathematics are good. Resources for most other areas of the curriculum are satisfactory. Insufficient resources to support the teaching and learning of information and communication technology mean that not all strands of the National Curriculum are covered at the current time. Multicultural resources have been improved since the last inspection, particularly in the provision of books and artefacts for religious education, but this aspect is not well represented in the music resources. The school library has an adequate supply of books and is used effectively to promote learning.

49 The quality of leadership and management has improved significantly since the last inspection. The head teacher has been the driving force for change since her appointment eighteen months ago. This has been well supported by staff and governors. Co-ordinators observe teaching and learning in the core subjects of English, mathematics and science and lead discussions on recent initiatives, for example the implementation of the National Literacy and Numeracy Strategies. Educational priorities are well supported through the school's financial planning. There have been good improvements since the last inspection. The cost of educating each pupil is above the national average. There is good leadership by the head teacher, key staff and governors, good financial management and very good relationships in school. Pupils' attainment is improving and their learning is satisfactory when compared with their previous attainment. As a result, the school is giving satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50 In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:

- A. Improve pupils' attainment in mathematics, reading and writing for 7 year olds and writing for 11 year olds by:
- improving pupils' skills in basic number work by setting specific targets, especially for them to practise simple addition, subtraction, multiplication and division;
 - providing more opportunities to use their number skills in other subjects such as science and information and communication technology;
 - teaching geography more regularly;
 - providing more opportunities for pupils to use their developing reading skills in other subjects, for example, when completing simple research in history, geography and religious education;
 - adopting a whole school approach to the teaching of handwriting;
 - developing strategies for writing in different styles and forms, especially in other subjects such as history, geography and religious education;
 - using classroom computers more consistently to support pupils' work in English, particularly when drafting and editing their work.
(Paragraphs 2, 3, 4, 9, 18, 24, 61, 64, 66, 69, 70, 71, 73, 90, 92)

NB. The school has recognised the need to improve pupils' writing skills and has already targeted this as an area for improvement.

- B. Improve pupils' progress and raise the standards further in information and communication technology by:
- providing the necessary training to improve staff confidence for teaching all aspects of the subject;
 - providing sufficient resources to meet the requirements of the National Curriculum and ensuring that pupils have opportunities to cover all aspects of this subject in sufficient depth;
 - giving all pupils more regular opportunities, especially with the class based computers, to practise and improve their information and communication technology skills.
(Paragraphs 7, 20, 43, 44, 99, 100, 101, 102)
- C. Attend to the health and safety concerns raised with the head teacher and governors during the inspection. (Paragraph 31)

NB. The school has identified the issue of improved resources for information and communication technology in its own priorities and has a very good action plan ready to implement when the national grant for the subject is available.

In addition to the key issues above, governors should include the following issues as part of the action plan.

- Ensure the governors' annual report to parents meets statutory requirements.
(Paragraphs 39, 45)
- Ensure that teachers use homework more consistently to support pupils' work in school.
(Paragraphs 18, 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 39 |
| Number of discussions with staff, governors, other adults and pupils | 22 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 26 | 38 | 36 | 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

| | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | | 129 |
| Number of full-time pupils eligible for free school meals | | 16 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | | 3 |
| Number of pupils on the school's special educational needs register | | 40 |

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 | 8 |
| Pupils who left the school other than at the usual time of leaving | 11 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.9 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.4 |
| 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 | 14 | 6 | 20 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC Level 2 and above | Boys | | | |
| | Girls | | | |
| | Total | 16 | 15 | 18 |
| Percentage of pupils at NC level 2 or above | School | 80(92) | 75(79) | 90(88) |
| | National | 84(82) | 85(83) | 90(87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 2 and above | Boys | | | |
| | Girls | | | |
| | Total | 16 | 16 | 17 |
| Percentage of pupils at NC level 2 or above | School | 80(79) | 80(79) | 85(96) |
| | National | 84(82) | 88(86) | 88(87) |

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

Figures are not given for boys and girls as there were less than 10 girls taking the tests.

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 | 13 | 14 | 27 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 4 and above | Boys | 7 | 8 | 11 |
| | Girls | 12 | 12 | 14 |
| | Total | 19 | 20 | 25 |
| Percentage of pupils at NC level 4 or above | School | 70(64) | 74(56) | 93(76) |
| | National | 75(70) | 72(69) | 85(78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 4 and above | Boys | 7 | 6 | 7 |
| | Girls | 11 | 10 | 12 |
| | Total | 18 | 16 | 19 |
| Percentage of pupils at NC level 4 or above | School | 67(52) | 59(52) | 70(68) |
| | 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 – Afro heritage | 0 |
| Black – other | 0 |
| Indian | 1 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 114 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 7 |
| Number of pupils per qualified teacher | 18.4 |
| Average class size | 21.5 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 98 |

Qualified teachers and support staff: nursery

| | |
|--|---|
| Total number of qualified teachers (FTE) | 0 |
| Number of pupils per qualified teacher | 0 |

| | |
|---|---|
| Total number of education support staff | 0 |
| Total aggregate hours worked per week | 0 |

| | |
|--------------------------------|---|
| Number of pupils per FTE adult | 0 |
|--------------------------------|---|

FTE means full-time equivalent.

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 | 3 | 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.

Financial information

| | |
|----------------|------|
| Financial year | 2000 |
|----------------|------|

| | £ |
|--|---------|
| Total income | 329,031 |
| Total expenditure | 340,463 |
| Expenditure per pupil | 2,332 |
| Balance brought forward from previous year | 24,323 |
| Balance carried forward to next year | 12,891 |

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
 Number of questionnaires returned

| |
|-----|
| 129 |
| 40 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 52 | 45 | 3 | 0 | 0 |
| My child is making good progress in school. | 50 | 44 | 0 | 3 | 3 |
| Behaviour in the school is good. | 25 | 58 | 9 | 3 | 5 |
| My child gets the right amount of work to do at home. | 45 | 35 | 17 | 0 | 3 |
| The teaching is good. | 57 | 40 | 3 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 40 | 47 | 13 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 67 | 33 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 47 | 50 | 3 | 0 | 0 |
| The school works closely with parents. | 45 | 45 | 8 | 0 | 3 |
| The school is well led and managed. | 25 | 68 | 0 | 0 | 7 |
| The school is helping my child become mature and responsible. | 45 | 50 | 0 | 0 | 5 |
| The school provides an interesting range of activities outside lessons. | 40 | 38 | 19 | 0 | 3 |

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

51 The improvements identified in the provision for children in the Foundation Stage in the monitoring visit of 1999 have continued. As a result, all issues regarding accommodation, learning resources, the quality of teaching and the planning of suitable learning activities have been successfully addressed. The school has made good improvement since the last inspection and now provides children with a good start to their education. The good teaching has a positive impact on children's learning. A variety of interesting activities are well planned and assessments are used effectively to track the progress of individuals.

