

INSPECTION REPORT

WORLINGWORTH PRIMARY SCHOOL

Woodbridge

LEA area: Suffolk

Unique reference number: 124750

Headteacher: Mrs Barbara McElroy

Reporting inspector: Mr Michael Raven
3691

Dates of inspection: 13th – 16th November 2000

Inspection number: 224334

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Shop Street Worlingworth Woodbridge Suffolk
Postcode:	IP13 7HX
Telephone number:	01728 628397
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Margaret Lewis
Date of previous inspection:	10 th December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Michael Raven - 3961	Registered inspector	Under fives Equal opportunities Mathematics Science History Physical education Religious education	The school's results and achievements How well are pupils taught? How well is the school led and managed?
Ms. Fran Luke - 9977	Lay inspector		Pupils' attitudes, values and personal development How does the school care for its pupils? How well does the school work in partnership with parents?
Mr David Fisher - 17520	Team inspector	Special educational needs English Information technology Art Design & technology Geography Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Worlingworth Primary School is a Church of England Voluntary Controlled school which caters for 43 boys and girls aged from four to 11 years. In addition nine children attend the nursery which meets on two mornings at the school and three other mornings at a neighbouring school. The school is very small compared to most primary schools nationally. There are three full-time teachers including the headteacher and a part-time teacher in the nursery. Pupils are taught in two classes, one for pupils aged from five to seven and the other for pupils aged from seven to 11, although the older pupils are split into two age groups for many of their lessons, such as literacy, numeracy and science. Almost all pupils are of white United Kingdom heritage and there are no pupils learning English as an additional language. Nineteen per cent of pupils have special educational needs, which is about the same as the national average for primary schools. The school serves the village of Worlingworth and there are few pupils from outside the village. Attainment on entry varies a lot from year to year, but examination of the assessments done when children enter the school show that it is broadly typical of that found across the county.

HOW GOOD THE SCHOOL IS

Worlingworth Primary School is an effective school. Standards are average in most subjects including English, mathematics and science by the time pupils leave the school at the age of 11. They meet the expectations of the locally Agreed Syllabus for religious education. Standards in information and communication technology are below what is typical of pupils of this age by the time they leave the school. The quality of teaching is satisfactory overall, 56 per cent of the teaching being good or better, which is similar to the national average for primary schools. Close to one lesson in ten is unsatisfactory. The leadership and management offered by the newly appointed headteacher are good. The governing body fulfils its duties well. Taking into account the mainly average standards reached by the age of 11, the satisfactory quality of teaching and the good leadership and management provided, the school offers sound value for money.

What the school does well

- The leadership and management of the headteacher gives clear educational direction to the work of the school
- The governing body is effective in meeting its responsibilities
- The school successfully encourages good behaviour and develops pupils' self esteem
- Relationships between pupils and with staff are good
- There is a good curriculum for the youngest children in school, appropriately based on the early learning goals for children's attainment by the age of five
- The school provides well for pupils' moral, social and spiritual development
- Good support is given to pupils by learning support assistants

What could be improved

- Standards in information and communication technology
- The monitoring, evaluation and development of teaching to improve the quality of teaching and eliminate unsatisfactory teaching
- The role of subject co-ordinators in managing their subjects across the school as a whole

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996. It has improved well since then and has the capacity to go on improving. Much of this improvement has taken place since the appointment of the new headteacher in May of this year. The key issues from the last inspection have been addressed successfully. The school development plan now covers a longer period of time. The priorities in the plan are appropriately costed. Governors are well involved in setting targets for school improvement. The accommodation has been substantially improved through extensive renovation and decoration, although it remains unsatisfactory. The national strategies for teaching literacy and numeracy have been introduced and this is having an effect in raising standards. Pupils' behaviour has improved, as have relationships. The support given to pupils with special educational needs has improved, particularly through additional literacy support.

STANDARDS

In the national tests and assessments for 11 year olds this year standards in English were above average compared to all schools nationally and also above average compared to schools which had similar results in the 1996 national tests for seven year olds. Standards in mathematics were well above average by national comparisons and also above average compared to similar schools. In science standards were below average compared to all schools and also below average compared to similar schools. The inspection shows that standards achieved by the 11 year olds in English, mathematics and science are currently in line with national averages. The variation from the Year 2000 test results taken in May is due to there being a different cohort of pupils this school year. Where cohorts are very small, as they are at Worlingworth, great caution has to be exercised in interpreting pupils' test results and also in making comparisons with the national average. In a very small school one pupil's results can account for a high proportion of the total. For example, at present one Year 6 pupil represents 20 per cent of the year group, and so 20 per cent of national test results. Trends in standards over time are also very difficult to identify reliably, as results fluctuate markedly from year to year as cohort characteristics vary.

In the Year 2000 national tests and teacher assessments for seven year olds standards in reading were well above the national average. They were among the highest five per cent in the country in writing, and in mathematics they were above average. Again, comparisons from one year to the next are difficult to make where such small numbers of pupils are involved. Inspection evidence shows that standards in reading, writing and mathematics are currently average for seven year olds.

The main weakness in standards lies in information and communication technology, where pupils' attainments are below what is typical when they leave the school at the age of 11.

In consultation with the local education authority the school sets appropriate targets for pupils to aim for in English and mathematics at the age of 11.

Pupils enter the school with attainment which is broadly average. They make satisfactory progress in their learning, so that standards are average in most subjects by the time they leave the school at the age of 11. This represents satisfactory achievement on their part.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about school and they show good interest and involvement in the activities offered there
Behaviour, in and out of classrooms	Good. Pupils behave well in and around the school, including at break and lunchtimes. There is no bullying, sexism or racism. There have been no exclusions from the school.
Personal development and relationships	Satisfactory. Most pupils get on well but there are sometimes poor relationships between a small number of boys.
Attendance	Good. Pupils attend regularly and punctually.

Pupils are eager to come to school. They are interested in their work and respond positively in lessons. Relationships are good between most pupils and with adults. Pupils get on well together, both in lessons and in the playground. Behaviour is generally good, although a small number of boys sometimes behave inappropriately in lessons. No bullying was observed during the inspection and there are appropriate procedures to deal with any which does arise. There are some appropriate opportunities for the older pupils to take responsibility and they recently took the initiative in improving wheelchair access to the school. Attendance is better than the national average and there is little unauthorised absence. Pupils come to school on time.

TEACHING AND LEARNING

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

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

The teaching of communication, language and literacy to the youngest children in the nursery and the reception class is good. The teaching of English to the pupils aged from five to seven is good and for those aged from seven to 11 it is also good. The teaching of mathematics is good for the children under five and for pupils aged from five to seven. It is satisfactory for pupils aged from seven to 11. The school has adopted appropriate national guidance for the teaching of literacy and numeracy. Literacy skills are taught well and numeracy skills are taught satisfactorily, based on the national guidance. The school successfully meets the needs of all its pupils, including those who have special educational needs. Ninety-one per cent of teaching is satisfactory or better. Fifty-six per cent of teaching is good or better. This is similar to the national figure for primary schools. Nine per cent of teaching is unsatisfactory. The best teaching features very good class management, which means that pupils behave and concentrate well and so make good progress in their learning. The purpose of the lesson is shared with pupils at the outset, for example, when the pupils aged from five to seven were investigating electrical conductors and insulators. This helps pupils have good understanding of their own learning. Less successful teaching is characterised by weaker class control. For example, in a science lesson for the oldest pupils there was some unsatisfactory behaviour and the teacher's attempt to correct this had no effect. Too many opportunities are missed for the

oldest pupils to be independent in their learning and find things out for themselves. This was seen, for example, in science, mathematics and geography lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. There is a good curriculum for the children under five, appropriately based on the early learning goals for children to reach by the age of five. The school lacks an overall plan of the whole curriculum
Provision for pupils with special educational needs	Satisfactory. Good support is given to lower attaining pupils in their additional literacy lessons
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' moral, social and spiritual development are promoted well. Too little is done to raise pupils' awareness of the richness and diversity of a range of different cultures
How well the school cares for its pupils	Satisfactory. There are appropriate procedures for monitoring and promoting pupils' personal development. Good behaviour is promoted well. Attainment and progress are monitored well in English, mathematics and science but there is no systematic monitoring of pupils' achievements in information and communication technology, the other subjects of the National Curriculum or religious education.

