

INSPECTION REPORT

**DOCKING PRIMARY SCHOOL AND NURSERY
(CHURCH OF ENGLAND)**

King's Lynn, Norfolk

LEA area: Norfolk

Unique reference number: 121207

Headteacher: Mr P Norris

Reporting inspector: Ms R J Schaffer
23698

Dates of inspection: 15 – 17 October 2002

Inspection number: 248237

Full 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: Foundation

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Chequers Street
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Norfolk

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Appropriate authority: The governing body

Name of chair of governors: Mrs C A Amies

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23698	R J Schaffer	Registered inspector	English Geography History Areas of learning in the Foundation Stage Education Inclusion English as an additional language	What sort of school is it? School's results and achievements Pupils' attitudes, values and personal development How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9092	R Elam	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
21893	V Brittain	Team inspector	Science Information and communication technology Art and design Design and technology Special educational needs	
14806	J Stevens	Team inspector	Mathematics Music Physical education Religious education	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

Docking Primary School and Nursery is situated in the village of Docking in Norfolk. Of the 49 girls and 37 boys who attend the school almost half come from homes outside the village. Children start full time in the Reception year in the September before their fifth birthday. Part time places are offered to nursery aged children in the term before the one in which they attain the age of four. The proportion of pupils eligible for free school meals is similar to most schools. Twenty-seven pupils have special educational needs which is a higher proportion than in most schools and an increase from the time of the inspection in 1997. Three of these pupils have statements of special needs, which is more than in most schools. Most pupils with special educational needs have moderate learning difficulties, but a number have difficulties relating to speech and language, or medical conditions such as autism. All pupils come from a white United Kingdom heritage. Within the locality there are some aspects of social deprivation. There is seasonal unemployment. The attainment of the children starting school varies considerably, but overall it is below average.

HOW GOOD THE SCHOOL IS

The school is effective in providing an environment where pupils are happy in school and are keen to learn. Although standards in English, mathematics and science are below average, pupils' achievements are generally satisfactory. The achievements of those with special educational needs are good. Good leadership and sound management ensure that the school is constantly working towards improving the quality of education provided and some teaching in the school is outstanding. The school is very successful in including all pupils in its provision, no matter what emotional or physical difficulties they face. The school provides satisfactory value for money.

What the school does well

- Pupils' achievements in Years 1 and 2 are very good because of the very good quality of teaching.
- Provision for pupils with special educational needs is very good and consequently their achievements are good.
- Relationships in the school are very good; pupils work and play together constructively.
- Information and communication technology is used well to help pupils learn.
- Rich experiences are provided in art and design.

What could be improved

- Standards in English, mathematics and science by the end of Year 6.
- The accommodation, and the organisation of the areas of learning for children in the Nursery and Reception class.
- Teaching and learning in geography, history and religious education in Years 3 to 6.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since it was inspected in 1997. Although standards in the national tests for the end of Year 6 have not improved, the school has kept pace with the national upward trend in the number of pupils achieving the expected level by the end of Year 6. The presentation of pupils' work has improved and work is generally well marked. There are good opportunities for active and independent learning. Action plans are useful documents with a focus on improving standards of attainment and pupils' progress. In Years 1 and 2, work is closely matched to individual pupils' stages of development but this has still to be addressed in some lessons in Years 3 to 6. In most subjects there are good planning frameworks to ensure that pupils' skills develop at a good rate. The quality of teaching has improved.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	D	D	E
Mathematics	E	E	E	E
Science	E	D	D	D

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

Although, the 2001 and 2002 test results for pupils in Year 6 were below average in English and science and well below in mathematics, the school's results have kept pace with the national trend of more pupils achieving the expected level. In science only one pupil failed to attain the expected level. The school's results in both years were affected by the higher than usual number of pupils with special educational needs, some of whom joined the school part-way through their primary education. The school missed its performance targets in 2002 in English and mathematics by a small margin, representing just one pupil's performance. The current standard of work of pupils in Year 6 is below average in English, mathematics, science, geography, history and religious education. Pupils' achievements are satisfactory as standards for this year group were well below average when they took the national tests at the end of Year 2.

The results in the tests for 2002 for pupils in Year 2 were average in reading, writing and well below for mathematics, although in the previous year standards in mathematics were average. The current standard of pupils' work in Year 2 indicates that pupils are on track to attain average standards by the end of the year and that pupils' achievements are very good. The fluctuating results in tests in Year 2 reflect the differing numbers of pupils with special educational needs in small year groups. In art and design, and geography the standard of pupils' work is above expectations for their age.

Children make satisfactory progress in the Nursery and Reception class and they are on track to achieve the goals for their age, by the end of the year, in reading, knowledge and understanding of the world, and in creative and physical development. In personal, social and emotional development they should exceed the goals. In writing, speaking and mathematics, however, they are not likely to achieve them.

Pupils with special education needs make very good progress in relation to the targets set for their learning. Generally those of higher attainment, progress well, but in Years 5 and 6, pupils of average attainment are not challenged enough and their achievements could be higher.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their school. They are very keen to participate in the opportunities offered to them.
Behaviour, in and out of classrooms	Very good. Pupils behave very well at play, around the school and at lunchtimes. In lessons, their behaviour is good.
Personal development and relationships	Very good. From the nursery age upwards, children learn to think of others and to share and co-operate as they work. Pupils are respectful, courteous and helpful to others.
Attendance	Good. Pupils enjoy school and parents support the school in ensuring their child arrives on time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Very 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.

In all year groups, including the Nursery and Reception, teachers establish very good relationships and this results in a good atmosphere for learning in all classes. Pupils respond by paying good attention and trying their best at their work. All teachers make effective use of national guidance when teaching English and mathematics. Basic skills, such as learning letter sounds, spelling and mental arithmetic are taught well. Teachers make good use of information and communication technology to help pupils learn in other subjects and this has made pupils confident in their use of computers.

In Years 1 and 2 the quality of teaching is very good because the teacher takes particularly good account of what pupils know and can do. Lessons are very well planned so as to move pupils on to the next stage of their learning. Very good subject knowledge underpins the other major strengths in this age range which are: stimulating use of resources to capture pupils' imagination; good deployment of all staff; and the targeting of questions to pupils of different ages and levels of attainment.

Areas for development

- In the Reception and Nursery class, teachers do not make enough use of children's independent activities and play to develop learning.
- In Years 3 to 6, lesson plans do not always take enough account of what pupils know and can do and so activities do not provide the next step in pupils' learning.
- In Years 5 and 6, teachers do not provide enough opportunities for pupils to write at length and expectations of how much work will be produced in a lesson are sometimes too low.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. In Years 1 and 2, there is a rich curriculum. In the Nursery and Reception years, and in Years 3 to 6, it is satisfactory. The use of information and communication technology is good.
Provision for pupils with special educational needs	Very good. Identification and assessment of these pupils' needs are very thorough and staff are trained particularly well to help them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school works very well to support the personal development of its pupils. Provision for spiritual, moral and cultural development is planned for well in all areas of school life although there are not enough opportunities for pupils to develop their understanding of the multi-ethnic nature of society.
How well the school cares for its pupils	The school takes good care of its pupils and checks on their personal development particularly well. Procedures for assessing pupils' academic achievements are satisfactory overall.

Over a number of years the school has built up a positive relationship with parents. This is based on good information to parents and the school's willingness to be open to parents and to discuss any problems that arise. Pupils' individual targets are shared with parents and some respond well by helping their child improve. There are, however, few parents who help in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, ably supported by the deputy headteacher, provides good leadership with a clear drive to translate the school's aims into practice. Some school improvements, however, are not always carried through as effectively as they might be.
How well the governors fulfil their responsibilities	Satisfactory. Governors fulfill their responsibilities conscientiously but do not evaluate the work of the school with enough rigour.
The school's evaluation of its performance	Satisfactory. The headteacher and senior staff have improved their analysis of the school's performance considerably in recent years. The monitoring of teaching and learning has led to some good improvements but there are still important areas to be included.
The strategic use of resources	Good. Funding is used very well in the support of pupils with special educational needs and other funds such as those to boost the rate of pupils' learning in Year 6 are targeted well.

There are a good number of well-qualified teachers and learning support assistants. The accommodation is well maintained and in many areas more than adequate. However, the lack of a school hall and grassed playing field limits provision for physical education. The Foundation Stage classroom for the children of nursery and reception age is too small. Staff have difficulty planning the type of activities recommended for this age group and children are too confined. This affects their attention and willingness to respond to learning situations.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents feel that their children enjoy school.• The school expects their children to try hard and do their best.• The teaching is good and their children make good progress.• The leadership and management of the school is good.	<ul style="list-style-type: none">• Some parents feel that the school does not work closely enough with them or involve them in the life of the school.• Some parents would like better provision for activities outside of school time.

Inspectors share many of the positive views that parents have of the school which were similar to those at the inspection in 1997. The school provides numerous opportunities for parents to become involved but, despite the good relationships that exist, few parents take them up. However, staff in the Nursery and Reception class are not able to encourage parents to help in these age ranges because of the severe limitations imposed by the size of the accommodation. The few members of staff at this small school give very generously of their time to provide after school activities and inspectors do not agree that more could be offered.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The school has carefully analysed the results of the National Curriculum tests for pupils at the end of Year 6 for the past two years. Results at the end of 2001 and 2002 were below average in English and science, and well below average in mathematics. Because the number of pupils sitting the tests is small in comparison to other primary schools, the school looked at pupils' individual achievements. From their analysis, the school explained the low results by the greater than usual number of pupils with special educational needs in these two year groups, a number of whom joined the school either in Year 5 or 6. This explanation is generally well founded as most pupils' achievements are at least satisfactory and those pupils of lower attainment or with special educational needs who had been at the school since the infants made good progress. Nevertheless, the targets for some pupils of average or slightly above average attainment were not set high enough and there was not enough rigour in the planning and provision to move them on to a higher level.
- 2 At the time of the 1997 inspection, standards were average, and the school's current test results do not compare well against this picture. However, there were far fewer pupils with special educational needs at that time. Pupils' current work in Years 6 is below average in English, mathematics and science. In mathematics this represents an improvement on previous years and shows that the Numeracy Strategy is now having a beneficial effect on standards. The school did not attain the performance targets it set itself for English and mathematics for 2002. A close inspection of these percentage figures show that the targets were missed because one pupil did not attain as well as expected. There were good reasons why this was so and it indicates how care needs to be exercised when considering the results when year groups are small. The school has kept pace with the national rise in numbers of pupils' achieving the expected level in English and mathematics since 1998. In science, the proportion of pupils attaining the expected level or above equaled the national average in 2001 and 2002. The school's overall results are below average because too few attain the higher level.
- 3 The school has not looked at the difference between the performance of boys and girls. Taken over a four-year period, the performance of girls is much better than that of boys in mathematics and science and this is greater than the national difference. The school has not looked at developing teaching methods and strategies that help to motivate boys. The difference in English is not marked. Most numeracy lessons now start with a good session that provides boys with the excitement of competition but there is not enough challenge in some of the activities in mathematics lessons.
- 4 The results of National Curriculum tests for pupils in Year 2 have fluctuated in recent years. In 2000, standards were average in writing and in 2001 they were average in mathematics. In 2002, more pupils attained above the expected level in reading and writing, but the overall standards were below average in writing and well below average in mathematics because of the high proportion of pupils with special educational needs, who did not attain the expected level. Current standards are average in English, mathematics and science and pupils are on track to achieve this standard in the tests at the end of Year 2. This represents very good achievement as

pupils were below average in writing and mathematics at the start of Year 1. There are some pupils whose needs are so great, they are unlikely to attain the expected standard as was the case in the group of pupils who sat the tests in 2002. The school is justifiably proud that it offers education to pupils whose difficulties are greater than most.

