

INSPECTION REPORT

**SCOLE C OF E VOLUNTARY CONTROLLED
PRIMARY SCHOOL**

Scole, Diss

LEA area: Norfolk

Unique reference number: 121055

Headteacher: Mr A Berry

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 17th – 19th March 2003

Inspection number: 252614

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Controlled
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Norwich Road Scole Diss
Postcode:	IP21 4ED
Telephone number:	01397 740654
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Stanforth
Date of previous inspection:	20 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Hardman 17794	Registered inspector	Mathematics Science Religious education Information and communication technology Art and design Design and technology Equal opportunities	Characteristics Standards and the school's results Teaching Leadership and management
Mrs J Moore 11439	Lay inspector		Pupils' attitudes, values and personal development The school's care for the pupils Partnership with parents Resources, staffing and accommodation
Mrs P Thorpe	Team inspector	English History Geography Music Physical education Equal opportunities Foundation stage	Curricular opportunities

The inspection contractor was: Lincolnshire Inspection Team
37 Park Drive
Grimsby
N.E. Lincolnshire
DN32 0EG

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Scole Church of England Voluntary Controlled Primary School is a smaller than average school situated in the village of Scole in the Diss area of Norfolk. There are three classes in the school, each one containing at least two year groups. There is a broad social mix in the school and the full range of ability is represented. The school's initial assessments of pupils' attainment when they start school show that pupils are in line with the levels expected for their age. However, because of the small number of pupils in each year group, pupils' attainment varies considerably each year. There are 44 boys and 41 girls currently on roll. There are no pupils who are taught English as an additional language. There are very few pupils eligible for free school meals, well below the national average. Seventeen pupils have been identified as having special educational needs, which is average, and two have statements of special educational need, which is also average. Most pupils with special educational needs have moderate learning difficulties. There is a high turnover of pupils joining or leaving the school other than at the normal entry dates.

HOW GOOD THE SCHOOL IS

This is a good school. Very good leadership and management by the headteacher and key staff, provide clear direction for future developments. Governors provide good support for the school and carry out their duties effectively. Teaching is good and sometimes very good. This leads to good learning and, in the current Year 6, pupils' attainment is above the level expected for their age in speaking, listening and reading and in line with the level for writing, mathematics and science. Pupils' achievement is improving and they achieve well in relation to their previous attainment. Pupils are responsible and relationships in school are very good. Although it costs more than the national average to educate each pupil the school gives good value for money.

What the school does well

- The leadership and management of the school by the headteacher and key staff, and the quality of teamwork by staff and governors, are very good.
- The provision for children in the Foundation Stage, this is the reception class, is good.
- Teaching is good and sometimes very good. This leads to good learning and rapidly improving standards in all subjects.
- Pupils' attitudes and behaviour are very good. Relationships and opportunities for personal development are very good. The caring, family atmosphere created in the school makes a very positive contribution to pupils' learning.
- The provision for pupils' spiritual, moral and social development is very good.
- The school has very good links with the parents, who believe that the school provides a very good education for their children.

What could be improved

- The consistent use of computers in other subjects to extend and build more effectively on pupils' skills learned in the new computer suite.
- Teachers' marking of pupils' work.
- The health and safety issues raised with the headteacher and governors during the inspection.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the recent appointment of the headteacher, there has been good and sometimes very good progress in dealing with the issues identified in the previous inspection in 1997. There is now a stable staffing structure and very effective leadership for the school. The school has established, and uses well, clear policies and guidelines which teachers use to plan their lessons. This ensures that knowledge and skills are taught systematically, effectively building on pupils' previous experiences. The good use of the guidelines is raising pupils' attainment in reading, writing, art and design and information and communication technology. The introduction of regular consultation questionnaires and various curriculum meetings is effectively improving the school's relationships with parents. Parents are regularly involved in hearing their own children read and teachers' reports are informative and set targets for pupils' future improvements.

The headteacher and subject co-ordinators lead discussions with governors and regularly observe teaching and learning to monitor pupils' progress. There has been good progress in refining the school's assessment and recording procedures, which are used well by teachers to guide their planning of lessons. Governors fulfil their role well. They have taken steps to deal with the key issues identified in the last inspection and they play a full part in discussions to develop the curriculum both through their committee structure and in full meetings of the governing body. They evaluate the effects of spending on the standards pupils reach and have improved the quality of the school plans for improvement since the previous inspection. These include showing the priorities identified by the school, likely costs and the evaluation of the effect of these on pupils' attainment and learning. The school is well set to meet its challenging targets and continue to raise pupils' attainment and improve progress.

STANDARDS

The table that is normally shown here is omitted because fewer than 10 pupils took the National Curriculum tests and comparisons with national figures or similar schools are not statistically safe. There are additional factors that affect the overall attainment of pupils. For example in the present Year 6, three pupils have special educational needs and three joined the school at times other than the normal starting points and therefore have not benefited from the education provided by the school. All children in the reception class achieve well and most achieve the outcomes expected of them in all aspects of the Foundation Stage Curriculum. The school's implementation of the national literacy and numeracy strategies is raising pupils' attainment. The trend of pupils' attainment over time is improving, although the very small numbers in each year group make comparisons unreliable. In Year 2 and Year 6, pupils' attainment in speaking, listening and reading is above the level expected for their age. In writing, mathematics and science it is at the level expected for their age. Religious education is taught well and pupils reach standards that match the expectations for their ages. Pupils' attainment in information and communication technology has improved significantly since the last inspection and is now in line with the level expected. In all other subjects, pupils' attainment is at the level expected for their ages in Years 2 and 6. This is an improvement since the previous inspection when pupils' attainment was below the expected level in information and communication technology and art and design. The school is well set to continue to improve standards, meet its realistic targets and implement any changes to the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life improves their learning.
Behaviour, in and out of classrooms	Pupils know what is expected of them and their behaviour is very good. Pupils are polite and courteous towards one another and adults. There have been no exclusions from the school in the last year.
Personal development and relationships	Pupils' personal development and relationships are very good. They respond very well to the school's encouragement to take responsibility for their actions.
Attendance	Attendance is good and above the national average. The school procedures for monitoring and improving attendance are good.

Pupils' very good attitudes result from the school's positive, caring, family atmosphere. This is a particular strength of the school. Pupils respond very well to the high expectations of all staff. They are considerate of others when they move around the building, use the dining hall and play at break times. Pupils have very good relationships with each other and with staff. They respond very well to the trust and respect they are shown. For example, in discussions with the school council, pupils explained the importance of discussing all issues and then voting to make sure the eventual decision was fair and represented the majority view.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good and sometimes very good. Some very good teaching was seen throughout the school, particularly in the basic skills of literacy and numeracy. Teaching throughout the school has improved significantly since the previous inspection. Teaching and learning have been observed by the headteacher and subject co-ordinators and the sharing of good practice is having a positive impact on the quality of teaching throughout the school. This strategy has been successful in improving the quality of pupils' learning and their attainment.

Teachers' planning in English and mathematics is clearly linked to the guidance of the National Literacy and Numeracy Strategies, most tasks are organised to challenge different groups in classes and pupils make good progress. Planning for all other subjects follows national guidelines or the requirements of the Agreed Syllabus for religious education, as a result, all subjects receive sufficient time to ensure that teachers provide a rich and varied curriculum in their lessons. Standards are improving in the school and the use of assessment data to set class targets for each lesson is having a positive impact on pupils' attainment and learning. The school is aware of the need to ensure that when teachers are marking pupils' work they consistently provide information to pupils so that they understand how well they are doing and what they must tackle next to further improve. Teaching assistants give very effective support to individuals and groups of pupils when they are working with them. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school. Staff value all pupils equally, whatever their needs, and work hard to make sure they get the best from their time at school

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a relevant curriculum that meets the needs of all pupils. There is a wide range of learning opportunities for all pupils. A particular strength is the very good range of visits and visitors, which enrich the curriculum.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. All staff know the pupils well, ensure that they participate in the same activities as their classmates and this makes a very positive contribution to their attainment and learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and social development is very good and is good for their cultural development. The quality of relationships is very positive and makes a significant contribution to the very good behaviour in the school. This provision makes a very good contribution to promoting the school aims.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are satisfactory. There are good procedures for assessing pupils' attainment and progress and the results of these assessments are used effectively to set targets in English and mathematics and so raise pupils' attainment further.

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably. The school has formed a very good partnership with parents, which makes a very good contribution to pupils' learning both at home and in school. The school ensures that all pupils are provided with a good range of learning opportunities to match their abilities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff provide very good leadership and management, which give a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a positive family atmosphere in which all pupils are valued and their efforts very well supported.
How well the governors fulfil their responsibilities	Good. The governing body is committed to helping the school move forward. Governors make an effective contribution to the running of the school and are committed to maintaining and raising standards further.
The school's evaluation of its performance	Very good. The school has very good procedures for checking the quality of teaching and learning and it uses assessment and other data to evaluate how well pupils are performing.

The strategic use of resources	The school has sufficient staff and they are well deployed. Teaching assistants play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is satisfactory and very well maintained. Resources to support pupils' learning are satisfactory and used effectively. The library is satisfactory but, because of its position in the school, it is not always used effectively to support pupils' learning in all subjects. The school's finances and administration procedures are very good.
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The very good strategic management of the school is evident in the way that literacy, numeracy and information and communication technology have been given priority for development recently. The school uses funds designated for particular purposes very well. The governors use a number of methods, such as tendering, consulting and comparing costs to get the best value from their spending. For example, the historically high carry forward figure in previous years' budgets has been used effectively to provide more teaching assistant time and extra resources that benefit pupils' learning

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • Teaching is good. • Behaviour in the school is good. • The way the school works with parents and they feel comfortable approaching the school with questions or problems. • The school expects children to work hard. • The school helps children to become more mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Virtually all parents consider that they have a very good partnership with the school and express satisfaction with the majority of its life and work. Inspection findings confirm the positive views expressed by parents. The range of activities outside lessons is good and better than that provided by many small primary schools and, therefore, the team does not share the parents' concerns.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 In this school the Foundation Stage is made up of one reception class. The provision is good and a strength of the school. The school's assessments of children's attainment show that many enter the Foundation Stage with levels of attainment that are broadly in line with those of most other children of the same age. They make good progress through the Foundation Stage and most of the children are on course to achieve the standards expected in the reception year in all aspects of the Foundation Stage curriculum. Some children will achieve above the levels expected for their age.

