

INSPECTION REPORT

BURWELL VILLAGE COLLEGE PRIMARY SCHOOL

Burwell, Newmarket

LEA area: Cambridgeshire

Unique reference number: 110758

Headteacher: Mr B Dowler

Reporting inspector: Mr M Newell
10638

Dates of inspection: 14th – 18th February 2000

Inspection number: 194834

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	The Causeway Burwell Cambridgeshire
Postcode:	CB5 0DX
Telephone number:	01638 613103
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D Smith
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr M Newell	Registered inspector	Design and technology	The school's results and achievements How well are pupils taught How well is the school led and managed What could the school do to improve further
Mr B Harrington	Lay inspector	Equal Opportunities	How well does the school work in partnership with parents
Mrs M Forsman	Team inspector	History Science	How well does the school care for its pupils or students
Mrs S Mawer	Team Inspector	Special educational needs Art English	How good are the curricular and other opportunities offered to pupils
Mr A Hicks	Team Inspector	Geography Information technology Mathematics Music	
Mr D Hughes	Team inspector	Under-fives Physical education Religious education	Pupils' attitudes and values

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is bigger than most other primary schools and at present there are 416 pupils on roll. The school caters for pupils in the age range 4 to 11 years. The school forms part of a community campus that includes a library, Nursery, playgroup, swimming pool, sports hall and a print centre. The school building is used extensively during and after the school day, for community activities. Assessment data clearly show that children's attainment on entry to school is broadly at an average level overall, with a significant minority exceeding this level. The percentage of pupils known to be eligible for free school meals is five per cent, which is below the national average. The percentage of pupils on the school's register of special educational needs is fourteen per cent, which is below the national average. The vast majority of pupils are of white ethnic origin with a small percentage of pupils who have English as an additional language.

HOW GOOD THE SCHOOL IS

Burwell is an effective and improving school. The improving picture owes much to the clear sense of direction set by the headteacher, the good quality teaching and the highly motivated, well behaved pupils, who are keen to learn. The school recognises the need to continue this upward trend. There is a good sense of team work between all staff and governors. Taking all factors into account, the school is providing satisfactory value for money.

What the school does well

- Standards in mathematics are above the national average by the time pupils leave school;
- Standards in physical education and art are better than those found in the majority of schools;
- Pupils are keen to learn and are well behaved. This makes a big contribution to the progress that they make in lessons;
- The school has very good links with the community and partner institutions, which enhance pupils' educational experiences;
- All who work and learn at the school get on well together. Adults provide very positive role models;
- Provision for pupils with special educational needs is good;
- Teaching is good and all staff show a willingness to reflect critically on what they do in order to improve further;
- The provision made for pupils' social development is excellent, and provision for their moral and cultural development is of a very good standard;
- The headteacher is a very effective leader, who has set a clear direction for school improvement. He is well supported by the governors and senior staff.

What could be improved

- Standards in information technology at the end of Key Stage 2;
- The effectiveness of monitoring and evaluating what does or does not work well in teaching and learning;
- The use of test and assessment information to raise standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected last, in March 1996, Burwell was found to be a school with many good features. Since then, it has continued to improve, particularly since the appointment of a new headteacher in April 1998. Although there is scope for further improvement, standards have risen. The quality of teaching has improved significantly. The school has a clear sense of direction, and all staff and governors have a shared commitment to raising standards. Policies and schemes of work to support the curriculum are now in place and are of a good standard. Provision for pupils' moral, social and cultural development is now a real strength of the school. The partnership with parents has become stronger and pupils are keen and eager to learn. Overall improvement has been good since the last inspection. The school is well placed to continue to improve.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	B	C	E	well above average A above average B
Mathematics	C	A	C	D	average C below average D
Science	D	B	C	E	well below average E

The table shows that the school's results at the end of Key Stage 2 National Curriculum tests were similar to the national average in 1999 in all three subjects but the school did not perform well when compared to similar schools. The cohort for 1999 contained a relatively high percentage of pupils with special educational needs. The inspection findings show that the attainment of the present Year 6 pupils is above average in mathematics and average overall in English and science. Standards in speaking and listening are above average. The effective introduction of the National Literacy and Numeracy Strategies and the good quality of teaching across many subjects are having a most positive impact on standards and the progress pupils make. This is an improving school. The school is already reviewing the targets it has set itself in literacy and numeracy as a result of the progress pupils are making. The school recognises the need for further improvement. Analysis of pupils' work clearly shows that standards are set to rise in the year 2001 and beyond.