52 Children enter the reception class with below average skills in speaking and listening, mathematical development and personal independence. This is confirmed by the initial tests carried out in school. However, by the time they are ready to enter Year 1, all children have achieved well and nearly all attain the levels expected for their age in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. This is achieved by good teaching in all areas of learning.

Personal, social and emotional development.

53 Nearly all children enter the reception class with below average skills in personal and social development. By the time they enter Year 1, they are achieving the levels expected in this area. The teacher places great emphasis on developing social skills, making sure that what the children do encourages them to make their own decisions. Children settle into the reception class well and quickly become familiar with the school and classroom routines. This is a result of the good links made with parents before the children start school. The teacher visits all children at home, both to meet their parents and play with the children in their own environment. Positive links with the "Little Oaks" playgroup in the Community Hall mean that children also visit the reception class each week to take part in a class story. As a result of this good practice, children become familiar with both the teacher and the classroom and are therefore usually keen and eager to settle into activities. Children respond very positively to the adults they know and chat happily about their work to visitors. Children work together well. This was clearly demonstrated by a group of children using the computer to complete a number activity. They knew that this activity had to be shared with others, so they carefully used a sand timer to judge how long they could spend on this activity before moving on to make way for others. All children respond well to this simple routine, which is an effective strategy used by the teacher to develop sharing and taking turns. Children are helpful towards each other, particularly when working together to achieve a successful answer to a mathematical problem.

Communication, language and literacy.

54 By the time children end the reception year they nearly all achieve the levels expected in this area of learning, with speaking and listening skills developing particularly well. Children achieve well because the teacher ensures all children listen carefully to a story or instructions and she encourages them to give extended answers to questions. This is skilfully done and as a result speaking and listening skills in all areas of learning develop well. Role play activities are used effectively to develop clear speaking skills and extend vocabulary. For example, the "Fruit and Vegetable Shop" not only helps all children learn the names of a wide variety of fruit and vegetables, but they also have to ask for what they want to buy from the "shop-keeper". This lively activity is enjoyed by children who take turns in the shop queue, chatting to others whilst they wait to be served. Good progress is therefore made in their communication skills.

55 Children enjoy looking at books and are particularly eager to take home the new stories about Chip and Wilma. When listening to a classroom story, they show real enjoyment of “The Enormous Watermelon”, joining in enthusiastically to practise rhyming words or when responding to questions about the main characters in the story. They listen to recorded stories on their own or with a small group and follow the pictures and text in their own books. Children take part in a game to learn the names and sounds of letters. Average and higher attaining children associate the letters successfully with the initial sounds of common objects, such as a mat, pin or pot. Most can then spell these words correctly. Good teaching makes sure that children develop a good understanding of the alphabet, recognising the name and sound of letters.

56 The teacher organises many good opportunities for children to develop early writing skills. The school has made a decision to target children early in the development of handwriting skills and, as a result, many begin to hold a pencil correctly and form letters accurately. Most children write letters correctly and copy one or two words and names. Several children write their own name unaided. A few higher attaining children write a short sentence with some assistance.

Mathematical development.

57 This area of learning is taught well, following elements from the Numeracy Strategy. By the end of the reception year, children attain the level expected for their age in mathematics. The teacher ensures children have opportunities to use mathematical skills and knowledge in many activities. For example, in the “Fruit and Vegetable Shop”, items are clearly priced so children have to calculate how much two apples cost. They use toy money and try to give the correct change. Average and higher attaining children quickly identify £1, 50p and 2p coins when shopping. Children are familiar with the language and order of numbers up to 15. They use a number line in the classroom with confidence, placing numbers up to 20 in correct numerical order. Children are enthusiastic as they join in the number songs to count one more, or take one away. Higher attaining children successfully add two numbers together, identify their mistakes by checking carefully and write their numbers correctly. Average attaining children begin to recognise and use the mathematical symbols – and +. They use plastic cubes to take 2 away from 3. Lower attaining children use a dice game and counters to count carefully along a number line, moving the counters the correct number of spaces. The teacher makes effective use of the classroom computer, ensuring children have the opportunity to use number games and activities regularly to build upon their knowledge, skills and understanding in number. The teacher uses support assistants effectively to support groups or individuals during mathematical activities, to ensure that all children are fully involved in activities and make good progress.

Knowledge and understanding of the world.

58 Children enter the reception class with a basic general knowledge, but make good progress in their knowledge and understanding because of the good learning experiences provided by the teacher. Early geographical skills develop as children visit localities in Stoke Ferry and King’s Lynn, noting their likes and dislikes about the various methods of transport in the contrasting localities. Scientific concepts are developed as children use large wheeled toys to investigate forces, or discover about light and dark by looking at torches, lamps and streetlights. Living things are investigated and examined as children look at fruit and vegetables and begin to sort them into categories. An understanding of the passing of time is developed as children sort toys into past and present, or toys they used as a baby compared with favourite toys now. In design and technology, children make a fantasy aeroplane for a superhero. This work is carefully planned, as are the three dimensional modelling skills used for making a large

dinosaur, or models of transport vehicles seen in King's Lynn. Children are competent and confident when they use the mouse and keyboard to move images on the computer screen.

Physical development.

59 Children make good progress in the development of their physical skills and attain the level expected in this area. The teacher provides many opportunities for children to handle construction equipment, play in the sand tray and use scissors, crayons and paintbrushes. These activities help children to improve their manual dexterity. Outdoors, children have access to a "trim trail" and use this to practise climbing and balancing skills. When working indoors, children are taught to use the hall space well. The pace of the lesson is brisk as children warm up by walking, running and jogging. Children use apparatus to balance, climb and display a variety of curled and stretched shapes. When working in the hall, children use both the space and apparatus safely, taking turns and they behave very well. They listen carefully to the teacher, responding quickly to her instructions. Good attitudes are developed as children watch others perform, then applaud their efforts.

Creative development.

60 Children attain the level expected for this area of learning by the end of the reception year. They are given many opportunities to draw, cut, paint or stick things together. Pencils, crayons and art materials are stored within easy reach of children, enabling them to develop a degree of independence when choosing resources. They use water-based paints to paint pictures of the riverboats they see. In their work in science looking at plants and growth, children paint large vibrant flowers to show plants growing upwards towards the sun. Good three-dimensional modelling of trains and boats followed geographical studies in King's Lynn. The children demonstrate that they know about shapes by using simple printed patterns and making them into a number line. In music, children sing songs with enthusiasm, developing early skills in rhythm and beat. They make rattles and shakers to add percussion to their music, or experiment with them as they explore different sounds.