2 There are no comparisons with national figures or similar schools because fewer than 10 pupils took the National Curriculum tests and comparisons with national figures or similar schools are not statistically safe. In Year 6, pupils' attainment in speaking, listening and reading is above the level expected for their age. In writing, mathematics and science it is in line with the level expected for their age. By the ages of 7 and 11, pupils' attainment in religious education is in line with the level expected in the Agreed Syllabus. In all other subjects, pupils' attainment is in line with the levels expected for their age. There are signs of improvement in all subjects because of the emphasis the school has placed on improving pupils' reading and writing skills but this has not yet had time to raise standards further. The school sets challenging targets and, because of the commitment of all staff, is on line to achieve them.

3 The standards achieved by pupils in Year 2 are above the level expected in speaking, listening and reading and in line with the level expected for their age in writing, mathematics and science. In all other subjects, pupils' attainment is in line with the level expected. The school's assessments of this group of pupils from their entry into the school show that they have made good progress in these subjects. By the ages of 7 and 11, pupils' attainment in information and communication technology and art and design is in line with the level expected for their age. This represents good progress and a significant improvement since the last inspection when pupils' attainment in both subjects was below the level expected. It is the result of good teaching in the computer suite and in art and design lessons, a range of good resources and increased confidence amongst the staff. During the inspection, no significant variation was noted in the attainment of boys and girls in any subject. The trend of pupils' attainment over time is in line with the improving national trend, although the very small numbers in each year group make comparisons with other schools unreliable.

4 Other subjects of the National Curriculum make a good contribution to pupils' literacy and numeracy skills, for example, through discussions in science, religious education, history and geography, recording their visits to places of interest and producing graphs in science. Provision for pupils with special educational needs is good throughout the school. These pupils are identified at an early stage and all staff are committed to supporting and encouraging them. Pupils with special educational needs make good progress because the school has good systems for assessing and supporting their needs continuously. All these pupils have individual educational plans that include a range of specific targets in literacy, numeracy and personal development. Each target derives from very well kept assessment records and ensures that there is the right level of expectation so that pupils achieve the standards of which they are capable. The pace and quality of learning for pupils with statements of special educational need are consistently good, whether in whole class or small group sessions, because specialised programmes are well tailored to fit each pupil's needs.

Pupils' attitudes, values and personal development

5 This has become an area of strength in the school marking a significant improvement since the last inspection. Behaviour, attitudes and personal development are very good. Pupils are very enthusiastic and keen to learn; they sustain interest in activities and develop well socially and morally through the many opportunities offered at the school. For example, even the youngest children, who are too young to stand for office, are involved in the School Council elections, developing valuable citizenship skills by learning to listen and think carefully before making important decisions. The improvement in this aspect of life in the school is recognised and valued by parents.

6 Attitudes are very good, with pupils eager to work and involve themselves in activities. They concentrate well and respond promptly to instructions in class, this enables them to develop ideas fully and learn effectively. Pupils display a real concern for each other's welfare both in lessons and at play. They share equipment in class and during playtimes. Older pupils are alert to the needs of younger ones, for example when responding to a School Council survey to choose new play equipment. All ages mix well together and relationships throughout the school are very good.

7 Behaviour is very good. Pupils respond quickly to instructions in the classroom, they understand and value the rewards and sanctions system. They develop ideas and thinking skills and their enthusiasm in class is encouraged because the behaviour is so good. Most pupils respond almost instantly to a quiet word from the class teacher. There is a real buzz of excitement and enthusiasm in the classroom and so learning is fun. Any inappropriate behaviour by a small minority is dealt with promptly and effectively. Pupils quickly learn right from wrong. They respect and empathise with others and enjoy exchanging ideas and experiences. Individual pupils are not afraid to dissent from the majority view and their reasons are listened to carefully and discussed. This develops pupils' understanding of democracy and the need for rules and compromise.

8 Attendance is good which is an improvement since the last inspection. There are very few instances of lateness. Reasons for absence are not recorded correctly in the class registers but the procedures for monitoring attendance are very efficiently carried out by the excellent school secretary whose electronic records are accurate. The school works well with other agencies to support attendance and most parents understand their role in ensuring prompt and regular attendance. There have been no exclusions in the last two years.

HOW WELL ARE PUPILS TAUGHT?

9 The quality of teaching for children in the Foundation Stage is good. Standards of teaching have been maintained since the previous inspection. The teacher has a very thorough understanding of young children's needs and the curriculum they require to make good progress. There are well focused, teacher led activities as well as opportunities for children to learn from structured, purposeful play. While children are busy, staff make detailed assessments of their progress towards the targets set for them. This enables planning of the next steps in learning to closely match the children's needs. All adults are good examples for children to follow because they treat everyone with care, courtesy and respect. They make sure that all children have access to all activities and children know that they are being treated equally and fairly. The teaching assistant makes a very good contribution to children's learning and the achievements they make.

10 Throughout the school, teaching is good and sometimes very good. The quality of teaching has been improved since the previous inspection. A significant amount of this improvement has resulted from the recent observations undertaken by the headteacher and subject co-ordinators. They observe colleagues teaching and check to ensure that all pupils are learning effectively. They provide feedback in order to improve the quality of teaching. The National Literacy and Numeracy Strategies have been successfully implemented and pupils' standards are gradually improving in virtually all subjects by Year 6. Teachers regularly use a range of tests, including statutory and optional National Curriculum tests. The information

available from these tests is used well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting specific targets in English and mathematics to improve pupils' attainment. However, because teachers' marking does not show pupils what level they have achieved and precisely what they need to do to improve they do not take as much responsibility as they could for their own progress and improvement.

11 The teaching of basic skills in English and mathematics is good. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. The pace of lessons is good and teachers use the techniques of the Literacy and Numeracy Strategies to best effect. Pupils have very good relationships with teachers and adults in the classroom, which has helped to improve the quality of pupils' learning. Teachers' expectations of pupils' behaviour and effort are high and pupils are expected to do their best. This was seen in a Year 4/5/6 mathematics lesson, when pupils improved their knowledge and skills of mental recall when working out a variety of equations to make the answer 7. They listened attentively to others' answers. The brisk pace of the lesson and the sensible attitude of pupils led to good learning and pupils' improving skills, for example, when using multiplication and division to answer such questions as 8 squared add 4 or 5 squared add 4 squared. Teachers use the Literacy Strategy effectively and plan lessons that are challenging and interesting. For example, in a Year 2/3/4 English lesson, pupils joined in enthusiastically with the shared discussion about the similes and adverbs used in a text. They improved their knowledge of how to explain what different parts of the story mean.

12 Teachers have a good knowledge and understanding of the subjects of the National Curriculum. For example, the school recognised that teachers' skills needed to be improved, especially for older pupils, in information and communication technology and training courses have been undertaken. In addition, there is good use of specialist knowledge by teachers as one is responsible for teaching information and communication technology skills to pupils in two classes while the other takes religious education with both classes. Teachers use the correct language to develop pupils' knowledge and understanding of a subject. This was particularly evident in English and mathematics where specific technical language was used well. For example, in a Year 4/5/6 English lesson, pupils understood the concept of spelling patterns and used their skills effectively to write lists of selected words under the correct heading.

13 Teachers know and manage their pupils very well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. Teachers use their daily observations of pupils' work to set challenging tasks. For example, in a very good Year 4/5/6 science lesson, pupils devised their own experiments to test materials for their insulating properties, tested different parts of the room to check which was coldest and allowed ice cubes to melt the slowest and wrote up the results of an experiment in evaporation. Lively discussions, led by the teacher, with questions such as, "How are you going to make your test fair?" and "How often are you going to measure the melting ice?" improved pupils' knowledge and understanding of fair tests and the need for accurate recording. The school has an established homework policy that teachers use consistently and, as a result, the amount of homework given is about right for pupils' ages and has a positive effect on their learning. The school has a good policy for the recent initiative to ensure all pupils are treated equally. Teachers follow it well and ensure that all pupils, including those with special educational needs, are included in all activities, which makes a positive contribution to their learning.

14 The teaching of pupils with special educational needs is good. As a result, these pupils learn well. The teaching is well organised; it is undertaken by class teachers and teaching assistants. All teaching staff and teaching assistants know the procedures for special educational needs well throughout the school and they make good use of individual learning plans to match work to pupils' needs. The good quality targets in these plans mean that the teaching is sharply focused on pupils' specific learning needs and strongly promotes their progress. Work challenges these pupils across a variety of activities, they are well supported so that they can experience the daily glow of recognised achievement. Good teamwork between teachers and teaching assistants ensures that all available expertise is used well to enhance learning. Teaching assistants are well informed about planning, recognise their key

role and make sure that pupils are focused, interested and productively busy in relevant activities.