At the end of Key Stage 1 standards are above average in English and at an average level in mathematics and science. By the time pupils leave the school at the age of eleven, standards in art and physical education are better than those found in the majority of primary schools. Standards in information technology at the age of eleven are below the nationally expected level. Although the area that the school serves is relatively advantaged, assessment data provided by the school shows that children's level of attainment when they start school is not significantly different than the nationally expected level.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The vast majority of pupils are eager to learn and to give of their best. They are responsive and show good attitudes in all activities they take part in.
Behaviour, in and out of classrooms	Good. Pupils behave well in class and move around the large school site with a real sense of maturity and responsibility.
Personal development and relationships	Very good. Pupils take on responsibilities with enthusiasm and complete them with a sense of pride and achievement. Relationships throughout the school are very good. Staff, pupils, governors and parents form a close and mutually supportive team.
Attendance	Satisfactory and broadly in line with the national average. The vast majority of pupils arrive to school on time and lessons start punctually. Children enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 93	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. During the week of the inspection, teaching in 15 per cent of lessons was very good, in a further 61 per cent of lessons teaching was good, and in the remaining 24 per cent it was satisfactory. No unsatisfactory teaching was observed. The teaching of literacy and numeracy is effective, and there are examples of very good practice. In the majority of lessons, the needs of all pupils are met. Pupils with special educational needs are well supported and the higher attainers are appropriately challenged. Occasionally, when this is not the case, pupils do not make the progress of which they are capable. The teaching for children under the age of five is consistently good, with examples of very good practice. Overall, throughout the school teaching has improved significantly since the time of the last inspection and is increasingly making a significant and important contribution to pupils' learning and to the progress they make.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned and pupils enjoy a broad and balanced range of learning activities. The school provides a satisfactory range of extra-curricular activities in addition to the community based activities available on the school site.
Provision for pupils with special educational needs	Good. Pupils benefit from good systems of support, provided by teachers and the capable and committed support staff.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Adults provide very good role models. Very clear codes of behaviour and clear expectations ensure that pupils develop an excellent understanding of their moral and social responsibilities. Good provision is made for spiritual development and very good provision for pupils to learn about and appreciate their own and other cultural traditions.
How well the school cares for its pupils	This is a caring and supportive school. Staff know individual pupils well and good quality procedures are in place for child protection and to ensure pupils' welfare at all times.

The school has worked extremely hard to forge a strong partnership with parents. It has been successful. Parents have been asked through questionnaires about the service the school provides. A parents' focus group, instigated by the headteacher, meets on a termly basis to discuss any new school initiatives or issues that parents wish to discuss. Many parents help out in school. The contribution that parents make to their children's educational development is greatly valued by the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good and effective leadership. He has set a clear direction for school improvement. He is ably supported by a committed deputy headteacher and senior management team.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They're active in monitoring the work of the school and make good use of their individual and professional skills to support the school. Governors show a good awareness of the school's strengths and areas for development.
The school's evaluation of its performance	Increasingly the school is analysing test and assessment data and monitoring teaching and learning. At present such strategies are not sufficiently focused or rigorous and are not having enough impact on raising standards. This has already been identified by the school as an area that needs future development.
The strategic use of resources	All the resources available to the school, including teachers, support staff and accommodation, are used to the best effect so that they make an important contribution and impact on helping to raise standards.

The school has an adequate number of staff to meet the demands of the National Curriculum and to cater for the needs of children aged under five. There is a good level of support staff who make a valuable contribution to the work of the school. The standard of accommodation is very good. It is very spacious, both inside and outside, and provides a most attractive learning environment. The school lacks a suitably enclosed play area for children under five. Resources are of a good standard overall and help to make lessons lively, interesting and enjoyable.

The strong leadership provided by the headteacher has earned him the respect of staff, pupils, governors and parents. He has been successful in building a team where all show a willingness to reflect critically on what they do so as to improve the quality of education the school provides. The headteacher, senior staff and governors apply the principles of best value well in their management and use of available resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• The fact that their children like coming to school; • The progress that children make during their time in school; • The high standards of good behaviour; • The quality of teaching; • Parents feel happy to approach the school with any problems; • The effective leadership and management of the school; • The expectations the school places on children.	• The amount of homework that the school provides; • The information that the school provides about how their children are getting on; • A better partnership between home and school; • An increase in the range of activities the school provides outside lessons.