The school's partnership with parents is satisfactory. Parents feel that there are too few activities offered to pupils outside lessons and the inspection supports this view. A strength of the curriculum is the strategy for teaching literacy, based on national guidance. A weakness is the lack of development of pupils' skills in information and communication technology. Another weakness is the lack of a whole-school curriculum plan covering all subjects. There are good procedures for monitoring and promoting good behaviour and for eliminating poor behaviour, such as bullying and sexism. Good attendance is promoted successfully.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear understanding of the strengths and weaknesses of the school and of priorities for improvement. Subject co-ordinators are not well enough involved in managing their subjects
How well the governors fulfil their responsibilities	Good. Governors are well informed about the work of the school and involved in planning for school improvement. They visit regularly and individuals have helpful responsibilities for aspects of the school's work, such as special educational needs
The school's evaluation of its performance	Satisfactory. The governors monitor the results of national tests and assessments in English, mathematics and science and they check for progress on school development plan targets

The strategic use of resources	Satisfactory. Funds dedicated to the teaching of pupils with special educational needs are well used to support their learning. The headteacher's time is used wisely to split the class for seven to 11 year olds into two age groups for some lessons, such as literacy, numeracy and science.
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There are adequate numbers of teachers and support staff to meet the needs of pupils and teach the whole curriculum, although there are weaknesses in teachers' expertise in music. Learning resources are satisfactory overall. The accommodation is unsatisfactory, because the teaching area used by the oldest pupils when the nursery is in session is too small, in a poor state of repair and cold in winter. The accommodation is not adequate for the teaching of the physical education curriculum and the school has to make use of facilities off site, which involves some time wasted in travelling. The recently appointed headteacher is energetic and effective. She has already made good improvements to the school environment and this has led to better morale. She has also improved behaviour. But she does not yet systematically monitor and develop the quality of teaching. Subject co-ordinators do not all have a whole-school overview of teaching and learning and standards in their subjects. The school takes care to secure best value for money in obtaining goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard and do their best • They are kept well informed about how their children are getting on • Behaviour in the school is good • The teaching is good • The school is well led and managed 	<ul style="list-style-type: none"> • The range of activities offered outside lessons • The amount of homework set

The inspection team generally agrees with the positive views expressed by parents. The quality of teaching is satisfactory taking the school as a whole, although it is good for the children under five and pupils aged five to seven. The use of homework is judged to be satisfactory. There are too few activities offered outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the Year 2000 national tests and assessments for 11 year olds pupils achieved standards which were above average compared to all schools nationally. They were also above average compared to similar schools, that is to say schools which had similar results in the 1996 national tests and assessments for seven year olds. Inspection evidence shows that standards in English are currently average by the time pupils leave the school at the age of 11. In small schools, with small numbers of pupils in each year group, test results fluctuate markedly from year to year, depending on the characteristics of the cohort. One pupil in a small cohort, such as the present Year 6, can account for as much as 20 per cent of test results. This makes comparisons of one year's results with another very difficult. It is also very difficult to detect reliably trends over time. The school's targets for achievement in English were not met last year and this is due to a small number of pupils with special educational needs joining the school in the term before the tests were taken.
2. By the time they are 11 most pupils are eager to read aloud in class and they do so with confidence. They read with good expression and change their voice to indicate that different characters are speaking. They compare the work of a number of children's authors, such as Roald Dahl and J.K.Rowling and can explain clearly their preferences for one author over another. Pupils learn weekly spelling lists and they use some of the words they learn in their written work. They understand how to use punctuation, such as speech marks, exclamation marks and question marks. Most pupils use a fluent, legible style of handwriting by the time they are 11. Most pupils are confident in speaking to the class. They readily take part in discussions, for example about bullying. They listen well to others and consider others' views before expressing their own opinions.
3. In the Year 2000 national tests and assessments in mathematics the 11 year olds' standards in mathematics were well above average compared to all schools nationally and also well above average compared to similar schools. Inspection evidence shows that the standards reached by the current 11 year olds are in line with the national average. The difference this year from last is due to cohort differences from one year to the next and the small number of pupils involved.
4. By the time they are 11 most pupils measure accurately in millimetres and centimetres to the nearest millimetre. They know that ten millimetres equal one centimetre. They convert measurements in millimetres to centimetres and millimetres, for example working out that 141 mm is equal to 14.1 cm. Pupils know what square numbers are. They know about different types of angle and that an obtuse angle is greater than 90 degrees and that an acute angle is less than 90 degrees. Pupils understand place value in decimal numbers.
5. In the Year 2000 national tests in science 11 year old pupils reached standards that were below average compared to all schools nationally and also compared to similar schools. Inspection evidence shows that standards by the age of 11 are currently in line with the national average. The difference between last year's test results and standards at present is due to cohort differences.

6. By the time they are 11 most pupils know that some substances such as salt dissolve in water and that others, such as sand, do not. They know about the functions of the human skeleton, that it protects vital organs and allows movement. They know about the different types of joints in the human body and that babies are born with 300 or more bones, many of which fuse as they grow. They know what happens to the heart when you exercise and test their pulse rates before and after exercise.
7. In the national tests and assessments for seven year olds in the Year 2000 standards in reading were well above average compared to all schools nationally and compared to similar schools, that is to say, schools with a similar proportion of pupils eligible for free school meals. As with the 11 year olds, there are very few pupils in each group of seven year olds and this makes comparisons from year to year and with national averages very difficult. Inspection evidence shows that the standards in reading of the present seven year olds are in line with the national average. Most pupils are able to tackle unfamiliar words using their knowledge of letter sounds. They enjoy reading and enjoy talking about their favourite books, although they have little knowledge of children's authors. Most pupils use the contents page and index in a reference book to find information.
8. Standards in writing were amongst the highest five per cent in the country in the most recent national tests and assessments for seven year olds. Inspection evidence shows that, for the present small group of seven year old pupils, standards are in line with national expectations. Most pupils know about the use of capital letters and full stops and put them in the right place in sentences. They write for a variety of different purposes, for example, writing news, stories, poems and messages.
9. Standards in mathematics were above average in the Year 2000 national tests and assessments for seven year olds. Inspection evidence shows that standards are currently in line with the national average. Pupils add numbers to 20 and some beyond. They subtract numbers to ten and correctly identify odd and even numbers up to 100. They work out simple fractions, for example, by dividing a piece of paper into two.
10. In science standards are in line with the national average by the age of seven. Pupils know what a habitat is. They know that some animals live in burrows, that others live in woodland or field habitats. They make simple electrical circuits and complete a circuit to make a bulb light. They identify common objects in the home which use or do not use electricity.
11. By the time they are aged five, the youngest children in the nursery and the reception class reach the early learning goals in all the six areas of learning for children by the age of five: personal, social and emotional development; communication, language and literacy; mathematics; knowledge and understanding of the world; physical development and creative development.
12. Standards in information and communication technology are below what is typical of pupils aged 11 by the time they leave the school. In art and design; design and technology; geography; history; physical education and music standards are similar to those found nationally at this age. In religious education standards meet the expectations of the locally Agreed Syllabus by the age of 11. The standards reached by seven year olds are also typical of their age in most subjects, but they are below what is usually found in information and communication technology.

Pupils' attitudes, values and personal development

13. The previous inspection found that most pupils behaved well in lessons and around the school, but that they could be over familiar when talking to adults and that there was tension in some relationships between pupils. This inspection finds that pupils' personal development is satisfactory and that relationships, pupils' attitudes to school and standards of behaviour are good.
14. Throughout the school most pupils are keen, enthusiastic and eager to come to school. They are interested in their work, they watch carefully and respond to discussion opportunities. In most lessons pupils listen well, and participate in class discussion, however, there is some difficulty with the response of a small number of boys who, on some occasions, begin to show some signs of boredom. Pupils listen with confidence and respond to teachers' and each others' ideas; they share resources well.
15. Pupils have good relationships with their peers and with adults. They get on well together in class, and play well together in the playground. Pupils know that bullying is unacceptable, and none was seen during the inspection. They handle resources with care and take care of their environment. No graffiti or litter was seen during the inspection.
16. Pupils' behaviour is generally good. In the classroom, pupils behave well and respond quickly to the class teacher. They generally behave sensibly, although a small minority of boys do call out, or make strange noises or silly comments. Behaviour in the playground and in the dining hall is good. No bullying occurred during the inspection, and the school has appropriate procedures in place should any occur.
17. Pupils' personal development is satisfactory. There are some opportunities for pupils in Year 6 to act as monitors, and they respond well to this. Recently the headteacher issued a challenge to Year 6 pupils to make the school wheelchair friendly. The children responded well to the challenge and have organised representatives of the local education authority to visit the school to discuss ideas as well as raising some funds. Pupils have some understanding of the impact of their actions on others. They have respect for feelings values and beliefs, and this is particularly well promoted through personal, health and social education.
18. Attendance at the school is good and above the national average. Unauthorised absence is well below the national average. Most pupils arrive at school on time, and lessons begin and end promptly.

HOW WELL ARE PUPILS TAUGHT?