15 There is a coherent, planned programme for personal and social education, taught as separate lessons, which provide a good basis for pupils' understanding and appreciation of the values of citizenship. Personal, social and health education are taught through assemblies, science and religious education lessons, as well as specific personal, social and health sessions, which accentuate the need for pupils to be positive in their relationships. Pupils in Years 2/3/4 had an interesting lesson about the way people of the time felt towards Jesus when he made his entry into Jerusalem. They listened attentively to the story, made their own paper palm leaves and acted the story shouting, "Hosanna, blessed is the King who comes in the name of the Lord". This type of role play gives pupils the opportunity to empathise with others and consider feelings, including their own. Pupils are taught about drug abuse, healthy eating and road safety. The School Council members learn about citizenship as they elect their officers and report back to their classes. The values taught in lessons are put into practice by pupils, for example, older pupils take responsibilities for the care and support of younger pupils at lunchtime and around the school.

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

16 The quality of the curriculum has improved for all pupils since the last inspection and is now good. The school provides a curriculum which meets statutory requirements to teach all subjects of the National Curriculum and provide a daily act of collective worship. Religious education meets the requirements of the locally Agreed Syllabus. Children in the Foundation Stage are provided with stimulating activities and experiences that cover all of the recommended areas of learning and enable them to move on easily to work in the National Curriculum. Although the school rightly places emphasis on the key areas of literacy, numeracy and science sufficient time is given to all subjects, although the use of information and communication technology to enhance learning across the curriculum is not sufficiently developed. All pupils have equal access to the curriculum and there was no difference in the teaching of boys and girls. The range of learning opportunities meets the interests and aptitudes of all the pupils and provision for pupils with special educational needs is good.

17 Every subject has a policy and guidance for teachers in place. For most subjects and age groups, good use is made of nationally recognised curriculum guidance. Effective links are made between subjects and pupils' new learning in one subject often reinforces and practises what they have recently learnt in another. The school's provision for literacy and numeracy is good. Teachers make sure that pupils acquire basic skills in an efficient and progressive way. Planning at all levels is of good quality and thorough, breaking new learning into small steps.

18 Provision for special educational needs is good which is a significant improvement on the findings of the previous report. This is because it is regularly evaluated by the special needs co-ordinator who implements improvements quickly and supports all teaching and non-teaching staff. The provision is very well managed by the co-ordinator. Pupils are well supported by all the teaching staff to ensure that all targets are reviewed on a regular basis and annual reviews are undertaken in which both pupils and parents contribute. The school has successfully implemented the requirements of the revised Code of Practice.

19 The school works hard to enrich the curriculum in many areas and provides a good range of extra curricular activities. It supports physical education with after school football and netball in the winter months and cricket and rounders in the summer. Chess is available as an alternative activity if the weather is wet. Pupils have an opportunity to enhance their musical education by joining one of the recorder groups or choosing to learn to play another musical instrument. A lace making club, run by members of the local community, is also well attended and parents provide toast in school every morning for those pupils who want it. There is a good programme of school visits for all classes and pupils in Years 4, 5 and 6 have the opportunity to take part in outdoor activities during residential visits.

20 The school fosters good links with the local community. Visits and visitors are used effectively to broaden pupils' experiences and parents and friends raise funds to enable the school to buy extra items to enhance the curriculum for all pupils. Relationships with the local pre-school and high school are very positive and local businesses donate raffle prizes for fund raising functions. Sports matches are arranged against other local schools, which enhance pupils' physical education activities.

21 The school reflects its aims extremely well in its provision for pupils' personal development. This very good provision contributes to the positive family atmosphere in the school, values all members of the school community and provides equal opportunities for all pupils. Through its strong emphasis on teaching children to live and work together, the school is helping them to become responsible thoughtful members of society. Policies for sex education and drugs awareness are in place. Drugs awareness is taught as part of the science and health curriculum and sex education is taught to pupils in Years 5 and 6.

22 The recent development of "inclusion", that is giving all pupils equal access to the curriculum and opportunities to join in all activities, is very good. It is part of the school's very positive atmosphere. The school strives to meet the needs of all pupils and great efforts are made to ensure that pupils make the best of their time in school. Different groups of pupils enjoy the same good quality of provision within school and they have access to a good range of visits and activities outside of lessons. The school is an inclusive community of staff, pupils, parents and governors. The strong sense of teamwork is an important factor in enriching the lives of all pupils.

23 The provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection and is now very good.

24 The school's provision for spiritual development is very good. The calm reflective atmosphere present in whole school and class assemblies is carried into other areas of school life. Pupils have opportunities to reflect on times in their own lives that they regret and other events of which they are proud. Pupils show respect and courtesy to teachers and other adults by their demeanour and willingness to listen. The school fosters an atmosphere of tolerance and understanding and all pupils are fully included in every aspect of school life. Religious education lessons in particular, provide good opportunities for pupils to think about people they admire. Pupils show care and concern for people who live far away but need our help and support and raise money for a village in Bangladesh. Pupils are encouraged to recognise and celebrate effort and achievement both by themselves and others.

25 There is very good provision for pupils' moral development. This is closely linked to the school's caring attitude and the emphasis the school puts on preparing pupils to be good citizens of the future. Teachers and other adults expect high standards of behaviour and consideration for others. During the regular "circle time" that each class has, pupils freely discuss issues that concern them or directly affect them. The School Council meets regularly and has representatives from each year group who express their own views or those from the group they represent. Each pupil is a member of one of three houses and they try hard to win points for their house or win other merits available.

26 The school develops pupils' social awareness in a variety of ways and this provision is very good. Pupils are treated in a warm and friendly manner by all staff and this has a positive effect on their relationships with others. Pupils take on small jobs round the classroom and older pupils have responsibilities around the school. They are expected to co-operate and learn together at appropriate times and to help and support each other. Teachers encourage pupils to recognise their own achievements and the achievements of others. During playtimes and the lunch period pupils have ample time to talk and play together. After school clubs and visits provide a more relaxing learning and social climate. Taking part in residential trips and regular contact with the local community contribute greatly to the personal and social development of pupils.

27 The school's provision for cultural development is good. Visits to the immediate area around school, as part of their work in geography, or the development of independence helps pupils to be aware of their surroundings and the groups of people who live in the community. Pupils visit museums where they see objects from the past and from different cultures, which improves their knowledge and understanding of the wide range of cultures of the world. In their art and design lessons pupils work in the same way as famous artists. For example, pupils design wallpaper in the style of William Morris, draw portraits in the style of Pablo Picasso and paint lilies in the style of Claude Monet. Music plays a part in the cultural development of all pupils as they sing traditional songs and hymns alongside more modern ones, play a musical instrument and listen to the music of famous composers such as Vivaldi. Pupils study different cultures and faiths in other curriculum areas such as geography, history and religious education and they listen to music from around the world. However, multicultural aspects of the curriculum are not as well established as others and the school is aware of the need to develop this further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28 The school continues to take satisfactory care of its pupils and parents are happy with the care that the school provides. The procedures in place to monitor and improve attendance, promote good behaviour and eliminate oppressive behaviour are very good. Attendance is above the national average and the work done by the school secretary ensures that all absences are monitored and followed up well. Since the last inspection the school has developed a short written Behaviour Policy which underpins the very good behaviour seen around the school throughout the inspection. Classroom management is very good and pupils respond quickly to instructions and understand and value the rewards and sanctions system.

29 The procedures for Child Protection are good and work well in practice but are not formally recorded in a Staff Handbook and induction pack for new staff. There is a high priority put on healthy living and safety around the school. Pupils are taught to be alert to potential dangers and avoid them. For example, they are shown how to use equipment safely when experimenting in science. The school works well with many outside agencies to support pupils' welfare and is sensitive to the needs of families as well as pupils. The school must ensure that it formally records its Health, Safety and Risk Assessment procedures to cover all areas of school life in line with current legislation. Relationships throughout the school are very good

30 The staff know pupils very well and ensure that they learn in a secure and happy atmosphere. There are good links with the pre-school, which ensures that pupils settle quickly. Everyone in school is respected as part of a team, all classroom helpers get a vote when choices need to be made and pupils from the reception class upwards are taught to value and celebrate differences. All pupils, including the under fives, are helped to think through their decisions and understand how those decisions will affect others. There is a very good "Buddies" system in place with older pupils caring for the younger ones. Pupils are well supported in class because the teaching assistants and parents involved have a clearly defined role. Parents are happy with the care that the school shows their children and like the way that they are taught to "look out" for each other.

31 There is a good range of extra curricular opportunities for pupils. The pre and after school clubs provide valuable experiences. For example, two parents run the Toast Club which provides breakfast from 8.30 am and a member of the local community shares her skills in an after school lace club. Pupils' personal development is enhanced by the many opportunities available to them to help the local community, contribute to charities worldwide and to understand their place in the wider world.

32 The assessment of pupils' academic progress has improved since the last inspection. Children's level of attainment is assessed shortly after they enter the reception class. Individual needs are targeted and children are well supported in their learning. Progress is recorded regularly and the school is currently preparing for the introduction of the Foundation Stage profile at the end of the reception year. The school has put in place suitable procedures for assessing what pupils know and can do in English and mathematics and this is regularly

updated as pupils move through the school. Pupils take the optional National Curriculum tests in Years 3, 4 and 5 as well as the statutory tests in Years 2 and 6.

33 Teachers continually assess pupils' progress by observations and the marking of work, although the quality of the marking is inconsistent and often does not indicate to pupils how they could improve their work. The results of all assessments are used well by teachers to set targets for each pupil and their rate of progress is carefully monitored. Pupils' targets for writing are placed in their exercise books. Any pupil not improving their level of achievement in English and mathematics is identified and action taken to rectify this. Procedures for assessing other subjects of the curriculum are manageable but as yet not enough use is made of the information collected. The school has already recognised this and plans have been made to develop this area further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34 Parents have a very positive view of the school. The school has very good relationships with parents. This is now a strength of the school and has a positive impact on pupils' progress. Parents are well informed about the progress that their children are making. They appreciate the school's open-door policy and know that if they have concerns they will be dealt with promptly. The headteacher encourages and responds well to suggestions from parents and a very good relationship exists between them. There are detailed questionnaires seeking parents' views on a wide range of issues, and the results are shared and acted upon when appropriate. The school recognises the role of parents in children's learning and is committed to keeping them well informed and involved in this work.