Inspectors endorse parents' positive comments. The school is improving at a good rate and parents are right to be positive about the quality of education the school provides. The amount of homework required is similar to that of many other primary schools and is judged to be appropriate. There is an annual report, often of good quality, on each pupil's progress and formal occasions when parents can discuss their children's work with staff. Teachers are available to meet parents informally at the start and end of each day. Information is sent regularly to parents about the work that children are being taught. These arrangements are sufficient to keep parents well informed about their children. Inspection findings indicate that the school has put a lot of time and effort into developing a strong partnership between home and school. The school tries hard to successfully involve parents in their children's learning and has canvassed parents' opinions through questionnaires and the parents' focus group. All these initiatives are good examples of the school seeking to build an effective home-school partnership. The range of extra-curricular activities that the school provides is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Assessment data shows that children's attainment on entry to school is average. A minority of children are at a higher level but this is offset by a similar percentage of children whose level of attainment is below the nationally expected level. All children make good progress during their time in the Reception classes because of the consistently good and sometimes very good teaching. By the age of five the majority of children attain the nationally recommended Desirable Learning Outcomes in language and literacy, mathematics and knowledge and understanding of the world. Attainment in physical and creative development and personal and social development is above that expected for their age.
2. National Curriculum tests for eleven-year-olds in 1999 show that attainment in English, mathematics and science is broadly in line with the national average. The percentage of pupils who exceeded the nationally expected level in English and mathematics was above the national average and close to the national average in science. When compared to similar schools the school's performance is well below average in English and science, and below average in mathematics. When results over the four-year period 1996 to 1999 are examined the performance of pupils in mathematics was above average and in English and science close to the national average. In the same four year period there was no significant difference in attainment between boys and girls. The school performed well in 1998 and the dip in 1999 can be explained by the fact that this particular group of pupils contained a relatively high percentage of pupils with special educational needs. The trend in the school's level of performance overall was broadly in line with the national trend. The inspection findings show that attainment in mathematics and speaking and listening is above average. In reading, writing and science attainment is at an average level. In all three subjects a significant percentage of the current Year 6 pupils are on track to exceed the nationally expected level. This is an improving school. The good quality teaching, the effective strategies for teaching literacy and numeracy and the agenda for school improvement instigated by the headteacher confirm that the school is now better placed to secure a more rapid improvement in standards. This is further reflected in the present level of attainment for the Year 5 pupils who are on track to achieve well in the year 2001.
3. The National Curriculum tests for seven-year-olds in 1999 show that pupils' attainment in reading, writing and mathematics is in line with the national average overall. When the school's performance is compared to that of similar schools it is well below average. Again data shows that the group of pupils contained a higher percentage of pupils with special educational needs. Taking the four years 1996 to 1999 together the performance of pupils was above the national average in reading, close to the national average in writing and below in mathematics. During the same period boys did not attain as well as the girls, particularly in reading. The school has already addressed this issue by examining carefully the reading material available to boys and purchasing more appropriate texts. This is proving effective as discussions with boys indicate there is a lively interest in reading. Teacher assessments in science and speaking and listening show pupils' attainment to be at an average level overall. The inspection findings indicate that standards in speaking and listening and reading are above average. Attainment in writing, mathematics and science is at an average level. In all subjects a significant percentage of the current Year 2 pupils are on track to achieve above the level expected nationally for seven - year olds.