ENGLISH

61 In the National Curriculum tests in 2000 the school's results were below national averages for pupils of 7 and 11 years. In these tests, pupils' standards in writing at the age of 7 were well below those for similar schools and standards in English at the age of 11 were below those for similar schools. Inspection evidence shows that pupils' attainment in reading and writing by the age of 7 is below the national average but improving. Inspection evidence shows that pupils' standards in speaking and listening are now broadly in line with national averages. By the age of 11, pupils' attainment is still below national averages in writing, but standards are improving, particularly for pupils in Years 5 and 6 where good teaching to improve writing skills is having the greatest effect. Standards in speaking and listening and reading by the age of 11 are in line with national averages. Although there are more boys in school, and the standards they achieve are often lower than the girls, inspection evidence found no significant differences in the attainment of boys and girls in reading or writing. The recent improvements in the quality of education provided in the Foundation Stage means that pupils enter Year 1 with average attainment in language and literacy skills. Pupils then make sound progress as they move through the school in developing skills and knowledge in all three aspects of English. Pupils with special educational needs make sound progress because of the support they receive in class.

62 Against a background of considerable changes in the teaching staff, the school has worked hard to improve pupils' standards. Whilst standards in English, particularly writing skills, are still too low, the school has continued to improve since the last inspection and clear strategies are now in place to raise levels of attainment. Teaching has improved throughout the

school and is satisfactory overall, with good and sometimes very good teaching in evidence, particularly at the end of Key Stage 2. There are now good procedures in place for assessing and monitoring pupils' progress and the school focus for improving skills in writing is beginning to show results.

63 By the age of 7, pupils make satisfactory progress in developing their speaking and listening skills and achieve levels expected for their age. For example, in a lesson in Year 2 a practical activity of checking the oil level in a car's engine, then observing a car wheel being changed resulted in lively discussion with pupils following instructions well. They effectively develop and extend their technical vocabulary with words such as "wheel-nuts" and "hub caps". By the age of 11, standards are average and pupils achieve the levels expected for their age. However, average and higher attaining pupils in Year 6 make good progress in their speaking and listening skills and this was particularly evident during a class debate. Very good teaching set the scene for views for and against the building of a new supermarket. Pupils engage in debate, planning their arguments with a very mature approach. Pupils talk confidently and the discussion is lively. As a result, pupils make very good progress in their appreciation that all points of view have to be clearly argued and that alternative views must be appreciated. This lesson made a good impact on the moral and social education of pupils.

64 In reading, pupils' attainment by the age of 7 is below the national average. However, there is sound improvement in the skills of reading accurately and in the ability to predict what may happen next in a story. When they read independently, the attainment of higher attaining pupils is broadly in line with the average for higher attaining pupils nationally. As a result of good teaching pupils know the difference between fiction and non fiction books, identify where the index page is in a book and read with fluency and accuracy. When tackling unfamiliar words, pupils use a range of strategies, but their knowledge of letter sounds or blends is not strong. By the age of 11, standards in reading are in line with the level expected nationally. Pupils in Years 5 and 6 make good progress with reading skills. Higher and average attaining pupils in Year 6 show good skills, for example, understanding the term "genre", identifying favourite ones of literacy such as fantasy or humour. They make an effective link with this knowledge in art, recalling the different genres of landscape and portrait. Reading aloud is fluent, confident, with good expression, wryly observing the humour in *Harry Potter and the Philosopher's Stone*. Pupils tackle unfamiliar words confidently, using a good range of strategies. They have a good attitude to their reading, but very few are members of a local library. However, pupils are confident when using the school library to research specific topics across the curriculum.

65 By the age of 7, pupils' attainment in writing is below the national average. Handwriting skills are weak because many letters are incorrectly formed or positioned on the line. This is made worse as teachers often fail to correct poorly formed letters, and their own modelling of handwriting, either in books or on the whiteboard, is often weak. Spelling skills are better. When higher or average attaining pupils mis-spell words, such as *metel* for metal, or *grabed* for grabbed, they are still recognisable. Punctuation skills are generally sound; most pupils consistently use capital letters and full stops correctly. They make sound progress in their ability to write for a range of purposes. For example, average attaining pupils in Year 2 begin to write in different styles, such as diaries or stories. However, pupils generally lack the organisational skills needed to write, edit and redraft their stories in a way that is appropriate for their age.

66 By the age of 11, attainment in writing is below average. Handwriting skills in Years 3 and 4 are often inconsistent. For example, pupils begin to write in a joined script, but then often choose to print. Many pupils still form or position letters incorrectly in Year 4, because handwriting skills are not consistently or rigorously taught throughout the school. In Year 6, handwriting in handwriting books is often fluent, joined and legible, but these skills do not then transfer into other language books. Spelling skills are generally sound; for example, higher attaining pupils in Year 6 accurately spell *drainage*, *floating* and *cartoonist*. Punctuation skills

are usually accurate; average attaining pupils use apostrophes, commas and speech marks with some consistency. Sound progress is made in the ability to write for a range of purposes, but many pupils need help to organise and structure their writing. The school has recognised the need to improve pupils' writing and it is a target for development to raise standards. Improvements can now be seen, particularly in Years 5 and 6. In Year 5 for example, higher attaining pupils use interesting words and phrases to enliven their text and produce good, evocative writing; "It was cold and accurate, swift as a ray of light it appeared". In lessons, pupils in Year 5 use a plan to develop a piece of non chronological writing. Pupils use this plan to organise a first draft, which is then edited. In discussions, pupils stated that they find this a useful strategy to help them organise their thoughts and consequently produce better quality work. Throughout the school, information and communication technology is not used enough to support learning and this is particularly evident in pupils' writing skills, when opportunities are lost for pupils to plan, edit and write using computer technology.

67 The quality of teaching is satisfactory. With the result that pupils make sound progress as they move through the school. In Years 5 and 6, good and very good teaching is a regular feature and in those classes, pupils make better progress, particularly in their writing skills. In the very good lessons, the teaching of basic literacy skills is clearly evident and underlines the teachers' good subject knowledge. Learning objectives are shared with pupils and lessons move along at a brisk pace, with no time wasted. The assessment of what pupils know, understand and can do is good and, as a result, learning activities are carefully planned. A weakness in teaching throughout the school is the lack of a whole school approach to teaching handwriting skills, although this has now been recognised and is being tackled as early as the Foundation Stage. The management of pupils is not always consistently good. In some classes, pupils are well managed, ensuring they respond well to their tasks and purposeful learning takes place. However, this is not always the case and sometimes pupils take too long to settle down to work, or talk at inappropriate times in the lesson. Such weaknesses are not always tackled with enough rigour and, as a result, the behaviour of pupils in some classrooms is only just satisfactory. Generally, pupils have good relationships with adults and each other and, throughout the school, relationships are very good. Teachers use support assistants effectively when pupils are involved in groups but, too often, support assistants are left largely unoccupied during the first fifteen to twenty minutes of a lesson and this is not an efficient or effective use of their time. When working with individuals or groups, however, learning support assistants give the support pupils need to make sound progress towards the targets in their individual education plans.