19. Teaching is satisfactory overall. In 91 per cent of lessons teaching is satisfactory or better. It is good or better in 56 per cent of lessons and unsatisfactory in nine per cent. The proportion of good or better teaching is similar to that found nationally in primary schools. Teaching for the children under five is good and that for pupils aged from five to seven is also good. For the pupils aged from seven to 11 teaching is satisfactory overall. All the unsatisfactory teaching is found in mathematics and science for the oldest pupils.
20. Teachers teaching the children under five have a clear understanding of the early learning goals which children should reach by the time they are five. This is reflected in the planning of lessons and activities in the nursery and for the children in reception. Teachers' good understanding enables them to promote good learning in all the six areas of learning for these children: personal, social and emotional development;

communication, language and literacy; mathematics; knowledge and understanding of the world; physical development and creative development. As a result most children reach these goals by the time they are five.

21. The teaching of pupils aged from five to seven is informed by good subject knowledge and understanding. This means that teachers can explain things clearly and help pupils understand and gain appropriate skills and knowledge. For example, they develop good skills in scientific investigation through the appropriate experiences provided for them. This was seen, for example, in a science lesson on electricity, where pupils investigated electrical conductors and insulators. Teachers' subject knowledge and understanding is good in teaching the seven to nine year olds and satisfactory for the oldest pupils. Good knowledge and understanding of the National Literacy Strategy is seen, for example, in a lesson for the seven to nine year olds on 'shape' poems and the use of syllables to structure a poem. Satisfactory knowledge and understanding in teaching the oldest pupils is seen, for example, in religious education, as pupils think about and discuss what makes a good friend in connection with the Bible story of the Good Samaritan.
22. Teachers teach the basic skills of literacy well and this helps pupils make sound progress in reading and writing. Good use is made of opportunities to promote the youngest children's language development, for example they learn the words 'forwards' and 'backwards' as they play mathematical games in the nursery. In a very good literacy lesson for the five to seven year olds the teacher made it very clear to pupils where and when to use full stops and capital letters and as a result their learning in the lesson was good. In a lesson for the oldest pupils the teacher explained very clearly the meaning of unfamiliar words, such as 'conflict' and so helped pupils have good understanding of the characters in a text they were studying. Numeracy skills are taught well to the youngest children and to those aged from five to seven. For example, in a good lesson for the five to seven year olds pupils made good progress learning how to add one and two digit numbers, such as $11+3$. Numeracy skills are taught satisfactorily to the older pupils, for example, they learn to use square numbers and to express fractions as a decimal, for instance, learning that seven tenths is equal to 0.7.
23. The teachers of the youngest children plan very well to promote the early learning goals for children to meet by the age of five. As a result they are very clear about what they want children to learn and what they will do to achieve this. This helps promote good progress in the children's learning. Planning for teaching the five to seven year olds is very good. This was seen, for example, in a numeracy lesson on adding single digit numbers to ten where the good planning enabled the teacher to match tasks closely to the needs of three different ability groups and so promote good learning by all pupils. The involvement of classroom assistants with the teacher in planning literacy lessons for the oldest pupils is particularly effective in meeting the needs of lower attaining pupils having additional literacy support.
24. Teachers have high expectations of what the youngest children can achieve and this helps them make good progress towards the early learning goals for five year olds, in all six areas of learning. This was seen, for example, in the nursery where children were encouraged and expected to try new activities and experiences, such as learning about capacity by using a variety of different containers in the water tray. The expectations of the seven to nine year olds are high and those of the oldest pupils are satisfactory overall. There are some examples of expectations which are too low, for example, in a mathematics lesson where the oldest pupils were mentally ordering decimal numbers. Because the task was not demanding enough for most pupils they

lost interest and became bored. They therefore failed to make satisfactory progress in their learning.

25. Teachers use a good range of appropriate teaching methods in teaching the youngest children and pupils aged from five to seven. Teaching methods for the older pupils are generally satisfactory. Good use is made of whole class teaching and opportunities for small group work at all ages help in promoting pupils' social development. There are some good examples of the use of video recordings to inform pupils and to stimulate their interest in lessons. This was done successfully, for example, in a geography lesson on climate for the pupils aged seven to 11. They were stimulated by what they learned and this spurred them on to learn more. In physical education lessons, such as a games lesson seen with the youngest pupils, teachers make good use of pupils to demonstrate what they can do and this encourages the others to try harder and improve their performance, for example aiming a football at a target.
26. Pupils are managed well overall. There are good relationships between teachers, classroom assistants and pupils and this helps keep good order, so that pupils can concentrate and get on with their work. The behaviour of a few older boys is sometimes inappropriate, for example, as they take a sloppy and casual approach to their work, and teachers are not always successful in correcting this. Indeed, they do not always respond to this at all, seen, for example, in a mathematics lesson with the nine to 11 year olds where one boy's casual approach to work was ignored and so he achieved less than he was capable of.
27. Good use is made of time in teaching the youngest children and also pupils aged from five to seven. Good use is also made of skilled support staff, for example, as they help the youngest and least able pupils to sort straws into 'long' and 'short'. The good pace to lessons stimulates pupils and helps maintain their interest, so that they learn well. In some lessons for the oldest pupils time is not used effectively enough, for example, in mathematics. Some higher attaining pupils become bored, for example as they wait too long to place a card on a number line. This means that they do not learn as well as they should.
28. The marking of pupils' work is good for the youngest pupils and satisfactory for the seven to 11 year olds. Marking is appropriately done by the teacher alongside the youngest pupils and they are given effective advice on what to do to improve their work. This helps them to achieve higher standards. Teachers know their pupils well and this enables them to match work well in most cases to pupils' needs and interests.
29. Homework is used satisfactorily to support work done in school. Even the youngest children regularly take home reading books and they are encouraged to read with parents and carers. This has a beneficial effect on their learning to read.
30. Teachers ensure pupils with special educational needs are well supported and work is matched to their learning needs. As a result pupils make satisfactory progress in their learning. Effective use is made of classroom support assistants who relate very well to pupils. There are very effective additional literacy lessons for some of the older pupils who find learning more difficult, developing their reading and writing skills well.

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

31. The curriculum meets statutory requirements, including provision for religious education. There is appropriate emphasis on the development of literacy and numeracy and appropriate coverage of all subjects of the National Curriculum with the exception of information and communication technology. Pupils do not have sufficient time to develop skills and knowledge in this subject and as a result fail to achieve standards typical of their age.
32. The curriculum provides a broad range of worthwhile opportunities that meet the interests, aptitudes and special needs of pupils. It satisfactorily provides for their intellectual, social and physical development and ensures they are well prepared for the next stage of education. The national literacy and numeracy strategies have been successfully implemented.
33. The provision for pupils with special educational needs is satisfactory. The pupils aged five to seven are well supported by a classroom assistant. The teacher ensures work is matched to prior attainment. For the older pupils a support assistant is used very effectively to provide structured help in literacy. The daily lesson has been adjusted to ensure pupils who find learning more difficult receive appropriate additional support in reading and writing. Pupils enjoy these sessions and make good progress.
34. There is an effective curriculum for children under the age of five. A full range of stimulating activities is provided. These cover all the recommended areas of learning. A strong emphasis on personal, social and emotional development ensures all children relate well to each other and adults. They enjoy working individually and co-operatively. In class discussion, they listen attentively and are willing to answer questions and give opinions.
35. All pupils have equal opportunity and access to the full curriculum. Pupils with special educational needs are fully integrated in all lessons. Individual learning plans show clear learning targets. Insufficient attention is given to the integration of the older boys and girls. In some lessons there is clear division between the sexes and this results in a few boys showing inappropriate behaviour that effects the overall quality of learning.
36. Provision for pupils' personal, social and health education is satisfactory. Class timetables include lessons in which pupils are encouraged to discuss issues such as bullying, health and rules. Pupils know why rules and laws are made and enforced. They recognise the importance of considering the needs of those less fortunate than themselves. They support charities and a children's home in Zimbabwe. In science lessons, they develop understanding of the importance of a healthy lifestyle. They are taught sex education and made aware of the dangers of drug misuse.
37. Opportunities are created for pupils to meet and talk with staff, governors and local people. The vicar and community police officer are regular visitors. Pupils visit Kentwell Hall and develop an understanding of life in Tudor times. They speak enthusiastically of a visit to Foxburrow Farm when they joined pupils from neighbouring schools for a day of adventurous activities. Older pupils have the opportunity to participate in residential visits to Derbyshire and the Isle of Wight. Pupils attend concerts at the local secondary school.
38. There are few opportunities for pupils to be involved in activities outside lessons. Pupils have the opportunity to participate in traditional team games, concerts and educational visits by joining with pupils from the 'pyramid' of local schools. A drama

club has recently been formed and is supported by many of the older pupils. However the range of activities is less than that seen in most primary schools.