35 All the information sent to parents is of high quality and ensures that parents are fully informed about all aspects of the work of the school. Parents are informed about the curriculum and encouraged to comment on their children's work. The partnership between school and home is clearly detailed in the Home/School agreement as is the parents' role in supporting prompt and regular attendance. The very good relationships and trust that now exist between parents and the school underpin a partnership that supports and promotes pupils' attainment and progress. The involvement and commitment of parents has a positive effect on learning.

36 Parents help in many ways around the school, in class, in clubs, on trips, by serving on the Governing Body and by helping to maintain and develop the school and grounds. There is a very active Parents Association, which provides financial help to the school and this is greatly appreciated. The school is valued and supported by the wider community, members of which come in to school regularly to help with assemblies and clubs, or to share their experiences to enhance pupils' personal and social development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37 The headteacher and key staff provide very good leadership and management. Together they maintain a family atmosphere in the school, which has a positive effect on pupils' learning. The standards of leadership and management have been improved significantly since the last inspection. There are very good descriptions of the roles and responsibilities of all staff and this ensures that their work is not duplicated. The management plan for the school provides a clear framework for the headteacher, staff and governors to set out and check on the progress of all initiatives. The subject co-ordinators are now playing an important part in the development of the curriculum. They have written policies, adapted national guidelines for their subjects and they lead discussions with other staff and governors. The headteacher and subject co-ordinators regularly observe teaching and learning to check pupils' learning and progress.

38 Governors make a good contribution to the effective running of the school and are committed to raising standards further. The observation of teaching and learning by the headteacher and key staff is regularly discussed with governors who are well aware of the school's strengths and areas for development. The school has worked effectively to deal with

the key issues from the previous report and is well placed to build on these. The school has recognised the fact that pupils' attainment fluctuates each year depending on the size and make up of each year group, some of which are very small. The headteacher and key staff give a clear educational direction for the school which is raising pupils' standards. The analysis of pupils' results in National Curriculum tests is used by staff to target specific areas for development, for example, developing pupils' investigative skills in mathematics and science. The information shows clearly that pupils with special educational needs perform well when compared to their previous attainment and many reach at least the lower levels of national expectations by Year 6.

39 The governing body has a good committee structure that works effectively to support the school. For example, the governors receive reports on how the school improvement plan is progressing and they check on the progress of curriculum initiatives undertaken by the school. In addition, each governor is linked to a subject and they regularly visit the school to discuss with the co-ordinators how their subject is developing and they observe lessons to improve their understanding of how it is taught. This very good initiative is having a very positive effect on relationships and on the understanding governors have of how well the school is operating. The roles and responsibilities of all staff have been under review and evaluation because of the appointment of new staff, including the headteacher two years ago, and the implementation of the Performance Management initiative. The roles of the subject co-ordinators are clearly defined and they have opportunities to observe and evaluate teaching and learning in their subjects. Subject co-ordinators are well placed to implement changes in their subjects because of regular audits to check teachers' planning and they lead meetings to evaluate the success in teaching the curriculum to all pupils. The co-ordinator for special educational needs gives good support to staff by playing an important part in assessing pupils' difficulties when they are first identified as needing additional help. The school policy is detailed and reflects the school's current practice taking into account the new national guidance for pupils with special educational needs.

40 The headteacher and governors work together closely and are managing recent changes well. For example, the school used the grants available and money from previous years contingency funds to enhance the resources for information and communication technology and the computer suite is used effectively to improve pupils' learning in the subject. There is clear direction for the work of the school, ensuring that strategic decisions determine the financial and educational development. The headteacher and governors work together to ensure that all decisions relating to the budget are closely linked to the development plan, are manageable and that the principles of "best value for money" are applied rigorously. For example, the school compares its results with similar schools to assess how well pupils are achieving. The budget had a larger than recommended carry forward figure last year but most of that was because money for repairs to the building was supplemented by the local education authority. As a result, the school is using these funds to improve resources for pupils, including additional teaching assistants and the carry over figure is now well within guidelines. The staff meet regularly, both formally and informally, to discuss curriculum matters and to evaluate the progress being made in all aspects of school life.

41 The headteacher, staff and governors are all involved in preparing the school development plan. This working document is fully discussed before being adopted as the action plan for future years. It is an effective document, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It takes into account the changing nature of the school population and educational priorities are closely linked to financial planning. For example, the school has plans to develop and improve the accommodation by utilising upstairs rooms for either office space or storage. The school knows its strengths and areas for development and has a good grasp on how to improve. All staff work hard to improve their own performance and the educational opportunities presented to pupils. There are clear targets for improvements. For example, the school is aware that the setting of targets for pupils in all subjects and using information and communication technology more frequently to extend their studies in other subjects are areas for improvement.

42 The leadership and management of the Foundation Stage are good. Whole team meetings make decisions about resources, organisation and the curriculum. The team is very committed to the needs of the children and to raising standards and some new initiatives, such as the links with parents, are having a positive impact on children's learning. The Foundation Stage team has addressed all the issues from the previous inspection and there has been very good improvement.

43 The school has sufficient teaching staff and they are well deployed. All support staff play an important role in the life of the school and make a significant contribution to pupils' learning. There are clearly defined roles and responsibilities. For example, all curriculum subjects have a co-ordinator. Procedures for the induction and support of new teachers are good. Teachers new to the school are well supported by all members of staff. Staff training is linked to priorities in the school plans for the future, which has focused recently on the development of literacy, numeracy and information and communication technology. Arrangements for Performance Management are in place and meet statutory requirements. The school administrative staff make a very valuable contribution to the efficient running of the school. The management of special educational needs is good. This ensures that parents are kept well informed, the register of pupils is kept up to date and all staff receive appropriate training so they meet the differing needs of all pupils. Very effective advice is given regarding the planning of individual education plans and records of pupils' progress are very well maintained.

44 The school's accommodation is satisfactory and meets the requirements of the curriculum. There is a dedicated computer suite at the end of one classroom as well as individual computers in classrooms, this is making a good contribution to pupils' information and communication technology skills. The school benefits from a small library and the resources are satisfactory but, because of its position in the school, it is not always used effectively to support pupils' learning in all subjects. The school hall is of a good size for physical education lessons and to accommodate the school for assemblies and other collective gatherings. There is good disabled access into the main building, but not into the classroom on the yard, and good disabled toilet provision.

45 Resources in the school are satisfactory. The school makes best use of the storage opportunities offered to it in a small building. Money is spent wisely and is linked to the school's priorities for development. The headteacher and governors use a number of methods, such as tendering, consultation with parents and comparing costs to get the best value from their spending. There is very good leadership and management and very good relationships in school. Expenditure is above the national average but the quality of education provided in classes means that the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- A. Ensure the consistent use of computers by:
- making sure that teachers' planning identifies opportunities to use computers in other subjects;
 - extending and building more effectively on pupils' skills learned in the new computer suite.

(Paragraphs 16, 41, 84, 88, 90, 101, 103, 113, 124.)

- B. Ensure the consistency of teachers' marking of pupils' work by:
- showing pupils exactly what they have achieved;
 - setting specific targets so that pupils know what skills they are going to develop in the next stage of their learning.

(Paragraphs 10, 33, 41, 72, 77.)

- C. Attend to the health and safety issues discussed with the headteacher and governors during the inspection.

(Paragraph 29.)

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

improve the accessibility of the library to provide more opportunities for all pupils to develop their library and research skills.

(Paragraphs 44, 68.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	13	4	0	0	0
Percentage	4	26	54	16	0	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 four 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)	0	85
Number of full-time pupils known to be eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		17

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	13
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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)	3.4
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	121

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Financial information

Financial year	2002
	£
Total income	237,558
Total expenditure	237,822
Expenditure per pupil	3,214
Balance brought forward from previous year	33,112
Balance carried forward to next year	32,848

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

85
64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28	0	0	0
My child is making good progress in school.	66	30	0	0	4
Behaviour in the school is good.	52	38	0	2	8
My child gets the right amount of work to do at home.	37	54	5	0	4
The teaching is good.	70	26	0	0	4
I am kept well informed about how my child is getting on.	54	41	2	0	4
I would feel comfortable about approaching the school with questions or a problem.	61	35	0	0	4
The school expects my child to work hard and achieve his or her best.	61	35	0	0	4
The school works closely with parents.	52	43	2	2	2
The school is well led and managed.	65	35	0	0	0
The school is helping my child become mature and responsible.	48	48	2	0	2
The school provides an interesting range of activities outside lessons.	28	57	9	2	4

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

47 Standards and the quality of teaching have been maintained since the last inspection. The teaching is consistently good in the reception class and children, including those with special educational needs, achieve well during their time in the Foundation Stage. When children start in the reception class most have skills and knowledge that are typical for their age. Children achieve well and reach the levels expected nationally in all the six required areas of learning.

48 The school admits children twice a year in the term or the term before their fifth birthday. The staff see children at the local pre-school and the children visit the reception class several times during the term before they are due to start school. The provision for children in the Foundation Stage is good. The teacher is confident in the planning of all six areas of learning and teaching assistants and parent helpers support her well. This enables children to make important gains in their learning and prepares them well for their transfer to Year 1. The teacher's planning, which includes valuable daily opportunities for imaginative play, takes good account of children's needs and identifies clear links with the National Curriculum. Assessment is used effectively to identify children's needs and for tracking their progress from the time they enter school. The co-ordinator provides good leadership.

Personal, social and emotional development

49 Children make good progress because of the good teaching and are on course to gain the early skills and attitudes expected for their age by the end of the Foundation Stage.