68 Leadership of the subject is now good. The co-ordinator has only very recently taken over the responsibility for the subject, but has a clear picture of the strengths and weaknesses in English and what needs to be done to improve standards further. As a result of careful analysis of pupils' work and test results, challenging but achievable targets have been set. Such focused work, particularly in the strategies to develop writing skills, is now beginning to reap benefits. English makes a positive contribution to the development of pupils' spiritual, moral, social and cultural development. In Key Stage 2, good use is made of the basic skills of writing and measuring in experiments on evaporation, filtration and saturation. The use of literacy in other subjects, such as history and geography, when writing reports or noting changes over time, is having a positive impact on pupils' attainment. Pupils with special educational needs make sound progress in English. These pupils are given work that is well matched to their abilities and their previous experiences. Extra support is provided for these pupils and teachers assess their work regularly and review their individual educational plans accordingly. Resources for the subject are satisfactory.

MATHEMATICS

69 By the age of 7, pupils achieve standards below those expected for pupils of their age. This is a similar picture to the results of the National Curriculum tests in 2000. This year's standards are due mainly to the large proportion of pupils with special educational needs in Year 2. The progress of these pupils has been disrupted by the changes of teaching staff they experienced in Year 1. This has meant that, despite some stronger teaching in Year 2, most pupils do not have a good enough grasp of number to help them with other areas of mathematics. There has been little change in standards since the previous report, although pupils' attainment is now improving.

70 By the time they are 11, pupils' standards are broadly in line with the level expected for their age. This is a similar standard to those achieved in the National Curriculum tests in 2000. Their knowledge and use of number calculations are sound which is helpful when they measure and handle data. The very good teaching in Year 6 ensures that pupils are aware of their shortcomings and work hard to overcome them. Pupils still find it difficult to work out problems in their head but the school is working hard to improve this. Overall, standards have improved since the last inspection.

71 By the end of Key Stage 1, most pupils are not confident when using or applying their knowledge of mathematics. They use simple objects to show how addition works. They are starting to use the correct language to describe their work, such as the names of two dimensional figures, triangles and hexagons. They use simple deduction to work out how large fractions are, such as halves and quarters. Their basic number skills are strong enough for them to solve simple problems with ease. By the end of Key Stage 2, pupils have not developed their use of mathematics fully. They know how to set out their working correctly when tackling a calculation and they develop ideas for solving problems. They realise how to ignore irrelevant information in a written problem. When calculating the cost of a baseball cap and a sweatshirt, for example, they quickly gloss over the irrelevant fact that they were birthday presents. However, they do not yet suggest their own strategies for solving problems. A number of pupils, particularly those with special educational needs, have difficulty with reading complex questions and this inhibits good progress.

72 Pupils do not have enough confidence in number work by the end of Key Stage 1. Most pupils add single and two digit numbers with reasonable accuracy, although slower learners struggle and often cannot remember which numbers add up to ten. More able pupils add and subtract more complex numbers and are confident in basic multiplying. Most pupils tend to rely on adult support. Pupils generally understand the concept of simple fractions like quarters, but have difficulty with thirds. By the end of Year 6, pupils are more competent in number work. They multiply numbers to two decimal places and they convert fractions like $\frac{4}{5}$ into a decimal number. They also reduce fractions such $\frac{23}{10}$ into a more manageable number. More able pupils handle larger decimal calculations, whilst slower learners are unsure of all their times tables and this restricts the accuracy of their work.

73 By the age of 7, pupils have a satisfactory knowledge about shape, space and measures. They weigh and balance different objects accurately. They recognise and identify two dimensional shapes like squares and rectangles from the number and shape of their sides. They begin to understand two figure co-ordinates on grids but they are not confident. By the age of 11, pupils have far more confidence. They calculate areas and perimeters of regular and irregular shapes efficiently and precisely, although slower learners find this quite difficult. Pupils know the different kinds of angles connected with these shapes, such as acute, obtuse and reflex angles and how to measure them. They compare metric and imperial weights accurately. Pupils in Key Stage 1 know how to present mathematical information in a readable form. For example, they show the frequency of vowels in a story by colouring in a block graph. They do not, however, prepare their own graph design. This skill is better developed in Key Stage 2. For example, pupils in Years 4/5 presented the results of an environmental investigation into quantities of litter by using their own block graphs. Pupils recognise the

concepts of mode and median when, for example, comparing the shoe sizes of pupils in a class.

74 The quality of teaching is satisfactory overall. However, during the inspection, examples of good and very good teaching were seen. Teachers have strengthened the structure of their teaching by adhering well to the guidelines of the National Numeracy Strategy. This is especially helping teachers to develop pupils' skills in mental mathematics. Their planning of lessons is essentially good because they make the aims of the lesson very clear to the pupils so that they are aware of what is expected of them. The planning includes an awareness of pupils' different needs. Teachers regularly record how well pupils progress and adapt their future teaching accordingly. They set challenging work for most pupils, and pupils respond positively to this. Teachers ensure that pupils with special educational needs benefit from extra support in class. There are few opportunities for more able pupils to progress rapidly through independent learning, although pupils in Years 4 and 5 are often withdrawn to benefit from lively, problem solving activities.

75 Relationships between teachers and pupils are a particular strength. In most classes, teachers' enthusiasm for the subject and eagerness for pupils to succeed motivate them well and they respond in a happy and focused way. In addition, behaviour is often good, except when younger pupils cannot cope with the work or the pace of the lesson falters. In these situations, teachers do not always have the strategies to keep pupils on task. In the best lessons, the rapport is so strong that pupils sustain strong concentration throughout lessons, even when working unsupervised in a group. Teachers demonstrate new concepts simply and effectively. For example, one teacher organised pupils into rows of three to show the value of the three times table. As a result, pupils understand new learning more quickly.

76 Teachers use resources well to support learning. They use dice and games to encourage pupils to calculate mentally. They cut out complex two dimensional shapes to challenge their thinking when working out perimeters. They reinforce pupils' learning with examples on the whiteboard and involve all pupils well. They advise support staff well to support specific pupils, although they do not ensure that they are fully active during whole class sessions. Teachers do not, however, always mark pupils' work effectively. Some teachers succeed in pin-pointing problems and redirecting learning through sensible comments. Other teachers do not insist enough on correcting work or presenting it neatly. Although homework is provided, there is not a systematic approach to it and teachers miss opportunities to strengthen learning beyond the classroom.