4. The overall picture that emerges is that while there is still room for further improvement, standards are improving. The school has introduced effective strategies for the teaching of literacy and numeracy and these are having a positive impact on levels of attainment, particularly in mathematics. Basic skills are often taught well in these areas of the curriculum. The good quality teaching means that pupils are now acquiring new knowledge and skills at a faster rate than they have previously done. In the vast majority of lessons the tasks that are set are at an appropriate level. This results in the higher attaining pupils being stretched and challenged. Their learning is effective and they make the progress of which they are capable. Pupils with special educational needs and the small percentage for whom English is an additional language are well supported and make good progress. Good examples were seen of pupils being encouraged to use their literacy and numeracy skills in other areas of the curriculum. For example Year 6 pupils were asked to describe their feelings as evacuees, while Year 4 pupils were asked to evaluate the success of hand puppets they made in design and technology. In geography pupils draw graphs, in science they record weather data and in physical education pupils time exercises, measure pulse rates and record their findings. These are examples of good practice because they consolidate and in the best instances extend pupils' literacy and numeracy skills. The literacy and numeracy targets that the school has set for this year are appropriate. The school however is rightly predicting that the figure may be exceeded because of the effectiveness of its strategies for teaching literacy and numeracy.
5. Standards in speaking and listening at the end of both key stages are above average. Pupils at seven are articulate and use well formed sentences and a good range of vocabulary. By the end of Key Stage 2 pupils engage in good levels of conversation and are skilled at discussing and evaluating the meaning and purpose of a variety of texts. Reading standards are presently above average at Key Stage 1 and average at Key Stage 2. At Key Stage 1 all pupils use a range of strategies to read new words and to self-correct more difficult ones. Pupils show a good understanding of alphabetical order in using dictionaries to check spellings and finding books in the library using an index. The higher attaining pupils read fluently. By the end of Key Stage 2 the most able pupils discuss, analyse and evaluate the texts they read, with clarity and understanding. Most pupils are proficient in finding information and are familiar with the library system, but not all pupils are adept at reading and understanding beyond the literal level. Standards in writing are at an average level at the end of both key stages. By the age of seven pupils show an appropriate awareness of the structure and sequences of events in their stories. Handwriting is often clear and well formed but a significant minority of pupils still need adult support to write independently. At the end of Key Stage 2 the higher attaining pupils use good expressive language and grammatical awareness in different forms of writing. There are few examples of extended writing. Although there is varied writing there is less focus on writing for different audiences. A minority of pupils find it difficult to produce sustained pieces of writing with correct grammar and spelling.
6. Standards in mathematics are at an average level at the end of Key Stage 1 and above average at the end of Key Stage 2. By seven pupils have a secure grasp of number and through the numeracy strategy are developing good mental calculation skills. Pupils know the names of common two and three-dimensional shapes. Most pupils, but not the lower attainers, measure in centimetres accurately. Other aspects of measurement in weighing and capacity are not as well developed. Pupils have made a good start in data handling. By the end of Key Stage 2 most pupils have a secure recall of number facts. Many pupils calculate accurately with decimals although not all fully understand the relationship between fractions, decimals and percentages. Pupils find the area and perimeter of shapes and have a good understanding of angle. They recognise line and rotational symmetry. In data handling pupils find the mean, median

and mode and understand the concepts associated with probability.

7. Standards in science are at an average level overall by the end of both key stages. By seven pupils are developing good skills of observation and testing and have a sound knowledge of living things and physical processes. Pupils have less knowledge of materials and their properties except in relation to conductivity. By the end of Key Stage 2 pupils continue to show a good grasp of the principles of fair testing. Their presentation of results is generally appropriate but occasionally unscientific and lacking in accuracy. Pupils have a secure grasp of life processes and understand and identify forces in action.
8. By the end of both key stages the pupils attain levels of knowledge and understanding in religious education that meet the expectations of the locally agreed syllabus. By seven pupils have a secure knowledge of Christianity and other world faiths. By eleven pupils have built on this knowledge and compare and contrast features of Christianity with other world faiths such as Buddhism and Judaism. Through their studies pupils develop a tolerance and respect for the views of others and an ability to question features of the faiths they are studying.
9. Pupils' attainment in information technology is in line with national expectations at the end of Key Stage 1 but below expectations by the end of Key Stage 2. The school is already addressing this weakness through increased resources and regular lessons, both of which are having a significant impact. However, recent initiatives have not yet had time to impact on the attainment of Key Stage 2 pupils. At both key stages pupils have appropriate operating skills for their age. At both key stages pupils handle data of increasing complexity but at the end of Key Stage 2 pupils are not competent in refining their enquiries of databases. Not all elements of computer modelling and control have been addressed at Key Stage 2 to enable pupils to be adept in this area of the subject.
10. In art and physical education standards at both key stages are at a higher level than found in the majority of schools. In art pupils show well developed skills when using a wide range of media. They have good observational drawing skills and a good knowledge of the work and techniques of many artists such as Pollack and use this work creatively in their own work. In physical education pupils at Key Stage 1 are confident and competent performers who plan their work thoughtfully. At Key Stage 2 pupils display standards of agility, co-ordination and body skills that are above those expected from other pupils of this age. In design and technology, geography, history and music standards at both key stages are at an appropriate level for pupils' ages.
11. The school development plan has rightly identified the need to build on and extend the procedures for monitoring and evaluating the quality of teaching and to analyse test data more rigorously. The school has clearly identified these areas for improvement in order to seek to raise standards further. These are accurate and important areas for development, as they will play a significant role in helping to raise standards and also to disseminate the good practice that is clearly evident in teaching and learning.