- 5 In the current Reception year, children are on course to exceed the goals in personal, social and emotional development. In reading, knowledge and understanding of the world and creative and physical development children are on course to meet the goals. Children of higher and average attainment have learnt a good number of key words that they can recognize by sight and they understand that stories follow a logical sequence. They know most of the letter sounds. Those of lower attainment are some way behind in that they have begun to learn their letter sounds but only know a few securely. The majority of pupils are unlikely to attain the goals for writing and mathematical development. Children form the letters in their names well but have not yet started to write down words they know to make a simple sentence or phrase.
- 6 When children start in the Nursery year, their attainment is lower than expected. Many do not speak well for their age, often relying on one or two words to convey their meaning and some do not pronounce words well so it is difficult to understand their meaning. They have less knowledge of numbers than is usual for their age. There has been a change since the 1997 inspection when children's attainment was average when they started school. The pupils with special educational needs are given very good support, and as a result they make good gains in their personal social development and in the small steps towards their first academic targets. Children in the Nursery make good progress in learning to count and to recognise letters but not enough progress in other areas of communication.
- 7 In English, pupils in Years 1 and 2 of average and higher attainment use full stops and capital letters when they write simple sentences describing events that have taken place at home. Those with special educational needs struggle to write a sentence without adult support, but most know how to spell a small number of words correctly and can make a good guess at the spelling of others. Pupils can use a range of strategies to help them work out unknown words when they read. Their reading records show that they are learning new words at a good rate and gaining in fluency and understanding. Pupils of all levels of attainment make very good progress in speaking and listening because the opportunities provided to learn new vocabulary and to practise using words and sentence structures are very good.
- 8 The attainment of pupils in Year 2, in number and in recognizing shapes is at a level expected for their age. For instance all pupils could identify the properties of three-dimensional shapes explaining the need to count the corners and faces to verify whether the shape was a cube. They can use methods such as doubling a number to work out additions and they have begun to gain a good understanding of how the value of a digit changes according to its position in a number. Their work in science shows that they are gaining a good understanding of how to observe, question and draw conclusions from the materials that they study. They understand and use information and communication technology at a standard expected for their age.
- 9 When the pupils who are currently in Year 6, took the National Curriculum tests at the end of Year 2 in 1999, they attained standards that were well below average. The school has improved its teaching of English and mathematics and these pupils have made satisfactory and some have made good progress although, overall, their attainment is still below average. Pupils write using a legible joined hand and most can apply spelling conventions well. Their writings about their holiday activities and

simple adventure stories use punctuation correctly and they engage the reader's interest with a clear logical sequence of events. The range of their vocabulary and sentence structures, however, is limited. Although they understand elements of style, such as using imagery, their writing contains few good examples. Similarly, their speaking shows a limited range of vocabulary with which they are comfortable. Higher attaining pupils have clear diction and can organize their ideas to communicate complex meanings but often do not have enough advanced words at their disposal to attain the standard expected for their age. Pupils read texts at a level expected for their age, but they do not ask themselves questions about the meaning or spot the inferred meanings embedded in the text.

- 10 The pupils were given tests at the end of Year 5 in mathematics and the teacher did a very useful analysis of how pupils attained in the different elements of mathematics. Pupils' work and these tests indicate that most have a satisfactory knowledge of the number system and those of higher attainment use it to reason out problems. However, nearly all pupils are less successful at using correct language and vocabulary associated with number and data. In their work on decimals and fractions, pupils of average attainment showed a lack of understanding of the equivalence of these forms. In science, pupils have a satisfactory knowledge of living things, life processes and materials and forces although their use of technical terms is weak in all areas. For instance, pupils were unable to use the terms 'prey' and 'predator' for animals or to use the terms 'reversible' and 'irreversible' when trying to explain changes in materials. In both mathematics and science, pupils do not attain as well as they might because they do not have the means to express what they know.
- 11 Teachers use information and communication technology well in all subjects and this has a good effect on the pupils' attainment. In Years 5 and 6, pupils of all levels of attainment have made good progress in learning to plan and draft their work using computers. It has increased their pride in presenting finished pieces of work. Standards match national expectations. Pupils' achievements are good, especially taking into account that few pupils have computers at home.
- 12 In Years 1 and 2, all pupils' achievements are very good because each pupil is encouraged to try their hardest, and work provides well for their different levels of attainment. The standard of their work in most subjects is average but in art and design and geography it is above average. In geography, history and religious education, the standard of work of pupils in Year 6 is below expectations. This is because pupils forget some of what they have learnt in the long gaps between different blocks of work. Teachers spend too much time giving pupils facts and not enough time developing their skills and the vocabulary they need to understand the subject. In art and design, design technology, music and physical education, the standard of their work is as expected for their age.
- 13 Pupils who have special educational needs make good progress overall because of the high quality of support they receive and the work planned to meet their needs. In Years 1 and 2, pupils make very good progress due to the excellent liaison between the class teacher and support staff when planning, teaching and evaluating pupils' progress. In other year groups careful thought is given to the nature of pupils' difficulties and support staff are knowledgeable about their individual needs. By the time they leave school at age eleven some pupils with special educational needs will achieve the standards expected nationally in English, mathematics and science.

Pupils' attitudes, values and personal development

- 14 Pupils' behaviour in and around the school is very good and in lessons it is never less than good. Their relationships with each other are very good. They work and play very well together and have an enthusiasm for the school and the experiences it offers them. There is little or no bullying and when it does occur it is dealt with very effectively by staff.
- 15 In lessons, pupils listen well to their teachers and carry out instructions purposefully. In nearly all lessons, pupils show interest in their work and are keen to learn. On a few occasions, when pupils' interest is not fully aroused by the teacher's explanations or in the task set them, they indulge in time-wasting activities but their behaviour remains good. A few pupils have special difficulties in controlling their emotions or behaving as expected for their age. They are managed exceptionally well by teachers and the support staff and as a result no lessons are interrupted by their demands. There have been no exclusions and for many pupils the sanctions available for untoward behaviour are never needed.
- 16 Several of the children in the Nursery and Reception class find the routines of school difficult to follow or they expect the amount of attention they received at home. The good teaching of personal and social development has already had an effect on their behaviour and their attitudes to each other and to school. Most are able to share resources and to take turns in games or in using resources such as the computer. For some, using polite conversation such as responding with a 'thank you', when appropriate is still at an early stage.
- 17 In the rest of the school, pupils are courteous to each other and to adults. They often offer help without prompting when they see a need. At lunchtimes, older pupils are given a considerable amount of freedom to enter the school, for instance, to use the computers or they may choose to play outside. They do not abuse this freedom. They move around the school in a sensible way and have very clear ideas about how they want to spend their time. There are good opportunities for them to take on responsibilities such as helping at lunchtime or assemblies. There is a school council and pupils are made aware by their teachers and through the annual interview they have with the headteacher that their opinions are valued.
- 18 As at the time of the previous inspection the level of attendance is good and contributes to the progress of the pupils. Though it has fluctuated over recent years, last year it was over 95 per cent. Absences are due to the usual childhood illnesses and to parents insisting on taking their children on holiday in term time. Unauthorised absence is below the national average reflecting the efforts made by the school to ensure parents provide reasons for absence. Pupils are keen to come to school and almost all are either in the classroom or the playground at the start of the day. Registration takes place quickly after the bell sounds resulting in a prompt start.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 19 The amount of very good or better teaching has improved since the previous inspection. The quality of teaching in Years 1 and 2 is very good. In Years 3 to 6 teaching is satisfactory overall. More than half the lessons were good or better but one lesson was unsatisfactory. Teaching is good in science, design and technology and in physical education. The use of information and communication technology is a strong feature of teaching in all classes. The staff in the Nursery and Reception class formed a new team in September so at the time of the inspection they had only been working together for six weeks. They were at an early stage of developing the organisation of the curriculum and the class. Despite this, good teaching was seen in half of the lessons.
- 20 In all year groups, including the Nursery and Reception, teachers manage pupils very well. Good relationships are established in all classes. Often this is achieved by a pleasant touch of humour. In the Nursery and Reception class, the teacher uses a good range of strategies to manage very young children, some of whom are not able to control their emotions. Staff work closely together to ensure that those children with very specific needs relating to their behaviour do not disrupt the learning of others. This is made more difficult by the lack of space in the Nursery and Reception class, as there is no area except for a tiny cloakroom, away from the main learning space, where a child can be settled after an outburst. In Years 1 to 6 teachers manage pupils very well and a good atmosphere for learning is present in all classes. Teachers use encouragement and praise effectively but also demonstrate firmness when appropriate. Pupils respond by good behaviour and trying hard with their work.
- 21 Recent training in the methods recommended nationally for teaching numeracy and literacy have been effective. For instance, in a good session on teaching the use of commas in Year 4, the teacher helped the pupils 'hear' where commas should be, before explaining the rules. Sessions to help pupils gain mental agility when working with numbers are well organized, fun and keep pupils alert. For instance, in a session in Years 5 and 6, the teacher gave silent signals to indicate the calculations to be made and pupils signed their answers back. This unusual method of working increased pupils' level of concentration. In the Nursery and Reception class, the teacher has good knowledge and understanding of how to teach letter sounds, reading and letter formation. In a good lesson on developing children's language, music and rhythm were used effectively to help children extend their vocabulary and speech patterns.
- 22 In Years 1 and 2, very good subject knowledge and understanding of how pupils of five and six learn underpins the high quality teaching in this age range. Lessons and tasks are planned so that pupils build on their previous knowledge and can use and develop their skills. The different levels of pupils' understanding are assessed carefully during lessons and when work is marked. Good sessions at the end of the lesson are used to check understanding and to help pupils reinforce their learning. Lessons are organized very well so that the best use is made of support staff. Stimulating resources and methods are used. For instance, a pupil dressed up as a Jewish boy and others acted out the preparations of a Jewish family for the Sabbath day. This helped the pupils appreciate the meaning of the facts they were learning. The teachers' expectations are high and based on good assessment information. Different work is often planned for the two year groups, and within that there are different levels of difficulty in many tasks in order to ensure that all pupils are challenged at the right level. For instance, in a science lesson on health and growth, Year 1 pupils learnt to identify six stages of growth while those in Year 2 used their knowledge of food groups to identify what we need to keep our bodies healthy. The

teacher's knowledge of how to develop pupils' skills in writing through talk is very good. A range of strategies are used so that pupils talk confidently about what they want to write. Displays and class charts support and develop pupils' learning effectively.

- 23 The teaching of pupils who have special educational needs is good in all year groups and learning support assistants make a significant contribution to this. It is particularly effective in Years 1 and 2 because of the close relationship between teacher and support staff in monitoring pupils' learning. Work is well matched to meet pupils' needs, basic skills are well taught and there are appropriate high expectations of what pupils are capable of achieving. Good use is made of individual learning plans to produce short-term targets which are challenging but achievable and these are reviewed regularly. Effective strategies are used to involve special needs pupils in whole class sessions and to enable them to succeed. The school caters particularly well for those pupils who have very specific, and often profound, learning difficulties. Some staff have had specialized training in the best methods to suit the particular needs of these pupils and as a result pupils make good progress towards the targets set for them.
- 24 The following is an area for development in the Nursery and Reception Year:
- Not enough opportunities are provided to develop learning through play activities and children's own exploration of their environment; this is because staff are not organized so that one member can intervene with useful questions or suggestions as children play or use writing materials.
- 25 The following are areas for development in Years 3 to 6:
- Lesson plans do not take enough account of what pupils know and can do and as a result, in some lessons, work does not build on pupils' previous knowledge. Teachers mark work well indicating what should be done to improve. However, they do not always follow this up with work that would help pupils address misconceptions.
 - In English, geography, history and religious education tasks rely too heavily on pupils responding to questions or filling in missing words.
 - In Years 5 and 6, work is not always challenging enough. For instance, in science pupils are not given enough opportunity to raise questions and to draw conclusions from their investigations. Pupils of average and higher attainment are not always expected to work at a good pace or to seek their own answers to problems.
 - Teachers make too little use of methods and strategies that help pupils develop a strong vocabulary and the confidence to use complex sentence structures as they talk.
- 26 Throughout the school, teachers make good use of information and communication technology to develop pupils' skills and understanding in other subjects. Pupils are given good opportunities to carry out research into subjects and to use computers to develop and extend their understanding of good presentation. Homework is given to develop the learning that takes place in class. It is set regularly so that parents know what is expected and in the main it contributes effectively to pupils' learning.