77 The subject co-ordinator has worked hard to raise standards by ensuring that the school benefits from the National Numeracy Strategy through more structured lessons. There is a consistency of approach through regular monitoring of colleagues' lessons. The school has not, however, made certain that the curriculum is sufficiently rich by involving other subjects. There is, for example, little use of information and communication technology to present data in graphs or pie charts. However, in Key Stage 2, good use is made of the basic skills of measuring in experiments on evaporation, filtration and saturation. The development of assessment systems has been particularly successful. Apart from the regular formal tests to determine pupils' overall progress, teachers are efficient in recording the daily progress of groups of pupils or individuals. They use this information wisely to guide their teaching and to set targets for pupils. This makes pupils aware of what they need to do to improve.

SCIENCE

78 The school's most recent Key Stage 1 National Curriculum teacher assessments show that pupils' attainment in Year 2 last year, was below the national average. It was well below the average when compared with similar schools. The present Year 2 pupils achieve well when compared to their previous attainment and their attainment matches that expected for

their age verbally, although their skills are less well developed in the written aspects of science. This is mainly because of the large proportion of pupils with special educational needs in the present Year 2. By the end of Key Stage 2, pupils' attainment in science matches the level expected for their age. The school has maintained standards since the previous inspection. In the National Curriculum tests for 11 year olds in 2000, pupils' attainment was in line with the national average. When compared with similar schools, the school's results were below the average. Pupils' attainment in the present Year 6 matches the level expected for their age. This is a similar picture to that found in the previous inspection. Pupils' attainment is improving in the present Year 6 because of the focus the school has placed on improving the investigative and experimental aspects of science and the good teaching of the subject. Pupils have good attitudes to learning and they make at least satisfactory progress in both key stages. As a result, there is a good capacity for further improvement. During the inspection, there was no significant variation noted in the attainment of boys and girls.

79 In Key Stage 1, pupils experiment with different materials and have a sound knowledge of the requirements of growth in plants. For example, in a Year 1 lesson, a range of plants had been grown from seeds in the classroom and pupils were planting them outside. They discussed how they had watered their plants, described the different parts of them and handled them carefully, aware of how fragile they were. The lesson was particularly effective because of the choice of plants offered to the pupils and these stimulated pupils' interest and contributed very well to the discussion on the parts that make up plants, such as the roots, stem and leaves. Pupils understand that plants need sun and water to grow and their work shows that they have a good understanding of the requirements for life. In Year 2, this work is developed well and a similar range of plants is grown. Pupils' knowledge is extended to the human life style and they recognise that a balanced diet is important for healthy growth. Pupils' work shows appropriate ways to record the results of their experiments. For example, they draw accurate diagrams to show how far a model car travels, how simple forces operate using "push" and "pull" to show direction, electrical circuits and how a switch can break the connection, for example, in a torch. In their recording of simple experiments, they sometimes make predictions and indicate why the test is fair.

80 In response to satisfactory and sometimes good teaching, in both key stages, learning and progress in science are improving for all pupils, including those with special educational needs. Pupils in Year 1 study the effects of light and dark and link their work well to art when they create imaginative pictures of a sunset. In Year 2, they understand the requirements of plants for growth and record the changes as their planted seeds grow. In a Year 3/4 lesson, pupils were set a challenging experiment with forces to use tubes with different surfaces, to show the effects of friction. They accurately recorded their results and explained that to make the test "fair" the tubes must have the same slope for every roll of the marble. Pupils in Year 4/5 developed their scientific knowledge when they conducted an experiment to show the effects of friction using wooden blocks moving over different surfaces. They linked this work well to real life situations when describing how the brake on a bicycle works. Pupils in Year 6 understand the concept of a fair test and explain that only one element in an experiment is changed to make the test fair. For example, they conducted an experiment into rates of evaporation in different liquids and knew that conditions had to be the same for each liquid to make the comparison fair. These results were carefully recorded and pupils explained how the results could easily be seen on a graph.

81 The satisfactory science teaching, in both key stages, and the range of stimulating scientific activities contribute well to the improving quality of pupils' learning. In most lessons, pupils' attitudes and their behaviour are prime reasons why their learning is improving. Teachers' knowledge and understanding of the subject contribute to the well planned provision for pupils, such as the improving use of investigations to encourage pupils to use scientific skills in a practical way. In Key Stage 2, good use is made of the basic skills of writing and measuring in experiments on evaporation, filtration and saturation. A good element of teachers'

planning is the emphasis placed on the correct use of scientific vocabulary, such as “artery” and “vein” when describing the circulatory system. Lively and enthusiastic teaching styles encourage pupils to carry out their experiments carefully and record their results accurately. For example, in Year 6 work, there are good examples of how to separate substances dissolved in water and how liquids are changed into gas by boiling and then back again by condensation. Teachers’ management and control of individual or paired activities are good and pupils become involved in their work, for example, identifying the importance of healthy eating in our daily lives. In good lessons the quality of teaching and learning are closely matched. For example, Year 1 pupils study plant growth and the teacher linked it well to design and technology when they had to “design a garden”. Pupils’ understanding of the requirements of plants was enhanced in their work preparing their own “ideal” garden. Most teachers include positive comments when marking but do not consistently provide precise guidance on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils learn from their mistakes.

82 The school has responded to the latest changes in the National Curriculum and introduced new guidance for teachers. The science co-ordinator undertakes a regular audit of the subject and checks teachers’ planning and pupils’ work to ensure that all aspects of the subject are covered. This is done in a supportive atmosphere because of the good subject management by an enthusiastic and committed co-ordinator, who has established good liaison with staff. Resources for the subject are satisfactory and used well to improve pupils’ learning, for example, when testing circuits, magnetic fields or how forces affect objects. The gardening club made a very good contribution to pupils’ knowledge and skills when they learned more about plants as they transferred the flowers grown from seed into the school grounds. The curriculum for science covers all the required aspects. The good use of practical, experimental science ensures that pupils of all abilities, including those with special educational needs, make good gains in learning as they move through the school. The good attention to the use of appropriate scientific language and the use of charts and graphs ensures that the work makes a positive contribution to the development of basic literacy and numeracy skills.

ART AND DESIGN

83 By the end of Key Stage 1, pupils’ attainment in art and design matches that expected for their age. By the end of Key Stage 2, it is above the level expected for their age. Pupils’ progress and learning are good and the quality of some art work on display is very good. This is an improvement since the last inspection. Pupils in Key Stage 1 demonstrate a good knowledge of colour and understand the difference between primary and secondary colours. They work well using families of colours, building up samples of new colours which they use effectively in their displays of paintings, for example, Year 1 work in the style of Monet. Pupils work happily in both two and three dimensional media to create pictures, murals and models. For example, their models in the hall of a “Tankasaurus”, “Duckasaurus” and “Brachasaurus” are very impressive. They paint self portraits and use their drawing skills to illustrate stories. All classes contribute to the attractive displays of work in classrooms and corridors.