50 Throughout the reception year, teachers promote children's personal development well. They establish routines and encourage children to be independent in their day to day activities; for example, finding the equipment they need to complete a task. Children are encouraged to make friends with one another and to share and play together. A good example of this was the sharing of tasks in the "office" which kept everyone very busy and co-operating well.

51 Teachers and other staff are good examples for the children. The clear rules and routines help children to settle and follow instructions and they are taught the difference between right and wrong. Staff frequently praise children for trying hard. This raises their self esteem and motivates them to learn. As a result, children behave well, understand what is expected of them and everyone benefits from working in a calm and settled environment.

Communication, language and literacy

52 Consistently good teaching ensures that the children make good progress in this area of learning. They learn at a fast pace and achieve well during their time in the Foundation Stage. As a result, most children are on course to reach the goals expected for their age by the end of the reception year. A strength of the teaching in the Foundation Stage lies in the way staff constantly talk to the children and expect them to listen carefully. Every activity involves asking questions and emphasising words and names. For instance, children listened to the sound the hidden musical instruments made and were able to name them.

53 Teachers put great emphasis on children recognising the names and sounds of letters to enable them to write independently, children write in their play in the "office" area of the classroom. Another good example of this is when playing in the "Police Station", a "local thief" is booked in. Children have many opportunities to practise their writing skills and because of this, by the end of the Foundation Stage a significant number of children write a short sentence without any help.

54 Teachers tell and read stories to children every day. Consequently, children learn to enjoy books and to handle them with care. They are interested and keen to know what happens next. Children understand the words “title”, “author” and “illustrator”. They are encouraged to talk to the class about a book they have read and, if they enjoyed it, recommend it for others to read. Most children behave as readers, pointing to the words and telling the story and some read a simple book independently.

Mathematical development

55 Good teaching in this area ensures that children achieve well and are on course to reach the levels expected by the time they leave the reception class. Teachers develop children’s understanding of the relationships between numbers through carefully planned practical activities. Children count coins and decide how many they need to buy an “ice cream” from the “ice cream seller”. Children lay number tiles 1 to 30 along the floor in the correct order. They understand words such as longer, shorter, above and below. Children become familiar with shapes as they play with construction kits and one child was able to give the cube he was making the correct name.

56 Teachers use every available opportunity to use mathematics and mathematical language. They do this through stories, songs, games and imaginative play. Mathematical vocabulary such as “How many?” “How heavy?” or “Can you put them in the right order?” encourages children to practise their mathematical skills. Enjoyable activities, such as singing and performing the actions to number rhymes, give children an understanding of adding and taking away.

Knowledge and understanding of the world

57 Children make good progress in this area of learning because of good teaching and are on course to reach the expected goals by the time they leave the reception class. The frequent first hand experiences that teachers and teaching assistants provide help widen children’s knowledge and understanding of the world. For example, children use magnifying glasses to examine the cress seeds they recently planted and measure the growth they have made. Walking round the local area and meeting visitors to the school, such as the police and the vicar of the local church, widen children’s knowledge of the community.

58 Teachers encourage children to talk about their families and use stories to help children learn about the significance of special ceremonies such as the baptising of babies in the Christian faith. Through regular opportunities to use the computer, children know how to use a computer mouse to move objects round the screen, for instance, choosing exactly what is needed to keep plants healthy.

Physical development

59 Teaching is good and staff ensure that children have plenty of opportunities to engage in physical activities, both indoors and when playing outside. Children make good progress in their physical skills and they are likely to meet the expectations for their age by the end of the reception year.

60 Children use tools appropriately when they paint, join objects together and cut shapes from paper. Adults do not intervene too quickly when children have difficulty in manipulating materials but guide them to practise their skills and enhance their learning. In the hall they use space well and move freely and confidently. For example, children swirl and float using different levels and directions during their foggy weather dance. Outdoor activities using the wheeled toys are well planned and develop children’s co-ordination and balance. Children enjoy physical exercise tremendously and staff supervise these activities closely. They are careful to impress upon children that they need to take turns and behave sensibly and safely.

Creative development

61 Good teaching in this area of learning ensures that by the time children leave the reception class they are likely to achieve many of the goals expected for their age. Children take part in a suitable range of art and design activities, such as painting, collage and pattern making and engage in imaginative play in which they take on different roles. They enjoy experimenting with colours and shapes. For instance, one child carefully painted strips of colour closely together to make her “stripy picture”. They have good opportunities to act out roles and create imaginary scenes in “The office” or “The police station”. These activities are planned well so that adults are sometimes involved and the children’s spoken vocabulary extended.

62 Teachers put a great deal of emphasis on children learning traditional rhymes and songs and singing or joining in with action songs takes place almost every day. Children enjoy listening to music and begin to clap a simple rhythm.

ENGLISH

63 By the ages of 7 and 11, pupils’ attainment in speaking, listening and reading is above the level expected for their age, in writing standards are in line with the level expected for their age. The average standards reached by the end of Year 6 in National Curriculum tests in 2002 are reflected in the overall standards seen during the inspection in the present Year 6. This shows good improvement for pupils aged 7 and 11 since the last inspection. Much of this improvement is due to the good and sometimes very good teaching, well planned curriculum, the careful use of assessment to track pupils’ progress and effective leadership of the subject. The effective implementation of the National Literacy Strategy has also had a positive impact on standards.

64 Most pupils learn at a good rate. Pupils with special educational needs and low attaining pupils also make good progress. Where they have individual education plans, targets are clear and are known by the pupils. Many of these pupils benefit particularly from the opportunity to work in small groups, either with their teachers, or with the skilled teaching assistants. During the inspection, there was no significant variation noted in the attainment of boys and girls

65 The quality of pupils’ speaking and listening skills is good throughout the school and pupils reach above average standards. Teachers expect pupils to listen and concentrate at every stage of the lesson in order that they focus on the task in hand and understand what is required of them to achieve well. Teachers encourage pupils, when working in pairs or small groups, to discuss their work with each other and to take each other’s views into account. This way they share and add to each other’s learning. Teachers speak clearly with precise pronunciation and expect pupils to do the same.

66 Pupils have many opportunities to develop their speaking skills both formally and informally. For example, during the elections for new members of the school council, present members in Years 5 and 6 outlined clearly exactly what the position entailed and in particular the responsibility of expressing the views of others as well as their own. Teachers also focus on developing speaking and listening skills through drama and this often links with learning in other areas of the curriculum. For instance, pupils in Years 2, 3 and 4 during their religious education lesson used palm leaves to good effect as they shouted, “Hosanna, blessed is the King who comes in the name of the Lord!” Younger pupils speak in sentences and express their views and opinions well.

67 Reading skills develop well in Years 1 and 2 and standards are above the level expected for their age. Pupils have a good start in the reception class and in Year 1 build effectively on what they already know. Even the youngest pupils know about authors and illustrators. Pupils in Year 2 read fluently and accurately with considerable expression. In well planned literacy lessons, they become increasingly aware of how authors create characters, scenes and drama that result in interesting and exciting stories. Pupils identify their favourite author and give

reasons for their choice. They know the difference between fiction and non-fiction books and use the contents and index pages with confidence.

68 Older pupils continue to develop and improve their reading skills and reach good standards. Year 6 pupils use their voices expressively to convey meaning to the listener. They are aware that using the punctuation correctly sets the scene. Higher attaining pupils discuss a range of authors and demonstrate a wide experience of reading. Pupils throughout the school are familiar with libraries and many are members of the local library. However, the restricted access to the school library, particularly for younger pupils, does mean that their independent research skills do not progress as rapidly as they should.

69 By the age of 7, pupils make good progress in their writing and achieve the standards expected for their age. Pupils experience a variety of writing styles such as writing a story or reporting an event. They use full stops and capital letters correctly and spell common words accurately. Higher attaining pupils attempt to use more adventurous vocabulary. For example, one pupil, describing their favourite food, wrote, "I can smell delicious steaks cooking slowly". Pupils in Year 2 know that groups of words such as adjectives have names and are used differently in writing. However, they do not, as yet, use a wide variety to make their writing more interesting, the school has already identified this as an area for further development.

70 From the age of 7 pupils make good progress and, by the age of 11, reach satisfactory standards in their written work. As with the younger pupils, however, their reading and speaking and listening skills remain slightly better. Pupils have experience of a wide variety of writing styles throughout the school. For example, pupils in Year 4 attempt to use adventurous vocabulary when they describe the appearance and behaviour of "Cyclops". By the time pupils reach Year 6 they produce pieces of writing in many different forms. Pupils in Years 5 and 6 show a good degree of creativity in their poetry writing. For instance, one pupil describing snow, wrote, "A blanket of snow glistens in the morning light, crystallized jewels falling from the sky".

71 The overall quality of teaching is good throughout the school. Teachers have a good grasp of the requirements of the Literacy Hour and lessons are planned very well, with work designed to match the abilities for pupils of differing attainment. Teachers' effective organisational skills ensure that the needs of all pupils are met. They have very high expectations of pupils' behaviour and expect them to concentrate and work hard. The enthusiasm teachers show for literacy has a positive effect on pupils' desire to learn and there is a purposeful working atmosphere in all classrooms. Teachers choose interesting texts which stimulate pupils' interest and refer to specific features such as spelling and grammar, which contribute effectively to pupils' learning. Pupils are told what they are expected to learn in each lesson and they have individual targets in their writing books.

72 The best teaching is characterised by the high quality of questioning and the brisk pace throughout the lesson. Detailed assessments of pupils' progress and attainment are undertaken regularly and the information is used by the teachers when planning lessons. Teachers mark pupils' work regularly but they do not normally include comments to help pupils improve their work or set individual targets. Homework is set on a regular basis and contributes well to pupils' learning. Teaching assistants, under the guidance of the class teacher, contribute significantly to pupils' learning. They engage well with pupils, listen attentively to them and consistently reinforce what is being learned.