39. The school has good links with neighbouring schools. Good liaison has been established with Stadbroke High School. Pupils visit the school and meet the staff prior to transfer. Teachers ensure detailed records are passed to the secondary school and that there are no gaps in curriculum content.
40. The curriculum has improved since the previous inspection. There are policies and schemes of work for all subjects that are central to teachers' planning. There is no whole school curriculum 'map' to show coverage and progression through each strand of the National Curriculum. The previous inspection reported that pupils had insufficient opportunity to use computers. This is still a weakness.
41. The overall provision for pupils' spiritual, moral, social and cultural education is good. The ethos of the school promotes the development of self-esteem, good behaviour and respect for others.
42. Provision for pupils' spiritual development is good. The requirement to provide a daily act of collective worship is fully met. Assemblies are well planned and pupils are encouraged to think about others, reflect and respond to hymns and prayers. During the inspection, pupils considered the effects of war and the importance of Remembrance Day. They were fascinated by stories of why the poppy is a symbol of remembrance and how soldiers lived in trenches. When the headteacher showed medals, a hand-grenade and some rusty barbed wire, pupils were spellbound. Many lessons give pupils opportunities to explore and reflect on how they can support and help each other. In a science lesson for the pupils aged from five to seven pupils enjoyed working together to discover which materials were conductors or insulators of electricity. One child when completing a circuit could not control his emotion and shouted out, "It's magic". Very good links are established with the parish church. Pupils enjoy participating and contributing to festivals by taking harvest gifts and bell ringing.
43. Provision for pupils' moral development is good. Teachers and all other adults in school set good examples and have high expectation of manners and behaviour. They are kind, supportive and encouraging. Pupils respond by showing a positive attitude towards learning and behave well. An orderly environment has been established in which pupils feel safe, secure, valued and cared for. They have a clear understanding of right and wrong.
44. Provision for pupils' social development is good. Pupils relate very well to each other and to their teachers and support staff. They show courtesy to visitors and enjoy talking about their work. They enjoy working co-operatively and play well together in the playground. Older pupils show consideration and care when talking and playing with younger children. Pupils show enthusiasm for helping with a limited number of tasks. They consider the needs of others. Following a concert, they recognised the difficulties experienced by a disabled person coming to school in a wheelchair. They considered how the school could be improved and contacted the county architect to share their concerns and ask for his advice.
45. Provision for cultural development is satisfactory overall. The school is in a very rural area but makes great efforts to enrich the pupils' knowledge of the world outside their village. The links with the Matthew Rusiki home in Zimbabwe gives pupils an

understanding of life in an African village. Educational visits are effectively linked to the curriculum. Opportunities are created for pupils to work with local artists. A weakness is the lack of development in pupils' understanding and appreciation of the work of famous artists and composers. Pupils do not have a clear understanding of life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. There are good procedures for monitoring pupils' attainment and progress in English, mathematics and science. The school makes effective use of statutory and optional assessments to set targets for each pupil. These targets are shared with pupils and regularly reviewed. The procedures have been improved since the last inspection. Appropriate assessments are made of what children know and can do when they first start school. Pupils now have a record of their attainment and progress through the National Curriculum. Pupils with special educational needs have clear individual learning plans that outline their difficulties and future targets. There is no systematic monitoring of attainment and progress in information and communication technology and the subjects other than English, mathematics and science.
47. Pupils' attendance and personal development are satisfactorily monitored. All members of staff know and support pupils well. The environment is safe and external agencies, such as the education welfare service support the school well.
48. The arrangements for the management of health and safety are appropriate. The headteacher and a governor have recently undertaken a health and safety check. Regular checks are made to grounds, buildings and equipment. Fire drills are held regularly. Arrangements for the provision of first aid are appropriate, with all incidents/accidents being recorded. The school follows the local authority guidelines for child protection. The headteacher, who is the nominated officer responsible for child protection, has attended a course; plans are for all staff to attend courses in the near future.
49. Attendance at the school is above the national average. The school has good arrangements for the monitoring of attendance. Registers are marked at the beginning of both the morning and afternoon sessions. The education welfare officer is involved where concerns are identified and provides effective support.
50. The procedures for the promotion of discipline and good behaviour are good. There is a new behaviour policy and parents have been informed of the new anti-bullying policy. Pupils know the difference between right and wrong. No bullying was seen during the inspection, and procedures are in place to deal with it quickly should it occur. There are good arrangements for the monitoring of behaviour.
51. Teachers provide satisfactory support and guidance for all pupils. They are aware of pupils' emotional well-being and their social development. There are no formal procedures for monitoring pupils' personal development. Instead this is carried out informally but effectively, relying on teachers' knowledge of the pupils. Teachers include helpful comments on personal and social development in the end of year reports to parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The previous inspection found that partnership with parents was a strength of the school, and that parents played an active role in the life of the school, helping with reading and art and that this had a positive impact on the life of the school. This inspection finds that overall the school works satisfactorily with parents.
53. Parents generally have generally positive views of the school. The parent questionnaire responses show that most parents feel their children make good progress in the school, that behaviour in the school is good, that they are kept well informed about how their children are getting on and that the school expects their children to work hard. However some parents feel their children do not like school; that their children do not get enough work to do at home; they do not feel comfortable about approaching the school with a problem or complaint; that the school does not work closely with parents, and that the school does not provide an interesting range of activities outside lessons. The inspection team generally supports parents' positive views of the school. It is true that there are too few activities available to pupils outside lessons.
54. The information provided for parents by the school is satisfactory. The headteacher does send out regular letters, which give parents information about what is happening in school, but these are very formal and could be better presented. Written annual reports for parents are satisfactory, they give some information about what pupils have done, and what they can do, and they do identify some areas for development.
55. The impact of parental involvement in the work of the school is satisfactory. There are opportunities for parents to help out in class, and some parents of the youngest pupils do take up these opportunities, and also help out on school trips. Although parents do help with fund raising events, there is no formal parent-teacher association at present. Parental support for pupils' learning at home is satisfactory. A number of parents help their children at home with reading and other homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The headteacher provides good leadership and management for the school. She has a clear understanding of the strengths and weaknesses of the school and of priorities for school improvement, including raising standards, particularly in literacy and numeracy; improving the provision for pupils with special educational needs and boosting pupils' self-esteem. In her short time in post so far the headteacher has brought about major improvements to the accommodation and this has had the effect of raising the morale of staff and pupils. She has also improved pupils' behaviour, through the introduction of appropriate codes of conduct and rewards and sanctions. Very effective working relationships exist between the headteacher and the governing body. Leadership and management are better than they were at the time of the last inspection.
57. In this very small school all teachers carry a number of subject co-ordination responsibilities. The role of subject co-ordinators is not well developed. Co-ordinators do not have a whole school view of their subjects, so, for example, the mathematics co-ordinator is not well informed about or involved in what goes on in mathematics lessons for the youngest pupils. Co-ordinators do see colleagues' planning for lessons, but they do not monitor the quality of teaching and learning in their subjects. This is a significant weakness in their role.
58. The governing body is well organised into a number of appropriate committees, such as the finance committee and the curriculum committee and all governors have specific responsibility for aspects of the school's work, such as literacy, numeracy, special educational needs, health and safety and child protection. Governors are

supportive and well informed. They have a clear understanding of the strengths and weaknesses of the school. Many governors sit in on lessons and report to the full governing body on what they have seen. Several have undertaken appropriate training and this helps them fulfil their responsibilities well. For example, they have attended training on the revised National Curriculum, financial management and performance management. Although the headteacher has produced the current school development plan herself, governors have made contributions to it and they regularly monitor targets to see what progress has been made. The school development plan has improved significantly since the last inspection and it now covers an appropriate three-year period. The plan sets out a manageable number of appropriate targets for school improvement, concerned with the implementation of the revised National Curriculum; the raising of standards in literacy and numeracy; the implementation of the new early learning goals for children under five; raising pupils' self-esteem; reviewing communications with parents and improving the provision for pupils with special educational needs. Governors are developing well their role in planning for school improvement and shaping the direction of the school. They analyse the results of annual national tests and assessments in English, mathematics and science and monitor the standards reached. The school takes appropriate action in pursuit of its targets for improvement. An example of this is seen in the governing body's decision to split the class for seven to 11 year olds into two age-related groups, wisely deploying the headteacher to teach half the class for lessons in several subjects, most helpfully literacy and numeracy, with the intention of raising standards. This is an example of the care with which the governing body deploys its budget to support school improvement. Care is taken to set a budget which supports school development plan priorities. Funds allocated for specific purposes, for example, the education of pupils with special educational needs are used wisely to support pupils learning, for instance, in additional literacy lessons. The governing body shares with the headteacher a clear commitment to school improvement and they are well informed and involved in the work of the school, for example, through their committee structure and through regular visits into school, so that they are well-placed to succeed.