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

- 27 The school meets the statutory requirements to provide an appropriate curriculum for all its pupils. In Years 1 and 2, all subjects contribute to a rich and relevant curriculum. In other year groups, including the Nursery and Reception, curriculum provision is satisfactory but there are some aspects in need of improvement.
- 28 Provision for pupils in art and design is good in Years 1 to Year 6 as pupils have good opportunities to use a wide range of media and the skills of visiting artists are used effectively. Information and communication technology is also a strength as teachers use it well in most subjects. Religious education is planned and implemented according to the locally agreed syllabus. Proper attention has been paid to implementing recommended national strategies and the methods promoted in these strategies have had a good impact on pupils' learning of basic skills such as mental arithmetic and spelling.
- 29 The length of the school day is satisfactory for the infants but slightly below the recommended length for the juniors. The last report stated that some strands of the National Curriculum Programmes of Study were not taught in sufficient depth. This has now been rectified. Appropriate policies are in place for all subjects with medium and short-term plans developed from them. In science, geography and history the school has not identified the vocabulary and technical terms to be taught in each year group, and as a result pupils do not build a good working vocabulary in these subjects. Pupils in Years 5 and 6 do not have enough opportunities to write at length either in English or in other subjects. The lack of a school hall limits the range of activities teachers can provide in physical education.
- 30 The new staff in the Nursery and Reception years have developed good plans, based on the nationally recommended guidance and taking account of children's individual needs. However, the lack of space in the small classroom for these children make it difficult for the teacher to plan a full range of activities. Children are not given enough opportunities to develop their learning through play or through problem solving and practical tasks. Teachers are not able to provide enough opportunities for children to experiment with paint and other media.
- 31 The school is all-inclusive in that every child is valued and good steps are taken to meet the needs of any pupil with disabilities who applies for admission. This has led to a higher proportion of pupils with special needs than in most schools. The school provides a good quality of access to the curriculum for all its pupils regardless of gender, ability or race. Provision for all pupils with special educational needs is very good. Their needs are very well met, mainly in class and, occasionally, in withdrawal groups, by appropriate work and support. Where relevant, pupils have detailed individual educational plans which are well implemented by class teachers and support staff. The targets set for pupils are short term and achievable.
- 32 There is a good range of extra-curricular activities outside the school time. The wide range of activities enriches the curriculum. For example, there are recorder groups at lunch. After school there is a music club and a gym club. There is maypole dancing in the summer term. Inter-school matches take place in a number of sports including football, netball, cross-country running, athletics, rounders, cricket and basketball. There is a biennial school play in which all the infants and juniors participate. There are three performances for the whole village in the village hall. In February this year, the school performed 'Alice in Wonderland'. Visits take place to the museum in King's Lynn and to the Natural History and Science Museums in London. Pupils also visit the theatre in Hunstanton and the Theatre Royal in Norwich. On alternate years, there is a residential visit for pupils in Years 5 and 6.

- 33 Provision for pupils to become aware of personal, social and health issues is good. For example, in a Year 1 and 2 lesson when pupils sat in a circle to talk about their thoughts, the teacher challenged them to state whether medicines and household cleaning liquids were safe. They understood which might be dangerous. Sex education and drug awareness are appropriately taught as part of the science curriculum. The school nurse helps with these in talks to pupils in Year 6. The school combines with another local primary school and has an extended day on drugs with pupils in Years 5 and 6. Professionals are involved on this day.
- 34 The school makes good use of the local community to develop pupils' understanding of their responsibilities and place in society. There are links with the farming industry that forms the backbone of the village, and with the church. The vicar visits at important Christian festivals. On Wednesdays, the senior citizens in the village can have lunch in school. This happened during the inspection. They enjoy coming to lunch in school once a week and pupils gain a good understanding of the different generations that make up the community.
- 35 Links with partner institutions are very good and the school participates in a thriving local cluster of schools. For instance, in June this year, the school hosted a training day for fifty-four teachers from nearby schools thereby sharing good practice. In addition, there is a strong relationship with Smithdon High School to which the majority of pupils go on leaving Docking. Year 6 pupils spend two days there and staff from the High School, including the Year 7 head visit Docking. There is an induction evening at the High School for Year 6 pupils.
- 36 The overall provision for pupils' spiritual, moral, social and cultural development is good. This is an improvement on the last report where it was stated to be sound.
- 37 The provision for pupils' spiritual development is good. Much takes place in collective worship and religious education. Acts of worship are mainly Christian but stories from other faiths are not neglected. During the week of inspection the theme was 'heroes'. There is always a hymn. The pupils sing well on all occasions. During the inspection they sang once unaccompanied, once to a guitar and once to piano accompaniment. The assemblies finish with a reflective prayer. There are opportunities in lessons for awe and wonder. Examples of these are in art and design, in science and design and technology with natural materials and in religious education with candles in celebrating Divali, and in celebrating the Seder meal.
- 38 The provision for pupils' moral development is very good. Pupils are not only taught the difference between right and wrong but also why something is right or wrong. Positive behaviour is encouraged and there is a well-developed award system. At the last assembly in the inspection week, certificates were presented for excellent behaviour. There are also good behaviour awards given at the end of each term. Honesty and a respect for truth are promoted as well as respect for others and other people's property. Pupils are encouraged to share. Staff are good role models and are respected by the pupils. If there are incidents in the playground, they are dealt with initially by the duty staff. Depending on the seriousness, the class teacher and finally the headteacher will become involved. Incidents are also discussed in circle time. The impact is that the behaviour of the great majority of the pupils, in and out of the classroom, in assembly and in lunch is very good.
- 39 The provision for social development is very good. Pupils relate well to each other and get on very well. The school provides opportunities for pupils to take responsibility and show initiative. For example, there is a computer club organised by pupils. There are class captains, library monitors and pupils, on a rota, look after

music in assembly. They are also in charge of the playground equipment. There is a school council which at present meets weekly and at which minutes are produced. The school encourages pupils to raise money for charities. Between £300 and £400 was raised for the children's ward at the Queen Elizabeth's Hospital in King's Lynn and over recent years this has amounted to £7,000. Money has been raised for the 'Fara' charity which is a Romanian orphanage. This money helped to buy school equipment. Other charities to benefit are Dr Barnados and National Autistic Society. Pupils also participate in the shoebox appeal, jeans for genes and the BBC Children in Need appeal.

- 40 The provision for pupils' cultural development is sound. Storytellers and musicians visit the school. Pupils' experiences in art and music are good and provide very well for their understanding of the part that musicians, artists and crafts people play in society. The school has made efforts to help pupils improve their understanding of the multi-ethnic nature of society. For instance, there was a Caribbean Day last term with a Steel Band and the event celebrated in displays around the school. The school has also held a Japanese Doll Day. These isolated events, however, do not do enough to develop a strong understanding of the many different cultures reflected in our society. In some subjects, curriculum planning contributes, for instance in religious education in Years 1 and 2 when pupils learn about Judaism, and in design and technology in Years 3 and 4 when pupils made lamps similar to those used in the Hindu religion. In the main, however, there is no overall view to ensure that topics and resources reflect the multi-ethnic nature of society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 41 As at the time of the previous inspection, staff show appropriate concern for the needs of the pupils and provide good role models to encourage their development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. The procedures for providing educational and personal support and guidance are good and those for monitoring pupils' academic performance and personal development are satisfactory.
- 42 Overall, the school has good procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated person for child protection and the school follows local procedures. The staff generally have received guidance on how to deal with any situations that may arise and know who to report to in the school if necessary. The provision for first aid is good with two fully trained staff, others with emergency training, records kept of any treatment and letters home to parents as appropriate. A full health and safety policy is in place and reviewed regularly. Risk assessments take place following the guidelines of the local education authority. The governors are actively involved both through one of their committees and in touring the school to identify any potential hazards. Outside contractors are used to regularly check the fire extinguishers and electrical items. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology.
- 43 The monitoring of progress of pupils' personal development is very good. The teachers and support staff have a good understanding of the abilities and needs of all the pupils. This is enhanced by the discussions the headteacher has with each pupil every year to obtain their view on how their school life is progressing. The school encourages pupils to recognise the value of good work during assemblies and with the various awards systems. The personal, social and health education programme is timetabled for all classes. Circle time helps pupils to learn to listen to others and to be tolerant of other points of view. The pupils' personal qualities are enhanced by the

clubs and various activities they have around the school. Nevertheless, not all pupils are given tasks. In addition, there are missed opportunities for the older to support the younger, such as in the canteen at lunchtime.

- 44 The procedures for promoting discipline and good behaviour and for preventing any oppressive behaviour are very good. The discipline and behaviour policy recognises the needs of the pupils and reflects the philosophy of the school, emphasising praise and encouragement. Awards include stickers (with pupils nominating others), team points and names in the gold book. The lessons seen during the inspection showed that the staff, both teachers and support staff, consistently adopt a positive approach. The rare instances of poor behaviour are well managed by the use of the blue book and, if necessary, letters home. Though any bullying or name-calling is rare, the school takes rapid and appropriate action if any occurs.
- 45 Overall the procedures for monitoring and promoting good attendance and punctuality are good. The keenness of the pupils to come to school, and the good relationships with parents result in little absence and good punctuality. The teachers and headteacher monitor the registers regularly and contact parents as necessary. Unexplained absence results in a telephone call home, though not on the first day as is the more usual practice amongst most schools. Pupils with very good attendance receive certificates. The school has quite properly set targets for attendance levels. However it is not yet monitoring the level during the year to check whether it is on target.
- 46 The school's procedures for assessing pupils' attainment and progress are satisfactory overall. Since the last inspection procedures have been put in place in all subjects to link planning with assessment and this is an improvement. There are good systems in place to assess pupils' progress in reading but the assessment of writing is an area for development. This is being tackled by the co-ordinator who has produced a clear, concise action plan. In some subjects such as science, history and geography there are no standard systems in place across the school that show, at a glance, pupils' progress in developing specific skills. As a result, work is sometimes not matched appropriately to pupils' skills level. National curriculum tests at the end of Years 2 and 6 and formal tests in Years 3, 4 and 5, as well as the results of teacher assessments, are used to track pupils' progress from the end of Year 2 to Year 6 and to set yearly targets related to National Curriculum levels. Test results are analysed for areas of weakness so that these can be addressed. In English and mathematics individual targets are set. These are sharp and well focused in Years 1 and 2 and are used to plan for individual needs but this is less evident in other year groups. For example, in English, targets for some groups are too broad and there is no indication that targets have been checked for achievement. Some pupils do not know their targets.
- 47 Teachers mark work conscientiously in most subjects and in English and mathematics often put points for improvement. However, teachers do not use the information they gain from this to plan work that will help pupils correct their misconceptions. In art and design, pupils' work in sketchbooks is helpfully annotated to show what they can do.
- 48 Pupils with special educational needs are very well integrated into the caring environment of the school. The school has good procedures in place to make an early identification of learning, physical and behavioural problems and pupils are monitored before being placed on the school's special needs register. Those on the register have their needs rigorously addressed and pupils are very well supported in class by well-trained support staff. Teachers and learning staff work in close liaison with the