73 Leadership and management of the subject are very good. The co-ordinator has a thorough understanding of the subject and how pupils acquire the skills of speaking, listening, reading and writing. Observations have been undertaken of teachers' planning, pupils' work and teaching and learning which form the basis for future plans. For example, writing is not always used as effectively as it could be to enhance learning in other subjects. Specialist vocabulary is used appropriately and pupils use their writing skills when recording their work. However, pupils do not always have the opportunity to write longer pieces of work to demonstrate their knowledge and understanding in other areas of the curriculum. The co-ordinator has identified this as a priority for further improvement of pupils' writing skills and the provision of more

opportunities and more time to produce longer pieces of writing in other areas of the curriculum is the next area of development throughout the school.

MATHEMATICS

74 By the ages of 7 and 11, pupils' attainment in mathematics is in line with the level expected for their ages. Standards have been maintained since the previous inspection. The National Curriculum test results vary each year because so few pupils take the tests so that any comparisons either with national figures or those for similar schools are not statistically safe. The school has set realistic targets for improvement in mathematics in future years. The recent good progress, following the appointment of a new headteacher, is due mainly to good teaching, which has strengthened pupils' abilities in using mathematical strategies to solve problems and the successful implementation of the National Numeracy Strategy. During the inspection, there was no significant variation noted in the attainment of boys and girls.

75 By the age of 7, pupils are confident in handling number. For example, they understand that numbers up to 100 are divided into hundreds, tens and units. Pupils accurately add and subtract one and two digit numbers up to 100 and sometimes higher. For example, in a lesson for Years 2/3/4, pupils successfully added numbers up to 100 both horizontally and vertically. They also used inverse operations to check their answers when multiplying and dividing numbers and knew that 3 times 8 = 24 and 24 divided by 3 = 8. Most pupils recognise that 185 can be broken down to show one hundred, eight tens and five units. They then use this knowledge to successfully explain how to add and subtract large numbers. They understand how to multiply by two, three and ten, sequence numbers in different patterns and recognise the difference between odd and even numbers. Pupils appreciate the relative values of fractions, such as halves and quarters, and use their understanding to good effect when telling the time. By using correct mathematical language when handling problems, pupils compare numbers that are "greater" or "less" than others. They measure everyday objects correctly using standard measurements of centimetres. They understand common two and three dimensional shapes, such as cubes, pyramids and cylinders. Pupils work on money problems with confidence and understand where to place numbers on a scale. More able pupils create interesting problems of their own. Less able pupils usually need some support with written problems.

76 Pupils in Year 6 know how many degrees in half a right angle and understand the difference between clockwise and anti-clockwise. They measure angles accurately using protractors carefully to ensure they are correct to the closest degree. In a lesson using protractors, pupils worked sensibly and independently using a worksheet to complete their measurements. They indicate accurately how many right angled turns they make to face different places on a compass. Pupils know that any important words for their lesson are on the walls and use this information sensibly. They know they can do the calculations involving numbers over one thousand. They have a good understanding of fractions, shapes, angles, long and short division and multiplication. Pupils transfer information from surveys to graphs well. Less able pupils or those with special educational needs make good progress because of the teaching and carefully planned work. Where they have additional support with practical tasks that are matched well to their abilities and needs, pupils work hard and gain confidence. More able pupils are given challenging work. Teachers enable them to achieve at a higher level and extend their thinking skills.

77 Teaching and learning are good. Pupils enjoy mathematical learning because teachers are enthusiastic and make learning fun. For example, many lessons involve practical activities in which pupils are actively involved in their own learning. Lessons proceed at a brisk pace and questioning extends pupils' answers and thinking. Brisk mental activities help pupils to maintain their interest and focus at the start of lessons. For example, a quick fire session with numbers where the teacher asked for 8 squared add 4 and 5 squared add 4 squared added a good dimension to number questions and made pupils think about their calculations. Planning is good so there are activities to match the wide range of abilities in the groups. Teachers plan more advanced activities for more able pupils so that they do not spend time on repetitive

exercises. Less able pupils are given work that helps them consolidate their learning. Work is marked regularly and teachers' comments provide praise for pupils but rarely inform pupils of what they need to do next to improve. There are very good relationships between pupils and adults because teachers make their expectations of behaviour clear. Teachers involve pupils well in discussion of what has been achieved in the lesson so that pupils are clear about any new learning. Assessment is used very well to ensure that teachers see quickly where pupils have found aspects of the lesson difficult. This enables them to amend their planning for future lessons and consolidate new work. Homework is set on a regular basis and makes a good contribution to pupils' learning.

78 Pupils enjoy numeracy because teachers plan and prepare interesting lessons well. They are keen to contribute and settle well to work because they know teachers expect them to organise themselves quickly. For example, in a very good geography session pupils had to create a route between two points using their mathematical knowledge of six figure co-ordinates. Their route had to be clear because, when completed, other members of the class had to try to follow it. Pupils work for most of the lesson without direct supervision because they want to succeed. Work is usually presented well. The structure of the daily mathematics lesson is used very effectively. The initial mental mathematics sessions are used well to sharpen pupils' thinking and prepare them for the main activities of the lesson. Teachers use mathematical terms precisely and challenge pupils' thinking. For example, pupils in Year 2 explain how they create a bar graph of favourite pets and Year 3/4 pupils answer more complicated questions from graphs, such as "Which pets are owned by between 6 and 11 children?"

79 The subject is led and managed well. As a result, the numeracy strategy has been implemented very well and numeracy is used effectively across the curriculum. For example, pupils using six figure co-ordinates accurately to identify features on an ordnance survey map in geography. The use of the computer suite has stimulated interest and is managed thoughtfully. Mathematics makes a good contribution to pupils' spiritual, moral, social and cultural development because pupils learn to think and work together in a friendly, stimulating environment.

SCIENCE

80 By the ages of 7 and 11, pupils' attainment in science is in line with the levels expected for their ages. This is consistent with the results of teacher assessments and represents continued progress since the last inspection. During the inspection, there was no significant variation noted in the attainment of boys and girls.

81 Pupils make good progress in developing their scientific knowledge and skills. Pupils in Year 1 have accurate knowledge of the parts of a plant and accurately identify what the plant needs to stay alive. This was shown when a pupil used a program on the computer to keep a plant alive by providing sufficient food, water and sunlight to achieve the objective. Pupils in Year 2 know the external parts of the body and accurately identify foods that constitute a healthy and balanced diet. They distinguish between natural and manufactured materials, developing confidence in using key vocabulary such as "smooth" and "rough" and use their knowledge in an experiment to find the hardest rock from a series provided for them. They realise the importance of observation in science work, using the different senses to investigate the differences between magnetic and non-magnetic materials. Their knowledge and understanding are extended in Years 3 and 4. Pupils measure the force exerted by a rubber band and test their predictions in experiments driving model cars forward to see if greater stretch means greater travel distance. In this work, pupils develop an awareness of the importance of a fair test. For example, when investigating the impact of the force on the car they made sure that the only part of the experiment to change was the stretch of the elastic band and all other factors remained the same. Pupils distinguish between battery and mains sources of electricity and most pupils know that a complete circuit is needed for a bulb to light up.

82 Work on forces is developed well in Years 4/5/6. A good investigative activity improved pupils' skills when comparing the stretch of elastic bands using weights and measuring the effect in Newtons. Tally charts were made of the results and the information gained was recorded in graphs, which made a good link to pupils' mathematical skills. In experimental lessons the teacher encouraged the pupils to make simple predictions as to what material would be the best insulator and devise a fair test to investigate these predictions and record findings with accurate measurements. Pupils wrapped containers in different materials and recorded the melting of ice over a period of time to test their predictions. This investigative approach is further developed in Years 4/5/6. In an investigation on evaporation, pupils came to the correct conclusion that the container providing the water with the greatest surface area would evaporate first. Pupils have a good understanding of filtration for separating materials and identify suitable materials to act as filters.

83 The quality of teaching in science is good and is having a positive effect on pupils' progress. There are good relationships between staff and pupils and therefore pupils feel confident when offering suggestions and answering questions in class. Teachers have secure knowledge of the subject content and also have clear targets for lessons that are shared with pupils. For example, in a Year 2/3/4 lesson there was good pace and the teacher started with skilful and challenging questions. This reinforced previous learning on magnets and made clear what pupils had to investigate with regard to forces. Provision of good resources ensured that pupils' interest and attention were secured so that they approached tasks with enthusiasm and good quality learning resulted. Pupils understood that forces can be artificially generated which can move and change the direction of an object. In a Year 4/5/6 class investigating the organs of the body, careful recording showed that pupils understood the part played by the heart in the circulatory system and, using information and communication technology, they recorded their heart rates in graphs to show their understanding of exercise on the body.

84 A further strength of the teaching is that work in science complements learning in the key skills of literacy and numeracy. The emphasis on using key vocabulary is consistent throughout the school and extends pupils' vocabulary. The investigative approach to science provides opportunities for accurate measurement and the recording of data in graphs and tables and the interpretation of this data. However, sometimes teachers make insufficient use of information and communication technology to support and enhance learning in science lessons. Teachers have high expectations of pupils, they use a good range of teaching strategies and set challenging tasks for pupils of different ages and abilities. The science co-ordinator is new to this post, has undertaken appropriate training, introduced good guidelines to help teachers' planning of science, has already observed teaching and learning in other classes and started to share expertise and good practice in the school. There are already good plans in place to develop the subject and the re-introduction of the wildlife area is a top priority. The school is well placed to improve the subject further and so raise pupils' attainment.