59. The headteacher does not monitor, evaluate and develop the quality of teaching. She has reasonably concentrated her energies to date on improving the accommodation and making the school a better environment in which to work. She has been very successful in this and the remaining inadequacies in the accommodation are presently beyond her control. A building programme is required to make the accommodation fit to meet the needs of all pupils and the demands of the curriculum and the school is bidding for funds to enable this to go ahead. The lack of any systematic monitoring of teaching is a significant weakness of which the headteacher is aware and there are appropriate plans to address this issue.
60. The governing body has an appropriate draft policy for performance management, as required by legislation, and there are suitable plans to set targets for performance targets for the headteacher.
61. There are appropriate, informal procedures for the induction of staff new to the school. The headteacher and colleagues are always on hand to give advice and deal with any questions or problems. The school would be an appropriate institution for the training of new teachers and the headteacher would be an appropriate tutor for such students.
62. Learning resources have improved under the new headteacher and they are generally adequate. Some reading books and library books are in a poor state and need replacement, although library books have improved recently. Hymn books are in a very poor condition.

63. The school makes satisfactory use of the new technologies in its day-to-day administration and financial management. Good use is made of information and communication technology, for example when the digital camera is used to keep records of pupils' achievements.
64. There are sufficient numbers of trained and qualified staff to teach the full National Curriculum, although there are weaknesses in teachers' expertise in information and communication technology and music and these weaknesses impact on standards. There are adequate numbers of support staff to help pupils learn, especially those with special educational needs. Very good support is given for pupils needing additional support with literacy.
65. The headteacher is the co-ordinator for special educational needs and she monitors the attainment and progress of all pupils on the special educational needs register. She works closely with colleagues and ensures individual learning plans are regularly reviewed. Teachers are familiar with procedures for identifying, assessing and providing for pupils with special educational needs. Parents are fully informed of pupils' progress. A nominated governor monitors the provision for special educational needs.
66. The school supplements funds received for pupils with special educational needs in order to provide additional support assistants. This is money well spent and contributes significantly to ensuring pupils make satisfactory progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to improve the quality of education offered and raise standards, the governing body, headteacher and staff should now:
 - See that pupils experience regular teaching of information and communication technology skills and that they have regular opportunities to use these skills to support their learning in all subjects of the curriculum (paragraphs 31, 40, 64, 117, 119, 120)
 - Implement plans for the headteacher to systematically and rigorously monitor and develop the quality of teaching (paragraphs 59, 83, 89, 94)
 - Develop the role of subject co-ordinators in managing their subjects (paragraphs 57, 89)

The school should also consider the following issues:

- Pupils do not have enough opportunities to develop their awareness of the richness and diversity of a range of different cultures (paragraph 45)
- There is no whole school overview, or 'map', of the curriculum (paragraph 40)
- Handwriting and pupils' presentation of their work are unsatisfactory (paragraph 78)
- Teachers' expertise in the teaching of music and information and communication technology is unsatisfactory (paragraphs 64, 127)
- There are too few activities for pupils outside lessons (paragraph 38, 53)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	43	35	9	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)	5	43
Number of full-time pupils eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	8

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	5
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	41
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	14.3
Average class size	21.5

Education support staff: YR – Y6

Total number of education support staff	0.7
Total aggregate hours worked per week	18.6

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.2
Number of pupils per qualified teacher	9

Total number of education support staff	0.2
Total aggregate hours worked per week	5.4

Number of pupils per FTE adult	4.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	133,896
Total expenditure	132,028
Expenditure per pupil	2,871
Balance brought forward from previous year	23,316
Balance carried forward to next year	25,184

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	51
Number of questionnaires returned	23

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	39	17	0	4
My child is making good progress in school.	36	59	0	5	0
Behaviour in the school is good.	35	52	4	9	0
My child gets the right amount of work to do at home.	26	48	17	9	0
The teaching is good.	48	39	9	0	4
I am kept well informed about how my child is getting on.	35	57	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	13	17	0	0
The school expects my child to work hard and achieve his or her best.	61	35	4	0	0
The school works closely with parents.	39	43	17	0	0
The school is well led and managed.	48	39	0	0	13
The school is helping my child become mature and responsible.	39	48	13	0	0
The school provides an interesting range of activities outside lessons.	24	14	24	10	29

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

68. The children under five are taught in the part-time nursery and full time in the reception class. The nursery meets each morning, twice a week at Worlingworth and three mornings a week at a neighbouring school. Children come to school at the age of four with attainment which is broadly in line with that found typically throughout the county. Teachers have a secure understanding of the curriculum for children under five and the children are taught well in both classes and helped to make good progress in their learning. They are securely on course to reach the early learning goals by the age of five in all the six areas of learning: personal, social and emotional development; communication, language and literacy; mathematics; knowledge and understanding of the world; physical development and creative development. Teachers take good care to involve parents and carers well in what their children are learning, for example, taking the opportunity to talk to them as they collect their children and explain what will be happening tomorrow, so that they can help prepare the children for the next day's activities.
69. The children have many good opportunities to work both independently and in co-operation with others and this successfully promotes their personal and social development. For example, they show good independence in using appropriate jigsaws and farmyard animals in connection with the 'animals' theme being followed. They are encouraged to get their own coats on in readiness for outside activities and they do this with good levels of independence, needing little help. In outdoor play there are good opportunities for social development, for instance, as the children co-operate and play together, rolling and throwing a ball from one to the other.
70. Communication, language and literacy are promoted well. The children show confidence as they talk, for example, about farm animals. They have many good opportunities to listen to appropriate stories and they listen attentively, for example, to 'Rosie's Walk'. Most children can count and recognise the numbers to five and a few can confidently count to 20. They use dice and count the number of dots on each face. They can sort objects correctly into 'smaller' and 'larger' and they enjoy counting the number of animals in the 'farmyard'. The children learn about capacity as they play in the water and find out, for example, how many small containers it will take to fill a large container with water. They develop their understanding and use of language as they play mathematical games, for example, 'forwards' and 'backwards'.
71. The children's knowledge and understanding of the world is developed well, for example, as they learn to use a computer program about the pig's journey, appropriately linked to the story of Rosie's Walk, and making good use of the mouse to manipulate images on the screen. Creative development is promoted well. There are many good opportunities for the children to paint, print and model. For example, they paint a pecking hen in connection with the story they have heard. The children enjoy using a good range of different paper and card to draw, paint and model. Physical development is promoted well. For example, the children develop their large muscle control and co-ordination well as they move around the outdoor play area like the hen in the story of 'Rosie's Walk'. They move round, under, across, up and down, as the hen in the story moved around the farmyard. This outdoor activity also contributes well to the children's language development, as they find appropriate words to describe how they are moving.

ENGLISH

72. Inspection findings show that standards in English are average overall by the age of seven and by the time pupils leave the school at the age of 11. The Year 2000 national test results were above average but the small cohort makes comparison with national figures and similar schools unreliable. The scrutiny of work shows more pupils are achieving above average standards. This is an improvement since the previous inspection. Pupils, including those with special educational needs, make satisfactory progress to achieve the standard expected of their age. The National Literacy Strategy has been successfully implemented and is making a significant contribution to improvement in standards. Lessons have clear learning targets that are shared with pupils. The school has identified the need to provide more opportunities for the older pupils to produce extended writing.

SPEAKING AND LISTENING

73. By the ages of seven and 11 pupils achieve standards typical of pupils of this age. By the age of seven, pupils show good listening skills and confidently follow instructions. There are a number of pupils who are reluctant speakers. They need a great deal of encouragement from the class teacher to share views. When reading 'The Snow Lamb', the teacher effectively challenged pupils to listen for words which described the weather. Pupils were quick to identify snowy, windy, cloudy, cold and wintry. In many lessons, pupils are encouraged to talk about their activities. In science, they give a clear explanation of how to make a circuit and how a break in the circuit will result in the loss of light.
74. By the age of eleven, most pupils show confidence in speaking and listening. In personal, social and health education lessons they discuss issues such as bullying and the importance of rules in school and society. They listen to each other's views before giving their own opinion. In the guided reading section of literacy lessons, they show confidence in explaining the author's choice of words. Pupils have opportunities to participate in concerts and plays and speaking to an audience. They do not have sufficient opportunity to develop speaking skills through debate.