Pupils' attitudes, values and personal development

12. Pupils work in a calm and orderly environment. Their attitudes and behaviour are good and their personal development and relationships very good. This indicates an improvement since the last inspection. Pupils listen attentively to their teachers and respond enthusiastically to questions and requests. Pupils are articulate, keen to learn and show sustained interest in their work even when they find the task difficult. When

required, pupils work well in groups, showing a willingness to share, and help each other. They show respect for property and for the ideas and opinions of others. Pupils are courteous and polite to each other and react positively to the adults. The good attitudes shown by pupils and their speedy response to requests for movement from one activity to another has a positive effect on their learning.

13. In the Reception classes children have very good attitudes to their learning, and approach activities with interest and excitement. Behaviour is very good
14. Behaviour throughout school is good. Pupils behave consistently well in lessons, assemblies, at break and lunchtimes. However a minority of pupils show inappropriate behaviour at times when classroom management is not as strong as it could be. Movement around the school and in classrooms is very orderly and calm with pupils showing a high degree of self-discipline contributing to the purposeful and happy atmosphere. Pupils understand and respond very well to the school's positive system of rewards and sanctions. The good behaviour that exists has a very positive effect on pupils' learning.
15. There is little evidence of litter or graffiti, the building is spotless and pupils are actively encouraged to care for their surroundings. At play and at lunchtimes, pupils respond well to adult supervision and there is no evidence of bullying or other inappropriate behaviour. Parents are positive and appreciative of the significant improvement in behaviour in the school and realise that this has a very good effect on their children's attainment. There were two exclusions during the last school year.
16. Relationships throughout the school community are very good. Teaching and ancillary staff, parents and governors form a close and mutually supportive team. This is reflected in the very good relationships between staff and pupils and amongst pupils themselves. Pupils of all ages mix and play well together. They offer each other support and encouragement. All adults in school present themselves as very good role models by maintaining a high level of respect and care for others and through their constant hard work throughout the day.
17. The personal development of pupils is very good. It is well supported by a full personal and social education programme. Pupils of all ages are offered opportunities to take responsibility and they do so with pride. This includes assembly and class duties and taking part in the school council. Pupils report the views of their classmates on issues such as the most effective use of school premises and how best to spend money made available to them. The gaining of confidence and social skills is supported by an appropriate variety of extra-curricular activities. The attitudes and behaviour of pupils with special educational needs are no different from other pupils. They try hard and respond very well to adults and are respectful towards each other.
18. Whole school attendance is satisfactory. During the last academic year the attendance rate, at 94.1%, was in line with the national average. There were no unauthorised absences.
19. Pupils enjoy coming to school and there are very few instances of lateness. The school's routines for registration meet statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

20. The standard of teaching is good. During the week of the inspection 15 per cent of lessons were judged to be very good. In a further 61 per cent of lessons teaching was

good and in the remaining lessons it was satisfactory. No unsatisfactory teaching was observed. The good quality of teaching makes a significant and important contribution to pupils' learning and to the good progress that they make.