ART AND DESIGN

85 By the ages of 7 and 11, pupils' attainment in art and design is in line with the levels expected for their ages. Standards have improved significantly since the previous inspection. Very few art and design lessons were seen, but sufficient evidence was available elsewhere in the school to enable judgements to be made. The quality of teachers' planning is good. Teachers have a good knowledge and understanding of the subject. They teach new skills confidently. For example, in a Year 4/5/6 lesson there was a good demonstration of how to mix colours to create a range of shades that were to be used in pupils' landscape pictures. As a result, pupils were eager and confident to make a start. Effective support was given throughout the lesson with praise, encouragement and expert advice. Pupils successfully used different colours to create varying shades of the same colour and they explained how they were going to use them in their pictures, outlines of which had been completed

86 Teachers use resources well. For example, Year 2 pupils used computers to create colourful repeating patterns. Teachers use the local features well and, in a good link to geography, pupils in Years 2/3/4 drew pictures following their walk into the village. They mapped their route, identified interesting shapes and made a collage using materials for roads,

paths and trees. They looked closely at texture, colour and form. The results were good. A very colourful display of clays pots, by pupils in Year 2/3/4, showed the effective use of clay as a medium to extend pupils' skills. Teachers have good subject knowledge of famous artists and use resources well to encourage pupils to appreciate the different styles and techniques used. For example, pupils in Year 4/5/6 broadened their cultural knowledge by studying landscapes by John Constable. Pupils are given the opportunity to study a range of artists, both past and present, with styles as diverse as Van Gogh and William Morris.

87 Teachers plan lessons well. There is a clear focus on what they want pupils to achieve. Whilst there is no specific planning for pupils of different abilities, extension activities are planned effectively. Teachers know pupils well and support and extend learning during lessons. Teachers have high expectations and they are skilled at linking art to other curriculum areas. For example, Year 4 pupils paint in the style of the Egyptians and use their information and communication technology skills to use the Internet for research into life styles in Egypt. Pupils use sketchbooks well and intricate Egyptian hieroglyphics were created as well as pictures of the way of life of the Ancient Egyptians. Pupils use pencils with skill and control and their work often shows they have a good eye for perspective. Teachers value and respect pupils' work. It is effectively displayed around the school enriching the learning environment. For example, pupils' brass rubbings, completed during a residential visit, provide a very attractive display in Year 6 and enhance the small library area at the end of the room.

88 The co-ordinator manages the subject well. Expertise is regularly shared with colleagues to support and advise. This good leadership includes the creation of the current guidelines, which effectively help teachers' planning week by week. There is a very clear vision for the development of the subject and the co-ordinator has a good knowledge of the strengths and areas for further development. Teachers use assessment on a half termly basis to keep an accurate check on progress. This helps teachers plan opportunities for pupils at a higher level and continue to raise standards. The co-ordinator and colleagues are committed to raising standards and they are well placed to do so.

DESIGN AND TECHNOLOGY

89 Very few design and technology lessons were seen, but sufficient evidence was available elsewhere in the school to enable judgements to be made. By the ages of 7 and 11, pupils, including those with special educational needs, achieve standards expected for their age and they make sound progress in the knowledge, skills and understanding of the design and making process. Standards have been maintained since the previous inspection. The school has adopted new guidelines, enabling tools and materials to be matched to the skills pupils need to learn in each year.

90 The quality of teachers' planning is good. Teachers have a good knowledge and understanding of the subject. They teach new skills confidently. For example, pupils in Years 4/5/6 use their literacy skills to produce an evaluation of their project using "cams" to create a moving picture as they give written instructions on how to make the mechanisms and describe what went particularly well. Their drawings are clear and detailed. Younger pupils in Years 2/3/4 produce clearly labelled designs for a model car and their list of the materials they require for the task is comprehensive. The teacher made a good link to science when testing the cars to see how far they travelled. In a good link across a number of subjects, pupils in Years 2/3/4 designed and made very realistic Egyptian masks. Teachers have good procedures in place to assess the work that pupils have done at the end of a unit of work and their use of this assessment to identify any problems is thorough and effective. There is little evidence in pupils' work to show that information and communication technology skills are used to support learning in design and technology, but good use is made of a digital camera to record both work in progress and the completed products.

91 The leadership and management of the subject are good. There are good assessment procedures in place which are used effectively. The co-ordinator has had some opportunity to observe the quality of learning throughout the school. The co-ordinator has had the opportunity to check the quality of teaching through direct observation and teachers' planning is monitored.

The writing of an action plan is part of the co-ordinator's role which strengthens the opportunities to have overall strategic control of the subject. Resources for the subject are satisfactory.

GEOGRAPHY

92 By the ages of 7 and 11, pupils' attainment in geography is in line with the level expected for their age. This is similar to the findings of the last inspection and standards have been maintained. Pupils of all abilities have equal access to the curriculum and progress at a similar rate. Little direct teaching was seen during the inspection but scrutiny of teachers' planning, pupils' work and discussions with pupils and teachers indicate good teaching throughout the school.

93 A strength of the teaching in Years 1 and 2 is the effective use of the local area to ensure that pupils gain first-hand experience to develop their geographical skills. Pupils take frequent walks to look at the style of houses, the shop and church. Pupils in Year 1 record the places where rubbish collects in the village and visit the recycling plant to see a solution to the problem. Pupils in Years 2 and 3 develop their mapping skills by drawing a plan of their own bedroom and then their house.

94 Teachers systematically revisit previous learning, thus reinforcing such learning and ensuring a firm foundation for new learning. For instance, following their work on the local area in earlier years, pupils in Year 3 trace a route on the map from school to a local picnic area and pupils in Years 4, 5 and 6 plan a route on an Ordnance Survey map using six figure co-ordinates. By Year 6, pupils have a wider knowledge of the world at large and how it is divided into hemispheres, continents and countries. Teachers are skilled in highlighting significant local, national and world news and giving pupils opportunities to discuss important issues.

95 Geography often links with pupils' work in other areas of the curriculum. For example, pupils in Years 4, 5 and 6 study landscapes of past local artists such as John Constable and look at past and present landscapes across the world before drawing and painting landscapes of their own. As in other areas of the curriculum, teachers expect pupils to find information about the topics they study from a wide range of sources including information and communication technology. Pupils record in a variety of ways but opportunities for writing longer pieces of work are limited and therefore do not extend pupils' writing skills sufficiently.

96 The subject is well led by the experienced and well-organised co-ordinator who checks teachers' planning, teaching and pupils' work. Assessment of pupils' progress and standards follows the national guidance and the school has plans to develop assessment in geography further. Visits, including residential ones for older pupils, are arranged and used very well to consolidate and extend pupils' learning.

HISTORY

97 By the ages of 7 and 11, pupils' attainment in history is in line with the level expected for their age. Standards have been maintained since the last inspection. Pupils of all abilities have equal access to the curriculum and progress at a similar rate. No direct teaching was seen during the inspection but other evidence indicates good teaching throughout the school.

98 A strength of the teaching comes from the many opportunities for pupils to gain experiences of what life was like in the past. Teachers plan visits to museums and places of interest where pupils get the chance to dress up and act out everyday activities. For example, older children visit a Tudor Mansion and discover the realities of living without the modern facilities they enjoy today. Previously the whole school visited a war museum to experience life as an evacuee in World War II. These visits contribute very well to the social development of pupils.

99 Teachers choose topics that are interesting to pupils. For instance, pupils in Year 1 look at, and handle, toys from the past and compare them with their own toys today. Pupils in Years 1 and 2 learn about the history of their local area and its rich Roman heritage by studying the

lives of famous people in history such as Boudicca. As a result, pupils have a sound factual knowledge of the periods they study and gain an increasing sense of chronology as they sequence each event in time.

100 Pupils in Years 3 to 6 extend their studies to include the ancient civilisations of Egypt and Greece and the more recent Tudor period. Teachers ensure that pupils know about the cultural diversity of the societies they study. As a result, pupils understand how life was very different for the rich and poor throughout each period of history. For example, pupils know that only children of the rich went to school.

101 Teachers expect pupils to find information for themselves about the topics they study from books, photographs, objects and research on the Internet. Work is recorded on a variety of worksheets and older pupils make attractive folders of their work. However, older pupils have insufficient opportunities to extend their information and communication technology and writing skills by using computers to support their work in producing longer historical pieces of work.

102 The co-ordination of history is good. The co-ordinator checks teachers' planning and pupils' work and organises sufficient resources for teachers to cover the curriculum, including borrowing topic boxes from the Norfolk library service. Assessment of pupils' progress and standards is completed at the end of topics as well as by direct observation of pupils' work and the school has plans to develop assessment in history further.

INFORMATION AND COMMUNICATION TECHNOLOGY

103 By the ages of 7 and 11, pupils' attainment in information and communication technology is in line with the level expected for their age. For all pupils, information and communication technology skills are rising rapidly due to the regular planned use of the well equipped computer suite and the whole school guidelines that give teachers a good framework for planning lessons. Pupils' attainment in information and communication technology shows a significant improvement since the last inspection when standards were below the level expected. Information and communication technology is valued as an essential part of the curriculum. However, the time given to it varies across the school because the computers are not used consistently enough by all teachers to support pupils' work in information and communication technology and in other subjects.

104 In Year 2, pupils use basic graphics and word processing programs to produce words and pictures. They save their work and use the computer to organise and solve mathematics problems on the screen. For example, pupils created their own graphs from information gained from the whole class on favourite pets. In Year 1, pupils were observed using the computers in the classroom to solve simple money problems by "clicking and dragging" the correct amounts and "dropping" them on top of the objects shown on the screen. They "log on" and open the appropriate program effectively. They select words and create their own sentences on the screen. In Year 2, pupils explained how to add sounds to enhance their written work on computers. They use art programs to extend their cultural knowledge and understanding studying "Pointillism" as developed by George Seurat and Paul Signac.