84 Pupils continue to develop their skills and understanding of art and design well in Key Stage 2 as they explore an ever increasing range of media. Drawing skills are developed as they explore the effects that can be obtained when using different pencils and crayons. For example, in a Year 6 display, pupils created very good “movement” effects using cut out figures and a series of “shadows” using pastels. Teachers ensure that pupils’ studies include looking at the work of famous artists. For example, Year 3/4 pupils study Holbein and create portraits of the Tudors in the same style. They have created interesting sculptures using a wide variety of materials. In Year 4/5, pupils create imaginative clay models of “A wish container”. By Year 6, pupils’ drawings are detailed, well executed and extremely varied in content. Pupils are very proud of their work and attribute their improving skills to their class teacher. This was obvious in discussion with pupils as they showed the contents of their art folders. For example, the

teacher demonstrated using a grid to show how pictures can be broken down into smaller elements. Pupils use this technique very effectively to build up their own whole pictures. Pupils produce very good observational drawings of flowers and link this to the study of artists by drawing and painting in a Japanese style. As an added touch they “wrote” their titles in mock Japanese underneath the pictures.

85 Pupils thoroughly enjoy their art and design and take great pride in their work. They work with care and are willing to try new ideas in order to achieve the best results. Pupils in Year 6 were very keen to explain how they made their watercolour landscapes and the problems of working with such a delicate medium. This subject makes a positive contribution to pupils’ cultural and spiritual development, as they learn about art in different societies and appreciate the range of feelings they experience in creating their own art works. This is well supported by an art club, held regularly and thoroughly enjoyed by the participants. The quality of teaching in art is good, especially for older pupils in the school. Teachers have a good knowledge of the subject and understand how to help pupils develop the wide range of skills needed to master a wide range of media. Teachers base their planning on a scheme of work and the progress of both knowledge and skills is informally monitored by the subject co-ordinator. Lessons are well organised and resources used effectively to encourage pupils to experiment and enjoy finding new ways of creating works of art. Display is linked to art and teachers create a colourful and stimulating environment that celebrates pupils’ work.

DESIGN AND TECHNOLOGY

86 There was not enough evidence to judge pupils’ standards in Key Stage 1. However, in Key Stage 2, pupils’ attainment is broadly average. It is not possible to draw comparisons with standards in the last report since no judgements were made at that time.

87 By the time they are 7, pupils understand how to consider ideas before putting them into action. They make simple diagrams to guide their thinking. Before making a model garden, for example, they sketch plans on paper, although this tends to be done casually without much regard for the raw materials available. As a result, their garden layouts are not too similar to the original drawings. However, many examples show reasonable thought and creativity. Pupils draw designs for a fantasy aeroplane quite well, yet they do not put enough care into their presentation. They are limited by their weak writing skills. There is little evidence to show that pupils write down simple instructions to accompany pictures. They design their own filling for sandwiches but there is no record of what ingredients pupils investigated and selected.

88 By the age of 11, pupils have suitable skills for designing and making a range of objects. They understand clearly the importance of a design process. They sketch their ideas for slippers and label them with suitable materials, like leather, fabric and cardboard. They appreciate the value of prototypes. For example, their paper mock-ups of slippers showed them the need to allow extra measurement for a comfortable fitting. They do not yet, however, have the discipline of writing down their design to formalise the process. This would help pupils to remember and evaluate their work more clearly. Pupils offer useful opinions about their work. For example, one pupil realised that it might have been better to give his slippers a back rather than leave them open.

89 The teaching of design and technology is satisfactory. However, there is not always enough time allocated to the subject. For example, pupils in Years 4 and 5 have done very little work this year because of staffing arrangements. However, in most classes, teachers motivate pupils well by providing a satisfactory range of topics from wind chimes to conveyor belts. This makes pupils proud of their creations and they are keen to talk about how they made them. Teaching is particularly good in Year 6. The strong subject knowledge of the teacher produces respect and interest from the pupils. For example, a discussion of the technical details of how to strengthen beams without adding to their weight focused the pupils’ minds when

experimenting with their own versions of paper beams. The very good relationships in this class meant that pupils co-operated intelligently in planning and respected other pupils' opinions. Teachers, especially in Key Stage 1, tend to blur the subject with art and design, and they do not always expect enough rigour in pupils' work. Consequently some of their work is hurried and untidy. There is no co-ordinator at present and apart from adopting the new scheme of work, there is little obvious impetus to develop the subject further.

GEOGRAPHY

90 By the age of 7, pupils' attainment is below that expected for their age. This shows a deterioration since the last inspection. This is mainly because of the special needs of many of the current pupils in Year 2. Their writing skills are weak and their retention of facts is very patchy. Attainment is better in Key Stage 2. Pupils have maintained the satisfactory standards seen in the previous inspection. They are knowledgeable about a range of issues and present facts clearly and fully.

91 By the end of Key Stage 1, pupils do not have a broad experience of the world about them. They follow the travels of teddy bears which accompany people to such places as Tasmania, St Kilda and the Isle of Man. However, they do not remember much information. Most pupils cannot say where these places are or give any interesting details. Only more able pupils specify these places as islands and talk about life there. Pupils in Year 1 have some idea of the need for leisure facilities and draw reasonable pictures of the Dome and the London Eye, following a visit to London. Pupils in Year 2 produce very little on paper and this does nothing to strengthen their writing and presentation skills. There is very little evidence of any work in the locality around the school and this deprives pupils of real insight into their own culture.

92 By the end of Key Stage 2, pupils have a sound knowledge of the subject and present it well verbally and on paper. Pupils in Years 3, 4 and 5 do not benefit from a rich enough curriculum. They study mapping and the environment, but they copy a lot of the work and present information untidily, often without explanatory diagrams. In Year 6, pupils experience a variety of interesting topics from world weather patterns to local businesses. They know about specific weather conditions like cloud formation and tornadoes. They appreciate how the weather can affect agriculture, such as the local sugar business. They understand the process of the water cycle and show their knowledge through clear drawings which are well labelled. They conduct their own investigations to consolidate learning, such as an experiment into filtration using tubes and soils.

93 There is some good teaching in geography, mainly in Years 1 and 6. The new scheme of work has helped to give a structure to the curriculum, but not all teachers give enough emphasis to the subject. They do not use the subject enough as a vehicle to broaden pupils' vocabulary and to become familiar with the vast differences in the world, near and far. Some teachers have low expectations of knowledge and presentation. Consequently, pupils' work can be untidy, sometimes incomplete and not very informative. Where teaching is good, teachers enthuse about the subject and select information to inspire the pupils. Pupils in Year 6, for example, drew good maps of the course of the local river Wissey.