21. The school has successfully and effectively implemented strategies to enhance the teaching of literacy and numeracy. Teaching in literacy lessons is good in both key stages. All staff have a clear understanding of the objectives of the National Literacy Strategy and teach basic skills well. Many staff have a real ability to question incisively. In the best lessons, for example, in Years 5 and 6 the teachers' ability to enhance pupils' understanding of an author's ideas or style of writing either through questioning or through infectious enthusiasm results in pupils' work showing a higher degree of perception and imaginative content. A strong feature in lessons is the expectations that teachers have for pupils to behave well and work hard. This enables pupils to focus on their work and to make good progress in lessons. Where teaching is not as strong, learning objectives are not always sufficiently clear or tasks set, such as filling words in a worksheet, do not motivate the pupils sufficiently. In these instances the learning is not as effective and pupils do not make the progress of which they are capable. In nearly all lessons there is a good balance between word, sentence and text level work. The shared text work with all the class is a strength and the plenary session is often used well to consolidate and extend learning. Literacy skills are practised well across the curriculum, for example, in history writing from the perspective of an evacuee or in design and technology evaluating the success of hand made puppets.
22. The quality of the teaching of numeracy is good. Teachers know how to teach basic numeracy skills well. Teachers question pupils well. For instance, in a Year 2 lesson on shape careful questioning developed pupils' understanding and at the same time developed their ability to classify their findings. Work is generally set at appropriate levels and lessons build progressively on what has gone before. Just occasionally teachers expect too much or too little of some pupils. Classes are well managed. This, together with positive attitudes and very good quality relationships, create an effective learning environment where pupils make good progress. Good discussions during and at the end of lessons enable teachers to assess pupils' level of understanding and to deal with misconceptions. This makes learning more focused and helps ensure that pupils make good progress.
23. The quality of teaching for pupils with special educational needs is good. It is often accelerated when pupils are withdrawn for group support by the learning support assistants during the literacy and numeracy lessons. It is most effective when work relates closely to the targets set in pupils' individual education plans. There are excellent examples of the work in the whole class setting being carefully matched to pupils' individual needs but occasionally this is not the case and learning is then not as effective as it could be. There is a good level of teamwork between class teachers and support assistants. The learning support assistants are directly involved in planning, attend staff meetings and are fully committed about the purpose and content of the lesson. The dialogue and feedback between support staff and class teachers is of good quality and has a significant impact on the learning and progress that pupils make. The school pays appropriate attention to the needs of the higher attaining pupils. In the majority of lessons work is sufficiently demanding to stretch the pupils. Lessons for these pupils are at their best when in subjects such as mathematics and science they are encouraged to investigate and seek different ways of solving problems. In one lesson opportunities were provided for pupils to advance their learning in an atmosphere of imaginative speculation and curiosity. Opportunities are provided through subjects such as history, or religious education for pupils to carry out independent study or research. In all of these instances pupils' learning advances at a rapid rate. Occasionally a small percentage of lessons lack this degree of challenge

and as a consequence pupils lose interest and their motivation decreases. This however is the exception rather than the norm.

24. The quality of teaching overall for children under the age of five is good and some very good practice was seen during the inspection. Planning is based around the key areas of learning and children are provided with a very good range of activities that enables them to learn through practical experience. High expectations of children's performance allied to constant praise and encouragement from all staff, enable the children to make good progress in all areas of learning. Teachers and support staff work very well together. Teaching of reading strategies, phonic awareness and writing techniques is of a high standard. In mathematics, opportunities to take part in lots of problem solving and practical activities enhance pupils' learning. Children learn about their environment through investigation and structured play. The children benefit from the way in which songs and rhymes are used to reinforce literacy and numeracy. The very well organised structure of the day, the effective learning environment and the day to day monitoring of what children have achieved are all factors that play a significant role in childrens' learning and contribute to the good progress that they make.
25. In both key stages, teachers have a secure subject knowledge of most subjects. In science teachers demonstrate specific expertise by providing a structured approach to investigations. Teachers at Key Stage 1 are particularly adept at using appropriate technical language. In art, teachers have good subject knowledge and this is demonstrated in the wide range of techniques that are taught to pupils. In the vast majority of lessons teachers show a good level of enthusiasm which is transmitted to the pupils who listen attentively and respond well. The school has made good progress in recent months in the development of information technology. However the school has rightly identified the need for further in-service training in this area of the curriculum to ensure that all elements of the subject are taught effectively and in sufficient depth.
26. Many lessons are well planned and focus on practising, improving and extending pupils' learning skills. In a high percentage of lessons learning objectives are made clear to the pupils. This is good practice because it actively involves pupils in their own learning. Many lessons as well as literacy and numeracy sessions, follow a set pattern of whole class discussions, group activities and a plenary session. This together with incisive questioning keeps pupils on their toes throughout the lesson and as a consequence learning is more effective.
27. Teachers have a very good rapport with their classes and nearly all pupils respond well and take a pride in what they do. When working in groups teachers provide good levels of support and stress the importance of self-discipline. Pupils do not rely too heavily on adult guidance and often work out solutions as a group rather than expect the teacher to provide the answer. A small percentage of pupils at both key stages do not always listen attentively and respond to the teacher's instructions. This is usually because the teacher does not gain the full attention of the pupils or does not exercise authority clearly enough from the outset. The very good relationships which generally exist between teachers and pupils are evident when, for example, pupils are considered responsible enough to work unaided in several locations around the school when composing music. Pupils react very well to these opportunities for independence. They behave well and work hard.
28. At both key stages resources are prepared well before lessons. Such examples were seen in mathematics, science, music and art. This enables the lesson to set off to a brisk start with little time lost. In many lessons there is a real sense of pace and work

moves along briskly. Time limits are often set and this encourages pupils to complete tasks within a lesson. In these instances many teachers then provide appropriate extension activities. Pupils respond well to this expectation and rise to the challenge. A good balance is struck between discussion time and recording time so that the quality of recorded work often reflects the quality of discussion.