co-ordinator and monitor the progress of these pupils continuously. Up to date records are kept to ensure that pupils' progress can be tracked.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 49 In their responses to the questionnaire and at the meeting with the inspectors parents showed that they are pleased with all that the school does. The inspection team generally supports their positive comments which are similar to those made at the time of the last inspection. Parents say that the school is well led and the teaching is good. Their children like coming to school, behave well and make progress from the level of support they receive. The school expects them to work hard and helps them to become mature and responsible. They consider that their children receive the right amount of homework to do at home. They feel comfortable approaching the school with any questions and they are kept well informed about how their child is getting on. These reactions are similar to the comments made at the time of the previous inspection. Some parents are concerned about the range of activities outside lessons but the inspection team consider that the provision of clubs and activities at lunchtime and at other times is good and generally typical of most schools of this size. A few parents also feel the school does not work closely with them though the inspectors conclude that the school provides good opportunities for parents to meet teachers and that the school encourages parents to become involved.
- 50 The school has established a good relationship with parents. The headteacher sends newsletters home regularly outlining the various activities that the pupils are involved in as well as providing general administrative information. At the start of each year, class teachers send details of what they will be teaching their pupils. Other letters refer to more specific matters. Every morning and afternoon provides a very good opportunity for parents to see the teachers. They are welcome to come into school before the start of the day. The inspectors saw several conversations taking place and it is apparent that parents feel very welcome to come into the school. Almost all parents come to the formal meetings with teachers in the autumn term to discuss targets and in the spring term to discuss their progress. The annual report on progress is sent home in the summer term. This report provides a good summary for each subject of the skills and understanding acquired by the pupil. However, it does not provide, for each subject, any indication of how well children are doing in comparison with other children at that age.
- 51 The parents of pupils with special educational needs are involved well in their child's learning, and their views are taken into consideration at all times. They are kept fully informed about the progress and the needs of their children. Pupils are not placed on the special needs register until discussions have taken place with parents. Parents are invited to regular reviews and receive copies of all documentation.
- 52 Parents' involvement with the school makes a good contribution to its work and to the attainment of the pupils. Pupils are happy in school and work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and education process. The information provided by the school explains how parents can help at home. Parents are invited to come to assemblies and many are present at the events held in the church and village hall. Parents contribute to improving what the school offers by completing a questionnaire when their child leaves school. However the school is not yet getting the benefit of involving others with a regular questionnaire to all parents. The parent teacher association is very supportive arranging both fund raising and social events including ones for the benefit of the pupils. Few parents come to help in the classroom on a regular basis though more are willing to.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 53 The leadership of the school is good and overall management is satisfactory . The headteacher has a strong vision for the school and communicates this well to the school community. The deputy headteacher contributes very effectively to the leadership as she provides an exceptionally good example to other staff in teaching and subject management. The governors are fully committed to the aims and values of the school but do not always evaluate its work effectively. The need to raise standards is central to the school's work but without tight evaluation of initiatives a clear picture of what works and what needs improvement is not always gained. There has been good improvement in leadership since the last inspection and satisfactory improvement in the management of the school.
- 54 The headteacher and deputy headteacher work very well together and their roles and responsibilities are clearly defined so that the most is made of their individual strengths. With such a small staff every member carries responsibilities over and above those of larger schools. Currently there is no overview of the time contribution needed for a member of staff that would help provide a clear understanding of what can be reasonably achieved. As a result, staff may have too much to do at times when their subject responsibilities are a focus for development.
- 55 An example of how an area for school improvement was not evaluated sufficiently can be found in the science development that took place in 2001 and 2002. All staff were involved in improving an aspect of science teaching and learning that had been correctly identified as in need of improvement. This important work should have impacted on the results the pupils' gained at the end of the year and, most importantly on the progress made by pupils. While the school's own tracking system indicated that progress was satisfactory for most pupils, the school's results were no better than the previous year, particularly in respect of the number of pupils achieving the higher level. Because governor's do not make effective use of the comparisons of their school with other similar schools or check the school's own tracking of pupils they are not in a position to help the school ask the questions such as: why was this so? and was there a need to do more? which would have resulted in a search for answers.
- 56 The school's action plans for each subject are good and they link to the whole school development plan which is a well structured working document shared by staff and governors. This is an improvement since the last inspection. Staff are fully involved in the identification of areas for development and this contributes to the good team work that is characteristic of the school. Teachers are very open and willing to share their strengths and weaknesses with others. The headteacher and deputy check the progress of initiatives but do not evaluate them sufficiently against pupils' achievements. Staff have met together to judge the quality of pupils' work but as yet this has not made an effective contribution to the process of evaluating school improvements. Currently, the school has identified the improvement of writing as a major issue, in common with many schools nationally. Staff have been on training, taken on board recent guidance from the government and made alterations to their classroom practice. The plans for improvement are good, but will only be effective if incorporated into a system of rigorous evaluation.
- 57 The headteacher is in charge of the area of special educational needs in his role as coordinator. It is very well led and managed. He has a very strong commitment to ensuring quality provision for pupils with special needs and the staff and the governors share this. He meets regularly with the class teachers and other support

staff, all of whom have received recent relevant training. The progress of all pupils with special educational needs is regularly monitored and tracked and detailed records are kept. Pupils are taken off the register when their needs have been met. Where possible, good use is made of the educational psychology service, and other outside agencies to enhance pupils' progress. The accommodation has been adapted to improve access for pupils with physical disabilities, although there are none in school at present.

- 58 There are proper systems in place to implement performance management. Staff are responsive to the process and it has been effective in improving their skills, for instance in using information and communication technology to help pupils learn in all subjects. The good level of training offered to classroom assistants has been taken up very enthusiastically. This has had a very good effect on the support for pupils with special educational needs. Staff more recently appointed have received appropriate support with good induction arrangements.
- 59 In such a small school the headteacher has had responsibility for performance management and has carried out classroom observations in conjunction with the requirements. There has not, however, been general classroom observations on aspects of teaching except by advisors from outside, and so some elements of teaching, such as using assessments to plan future work have not received sufficient attention. At the last inspection, the school was asked to ensure that work was more closely matched to individual pupils' stages of development and this has not been fully addressed.
- 60 The number of teachers to that of pupils is good. Teachers are well qualified to meet the demands of the curriculum. The governors have made it a priority to ensure that there is a good number of learning support staff. They are well trained and contribute well to pupils' learning. Resources are generally satisfactory in all subjects. The centralized library is a good resource and used effectively by teachers to encourage research and enjoyment of books. In some areas of learning in the Reception and Nursery class, for instance equipment to help with learning letter sounds and writing, resources are limited.
- 61 Overall the accommodation is unsatisfactory and, in some areas, affects the delivery of the curriculum and the learning of the pupils. Most classrooms are of a sufficient size and all the staff work hard to provide attractive displays of pupils' work and general information. Outside is an attractive grassed area but there is no access to a field for games. Pupils and staff make the best use they can of the facilities available and there is good support from the premises staff in providing an attractive and well-maintained environment. Nevertheless there are two major weaknesses. As mentioned in the previous report the canteen area is too small for physical education and the necessary storage of tables and chairs along the sides poses a potential hazard. The classroom for the Reception and Nursery children is too small to provide adequate space for the nationally recommended range of activities for this age range. There are also only adult sized toilets in these classrooms.
- 62 Financial management is generally satisfactory. The financial planning follows the school's educational aims and priorities. The governing body, guided by the headteacher, is fully involved in the decision making. The school improvement plan sets targets for improvement but lacks detailed costings. Last year a substantial budget surplus was created and the governors are properly reserving this money for the future replacement of the canteen block. The school makes effective use of additional grants for pupils with special educational needs. The secretary provides high quality financial support to senior management. The minor recommendations in

the recent audit report have been acted upon. The school has taken on some aspects of judging the value it provides with reference to the money received. It consults with parents on some issues to gain their views but does not do enough to compare its provision with other schools similar to itself.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63 The headteacher, staff and governors should now address the following key issues:

- i) Raise standards in English by the end of Year 6 by:
 - implementing the good practice seen in Years 1 and 2 in developing pupils' skills in speaking alongside their work in writing; (paragraph references: 22, 94, 95 and 98)
 - providing more opportunities for pupils to write at length in Years 5 and 6. (paragraph references: 25, 91 and 96)
- ii) Raise standards in mathematics by the end of Year 6 by:
 - developing pupils' use of mathematical language when solving problems; (paragraph references: 10, 25, 99 and 104)
 - improving the rate of challenge to pupils of average and higher attainment in Years 5 and 6; (paragraph reference: 105)
 - monitoring the progress made by boys, and seeking ways to develop teaching strategies to improve their attainment. (paragraph references: 3 and 105)
- iii) Raise standards in science by the end of Year 6 by:
 - ensuring that pupils in all classes experience the full process of scientific enquiry from hypothesis through experimentation to reasoned conclusion; (paragraph reference: 116)
 - developing pupils' use of technical terms and scientific vocabulary year on year. (paragraph references: 10, 108 and 112)
- iv) Improve the accommodation for Nursery and Reception years so that the full range of activities recommended for this age range can be planned effectively. (paragraph references: 30, 61 and 68)
- v) Improve the organisation of the Nursery and Reception years to include more opportunities for children to learn through play, and to make their own attempts at writing. (paragraph references: 24, 68, 71, 74 and 83)
- vi) In Years 3 to 6, improve teachers' use of assessments and pupils' targets so that work is more closely matched to pupils next stage of learning and helps them rectify misconceptions. (paragraph references: 25, 46, 47 and 96)

In addition to the key issues the governors should include in their action plan the following less significant issues:

- a) Make better provision for the teaching and learning of history, geography and religious education in Years 3 to 6 and raise standards in the subjects; (paragraph references: 12, 25, 132 and 149)
- b) Improve pupils' understanding of life in a multi ethnic society; (paragraph reference: 40)
- c) Continue to seek to improve the accommodation by the addition of a school hall so that teachers can plan a greater range of provision for physical education. (paragraph references: 29 and 61)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

27

Number of discussions with staff, governors, other adults and pupils

29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	10	9	1	0	0
Percentage	4	22	37	33	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

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)	3	86
Number of full-time pupils known to be eligible for free school meals	-	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	27

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	2
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.9

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	4	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	70(86)	70 (86)	70 (90)
	National	84 (87)	86 (89)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	70 (92)	70 (83)	70 (75)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	4	8	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	58(79)	67 (57)	92 (93)
	National	77 (75)	76 (71)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	75 (79)	92 (93)	100 (93)
	National	73 (72)	74 (74)	82 (82)

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

Statistics of boys and girls are not included separately because of the small numbers in each year group.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	85		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British – Indian			
Asian or Asian British – Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	5.1
Number of pupils per qualified teacher	17
Average class size	21.25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	157

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	318,492
Total expenditure	306,182
Expenditure per pupil	3,092
Balance brought forward from previous year	33,304
Balance carried forward to next year	45,614

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	85
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	5	0	0
My child is making good progress in school.	37	60	2	0	0
Behaviour in the school is good.	35	58	0	0	7
My child gets the right amount of work to do at home.	21	65	9	0	5
The teaching is good.	51	44	2	0	2
I am kept well informed about how my child is getting on.	42	42	9	2	5
I would feel comfortable about approaching the school with questions or a problem.	40	53	7	0	0
The school expects my child to work hard and achieve his or her best.	40	60	0	0	0
The school works closely with parents.	16	60	19	2	2
The school is well led and managed.	30	65	2	2	0
The school is helping my child become mature and responsible.	47	49	5	0	0
The school provides an interesting range of activities outside lessons.	51	30	16	0	2

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

- 64 Children of nursery age and those in the Reception year are taught together in the foundation stage classroom. Nursery children attend in the morning while reception children stay all day. An additional group of nursery children starts after Christmas in the afternoons.
- 65 When children start in the Nursery, their knowledge, skills and understanding vary considerably. A good number of children do not pronounce words clearly or put them together properly to form a phrase or simple sentence. Overall, their attainment in language and literacy and mathematics, is lower than expected for their age. The number of children with special education needs is higher than in most foundation stage classes. One child has a statement of special needs.
- 66 Children make good gains in learning their letter sounds and in recognising familiar key words so that they are likely to meet the goals in reading set for their age by the end of the Reception year. Progress in writing is slower and, as a result, the goals set for writing are unlikely to be met. This is partly because more than half of the children need to develop their skills in speaking before they can start to write down their ideas and partly because there are not enough opportunities for children to make their own first attempts at marking paper or other surfaces. Children make good progress in personal, social and emotional development and they are likely to exceed the goals for their age in this area. They make satisfactory and sometimes good progress in knowledge and understanding of the world and in creative and physical development and they are likely to meet the goals for these areas by the end of the Reception year. Currently pupils' attainment is below average in mathematical development. Progress is good in some aspects, such as the acquisition of mathematical language which is taught well, but children do not have enough opportunities to count and use their skills in their play.
- 67 Teaching in the foundation stage is never less than satisfactory and good in half of the lessons seen. Teaching is good when staff work with groups or the whole class on a focus activity. The provision of learning through investigation and play, however, is less successful. Learning support assistants work very well with small groups or when helping those children with significant special educational needs. The organisation of lessons, however, is such that adults are not free to intervene to extend simple play into fruitful learning. Although a newly formed team at the start of September, the staff work well together. Planning and assessment procedures ensure that children's progress is carefully checked and activities are well matched to children's needs.
- 68 The accommodation in the Nursery and Reception class is unsatisfactory. The room is too small for to provide for the full range of activities and methods of learning recommended for children of this age. There is, for instance no space for large construction toys, painting easels or for a permanent area where children can experiment with using paper, card, glue and other materials. The writing area has to be packed away and so does not have the permanence which would allow children to gain familiarity with a range of writing tools, materials and supporting resources such as lists of words to help write messages. The two toilets that are shared with the play group are adult size and the water in the classroom is not at child level for children to take responsibility for clearing away art materials.