READING

75. By the age of seven reading is in line with the standards expected of seven year olds. However, too few pupils are fluent and independent readers. They enjoy talking about their favourite books, but have little knowledge of authors. Most pupils confidently find information in class reference books using content pages and the index. The highest attainers confidently predict what will happen next in their current reading book, and accurately recall what has already taken place. The teaching of letter sounds is good and helps pupils to attack unknown words by breaking them up into individual sounds. The commercial reading scheme ensures pupils are challenged to make progress within the various levels. Pupils have access to a range of quality fiction books that they take home and also enjoy in the quiet reading sessions. However, many of these books are in poor condition. Pupils show enjoyment in reading. They are well supported by reading regularly at home and the daily session during the literacy hour. Skills are effectively developed by ensuring pupils read their own writing.
76. By the age of 11 most pupils achieve standards typical of pupils of this age. There are a few reluctant readers who, although they read accurately, lack fluency and expression. The school is providing these pupils with effective additional support in literacy lessons when they build on their 'word attack' skills. However, these pupils do not show enjoyment in reading and rarely read for pleasure. Higher attaining pupils read expressively and observe punctuation. They are able to change expression to

indicate that different characters in a story are speaking. They give opinions on how an author develops a character. In the group reading of 'Friend or Foe', pupils showed a clear understanding of conflict and how dialogue, action and description could develop an idea. Pupils are able to compare the work of Roald Dahl, Enid Blyton, Jacqueline Wilson and J. K. Rowling. They give clear explanation of their preferences and identify key features and characters. A general weakness of the older pupils is the lack of development of library skills. The library has many unattractive books and is rarely used for personal research.

WRITING

77. Standards in writing are satisfactory by the ages of seven and 11, although more could be expected of pupils. By the age of seven, pupils understand how to put capital letters and full stops in the right place in sentences. They experience a good range of writing tasks, including writing news, stories, poems and messages. Pupils in the present Year 2 use only a limited vocabulary and this prevents them from expressing ideas in a lively and imaginative way.
78. Most pupils make satisfactory progress from the age of seven, to achieve average standards by the age of eleven. The higher attaining pupils write effectively for different purposes. They produce stories that have a clear beginning, middle and end. Pupils benefit from the development of spelling. They diligently learn weekly spellings and use these in their written work. They understand how to use speech, question and exclamation marks in sentences. They recognise the importance of writing sentences that follow on from one another in an interesting way. They begin to organise their writing into paragraphs. The work of the average and lower attaining pupils often lacks imagination and pupils are reluctant to write at length. Although pupils recognise adjectives and adverbs when considering class texts, they do not always make enough use of them to add interest to their own writing. By the age of 11 most pupils have developed a fluent, legible style of handwriting. In Years 3 and 4 pupils do not maintain consistency in handwriting. Some pupils who can write in joined script often revert to printing.
79. The teaching of English is good in both key stages. Examples of very good teaching were observed during the inspection. The National Literacy Strategy has been very effectively implemented and is having a positive effect of pupils' attainment. Lessons are very well planned and resources used effectively to stimulate pupils' interest. Good use is made of good quality books in the whole class shared reading session and in other subjects. The 'Whale's Song', was used effectively to develop pupils listening and speaking skills in the younger pupils' class. Pupils were fascinated by the story and confidently identified words which described the movement of the whale and the sea.
80. The headteacher teaches all literacy lessons for pupils aged from seven to 11. She has high expectations of pupils and challenges them to give their opinion. When reading 'Friend or Foe', she developed pupils' understanding of vocabulary. Pupils consider how the action of individuals may result in future conflict. Pupils are encouraged to write for a variety of purposes. When visiting Derbyshire they are expected to keep a daily diary. The headteacher knows her pupils well and sets clear learning targets. Pupils are pleased to talk about these and show pride when their work is celebrated. Teachers in both key stages do not provide pupils with sufficient opportunities to use information and communication technology in their work. There are too few examples of pupils using word processing skills to enhance writing.

81. Pupils are not sufficiently encouraged to produce magazines, news sheets or reports. Teachers ensure all work is marked and challenge pupils to achieve higher standards. Very good use is made of learning support assistants who work with pupils with special educational needs. There is very good liaison between support staff and teachers. Learning support staff are used very effectively to provide the older pupils with additional help with literacy. They make good use of resources and games to motivate pupils to work to a time limit. Pupils respond positively and are showing more confidence in reading and writing.
82. Pupils' progress is effectively monitored and use is made of National Curriculum tests to set targets for improvement.
83. At the time of the inspection the co-ordination of English was shared between the headteacher and another member of staff. There is clear vision for the future development of the subject. The National Literacy Strategy is well established. There is no systematic monitoring of teaching and learning.

MATHEMATICS

84. In the most recent national tests and assessments for 11 year olds standards were well above average compared to all schools nationally and also compared to similar schools, that is to say schools with similar results in the national tests for seven year olds in 1996. Inspection evidence shows that standards are currently in line with the national average by the age of 11. Standards vary considerably from year to year where there are very small numbers of pupils in each age group and it is very difficult to detect trends in standards over time. Standards have been mainly high in the past three years, although they were just average in 1999.
85. By the time they leave the school at the age of 11 most pupils confidently work with decimal figures. They know, for example, that 1.6 equals one unit and six tenths. They express decimals as fractions, for instance, seven tenths equals 0.7. They understand simple probability and can categorise events as likely, certain or unlikely. They work out simple probability experimentally, for example, by casting dice. Pupils gather data for analysis and represent it graphically. For example, they work out the number of insects found on leaves, flowers and under stones and represent this in a block graph. There are some appropriate opportunities for pupils to apply their mathematical skills to real-life problems, for example, as they plan how to spend £75 on a party. Pupils know about the properties of two-dimensional shapes, such as a kite, a rectangle, square and polygon. They use the 12 hour and 24 hour clock. They divide by ten and multiply three-digit numbers. Pupils know that 1000 grams equals one kilogram and that 1000 millilitres equals one litre. They have appropriate experience of the whole range of the mathematics curriculum.
86. In the Year 2000 national tests and assessments for seven year olds, standards were above average compared to all schools nationally. Where there are such small numbers of pupils taking the tests each year results inevitably vary according to the characteristics of the particular group concerned. This makes it difficult to detect trends in standards over time. Standards have varied greatly over the last three years. Inspection evidence shows that standards are currently in line with the national average by the time pupils are aged seven.
87. By the time they are seven most pupils count to 20 in two's. They know their two-times table and that ten multiplied by ten is 100. They mostly know the multiplication facts for five and ten. Most pupils multiply single digit numbers, for instance, working out the

product of four groups of five. They know about simple fractions, for example, dividing paper in two to make two halves. They count money to 50 pence and estimate length and measure in metres and centimetres. They recognise common three-dimensional shapes, such as cubes and cuboids. Pupils represent data simply in bar graphs.

88. The teaching of mathematics is good for the pupils aged from five to seven. Planning is clear and spells out what pupils are meant to learn and what they will do to achieve this. This good planning enables the teacher to match tasks well to pupils' needs and abilities and so promotes good learning. Class control is good, so that pupils are able to get on, concentrate and work hard and this promotes their learning successfully. Because lessons move along at a brisk pace pupils are stimulated and their interest is well maintained. Good use is made of numeracy targets to help focus pupils' learning and encourage them to improve. For the pupils aged seven to 11 teaching is satisfactory overall, although there is some teaching which is unsatisfactory. Teachers have a secure knowledge and understanding of the subject and the National Numeracy Strategy and this enables them to explain things clearly and give good clear demonstrations, for example, of how to make a pictogram to interpret data. Satisfactory plenary sessions at the end of lessons help consolidate for pupils what they have learned. The teaching is unsatisfactory when the pace is too slack and pupils have to wait a long time to take their turn, for example, placing a decimal card on a number line. The most able pupils lose interest in these situations and so they do not learn as much as they should. Such teaching is not lively or stimulating. Pupils sit for too long without doing anything – for as long as 15 minutes in a lesson on the measurement of length.
89. The co-ordination of mathematics is insufficiently developed. The subject co-ordinator for mathematics does not monitor, evaluate and develop the quality of teaching and nor does the headteacher. This is a significant weakness in the management of the subject. Systematic monitoring of teaching is needed to overcome the observed weaknesses. The co-ordinator does not have a whole-school view of the teaching and learning of the subject. There is little evidence of the use of information and communication technology. Some satisfactory use is made of mathematics in other subjects, for example, as pupils measure out the amount of water they are using in scientific investigations.