94 The subject suffers from having no co-ordinator. This is understandable in view of recent staffing changes but it has meant that the policy has yet to be updated and the resources need to be reorganised.

HISTORY

95 Standards are similar to those of the last inspection. By the end of both key stages, pupils reach levels expected for their age. Pupils are quite confident when talking about historical facts and events.

96 Pupils in Key Stage 1 have a basic knowledge of chronology. They know, for example, how their bodies change over time. They know life has changed from Tudor times to the present day, how ruffs have disappeared in clothing and that men no longer wear tights. They show a sound knowledge of the Great Fire of London. Pupils describe how the wooden structure of the houses helped the fire to spread quickly. More able pupils relate how gunpowder was used to blow up buildings in order to halt the fire. They consolidate their learning through art work. For example, pupils depicted the Great Fire with colourful cardboard cityscapes, while pupils in Year 2 reproduced a large diary of events, following the example of Samuel Pepys.

97 Pupils in Key Stage 2 have a sound knowledge of the Tudor era. Pupils know that Henry VIII altered the law to help him divorce his wife and that he had other, less gentle ways of separating from them. They are strong on key dates and the order of succession of all the monarchs. Their knowledge of the Armada and how it was dealt with is rather vague; pupils are far more informative about the lavatorial habits of the average Tudor family. Pupils do not display their knowledge readily in writing or pictures. Much of their work, especially in Years 3, 4 and 5, is copied and drawings are simple coloured worksheets. Only more able pupils offer fuller details and add simple opinions. For example, one pupil thought Henry VIII “seemed an ideal ruler”. The quality of teaching is satisfactory. Teachers provide a good depth of knowledge but do not always develop pupils’ skills in investigation and presentation. Teachers strive to bring history alive through pictures and other artwork. Samuel Pepys’ diary was especially effective. Teachers involve pupils in discussions and stir up their interest. For example, Year 6 pupils discuss executions animatedly and how it might hurt a bit to die in this way. Teachers do not, however, have a good stock of artefacts to really bring history alive and this limits pupils’ full understanding. There is an over reliance on worksheets, particularly in much of Key Stage 2. This tends to stop pupils thinking for themselves and learning how to present facts clearly and imaginatively.

98 There is no co-ordinator at present to further develop the subject. There is a new scheme of work which gives a solid structure to the subject, but there is not a whole school approach to ensure all pupils fully succeed. There are many missed chances to use the subject to develop pupils’ writing skills. In addition, the curriculum is not really enriched by visits to local historical venues or by experts visiting the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

99 Standards in information and communication technology have fallen slightly since the last inspection but the school is in a good position to recover this lost ground in the foreseeable future. Pupils’ attainment at the ages of 7 and 11 is below the expected level for their age. This is mainly because the school does not have the necessary resources and, in some cases, teacher expertise to enable the full subject curriculum to be taught. Key Stage 2 pupils reach satisfactory standards in the elements that are taught; for example, they use some aspects of word processing successfully, conduct some research using the Internet and a few use e-mail confidently. In both key stages pupils use a floor robot and enter simple instructions to move it in a predetermined manner. However, they have limited knowledge of how to sense physical data or to create their own control systems, for example, in music programs. The school has only a few adventure programs that allow pupils to make decisions and decide their own route through the program as they explore different possibilities. The school is aware of these shortcomings and has a very good action plan ready for when the national grant is available. This is due shortly and the plan sets challenging targets so that Year 6 pupils will achieve satisfactory standards or better.

100 The school uses some programs to improve pupils' skills but there are not enough data handling and mathematics programs to allow pupils to create different charts or to interpret information in different ways. Where computers are used, pupils are keen to explain what they have been doing, for example, in Year 2, pupils use their skills to change the size, shape and colour of text they have typed into the computer. In discussions, they explained how they used a program to draw flowers and used a technique in the program to fill the petals with colour. A few pupils know how to print their work but many are not confident about which icons to use to perform this task. Pupils in Year 6 sometimes use the computer to support their work in other subjects, for example, mathematics. They explained how they collected information and created a graph to show the links with birth weights and weight later in life. They understand how to create simple graphs to show pupils' favourite foods but are not confident when discussing ideas of how data bases can be interrogated for different information. A few use the internet connection in the office and they remembered finding information on the Tudors for their history project. However, during the inspection computers were not always sufficiently well used, especially in the mornings, to further develop pupils' information and communication technology skills, for example, to support work by older pupils in mathematics and English.

101 There were no lessons seen during the inspection. However, discussions with teachers, pupils and the co-ordinator show that teaching is at least satisfactory when using the programs available. The frequent breakdowns of the older computers are frustrating for both staff and pupils but, when working, computers are used to support other subjects, especially in the afternoons. Staff are all well motivated, keen to develop their skills and have a desire to improve teaching further and so raise standards. Planning is usually satisfactory and teachers share the learning objectives with pupils at the beginning of sessions. Pupils of all ages enjoy learning about information and communication technology. Year 6 pupils give it "ten out of ten" and talk with knowledge and enthusiasm about their work at school and at home. They are keen to learn more and to fully develop their skills and knowledge once the necessary additional hardware and software have been obtained. Pupils in Key Stage 1 are very keen and work with enthusiasm, diligence, perseverance and adaptability. Although information and communication technology is valued as an essential part of the curriculum, the class based computers are not used consistently by all teachers to support pupils' work in other subjects.

102 The subject is a priority for development and is currently managed by the head teacher who has good experience of the pupils' needs. Shortages in hardware, software and training have been identified and a detailed development plan for the subject has been drawn up. However, the curriculum for information and communication technology does not meet statutory requirements and there is an urgent need to address the issues involved.

MUSIC

103 In the previous inspection report, standards of attainment were in line with those expected for pupils' age. During the inspection it was possible to observe only one lesson. Other inspection evidence included discussion with pupils, observation of music as part of collective worship, an after school music club and an inspection of teachers' planning. On the basis of this evidence it was judged that the standards have been maintained.

104 In assemblies, pupils listen quietly to music played on the piano as they enter or leave the hall, but an opportunity is missed for them to listen to a selection of music from various classical and modern composers. As a result, in discussions with older pupils, they were unable to name any famous composers. When singing in assembly, pupils of all ages sing tunefully and with enthusiasm. Older pupils demonstrate sound control of pitch and rhythm and sing with clear diction.