Personal, social and emotional development

- 69 Both nursery and reception children make good progress in developing their personal and social skills. Staff are good role models and children feel secure with them and respond very well to their reasonable requests. Firm guidelines and expectations of good behaviour have been established in the six weeks since the start of the term, so that even those children who have difficulty accepting that they cannot be the centre of attention at all times learn to share and to take their turn. Staff supporting those children with particularly marked needs in this area are skilful and knowledgeable about the best strategies. Rewards and encouragement are used well.
- 70 In a simple but well organized session children sat in a circle to enjoy the 'end of the week treat'. All sat patiently while one of the youngest children took the treats round the circle to each child. The class teacher used the occasion to remind those who forget to respond with 'thank you' to the child concerned. Most children responded well and showed that the weekly repetition of this activity had successfully helped them to learn much about polite and sociable behaviour. Teaching is particularly good in helping children see that their actions have an impact on others. For example, when one child had made learning difficult in a group activity for others, the teacher allowed him to gain his composure but then asked him to apologize to those whom he had disturbed. He did so quietly, making good gains in his understanding of acceptable behaviour.
- 71 Activities that encourage children to ask questions, seek answers and take decisions while working or playing together are lacking. For instance in one session, children played quite good naturedly together with a brightly coloured construction set. The teacher encouraged children to share the resources but did not give them a common goal either at the beginning, or after they had had some free play. Consequently, their different ideas as to what to build sometimes resulted in frustration. This was a missed opportunity to develop children's understanding of how to work together co-operatively and to share resources.

Communication, language and literacy

- 72 Children make satisfactory progress overall in this area. Children make good progress in learning about stories and rhymes. The teacher uses these well to develop children's skills in speaking, listening, reading and writing. In a good session that combined the use of rhythm and action pupils quickly learnt the words of the chorus to a rap about the "Little Red Hen". Their interest and enjoyment in the rhythmic beat of the words was exploited well by the teacher as she kept a fast pace that meant concentration and effort were high. Children spoke the words they learnt distinctly, and for some of lower attainment this was a real improvement. They made good progress in improving their diction and in learning the repeated phrases.
- 73 Children of higher and average attainment have gained a good level of knowledge of the sounds of the letters of the alphabet and have begun to use these to spell out simple words. Those of lower attainment link sounds to letter shapes but are unsure of many of these. Children of average and higher attainment have learnt a good number of key words and enjoy taking these home so that parents can help them. Nearly all children can write their name using correctly formed letters. Those with special educational needs are given extra help with one-to-one practice on wipe boards and they make good progress. Those children of average and higher attainment copy words correctly and are beginning to write simple words using the sounds they know.
- 74 The teaching of reading is good. While the teaching of letter formation and of developing children's speaking so that they can form sentences is satisfactory, the

lack of opportunities for children to write in different areas of the classroom is an area for development as children's progress is only just satisfactory. In one afternoon session, children were given the opportunity to use a writing table. It had pencils, crayons, sheets of paper, some with simple picture outlines for colouring and envelopes. The children chose to colour in pictures and put them into envelopes for 'mum'. They did not attempt to do any writing because there was nothing to encourage them to do so. The teacher had not set up a scenario that would necessitate a written response and there were no resources or adult intervention to prompt one. Children's vocabulary and speech is developed well in whole class sessions. When they are playing together, however, they are not given enough encouragement to negotiate and talk in order to achieve a shared objective and this slows children's progress in speaking.

Mathematical development

75 Children's progress is satisfactory but because the majority start with less understanding of numbers and mathematics than expected for their age they are unlikely to achieve the goals set for them by the end of the Reception year. Although some children of higher attainment can say the names for numbers up to 10 and correctly count five objects by saying the number name for each item, at least a third cannot. Few have begun to represent numbers on paper or other surfaces. In one mathematics lesson, the objective of the lesson was to develop an understanding of comparing the size of numbers using words such as 'less than' and 'more than'. This valuable objective was well linked to a growing understanding of the way in which numbers are ordered in the process of counting. The children listened very well to their teacher in both the whole class activity and group activities and, as a result, nearly all were able to correctly identify that 2 was less than 4. However, tasks all involved using cards with spots that needed counting and games where each child took a turn. By the end of the session, children's attention had begun to wander. A real enthusiasm for mathematics, while present at the start of the lesson, dissipated towards the end. This was because the activities were too similar, and were not particularly relevant to children's experiences.

76 There are few notices to encourage a mathematical response from children as they play. For example, children using the water tray did not need to count how many of them could play there because there was no notice restricting the number. In the shop, there was no stock taking activity involving, for instance, counting cereal packets. Although, links were made in the music lesson with counting, there is too little planning for ad hoc opportunities for higher attaining children to count beyond 10. Good programs for matching one to one were used on the computer and children could manage these easily. In the main, the learning environment is not organized sufficiently to develop children's thinking and their investigation into mathematical problems.

Knowledge and understanding of the world

77 Children make good progress in this area because it is taught well. The teacher has a good understanding of how to develop children's interest and curiosity through the natural environment, for instance collecting the fallen leaves and nuts of autumn and through practical activities such as baking bread. The use of tools and equipment are developed systematically. Nearly all children can use scissors properly. In a good activity in which children were encouraged to make a simple musical instrument, children were given direct instructions on how to make cuts in a circular piece of paper so as to fold it down over the end of a tube. All children made good progress in developing their understanding of how paper and card can be effectively joined. Unfortunately once each child had made a musical shaker they could not return to the

activity by choice to try out their own ideas because of the lack of space in the classroom.

78 In a good lesson, in which a visit to the village church was used to help pupils learn about the church both as a place of worship and as a building, children made good gains in their knowledge of the world. They learnt to ask questions about religious symbols and to consider the size, shape and material with which the building was made. A computer in the classroom is used frequently and children make satisfactory progress in learning to use the mouse and to follow the instruction of the simple programs. Most children know the parts of the computer that you would expect for their age, although one lower attaining child confused the name of the mouse with another rodent calling it a 'rat', perhaps reflecting his rural home background.

79 The class has few areas for display or for children to touch and investigate items. An attractive display of autumn leaves, nuts and seeds was out of the reach of the children and so they could not examine them under magnifying glasses or touch to judge how they felt.

Physical development

80 The weather was very wet during most of the inspection and so it was not possible to see a great deal of outdoor activity. Teachers' planning indicates that good opportunities are planned for children to develop their skills in using space when they move in a various ways both on and off apparatus. Children make good progress in physical development and most are on track to achieve the goals for the end of the Reception year. In a short session between rain clouds children rode tandem bicycles particularly well. They co-operated very well with each other to get up speed, slow down, turn corners and stop. The staff had especially selected this type of equipment to help children work together in pairs and it was very successful. In a lesson on developing language, children enjoyed copying the actions their teacher suggested to the story 'sung' as a rap, and several were inventive in devising their own. All participated very well, including those with special educational needs, in the final action for the rap, a clenched fist raised in the air.

81 In a lesson when scissors were used, all children showed that they understood the need to use these safely. Their control of both scissors and different sized construction pieces is good. During preparations for lunch children have begun to develop a good awareness of the need for hygiene. Most are able to attend to their own clothing and its fasteners.

Creative development

82 Children's progress in this aspect is satisfactory, although the lack of space and the need to improve some aspects of organisation does affect children's achievements.

83 Teachers plan good opportunities for children to be taught different skills that develop their understanding of colour shape and texture. For instance, children enjoyed the process of decorating the shakers they had made with shiny coloured shapes. The learning support assistant asked sensitive questions to get them to discuss the choices they made and to consider the different options. Children gained a good understanding of how to work on a small scale and to achieve an effect by clustering small shapes together. However, the limitations of the classroom meant that once a child had had their turn there were no opportunities for them to choose to revisit this type of activity and so consolidate and extend their skills.

- 84 Music is used particularly well to provide experiences in which children can develop their creativity. Children have a good repertoire of songs that they know and enjoy singing. The teachers' good subject knowledge in this area contributes to the progress children make in developing their sense of rhythm and singing tunefully. Children have investigated the ways different sounds can be made from percussive instruments and in a good lesson their skills at listening to instruments and identifying their different sounds was extended well in a simple game.
- 85 Teachers' planning indicates that role play and drama are used, but this was not seen on inspection. In one lesson, one or two pupils wandered near to the area set aside for this kind of play, but there were no adults to encourage play or resources to tempt children into devising their own stories or scenarios. The support to learning in language, literacy and mathematics from this kind of play was therefore limited.

ENGLISH

- 86 The school's results in national tests for pupils at the end of Year 6 have been below average since 1998. In the last three years there have been more pupils with special educational needs than in most schools and, in particular, more of those who have difficulties reading and writing, sometimes because of conditions such as dyslexia and autism. At the time of the last inspection, standards were average. There were few pupils with special educational needs in this year group and in a school such as Docking Primary, where the number of pupils sitting the test are much smaller than in other schools, results from one year to the next change considerably without necessarily indicating a change in pupils' achievements.
- 87 From 1999 to 2001, the school improved the number of pupils attaining the expected standard each year. This reflected improvements in planning and in teachers' use of methods recommended in National Literacy Strategy which were instigated by the English co-ordinator. In 2002, however, the numbers attaining the expected level fell well short of the performance of previous years, and short of the school's own target. The school explains this by the fact that pupils with special educational needs joined the year group very late and that other pupils experienced some emotional turmoil during the year so that they did not achieve as well as expected. These explanations are well founded. However, there are areas of provision in need of improvement, particularly in writing, that contribute to the standards being below average.
- 88 Currently the standards attained by pupils in Year 2 are at least average and several pupils look set to achieve an above average standard by the end of the year. This represents good achievement for these pupils who started in Year 1 with their attainment below average in writing. In Year 6, standards are below average. The achievements of those with special educational needs are good because of the careful identification of their needs and good support from teachers and learning support assistants. The achievements of others are generally satisfactory but some pupils do not achieve well enough in writing. This is because they do not get enough opportunities to write at length and the targets set for them are not used well enough to move them on.
- 89 In Year 2, pupils have begun to understand the structure of a story and write stories with a beginning, middle and end. In an excellent lesson on story writing, pupils used a simple plan to gather their ideas together for a story about a day at the seaside with a bear. Based on a story with which they were familiar pupils chose an opening sentence and then developed the events imaginatively. They made good use of words that helped the flow of the story such as 'first', 'meanwhile' and 'after that'. They used good vocabulary to bring a seaside visit to life, generally using correctly spelt words or

making a good guess at the spelling: "I went in a rock pool" "They built a sandcastle. Brown bear helped make a brijj".