SCIENCE

90. In the most recent national tests and assessments for 11 year olds standards in science were below average compared to all schools nationally and well below average compared to similar schools. Inspection evidence shows that standards are currently average by the time pupils leave the school at the age of 11. The variation from last year to this is due to the different characteristics of the small groups of pupils aged 11.
91. By the time they are 11 most pupils know about the structure and function of the human skeleton. They know that it protects vital organs and that it allows us to move. They know about some of the different types of joints in the human body and how they move. Pupils know about the process of digestion and some of the main organs involved, such as the mouth, the stomach and the intestines. They know what happens to the heart when we exercise and test their pulse rate one minute, five minutes and ten minutes after exercise. Pupils know about the anatomy of the human heart and why it is important. They know the names and functions of the teeth, for example, that incisors are used for cutting food, canines for tearing and molars for chewing. Pupils know that magnets attract some objects, such as ferrous metals, and not others, such as plastics and some other metals. They know that some materials conduct electricity

and others do not and are familiar with the terms 'conductor' and 'insulator'. Pupils know the difference between chemical and physical changes and they investigate these, for example, as they make solutions and burn a candle. Pupils know about the different insulating properties of materials, such as plastic, glass and pottery. They investigate the strength of different materials used for carrier bag handles and find out how fast 50 millilitres of water evaporates in deep and shallow containers. In all these topics the attainment of most pupils is typical of that found nationally with pupils of this age.

92. The standards reached by pupils aged seven are in line with the national average, although these too vary markedly from year to year with the varying characteristics of the small groups of pupils involved. Most pupils know about a variety of different animal habitats. They know, for example, that rabbits live in burrows and that other animals live in woodland or field habitats. They make simple electrical circuits and complete a circuit to make a bulb light up, responding with wonder as, for example, a key completes a circuit and makes the bulb light. They know about some of the things that use electricity and some that do not, for example, a hairdryer, a kettle, a teapot and a cupboard.
93. The teaching of science is very good for the pupils aged five to seven and good for those aged seven to nine. It is satisfactory overall for those aged from nine to 11, although there are weaknesses. The youngest pupils are very well managed, so that they concentrate and work hard. This has a positive effect on their learning and so they learn very well. Teachers use questioning well to make pupils think. Good subject knowledge and understanding informs the teaching well, so that teachers are able to explain things clearly and this helps pupils' learning. Pupils are given good opportunities to investigate and find things out for themselves, for example, as they try out different objects in an electrical circuit and test for conductivity. Good use is made of parent volunteers to help pupils learn. Appropriate learning intentions are identified at the outset and the very good teaching sees that these are met. So, for example, by the end of a lesson seen pupils had clearly developed an understanding of some of the characteristics of electricity. Pupils aged seven to nine are given good opportunities to investigate and find things out for themselves. For example, they try to find ways of separating solid particles of different sizes by sieving, for instance using rice crispies and puffed wheat. They plan together what they will need to solve this problem and how they will go about it. They select their own resources, try out their chosen methods and record their findings. The oldest pupils are not given enough opportunities to be independent in their learning and find things out for themselves. For example, in a lesson seen on separating the components in mixtures of materials such as iron filings, pencil shavings and sand, the teacher directed pupils and told them what to do, rather than letting them experiment and find things out for themselves.
94. There is no monitoring of the quality of teaching in science. This is a significant weakness, as the weaknesses in teaching are not being identified and eliminated and this adversely affects the learning of the oldest pupils.

ART

95. During the inspection only two lessons were observed. Judgements are made on the basis of these observations, the scrutiny of previous work, displays, teachers' planning and discussion with pupils.

96. Pupils, including those with special educational needs, make satisfactory progress and achieve standards typical of those found nationally. The standards have been maintained since the previous inspection.
97. By the age of seven, pupils show confidence in colour mixing, collage and printing. They have less confidence in drawing and sculpture. Most of the art activities for the younger pupils are linked with topics being followed. For example, when studying the rainforest, pupils develop skills in printing. They use their hands to make attractive prints of parrots. They further develop printing skills by using a range of objects to print designs in the style of William Morris. When studying the Victorians, pupils discuss the lifestyle of wealthy people. They investigate visual and tactile qualities in materials to make a banquet centre piece of a bowl of fruit. They show confidence in cutting gummed paper and foil to make different fruit. Pupils are introduced to the work of Kandinski and use different shapes including triangles, squares, circles and rectangles to design their own pictures.
98. By the age of eleven, pupils use a sketchbook to develop skills in drawing. They show confidence in investigating texture, line and shape when drawing action pictures. They review their work and identify how it could be improved. They recognise how the background of a picture can improve the intention of the artist to create a feeling of movement. Pupils enjoy painting and explore the qualities of paint and how it can be mixed to form other colours. Their skills in printing are not adequately developed as they move up the school. Pupils do not demonstrate knowledge of a range of print making techniques. Most pupils speak enthusiastically of working with a local artist to produce an attractive collage picture displayed in the school entrance. This shows attention to detail and care with applying media. Pupils are unable to describe the work of famous artists.
99. In the two lessons observed, the quality of teaching was good. Teachers show secure class management skills and encourage pupils to work co-operatively. Pupils show enjoyment in learning and remain committed to their task throughout the lesson. In the lesson seen for the younger pupils the teacher challenged pupils to make a collage picture. Pupils showed confidence in using materials, paper and glue to create their own picture of Queen Victoria. They used a selection of pasta to make a picture frame. The teacher using the lesson to reinforce pupils' knowledge of the Victorians by describing how Queen Victoria was the first monarch to have a photograph taken as a result of the invention of the camera. The teacher has very good strategies to encourage good behaviour. When the noise level rises, she reminds pupils to use their 'whispering' voices.
100. In Years 5 and 6, the teacher encourages pupils to become self-reliant and to work co-operatively. They are expected to evaluate their own and each others' work. The headteacher recognises pupils who lack confidence in drawing and painting. She encourages them to use sketchbooks to try out ideas and suggests ways of improvement. Pupils respond positively and are pleased when their work is celebrated.
101. Teachers do not make sufficient use of information and communication technology to enhance learning. In both key stages, paint programs are used for pupils to design pictures and patterns. Pupils do not use CD ROMs effectively to extend their knowledge of artists.
102. The role of the subject co-ordinator has not been developed to monitor planning, teaching and learning.

DESIGN AND TECHNOLOGY

103. No lessons were observed during the inspection. Judgements are made based on the scrutiny of displays, photographs, teachers' planning and discussion with pupils.
104. Pupils, including those with special educational needs, make satisfactory progress to achieve standards typical of pupils of this age. The standards from the previous inspection have been maintained.
105. By the age of seven, pupils experience a wide range of designing and making activities which have helped them to learn basic skills of planning, evaluating, cutting and printing. They investigate and use a range of materials to make furniture for a doll's house. They use tinfoil, card, pipe cleaners and lolly sticks, to make pictures, pots and people. They enjoy working co-operatively and higher attainers are able to suggest how their models could be improved. Pupils do not develop an understanding of how mechanisms can be used in different ways or how wheels and axles allow movement. Pupils describe how they have made bread using a rolling pin and breadboard. They recognise the need to follow procedures for food hygiene.
106. By the age of eleven, pupils show confidence in working with a variety of materials, paying attention to quality of finish and function. They design and make models of fairground rides that include a mechanism to make them revolve. They reflect on their ideas and identify what works well and what could be improved. They enjoy focused tasks that develop a range of techniques and skills. When making an animal that will move across the floor, they work from clearly labelled plans to construct models. Pupils describe how they have made Tudor houses in which they had to consider techniques to strengthen and improve the appearance of the building. They realise that triangular shapes can be used to strengthen the structure of houses. Pupils do not use information technology to enhance learning.
107. It is not possible to judge the quality of teaching as none was observed. For the younger pupils the teacher has detailed plans that ensure coverage of the National Curriculum. Planning shows the skills that are to be developed, the activities the pupils will undertake, and the resources to be used. For the older pupils teachers ensure coverage of the curriculum by adjusting the timetable. They plan design technology days in which pupils plan and make models. This extended time ensures pupils complete a task and evaluate the success of their plan and model within a given time. Pupils enjoy these days. Focused tasks include making paper carriers. They consider how they could strengthen handles by the use of additional card and string. Teachers make effective use of classroom assistants and parents to ensure the day's activities are well supervised. Pupils relate well to adults and talk enthusiastically about their activities.
108. The school has a clear policy, scheme of work and adequate resources. There is no effective co-ordination of the subject to include the monitoring of planning, teaching and learning.