105 Older pupils use a more advanced program to produce sounds linked to their presentations on the planets. They explained how they used the facilities of a program to create "hot spots" which linked one page of their work with another. Teaching in the computer suite is good and pupils rapidly improve their skills. For example, in a Year 6 session, the teacher demonstrated how to use the information pupils acquired from the Internet about the planets of the solar system to enhance their science presentation. Pupils use pictures from other sources to enhance their work and the finished combination of print and graphics was very effective in their finished poetry work in English. An analysis of previous work shows that the pupils undertake surveys using the Internet to enhance their studies in other subjects. For example, Year 6 pupils produced information for their history topic on the wives of Henry VIII. Teachers demonstrate the capabilities of the computer very well and make sure that all pupils understand how to use the facilities in the suite. This makes a very positive contribution to learning and progress.

106 The quality of teachers' planning is good. However, teachers' planning of other subjects rarely shows how information and communication technology will be used to support learning. Teaching assistants are used well to support small groups or individuals so that pupils, including those with special educational needs, get on with their work enthusiastically. This was demonstrated very well in a Year 2/3/4 lesson where pupils were learning how to make a graph of favourite pets. Pupils of all ages enjoy learning about and using information and communication technology. They work well together, showing due care and respect for the expensive and fragile equipment as well as for the suggestions and opinions of their classmates.

107 The co-ordinator for information and communication technology is knowledgeable and enthusiastic and has completed a good audit of teachers' skills so that future training can be tailored to the needs of the school. The school has given a great deal of thought to the future development of information and communication technology. The co-ordinator had rightly focused on setting up the computer suite when the grants were available. The co-ordinator manages the subject very well and has provided good training and support for colleagues. Resources for the subject are good and well used and the school is well set to continue to improve pupils' attainment and progress in the subject.

MUSIC

108 By the ages of 7 and 11, pupils' attainment in music is in line with the level expected for their age. This is similar to the findings of the last inspection and standards have been maintained. Pupils of all abilities have equal access to the curriculum and progress at a similar rate. Little direct teaching was observed but other evidence indicates that the teaching of music has improved since the last inspection and is now good throughout the school.

109 Opportunities for pupils to develop their musical skills, knowledge and appreciation occur both in music lessons and in the daily life of the school. All pupils are introduced to music through planned topics, in assemblies and other whole school occasions. In assemblies, pupils listen to music playing as they enter and leave the hall. They listen to a variety of music and are familiar with the music of some well known composers such as Vivaldi. Music from other cultures is sometimes used, for example in one assembly pupils sang the Hebrew song "Shalom".

110 Pupils enjoy their singing during assemblies. They sing in unison, tunefully and with enthusiasm using actions to enhance the meaning of the words. Pupils practise their reading, speaking and listening skills as they learn the words to new songs. As a group they refine and adjust their singing as they become more familiar with new words and tunes. When pupils are accompanied by a teacher playing the guitar or other pupils playing recorders they follow carefully and sing to the correct time and pace.

111 Pupils in Years 1 and 2 explore a range of pitched and unpitched percussion instruments to identify the length of sounds and whether they are high, low, loud or soft. They repeat a simple rhythm by clapping or using a percussion instrument. Pupils in Year 1, playing the game "behind the screen", identify the instrument by the sound it makes.

112 Pupils in Years 3 to 6 recognise musical patterns and changes of pitch. They have the opportunity to create, develop and process their own musical ideas, often in co-operation with others. For example, older pupils work in small groups to create a musical sequence on a chosen theme such as space or weather. The teacher's interventions are invariably productive asking pertinent questions, challenging easy solutions and pushing for improvements. The groups are carefully organised to ensure success for all ages and levels of ability and therefore all pupils work with commitment, concentration and enjoyment.

113 The rich musical curriculum adds greatly to pupils' spiritual, moral, social and cultural development. There are peripatetic lessons in brass and woodwind for those pupils who choose to take part and three recorder groups play during the lunchtime period. The strong

links with the local church ensure that pupils have opportunities to sing and play there on specific occasions such as the Carol Service at Christmas. Taking part in concerts and musicals such as the recent "Stable Manners" all provide valuable experience for pupils. Visits from a guitarist and a string ensemble are well received and benefit pupils' learning very well. However, there are limited opportunities for pupils to use computers to enhance both their musical skills and their information and communication technology skills. The co-ordinator has identified this area for development in the near future.

114 The subject is very well led and managed by the co-ordinator who teaches many of the lessons. The national guidance for teachers used by the school supports learning effectively. Assessment of pupils' progress and standards is undertaken regularly and the school has plans to further develop assessment in music in the near future.

PHYSICAL EDUCATION

115 During the inspection it was only possible to observe games skills. Discussions with the co-ordinator, other staff and pupils, plus the examination of teachers' planning and records, demonstrate that the physical education curriculum meets the requirements of the National Curriculum and that areas of physical education are taught according to the season. From this and the lesson seen it is evident that by the ages of 7 and 11 pupils' attainment is in line with the level expected for their age. These findings are similar to those identified in the last inspection and standards have been maintained.

116 Teachers' planning throughout the school is based on national guidance, which supports the teaching of basic skills in dance, games, gymnastics, athletics and swimming. In Years 1 and 2 pupils explore and repeat simple ball skills to increase their co-ordination. They move in different directions and at different speeds and use space efficiently. Pupils link a series of movements and balances both individually and working in a group.

117 From the games lesson seen, pupils in Years 4, 5 and 6 build on skills learnt earlier and use balls and sticks with a good level of control. They work well in groups of 2 and then 4 successfully introducing elements of competition. In physical education, swimming is a strength and most pupils reach a good standard. Nearly all pupils know how to exercise safely and have a good understanding of the effects of exercise on the body.

118 Provision for pupils to take part in sport outside normal lessons is good. During the lunchtime period pupils play football and tennis and have access to skipping ropes, bats and balls. If the weather is fine, pupils have the benefit of using the small field as well as the playground. After school clubs support physical education well with football and netball in the winter and rounders and cricket in the summer. Matches are played against other local small schools and pupils in Years 4, 5 and 6 attend an outdoor pursuits centre for a few days a year where they have the opportunity to try new sports such as orienteering. These activities contribute well to pupils' personal and social development as well as their physical skills.

119 Co-ordination and management of the subject are good. The co-ordinator has sound subject expertise and teaches most of the lessons for pupils in Years 2 to 6, which makes a positive contribution to their attainment and learning.

RELIGIOUS EDUCATION

120 By the ages of 7 and 11, pupils' attainment in religious education meets that prescribed by the locally agreed syllabus and is in line with what is expected for pupils' ages. The quality of the provision has been maintained since the time of the previous inspection which allows pupils to progress steadily and securely through the rich and interesting learning opportunities planned for them.

121 Teaching has improved since the last inspection and is good, mainly because pupils in Years 2 to 6 are taught by one specialist teacher. Under this good direction by the co-ordinator,

guidelines are used well in teachers' planning of lessons. This is well linked to the locally agreed syllabus and the curriculum is broad and relevant. As a result, the subject makes a significant contribution to pupils' spiritual, moral, social and cultural development.

122 Teachers use effective methods to deliver lessons. Good use is made of discussion to introduce new learning or to check on pupils' understanding. In a good Year 2/3/4 lesson, pupils eagerly shared their knowledge and understanding of Jesus' entry into Jerusalem. The teacher explained how the people would have felt about Jesus and pupils made their own paper palm leaves and acted the story shouting, "Hosanna, blessed is the King who comes in the name of the Lord". This type of role play gives pupils the opportunity to empathise with others and consider feelings, including their own. In Year 1, the teacher used artefacts from the Christian faith to show the importance of a candle and the cross. In discussions, pupils remembered their visit to the church and discussed the importance of the christening ceremony. The teacher told the story of John the Baptist and asked how he would have felt to be asked to christen Jesus. Pupils linked this idea very well to their own feelings of what important jobs they had. Pupils in Year 2 described how important the Qu'ran and the Bible are to followers of each religion. Pupils know that the Qu'ran is treated with great respect and that a special pointer is used when reading from it.

123 Teachers plan lessons well. They link the subject effectively to other curriculum areas to support understanding and generate discussion. In a good lesson in Year 1, the teacher used discussion very well to help pupils have a better understanding of the importance of responsibility. A well chosen selection of questions made pupils think about what responsibility is and comments such as, "I have to remember to feed my dog every day or he will go hungry", show the improving understanding of a difficult concept. Teachers have good questioning skills. They pitch their questions at the right level to challenge pupils of all abilities. They ask pertinent questions to check that pupils understand what they have been taught. They are very thorough and pupils display a good level of knowledge and understanding of the subject. Pupils share their views confidently with good reasoning skills. For example, in a Year 2/3/4 lesson, pupils improved their understanding of the life of Jesus and how festivals and celebrations occur in different religions. A real strength of the subject lies in the way that teachers use the personal, social and health education programme to support learning in religious education. For example, in a session discussing morality, pupils used persuasive arguments to try and make a classmate do something wrong, while this was countered by another pupil providing the other side of the story. At the end of the session, all pupils had a better understanding of why some things are tempting but they stated categorically that they would not hurt another's feelings.

124 Teachers share the targets with pupils at the beginning of lessons and check at the end of each lesson to make sure that targets have been met. In this way pupils are involved in their own learning. However, in teachers' planning of religious education there are rarely opportunities shown to use information and communication technology to support learning. Pupils with special educational needs are well catered for through more simplified activities and with good support either from the teacher or well briefed teaching assistant. The co-ordinator is knowledgeable and enthusiastic. By undertaking an audit of the subject and checking planning, teaching and learning, the co-ordinator ensures that the full curriculum is covered. Assessment is used well to guide teachers' planning so that pupils build on their previous learning well.