- 90 In Year 6, pupils' spelling and their use of punctuation is satisfactory. Their work on grammar shows that most have grasped concepts such as how to define simple and complex sentences, and the use of paragraphs. They have not, however, produced enough work to develop confidence in using these aspects of grammar to effect. For instance, a higher attaining pupil wrote a lively story about a girl moving house, mainly using simple sentences. The teacher comments that not enough use has been made of paragraphs, or complex sentences, in the writing but other work is not provided to tackle these issues.
- 91 Pupils write for a range of purposes and in different genres. They show particular interest in the imagery and the rhythm of words in the poems that they write. A lower attaining pupil, for instance worked on a poem to produce very effective lines of verse from the starting point of the colour yellow:
"The brightly shining golden sun,
A course across the day does run".
However, too many written tasks involve responding to questions or filling in missing words and these limit pupils' confidence in composing their own pieces.
- 92 The very good and often exceptional teaching in Years 1 and 2 is firmly based on focused assessments that set the objectives for future lessons and learning. In consequence, planning is very good. There is a very good understanding of how the learning in the different aspects of speaking and listening, reading and writing can be interwoven without detracting from the main teaching and learning identified for the lesson.
- 93 In Years 3 and 4, teachers use national guidance well to teach spelling and grammar. For instance, in a good session in Years 3 and 4 pupils in both age groups close attention as the teacher helped them to understand how to use commas. In an activity, in which pupils held a phrase up and joined with others to make a sentence, most quickly grasped where a natural pause should come and could call out to others where a comma should be. However, some of the methods recommended in the strategy have not been amended sufficiently to suit the particular needs of the pupils and the class. For instance, reading an enlarged text can be very useful with older pupils, but only if the text and organisation of the session is carefully matched to the objectives of the lesson and the relevance of pupils' stage of development. Strategies such as using different groups of pupils to read are sometimes used, but not fully exploited. For instance, in one session when the whole class read a play script, groups of pupils were chosen to play different characters but the text itself lacked interest and so few pupils made good strides in improving their intonation and expression as they read.
- 94 Teachers provide good opportunities for pupils to read in groups either with the teacher checking their progress or a learning support assistant. These sessions are used well to assess pupils' achievements and to judge what they need to do improve their reading further. Pupils make good progress from Year 3 to Year 6 in increasing the range of difficulty of books and texts they can read. However, pupils in Years 5 and 6 do not made enough progress in understanding more difficult texts. One of the main reasons for this is that they do not have a good command of a wide vocabulary. For example, pupils in Year 5 and 6 could not offer an alternative meaning for the word 'immense'.

- 95 Pupils in Year 2 achieve the expected standard in speaking and listening. They are given good opportunities to talk in a wide variety of situations. The teacher values talk as a means of expressing ideas before they are put into writing. Care is taken to present new vocabulary in all subjects and to use new words consistently until pupils are confident in their meaning and use. In Years 3 to 6, there has not been a focus on developing pupils' vocabulary and skills in speaking through well focused paired and group sessions, linked directly to pupils' work in writing. In many lessons, teachers ask direct questions that require only one or two word answers. This limits pupils' attainment in speaking and listening. During prolonged question and answer sessions, designed to check on pupils' knowledge, some pupils sit back and let others answer.
- 96 Handwriting is taught well and most pupils have a good, legible and joined hand at the end of Year 4. Teachers continue to provide practice for pupils in Years 5 and 6 which is necessary for some but for those who have already acquired a good handwriting style it wastes times that could be spent on other more challenging tasks. In Years 5 and 6 teachers do not provide enough opportunities for writing at length. As a result, pupils do not have enough time to develop their ideas and to practise their skills. Teachers use information and communication technology well to develop pupils' understanding of drafting and editing their work. In Years 1 and 2, subjects such as geography and science are used well to improve pupils' reading and writing. In Years 3 to 6 teachers use other subjects well to develop pupils' reading but opportunities are missed to extend their skills in writing. From an early age pupils are encouraged to read at home and satisfactory use is made of homework to develop work done in class.
- 97 The co-ordinator leads the subject well because of her strength as a good role model. Planning now reflects the nationally recommended guidance, including new initiatives brought out to supplement the National Literacy Strategy. Teachers and learning support staff have had good training. Teaching in Years 1 and 2 is of an exceptionally high standard and improvements have been made in Years 3 to 6. Overall, improvement since the previous inspection in 1997 has been satisfactory. Targets have been given to pupils and these are used very well in Years 1 and 2. In Years 3 to 6 not enough pupils have the tightly focused targets that are achievable in a reasonably short period of time and teachers do not use them enough when planning pupils' work. Quite a number of pupils did not know their targets. They are not displayed prominently in the classroom or used enough by teachers to improve pupils' motivation. The co-ordinator had identified that the time allocated to writing in Years 3 to 6 needs to be reviewed.

MATHEMATICS

- 98 Standards are in line with national expectations by Year 2. The school's results in national tests for 2002 were lower than 2001, when they were close to the national average, but with so few pupils taking the tests, a variation of this order does not indicate a decline in standards and inspection evidence supports this. This is similar to the last report. Pupils in Years 1 and 2 achieve well.
- 99 Standards in Year 6 are below the national average. The school's results for 2002 were similar to 2001 and indicate that the standards were well below the national average compared with all schools and similar schools. However, the trend since 1998 shows that standards, have improved year on year. Pupils in Years 3 to 6 achieve satisfactorily. Pupils throughout the school with special educational needs are very well supported and make good progress. By looking at the results pupils achieve in tests at the end of Year 5, the school has begun to analyse the areas in

which older pupils are having difficulties. The element of communication is clearly indicated as a weaker area but as yet, no action has been planned to address this.

- 100 By Year 2, the majority of pupils can count on and back to 21 as a class, and some individually to 60. The more able pupils can add one more successfully to 100. In a good lesson, pupils could find numbers, mentally, to make ten. In the same lesson, pupils were able to name and describe shapes and solids. For example, one pupil knew an eight-sided figure was an octagon and another knew a six-sided figure was a hexagon. The pupils of average ability could name the properties of a cube.
- 101 Pupils in Years 3 and 4 can add and subtract numbers to twenty and change pence into pounds and vice versa. They can check their subtraction by the use of addition. The more able can measure the perimeter of shapes. They can tell the time and convert fractions of an hour to minutes. The less able can measure objects in the classroom. In a good lesson observed on number sequences, the less able could sequence in tens, the majority could sequence in hundreds and the more able could find a sequence of five numbers when given two of the numbers.
- 102 The majority of pupils in Years 5 and 6 are able to do both long multiplication and short division sums. They can reduce fractions to their lowest terms. However, too few pupils of average attainment have a good understanding of the equivalence between decimals and fractions. The more able pupils can turn fractions into decimals and into percentages. They can also change mixed numbers into improper fractions and vice versa. Those pupils with special educational needs are well supported and make good progress. This was noted in one lesson when pupils had to create a bar chart. Those pupils with support undertook a traffic survey outside the school in order to create the bar chart. In the same lesson, the more able pupils in Year 6 had studied basic probability by tossing a coin and showing results on a frequency graph on the computer. However, they were not given enough challenge, either at the start of activity, by being asked to assess the outcome or at the end by drawing conclusions. This meant that they did not talk about their findings, using correct mathematical terms, either to each other or to the teacher.
- 103 The quality of teaching throughout the school is at least satisfactory and more often good. Teachers know their pupils well and pace the lessons accordingly. Teachers manage pupils well with the result that the attitude and behaviour of the pupils are good. The recommended three-part structure of the daily mathematics lesson is well used. The mental starter, normally about ten minutes long, sets a good pace before the main part of the lesson is introduced. The session at the end of the lesson is generally used by teachers well to ascertain how much pupils have learnt and understood. However, on occasions, learning objectives are not clear and pupils do not understand how well they have learnt at the end of the lesson. Insufficient use is made of targets to improve pupils' work. Teachers make good use of information and communication technology, for instance in data handling activities and in providing practice for mental calculations.
- 104 Where teaching is good the pupils are enthusiastic. For example, in a good lesson in Years 1 and 2, the teacher placed shapes and solids behind a board and intrigued pupils by the element of fun in the task of naming the shapes and solids and identifying their properties. In another good lesson with pupils in Years 3 and 4, the teacher explained number sequencing and pupils were quick to understand the patterns, for example when the sequence was in fours. In Years 3 and 4, there is an extra teacher so that those of higher attainment are challenged effectively. In Years 5 and 6, pupils of average and higher attainment sometimes finish work and have nothing else to occupy them for the rest of the lesson and so their pace of learning

decreases. An extra teacher in these year groups would help to prevent this. However, teachers are not fully exploiting the opportunities presented by the numeracy strategy to develop pupils' skills in communicating using mathematical language.

- 105 The leadership and management of the subject are good. All staff have had recent effective training that has made a big difference to the teaching and learning. With the mixed aged classes, pupils are grouped well according to their attainment. Daily assessments are generally used to identify those pupils who do not reach the objectives of the lesson but this information is not always used sufficiently to plan the next stage of learning. Formal assessments are carried out each half-term, which the co-ordinator uses to track pupils' achievements and to plan for the best use of resources. For instance, the school identified the need to provide extra teaching for those of higher attainment in Year 4 as some pupils in this year group showed they could tackle more demanding work. However, the school had not identified the need to motivate boys more in order to help them succeed as well as girls. Planning does not focus enough on helping pupils become confident in talking about their calculations or in choosing what operation they should use to solve problems. Homework is set at the discretion of the teachers and makes a satisfactory contribution to pupils' learning.

SCIENCE

- 106 National test results for eleven year olds in 2002 showed that the percentage of pupils reaching the expected level was in line with the national average. They were below average for the percentage of pupils achieving a higher level and this has been a trend over time. The inspection indicates that results will be similar for pupils in Year 6 this year. Lower attaining pupils and those with special educational needs are achieving well. Other pupils are making satisfactory progress over time but further challenge could lead to more of these pupils reaching the higher level. The 2001 teacher assessment of the attainment of pupils at the end of Year 2, showed that the number of pupils reaching and exceeding the national expected level was below that of most schools across the country. Inspection findings indicate that present Year 2 pupils are making very good progress and are already reaching or exceeding expected levels in some aspects of science.
- 107 Pupils in Year 2 are developing a secure fund of knowledge about the world around them and how it functions. They can talk confidently about what they have learned in all areas of the science curriculum. This is an improvement on recent years when some aspects were stronger than others. Their knowledge of food groups and what constitutes a balanced diet is above what might be expected for pupils of their age. They know the names of common materials and can explain, for example, that table legs are made of metal for strength and that windows are made of glass to let light through. Most pupils show a good understanding of how shadows are formed. Pupils are developing their scientific skills appropriately because much of their knowledge and understanding is acquired through investigation. They carry out investigations and record results explaining, for example, why cars travel at different speeds down ramps.
- 108 Year 6 pupils generally show satisfactory knowledge and understanding of what they have learned although most have limited recall without prompting. There are no specific areas of strength or weakness and attainment is similar in both biological and physical sciences. They are hampered by their poor scientific vocabulary; for example, pupils did not know terms such as 'materials', 'habitat', or 'filtration'. They understand the function of the heart and the effect of exercise on the body. They can

explain the process of evaporation although not all understand water as a vapour and how it can be condensed. Pupils have a simple understanding of the effect of forces on objects. They know the factors which need to be controlled or changed when planning a fair test.