HISTORY AND GEOGRAPHY

109. Only one geography lesson was observed during the inspection and none in history. Judgements are made on this lesson, the scrutiny of previous work, teachers' planning and discussion with pupils.
110. Pupils, including those with special educational needs, make satisfactory progress to achieve standards expected of their age. The standards achieved at the time of the previous inspection have been maintained.
111. By the age of seven, pupils show a clear understanding of the locality. They talk about their journey to school and describe buildings and houses within the village. They develop confidence in drawing simple maps and showing direction. They are unable to explain how the environment could be improved. Most pupils are able to identify the countries within the United Kingdom. They can describe the seasonal changes in the weather and show awareness of places beyond the locality. They recognise that countries near the Equator are warmer than England and how the Polar regions are colder. In history pupils know about early people and what they did to find and prepare food. They know about cooking utensils used in the past and about the rationing of food during World War Two. They know how clothes were washed in the past, for example, using a 'dolly peg' and mangle. In the summer term they visit Framlingham Castle in connection with their work on life before living memory.
112. By the age of eleven, pupils are able to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world. They recognise the importance of a school, church and public house to a community. They understand that the village shop and garage has had to close because people do their shopping in out-of-town superstores where parking is easy and there is a wider selection of produce. They realise that fewer people work in the village and are reliant on cars to take them to work. Pupils have the opportunity to visit Derbyshire where they compare how activities are different to those in the school locality. The school has established very good links with the Mathew Rusike Children's home in Zimbabwe. Pupils have a clear understanding of the climate and village life in an African village.
113. Pupils are able to describe the weather in different parts of the world. They know that rainfall in some countries occurs in a concentrated period of time and that this results in monsoons. Detailed records of local weather are kept which include daily temperature, rainfall and wind direction. Pupils confidently compare weather in Worlingworth to that in other countries.
114. Teaching is satisfactory in both key stages. Teachers ensure they plan to meet the requirements of the National Curriculum. In the one lesson observed, the teacher made effective use of a video to stimulate pupils' understanding of floods in different parts of the world. She related this to pupils' recent experience of floods in their own village. Pupil's work is well displayed and good use is made of the school library service to provide a wide selection of reference books. However, opportunities are not effectively developed to develop pupil's research skills. Information and communication technology resources are not used effectively to enhance learning.
115. The role of the subject co-ordinator has not yet been developed to share expertise, monitor planning, teaching and learning.

INFORMATION TECHNOLOGY

116. No direct teaching was observed during the inspection. Judgements are made based on the scrutiny of pupils' work, planning and discussion with staff and pupils.
117. Pupils do not achieve the standards usually found by the time they leave the school at the age of 11. Standards have declined since the previous inspection when they were judged to be in line with those expected of pupils at the end of both key stages. The report indicated pupils did not have sufficient opportunity to develop skills and knowledge. This is still a major weakness. Pupils have few opportunities to use computers and enhance their work across the curriculum. During the inspection, computers were only seen in use in three lessons. Pupils, including those with special educational needs, do not make enough progress.
118. By the age of seven, pupils are familiar with the keyboard and mouse. They can type simple sentences and know how to use the 'capital lock' and 'delete' keys. They know how to change font, colour and size of text. Few pupils can explain how to save, retrieve, amend and print a final copy. They are unable to explain how to use a data-handling program to enter and access information. They know how to use a paint program when designing a 'dream' house. They are unable to explain how to program a robot by giving a series of instruction. They can explain how computers are used by doctors and police to keep records.
119. By the age of eleven, most pupils know how to edit, store and retrieve work from a file. They write poems and descriptions, but do not use their word processing skills to produce booklets, guides or extended writing. Most pupils can access information from a CD ROM and know how to print a copy. They do not use their skills to enhance learning across the curriculum. There is no evidence of pupils developing data handling skills by undertaking surveys, collecting data and interpreting results. Pupils are unable to explain how to write a sequence of commands to control a model using outputs such as a light bulb, buzzer or motor with a control box. Pupils have access to the Internet and e-mail facilities, but do not make sufficient use of these facilities to enhance learning. A number of pupils have computers at home and give clear explanations of how information technology has improved communications. They express frustration at the lack of opportunity to use the school equipment. In the three lessons when computers were used, pupils showed confidence in supporting each other.
120. No direct teaching was observed during the inspection. Teaching of information technology is unsatisfactory. Skills are not effectively developed and pupils have few opportunities to use computers to enhance learning. There are no detailed records of pupils' attainment and progress.
121. The school published a curriculum policy in May 1999 that outlines the aims for the subject. The aims include developing skills, providing high standards and incorporating information technology across the curriculum. At the present time these aims are not being met. The school has recognised the need to develop teachers' knowledge and provide pupils with more opportunity to develop skills and knowledge. The timetable has recently been adapted to allow direct teaching sessions for older pupils. This has not been established long enough to judge any improvement in standards.
122. The role of the curriculum leader has not been effectively developed to include the systematic monitoring of planning, teaching and learning.

MUSIC

123. Only one lesson was observed, in the class for the younger pupils. Judgements are based on this lesson, the scrutiny of teachers' planning and discussion with pupils.
124. Pupils, including those with special educational needs, make satisfactory progress to achieve standards typical of their age. Standards have been maintained since the previous inspection.
125. By the age of seven, pupils show confidence in playing a wide range of percussion instruments. They recognise how pitch, dynamics and tempo can be used to create an effect. After listening to the story of 'The Whale's Song', they work co-operatively and show how the sounds of the sea and the whale can be created using musical elements. Pupils learn simple action songs, such as 'A dragon's very fierce' and 'Do you know the colours?' They do not show confidence when singing in assembly. They listen to the recorded music but do not join in well with the whole school singing.
126. By the age of eleven, pupils develop an awareness of audience, venue and occasion when they perform in concerts. They do not sing in assembly with enthusiasm. This is due to the recorded music being dominant. Pupils are able to initiate their own composition ideas relating to the class topic on weather. They produce group compositions and follow notation to create the sound of different weather conditions. They have the opportunity to learn to play hand-bells and enjoy performing at Worlingworth Church carol service and at a local nursing home.
127. No judgement is made on the overall quality of teaching as only one lesson was observed during the inspection. In this lesson teaching was good. The teacher has high expectations of pupils and ensures the variety of activities will stimulate learning. She encourages pupils to listen to recorded music by asking them to close their eyes and think of how the instruments reflect the intention of the composer. Pupils are encouraged to work together and share resources and create their own composition. The teacher recognises pupils who are unsure of how to use the instruments properly. She gives effective support and encouragement. Pupils show pride when they improve their performance. Good use is made of a volunteer parent to work with groups. The teacher has very good strategies to retain pupils' attention and ensures her lesson has appropriate pace and challenge. For the older pupils teachers plan coverage of the National Curriculum but there is a lack of subject expertise. There are no extra-curricular musical activities to enhance pupils' learning.
128. The role of the subject co-ordinator has not been developed since the previous inspection. There is no effective monitoring of planning, teaching and learning.

PHYSICAL EDUCATION

129. Only one lesson was seen during the inspection. This was a lesson on games skills for pupils aged five to seven. Pupils showed skills in large ball handling similar to those found in most pupils of this age. They made good progress in developing skills appropriate to the playing of traditional team games, such as netball, as they took turns aiming a ball at a target. The teaching was satisfactory.
130. Examination of teachers' planning for physical education shows that all elements of the National Curriculum are satisfactorily covered, including swimming. As there is no hall the school makes appropriate use of the village hall for gymnastics lessons.

RELIGIOUS EDUCATION

131. Two lessons were seen during the course of the inspection. Pupils' work was also examined and discussions were held with pupils. By the time they are 11 standards in religious education meet the expectations of the locally Agreed Syllabus. Pupils think about and discuss what makes a good friend. They are familiar with appropriate Bible stories, such as The Good Samaritan, which are used well to illustrate what makes a good friend. Pupils suggest a number of appropriate attributes of friendship. They show understanding of some of the responsibilities of friendship, such as making people feel better if they are upset, and sharing.
132. By the age of seven standards are in line with the expectations of the Agreed Syllabus. Pupils know about celebrations and some of the occasions on which we celebrate, for example, families celebrating birthdays. They understand what 'celebration' means and can relate this idea to their own experience. Pupils know that Christmas is a celebration and most know why we celebrate Christmas and that it is about the birth of Jesus, although not all pupils are clear about this. Some pupils know that Baptism is a celebration and a few know what happens at a Baptism and that the priest makes the sign of the cross on the infant's forehead in some churches.
133. The teaching of religious education was satisfactory in the two lessons seen. Lessons for the youngest pupils are very well planned, enabling teachers to be quite clear about what it is pupils are to learn and how they will do this. Good use is made of Bible stories in teaching the older pupils. Secure subject knowledge and understanding means that teachers can explain things clearly and so promote satisfactory learning.
134. There is no monitoring of the quality of teaching. Resources for religious education are poor. There are too few Bibles to go round and the hymn books used to illustrate a lesson on friendship were in a very poor condition.