105 In the one lesson observed in Year 6, the teaching was very good. The lesson was planned to cover all elements of music, for example listening, appraising, composing and performing. The teacher focused well on developing and extending correct vocabulary and pronunciation of musical words such as timbre and texture. This was an effective link with literacy skills, particularly in speaking and listening. Pupils show a very good appreciation of rhythm and beat. They understand that layers of sound within a melody are called "texture". When observing a video of an African band, all pupils enjoy and appreciate the African rhythm, beat and texture of the music and show a good appreciation of the variety of African instruments used. When working in small groups, pupils plan and compose sounds, then perform their short composition to others. The teacher makes effective use of a video and taped music to develop the pupils' knowledge and understanding of rhythm, beat, timbre, texture and multicultural instruments. Pupils work hard in their lesson, showing good attitudes to their learning and as a result, progress is very good.

106 The school provides two extra-curricular music clubs after school each week, one to learn the recorder and the other specifically for pupils to enjoy themselves and become familiar with a selection of instruments. Pupils playing tubular bells, violin, recorders and an electric keyboard performed "An Ode to Joy". This was done with discipline, concentration and enjoyment. The extra-curricular music lessons provided by the school are making a positive impact on the musical knowledge and performance skills of those pupils taking part. A music teacher visits the school regularly to develop specific skills in each year group. For example, Year 6 pupils have studied aspects of rhythm, beat and pattern and are presently composing a piece of music to combine these elements. They also have the opportunity to listen to the music from other cultures such as Brazilian panpipes, African beat and rhythm and aspects of pattern within oriental music.

107 The music curriculum is planned to develop knowledge, skills and understanding in a progressive way, but there is no system for assessing or recording pupils' progress in music from one year to the next. Resources for music lack multicultural instruments.

PHYSICAL EDUCATION

108 By the end of both key stages, pupils' attainment matches that expected for their age. Their attainment in swimming is good. The school has maintained standards since the previous inspection. As they move through the school, pupils are given a range of worthwhile experiences in physical education. By the end of Key Stage 1, pupils explore basic skills in dance, games and gymnastics. They carry out simple actions with increasing control and co-ordination and develop their understanding of safe exercise and how it affects their bodies. In a good Year 2 lesson, pupils explored different ways of warming up before practising their throwing and catching skills. The teacher questioned the pupils to encourage them to think about their work and how they could improve their accuracy. In Key Stage 1, pupils get out apparatus and put it away safely and they co-operate well together to accomplish this.

109 During Key Stage 2, pupils continue to develop their physical education skills. By the end of the key stage they participate in team games with an understanding of tactics and fair play. Pupils apply skills and techniques with accuracy. They use their developing understanding of these skills to improve their performance. By the age of 11, pupils have a clear understanding of the effect of exercise on their bodies, together with ideas of health and fitness. In a very good lesson in Year 6, pupils interpreted music to create dance rhythms and they worked exceptionally well together when performing. They used a wide range of gymnastic movements and adjusted the pace of the dance to fit the speed of the music. During Key Stage 2 all pupils are given appropriate opportunities to learn to swim and the requirements of the National Curriculum are met. Records show that many pupils achieve more than the minimum requirement in swimming and they obviously enjoy the sessions.

110 The teaching of physical education is good and sometimes very good. Teachers have good subject knowledge and present the work in a stimulating way. Pupils of all abilities are well catered for, including those with special educational needs; the activities they are given are well matched to their abilities. In a Year 2 gymnastic lesson the teacher undertook an energetic warm-up session which involved all pupils. In the main part of the lesson a very interactive approach was used asking pupils questions about their performance and how it could be improved. This promoted a good attitude in the pupils, making them think about what they were doing and how they could do better. Pupils join in activities with enthusiasm. They are keen to discuss all aspects of what they have done. Most share and co-operate well. Behaviour is good and pupils show responsibility appropriate for their ages. Pupils respond well to teachers and this improves their personal development in the way they work together when performing different tasks.

111 The subject is well managed by an experienced and committed co-ordinator. The co-ordination role is carried out effectively and there is a good awareness of how the development of the subject fits with the overall school development plan. Resources are well organised and of satisfactory quality. The school's indoor accommodation in the hall is satisfactory and teachers use the facilities to best advantage to make sure that pupils' physical development is suitably developed. The outdoor facilities are very good and used effectively. For example, the adventurous play area was in use every playtime and thoroughly enjoyed by pupils using it imaginatively. There is a satisfactory range of extra curricular activities and adventurous activities are undertaken during the school's annual residential visits.

RELIGIOUS EDUCATION

112 At the age of 7 and 11, pupils' knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus. Standards have been maintained since the last inspection.

113 No lessons were seen with younger pupils, but their work includes a visit to a church, where they identify special features such as the altar, font and lectern. They make sound progress as they learn about belonging to a family, special events and celebrations linked to the Christian calendar. In lessons, pupils in Years 3 and 4 understand that some people have strong beliefs, as in the Old Testament story of Daniel, and are prepared to suffer great hardships rather than compromise their beliefs. They have some understanding that people can be converted and change their way of thinking. In Year 5, pupils understand that the Bible is a collection of stories and is a holy book to Christians but not to people of other faiths. Pupils understand that the concept of "truth" can be viewed differently and engage in meaningful role play situations and discussions to explore the concept of temptation. In Year 6, pupils work in groups to discuss moral issues in a sensible and mature way. For example, they plan a scenario to act out the passage from Luke 31: "To do unto others...", with relevance to their world today. Pupils' response to this activity, their attitude when working with others and their ability to listen to the views and opinions of others were very good. In discussion, older pupils talk about the beliefs, special people and symbols of other major world faiths, particularly Islam and Hinduism. In this discussion, pupils were very clear in their understanding that although as an individual you may not share another's faith, you should still respect their beliefs.

114 The quality of teaching is satisfactory at both key stages and good teaching was seen with older pupils. When lessons are good, the teachers' secure subject knowledge is evident and this ensures that factual knowledge is imparted well. Good teaching also makes an impact on the good moral development evident in school. For example, pupils are given enough time to discuss issues, or to plan role play activities in a meaningful way. As a result, the quality of their work is better because they are encouraged to approach tasks and activities in a thoughtful way. Teachers make effective links with literacy skills, for example, by reading stories, developing correct vocabulary, or exploring what a "conditional sentence" is in the context of "To

do unto others...". Pupils make sound progress in their knowledge and understanding of religious beliefs, symbols and special people. They make good progress in their moral understanding. Pupils with special educational needs receive satisfactory support in lessons, enabling them to make similar progress.

115 The co-ordinator ensures that planning corresponds to the locally agreed syllabus. The school makes effective use of local resources in the Community Hall and locality. Visiting clergy make a contribution to the pupils' knowledge and understanding of special Christian events, people and celebrations, particularly during assemblies, which are well organised.