- 109 Teaching is good overall, ranging from very good to satisfactory. This is an improvement since the last inspection. The high quality of teaching in Years 1 and 2 is leading to a rise in standards by pupils aged seven. All teachers have secure subject knowledge and work is planned to meet the needs of different levels of attainment. Learning support assistants are used well, particularly to support lower attaining pupils and those with special educational needs. Consequently they achieve as well as others. In both lessons where the teaching was very good the level of challenge was high but appropriate. Effective, targeted questioning ensured that all pupils were fully involved in their learning. In Year 1 well chosen tasks and very good support from a learning assistant enabled all pupils to develop their understanding of human growth and change well. There were well chosen resources in Year 3 and 4. A CD ROM showing X-ray and 3D scans and the simulated movement of joints, gave pupils a good understanding of the different ways in which the body joints move. There was good consolidation when pupils were encouraged to investigate the movements of their own joints.
- 110 Where teaching was less effective, though sound, learning for older pupils was satisfactory. Although the content of the lesson was structured to enable the pupils to achieve at a higher level, work was not always matched to pupils' prior attainment. This resulted in many pupils needing extra support when recording their results on line graphs. This slowed down the pace of the lesson and all objectives were not achieved. Consequently some higher attaining pupils completed their graphs before the end of the lesson but were not given further challenge and time was wasted. A scrutiny of older pupils' work shows that pupils at all levels of attainment sometimes copy explanations instead of being expected to draw their own conclusions. This is limiting pupils' understanding of the process of science from hypothesis through experimentation to reasoned conclusion. Pupils do not have enough opportunities to talk about their work and so use the new vocabulary they have learnt.
- 111 Literacy skills are reinforced well in science for younger pupils. All pupils record their own work and this is well matched to their writing development. Pupils in older classes are, on occasions, limited by being asked to respond to questions or to copy work. Numeracy skills are satisfactorily reinforced. Pupils in all classes take measurements and record their results in tables and charts. They can present results graphically and, by Year 5 and 6, are using line graphs. Good use is made of information and communication technology in science. CD ROMs are used effectively for teaching and research. In Years 1 and 2 pupils have been able to find and use the information on healthy eating. In Years 5 and 6 a data-handling program was used well to enable lower attaining pupils, with support, to input data and create line graphs.
- 112 Leadership and management of the subject are satisfactory. Over recent years science has had a low profile because of other priorities. Planning now has been improved since the last inspection. National guidelines have been adapted to cater for mixed age classes and the scheme of work maps out progression in knowledge and skills. However, there is no guidance to help teachers plan for pupils to develop their scientific vocabulary year by year. Assessment is linked well to the scheme but there is no specific record kept of the development of science skills and this may well lead to the mismatch of work for some older pupils. Test results are used to make end of topic and end of year assessments for junior pupils and these are used to set long

term targets. Year 6 national test results are analysed for areas of weakness so that these can be addressed.

ART AND DESIGN

- 113 The attainment of pupils in Year 2 is above national expectations and this is a good improvement since the last inspection. No lessons were seen for older pupils and there was insufficient evidence to make a secure judgement about standards attained by the end of Year 6. However, there have been significant improvements in the provision for art and design and this is now very good. Evidence suggests that all pupils are now receiving a wider and deeper range of experiences across the school. This was an area identified as weak in the last inspection.
- 114 By the age of seven pupils have made very good progress in their skills and understanding of art and design. They have a wide range of experiences in two and three dimensions. Sketchbooks are used well to practise and experiment before producing finished work. The work of known artists is used in all age groups as a starting point. Pupils produced good quality pastel pictures after observing and discussing Pisanello's 'Princesses of the Royal Court'. Observational drawing features regularly and pupils are encouraged to look closely at the world around them. Drawings of leaves and plants by Year 2 pupils show good attention to detail. Drawings of African baskets in Years 1 and 2 show that pupils are beginning to consider light and shade and attempt to reproduce them. A visit to Sandringham woods was a stimulus for both two and three-dimensional work from the natural materials which they collected. Pupils have looked at the shades of the same colour on leaves and made good attempts to reproduce them using pastel.
- 115 Older pupils continue to develop their skills. Photographs of observational drawings from Van Gogh prints show that drawing skills are well developed with good use of pencil line and shading to add depth. This term Year 5 and 6 pupils have explored ways to convey movement in their work. Using sport as a starting point they have experimented to find out how multiple images suggest movement and have produced paintings which reflect this. At present they are working in groups creating high quality paper sculptures of the human form in motion; for example, a netball player shooting at goal.
- 116 Teaching has been improved since the last inspection by the employment of a specialist teacher for one session each week, working with a different class each term. This has enabled class teachers to improve their skills. Two local professional artists are employed to work alongside teachers and this is enhancing the learning and consequently the standard of work produced. Only one lesson was seen, in Years 1 /2, and the teaching was very good. Pupils were using the natural materials found in the woods to create woven tapestries and sculptures. In both groups pupils were encouraged to look closely at the shapes, patterns and textures of materials before they started work and to describe what they saw. New words, such as 'loom' were emphasised to develop pupils' vocabulary. The technique of weaving was explained clearly and the pupils were given time to practise before beginning work on their own tapestries. Staff helped to develop independence by allowing pupils to choose their own materials. The good number of support staff and adults were all clear about the objectives of the lesson and provided good support as pupils worked. They used questions well to allow pupils to talk through their ideas, modifying them if needed, and this enabled the pupils to be successful. The high level of support ensured that pupils with special educational were fully involved and this resulted in all pupils making very good progress in their understanding of design and in their ability to create works of art using their own ideas. Pupils clearly enjoy their art lessons.

Their concentration and perseverance have a positive effect on their learning. Pupils collaborated well to design and make their tapestries and sculptures. Teachers in all classes make good use of computer programs to develop pupils' painting and drawing skills.

- 117 Art and design is well led and managed. The use of an art specialist and professional artists has significantly enriched provision. The provision for art makes a very good contribution to pupils' spiritual and cultural development; pupils have many opportunities to study art from western and other cultures and these works are used well to stimulate learning. Where possible, art is linked to other subjects. In religious education, when they were learning about the Hindu festival Diwali, the Year 3 /4 pupils made Diva lamp holders using clay and decorated gifts with Mendhi patterns. The co-ordinator has begun to develop her own expertise in teaching art by attending training at the National Gallery. The introduction of a new scheme of work has given good guidance and support for staff in the teaching of specific skills and techniques as well as increasing the opportunities to study the work of known artists and people skilled in crafts. Teachers now link assessment to planning but there is insufficient evidence to detect its effects on standards. The subject leader ensures that staff have a wide range of high quality tools and materials and this contributes to the attainment of pupils. Artwork is displayed well in the classrooms, school corridors and dining hall, producing an attractive and stimulating environment.

DESIGN AND TECHNOLOGY

- 118 Standards are at expected levels for pupils in Year 6 and have been maintained since the last inspection. Achievement is satisfactory over time. Standards could not be judged for pupils in Year 2 as no work has been done this term and other evidence was insufficient. However planning indicates that all pupils are taught the full design technology process from an early age and are learning appropriate skills using a wide range of materials.
- 119 Pupils in Years 3 and 4 have studied the use of packaging. They have taken apart a number of boxes and evaluated them in terms of design, construction and fitness for purpose. They have used this knowledge well to design and make their own packages which show satisfactory, and sometimes good, making skills. They understand techniques such as scoring card in order to produce straight edges. By investigating a range of toys in Years 5 and 6 pupils have a satisfactory understanding of the mechanisms used to make them move. They produce clear, labelled designs for their own model toys. When making, they work with appropriate care and pay good attention to safety. Their work shows satisfactory measuring and woodcutting skills. No lessons for younger pupils were seen.
- 120 The quality of teaching for pupils in Years 3 to 6 is good overall. This is an improvement since the last inspection. Planning is thorough with well-organised activities to enable pupils to achieve well. Good attention is paid to safety. For example, pupils took good care when they were working with saws in Years 5 and 6. Teachers' secure subject knowledge results in tasks being explained clearly and simply so that pupils understand what to do. They know which pupils need extra help and this is targeted well to ensure that all pupils are successful. In a very good lesson in Years 5 and 6 effective questioning encouraged pupils to look closely at how cams made toys move and this enabled them to discuss how cams might be used in their own models. Well-chosen resources were investigated outdoors, giving pupils a good understanding of how the shape of the blades is important in catching the wind to power toys. In the same lesson woodwork skills were very well taught, with good attention paid to the quality of the finish. In the other lesson learning for all pupils was

enhanced at the end of the session when they were encouraged to talk about their designs and packaging. The teacher used this opportunity well to develop pupils' skills of evaluation, helping them to decide how they might improve their work. All pupils made good and often very good progress. Pupils with special educational needs achieved as well as other pupils because of good support and encouragement. Pupils clearly enjoy their lessons and show very good attitudes to the subject and this has a positive effect on their learning. They worked with good concentration and in both classes there was a very harmonious working atmosphere.

- 121 Cross-curricular links have been identified and work in design and technology provides good consolidation for learning in other subjects, notably mathematics and art and design. The teacher in Years 3 and 4 made use of the packaging topic to reinforce pupils' knowledge of regular three-dimensional shapes.
- 122 Management of the subject is satisfactory. Design and technology will not be a priority on the School Management Plan until 2003. Some training for teachers was provided after the last inspection and this has helped their understanding of the design and technology process. A new scheme of work has been put in place since the last inspection and this is beginning to have an impact on standards. Termly planning ensures that pupils will build on the skills already acquired. This provides good support and guidance for teachers and has been another factor in raising the standard of teaching. Teachers now link assessment to planning but this has not been in place long enough to see its effect on standards achieved by older pupils.

GEOGRAPHY and HISTORY

- 123 At the time of the inspection in 1997 schools were not required to teach the full programme of study for these two subjects. Nevertheless, inspectors found that standards broadly matched expectations of what pupils in Year 2 and Year 6 should know. The school now uses the nationally recommended schemes to plan a full programme of work as required in the National Curriculum introduced in 2000.
- 124 Currently pupils are attaining a standard above expectations in Year 2 in geography in that in the one unit of work they have finished they are achieving the targets for the end of the Year. Their attainment in history could not be judged as no work had been done in that subject this term. The pupils in Year 6, however, have too many gaps in their knowledge in both subjects to reach the standards expected for their age in both geography and history. Blocks of work are undertaken once a term and so there are long periods of time between each topic which may be the reason why pupils do not make the progress they should.
- 125 Pupils in Year 2, have a good knowledge of their own locality. For instance, they know that their village is in the county of Norfolk and that this is situated in England. They understand that a map is a 'bird's eye view'. All pupils drew a map of their village showing awareness of the difference between a map and a picture. "A map helps you find you way," was a good explanation of the difference. While studying their village they had thought about good aspects of the environment and things they would improve. Many felt that security lights would be a benefit. Higher attaining pupils have begun to develop a good range of geographical language to describe places they know. They can describe different kinds of locations well. For example, that a nearby seaside town is different to Docking in that there are more shops and houses and there is a beach. Those of average and lower attainment use words such as "next to" and "further away" well to describe the position of buildings in the village.

- 126 Pupils in Year 6, who were also studying their local village had more understanding of the need to collect and record evidence in fieldwork. For instance, lower attaining pupils carried out a traffic survey and explained that the results would help them understand more about the kind of traffic that used the village High Street and who would be inconvenienced if it closed. However, all pupils found it difficult to choose simple geographical terms, such as 'farmland' or 'countryside' to describe the area or to give its location in relation to the nearby coast or nearest town or city. Their studies in the unit of work on rivers enabled pupils of higher attainment to describe briefly how a river flowed from the hills or mountains to the sea but those of lower attainment were not sure in which direction it went. All pupils found it difficult to use terms such as 'mouth of the river' and 'tributary' in their descriptions or to say what these terms meant.
- 127 Pupils in Year 6 describe life in Victorian times with good attention to detail. They show empathy for ordinary people, for example, when explaining that, in a Victorian schoolroom, the children who were not good at their work were made to sit the farthest from the fire while those that were clever had the privilege of being close to the fire. Their factual knowledge of their current history studies relating to a famous person in the recent past was good, but their understanding of how to place events and changes into correct periods of time and to use dates relating to the passing of time is weak. For instance, they had difficulty in placing his date of birth in a correct decade even though they had been studying his life closely. Similarly, although they have been given opportunities to use the Internet and the library to research topics they are not strong in their understanding that information about the past can be gained from other sources such as artefacts and older people, and that sources may not be reliable.
- 128 No lessons were seen in Years 1 and 2 in geography. In Years 3 to 6, teaching is generally satisfactory but there are some areas for development in both subjects. One geography lesson in Years 5 and 6 was unsatisfactory. This lesson had some good features but one group of pupils were given a task for which they had insufficient knowledge. As a result, although they tried hard to follow the teachers' instructions, their learning was not developed.
- 129 In Years 1 and 2, pupils' work increased in difficulty as their studies progressed. They began with observations and fieldwork and straightforward observations of the environment. They were then asked to consider more complex questions, such as, where their own locality fitted in with the geography of the British Isles. They finished by identifying how the environment could be improved. This progression is sometimes less clear in planning in Years 3 to 6.
- 130 In Years 3 to 6, teachers often give pupils good insight into the life of the period being studied in history. For instance, in a lesson in Years 3 and 4 the teacher had successfully explained the reason why countries and monarchs sought to make an alliance through marriage during the Tudor period. All pupils understood this well and could relate to one of the wives of Henry VIII. However, the activities in the lesson did not consolidate this difficult concept. In a task undertaken by those of average attainment pupils needed a good insight into the lack of medical facilities at the time of the Tudors. Few pupils had much knowledge about this and while some made a good guess others wrote incorrect answers. In the main teachers rely too heavily on question and answer tasks or those where a word is missing in a sentence and a

correct word has to be inserted, and as a result pupils do not improve their skills at raising questions and seeking answers.

- 131 The co-ordinators have begun to look at how to link history and geography to pupils' work in literacy and mathematics. Occasionally, very good tasks are given such as the writing of a diary by a sailor in Tudor times in Year 4. Pupils are given good opportunities to develop reading skills through research in the library and on the Internet. Collecting data in geography is well linked to work in mathematics. Visits to places of interest enrich pupils' experiences, but very little use is made of visitors in history to help pupils understand that people are a good source of information in history. Classrooms in Years 3 to 6 have displays that use a line to indicate the passage of time but they are not referred to often enough to develop pupils' understanding.
- 132 There is satisfactory leadership of the subjects. Curriculum plans for the subjects are based on the nationally recommended schemes, but co-ordinators have not had time to evaluate the planning or to judge whether pupils are attaining expected standards by the end of Year 2 and Year 6, nor the progress they make year on year. Assessment procedures have been agreed but have not yet been used for a full year. The following are the main areas for development:-
- planning to ensure that pupils develop geographical and historical skills while they learn facts;
 - using assessment of what pupils know and can do to plan future work; and
 - checking that the long gaps between different units of work do not hinder pupils' retention of what they have learnt.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 133 Standards for pupils aged seven and eleven are at expected levels and have been maintained since the last inspection. There has been a good improvement in provision but much of this has been put in place recently and has not yet had an impact on standards. The ratio of pupils to computers has been increased to national recommendations. A projector and a large screen have improved the demonstration and teaching of skills to whole classes however there are insufficient computers in the computer suite to enable pupils to put into practice newly learned skills in the same session. No lessons were seen and evidence has been gathered from demonstrations of skills by Year 2 and Year 6 pupils and by observing pupils using computers in other lessons.
- 134 By Year 2 pupils show good mouse control and are able to select and open programs, load CD ROMs, save work and close. They use a word-processing program competently; keyboard skills are developing and they know the function of the often-used keys and icons. With support pupils enter data to create bar charts. Pupils are beginning to use CD ROMS to find information; for example, to find out about healthy foods. They use paint programs competently to create holiday paintings and know how to create thin and thick brush strokes, fill objects with colour and use 'spray can'. Pupils know that toys can be programmed to move and will learn to control programmable floor robots later this year.
- 135 Year 6 pupils are confident users of computers. Pupils have their own discs with files they have created of their own work. They have used word-processing skills to

publish class newspapers, laying out the page in sections and putting in framed text boxes. Their work this year shows evidence of a range of skills in deciding the use of databases to present information, the use of control technology and of CD ROMs and the Internet. However pupils in Year 6 have yet to develop their understanding of control technology and spreadsheets to the expected levels and work is planned to achieve this.

- 136 Teachers make good use of information and communication technology in other subjects. Teachers' planning for each subject identifies opportunities for its use. Literacy skills are improved by the pupils' acquisition of word-processing proficiency and this has improved the quality of presentation. In all classes pupils use programs to improve their skills in reading and spelling. Some pupils' recorded work is of high quality, for example, poems in Years 3 and 4 are enhanced by the use of graphics. Numeracy skills are improved by regular consolidation work. Graphical forms are used in all classes to present collected mathematical and scientific data. For example, in Years 5 and 6 pupils constructed line graphs to show the effect of exercise of the body on pulse rate. CD ROMs and the Internet are used regularly for research and instruction. Good use of a CD ROM in Years 3 and 4 enabled pupils to use 'X-ray scans' to investigate joints in the human skeleton and to simulate movement.
- 137 Although no lessons were seen a short skills teaching session in Years 3 and 4 showed the effectiveness of the projector and large screen to enable teachers to demonstrate clearly new skills such as cut or copy and paste. Unfortunately the smallness of the computer suite does not allow for teaching and skills practice to be carried out together.
- 138 The improvements in provision have been well led and managed by the co-ordinator. He has provided training for support staff and for a teacher who was unable to be part of the national training programme. National guidelines have been used to plan a scheme of work which should effectively ensure that the pupils in school, who are always in mixed age classes, will experience their full entitlement. A formal skills assessment system is now in place across the school which is a good support for matching work to pupils' needs. Internet safety has been recognised and Internet access is monitored strictly.

MUSIC

- 139 Pupils throughout the school obtain standards appropriate for their ages. This is similar to the last report in 1997 when pupils' attainment was stated to be broadly in line with national expectations. The last report did state, however, that insufficient opportunities were given in lessons to enable pupils to use a range of instruments and to further develop their performing skills. This has now been rectified in the juniors where in both lessons observed a variety of instruments were used.
- 140 Singing in the school is good. This was particularly noted in all three assemblies observed. In the first, the pupils sang unaccompanied, in the second they sang to a guitar and in the third they sang to piano accompaniment. They sing in tune, melodiously and with expression.
- 141 In a lesson observed with the infants, most pupils were able to clap to a rhythm, initially by clapping other pupils' names and then to a song 'Old Bill Jones'. Some of the younger pupils had difficulty in keeping to the rhythm.

- 142 In a good lesson with pupils in Years 3 and 4, pupils sang 'Frere Jacques' in a round. If the teacher was dissatisfied she made the pupils repeat the round. In groups of three, with glockenspiels or recorders, the pupils had to find, with varying success, the pitch of 'Hot, cross buns' and write down the notes. They applied creative effort and developed their understanding of pitch. In another good lesson with pupils in Years 5 and 6, pupils initially listened to African drumming music to see how the different rhythms and patterns fit together. The learning was not quite as good as the teaching as some pupils, in groups of three, found it difficult to make ostinatos to 'Grandfathers' Clock'. They persevered with glockenspiels, recorders, electric keyboards and the piano and developed their rhythmic phrases.
- 143 The teaching, which is at least satisfactory but mainly good, is undertaken by two teachers with musical knowledge. This helps with the standard of music. The attitude and behaviour of the pupils is good and this has an impact on their learning and understanding and enjoyment of the subject. Both the music teachers organise recorder clubs and music clubs and these are well attended and enjoyed. In the music club there were nineteen pupils – ten with recorders, one with didgeridoo and eight on various percussion instruments. There was much variety and singing in the club. A peripatetic teacher visits to give some pupils violin lessons. The school sings in the church at Harvest Festival, Carol Service and at Easter time. Pupils sing at a residential home in Docking for people with severe learning difficulties and in an old people's home. The school makes good use of the nationally recommended scheme of work and system of assessment. The subject makes a good contribution to pupils' pupils' personal development and to their understanding of the culture of our society.

PHYSICAL EDUCATION

- 144 It was only possible to observe two lessons during the inspection. Judgements are based on these two lessons and discussions with staff.
- 145 Standards in physical education are as expected of pupils. They are in line with national expectations for pupils in Years 2 and 6. This was the same picture in the last report.
- 146 Pupils in the infants know the importance of warming-up before the main part of the lesson and the teacher ensured that they warmed-up properly. In the main part of the lesson, pupils demonstrated that they had good control of balance. They can balance on different parts of their bodies and on one hand and one foot. All demonstrations were given first by the teacher, and as a result the pupils themselves were able to demonstrate their various balances. The quality of work continues with the juniors. In a lesson observed with Years 3 and 4, pupils were able to demonstrate their different and varied stretches from low to high. They work well in pairs and improve their ability.
- 147 The teaching and learning observed was at least good or very good. Where it was very good, the teacher was able to demonstrate all the activities herself, and this ensured good progress from the pupils who certainly enjoyed themselves. Pupils behave themselves in lessons and certainly have a good attitude. Pupils were challenged with their various tasks, which enabled them to work to their capability. No games were observed during the inspection nor was it possible to observe any swimming lessons. However, Year 5 and 6 did have a swimming lesson.

- 148 The co-ordination is shared between two teachers with one looking after the girls and the other after the boys. The second co-ordinator also has qualifications as a gymnastics instructor. He takes an extra-curricular gym club. There is no differentiation for girls and boys in games and in inter-school matches for football, netball, cross country running, athletics, swimming, rounders, cricket and basketball girls and boys play in the same teams. The nationally recommended guidelines are used for the planning. The teachers assess and monitor those who are above and below their expected level.

RELIGIOUS EDUCATION

- 149 It was only possible to observe two lessons during the inspection, one with the infants and one with the juniors. Judgements are based on these two lessons, analysis of pupils' work and discussion with pupils and staff. By the time pupils are seven, their attainment meets the expectations of the local education authority agreed syllabus for religious education. However, by the time they are eleven their standards fail to meet expectations. There are a number of reasons for this. The syllabus requires that pupils study other world religions in addition to Christianity. In discussion with Year 6 pupils, they understood basic knowledge of Christianity but they were not sufficiently secure in the knowledge and understanding of other faiths and were confused about some of the features. In analysis of their books, there was evidence of copying from worksheets or the board, and this did not leave any room for thought or consideration.
- 150 Pupils in Years 1 and 2 begin to learn what it is like to belong. For example in a very good lesson, the teacher, by astute questioning obtained answers from the pupils such as belonging to a family, to Docking School, and in religion to the Christian religion. Pupils began to understand how Jews belong to a religion by re-enacting the Seder meal. Four pupils were chosen to act this out with one boy wearing a black cap and with the table properly laid. They also know that the scroll, read on the Sabbath, is called a Torah. They can see that objects such as the Torah and Seder plate can have importance and symbolism to believers.
- 151 Pupils in Years 3 and 4 begin to understand about Hinduism. In a good lesson observed, pupils were able to identify some practices related to Divali. The symbolism of candles was explored and pupils remembered candles used on the Jewish Sabbath. The teacher was able to create a lovely atmosphere on Divali Table.
- 152 The quality of teaching is satisfactory overall. Only two lessons were seen during the inspection and these were good and very good. Pupils were interested and learnt at a good rate. Teachers know their subject well and create a good atmosphere for learning. There is a good relationship with the pupils. Teachers prepare their lessons using effective materials to capture pupils' imagination. Care needs to be taken to reinforce what has been learned in order to avoid pupils confusing features of the various faiths they study.
- 153 The co-ordinator is very new to the school and has yet to develop the subject, including assessment. The school follows the local agreed syllabus but uses the nationally recommended scheme. There is a good relationship with the church and major services at Harvest, Christmas and Easter are held there. It is not possible for the pupils to visit a Jewish synagogue or a Hindu Temple as they are too far away.