29. Within lessons teachers listen and respond well to the individual needs of pupils. Throughout the school teachers provide gentle but constructive verbal criticism, together with praise where appropriate in equal measure. Misconceptions that pupils may have are dealt with in a sensitive manner, enabling pupils to advance their learning. Although teachers mark pupils' work on a regular basis the opportunity is not used consistently across the school to point out to pupils what they need to do to improve or to make greater effort with their presentation. Where it is used effectively, and examples are clearly evident at both key stages, there is an immediate improvement in the level of pupils' performance and presentation. Approximately 15% of parents who responded to the questionnaire sent out before the inspection expressed dissatisfaction with the amount of homework that children are expected to complete at home. Nearly all the parents who responded felt overall that the quality of teaching in the school was good. Inspection findings clearly support the parents' perception that teaching is of a good standard. Findings also show that the amount of homework that is provided is similar to that found in the majority of primary schools and so is judged to be appropriate.
30. Overall the quality of teaching makes a significant contribution to pupils' learning and to the good progress that they make. The quality of teaching has improved significantly since the time of the last inspection and is having a major impact on the standards being achieved. All teachers show willingness to reflect critically on what they do in order to secure improvement. The quality of teaching helps to ensure that pupils are keen and interested learners. Pupils are ready to make a real effort and to achieve well. More often than not the teaching is sufficiently challenging, demanding and enjoyable to enable them to do so. In most instances teaching builds upon and extends previous learning and teachers make clear what pupils are doing and why they are doing it. All these factors help to create an effective environment where teachers enjoy teaching, and pupils enjoy learning and make the progress of which they are capable.

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

31. The quality and range of learning opportunities provided by the school are good overall. Pupils are offered a broad and balanced curriculum that enhances their academic and personal and social development. The curriculum provided for children under the age of five is good and pays due attention to the nationally recommended Desirable Learning Outcomes and moves children on to the National Curriculum Programmes of Study when appropriate. Strategies for teaching literacy and numeracy have been introduced effectively throughout the school and are having an increasing impact on the standards being achieved. The quality of provision throughout the school for pupils with special educational needs is good. Pupils on the register of special educational needs have equal access to the curriculum. Individual education plans are of good quality because they set targets which are challenging but achievable. These plans are reviewed regularly to ensure that the plans remain appropriate. Pupils receive good support from learning support assistants who make a valuable contribution to the quality of education provided. A good balance is struck in subjects such as art where pupils' knowledge of the work of famous artists is fostered alongside

the development of creative and imaginative skills. Provision for the teaching of history and geography is good and in physical education pupils experience all elements of the subject in an effective manner. This makes an important contribution to the above average standards that are achieved. The school has put a great deal of time, effort and resources recently into improving the provision for information technology. Presently pupils are making good progress but over time pupils have not been systematically taught all elements of the curriculum in sufficient depth.

32. Overall the school meets statutory requirements including provision for religious education. In accordance with requirements the school provides daily acts of collective worship, which are incorporated into either whole school, key stage or class assemblies. They are planned adequately and encourage pupils to think about their own values and beliefs and those of others. Worship is mainly Christian in character but opportunities are provided for pupils to explore the customs and traditions of other world faiths. No pupils are withdrawn from collective worship and the parents are advised in the school prospectus of their right to withdraw their child should they so desire.
33. The school provides a satisfactory range of extra-curricular activities for pupils from Year 1 to Year 6, which include sporting and musical activities. These take place during lunchtimes as well as after school to enable as many pupils as possible to take part. The activities are very well attended and are augmented by the activities offered on school premises by community organisations. Each year, older children attend a one-week residential course which has curricular themes and also provides opportunities for pupils' social development.
34. A programme of personal and social education is delivered through formal timetabled lessons and provides weekly opportunities for pupils to discuss social, health and personal issues pertinent to their ages. Sex education and drugs education are presented on a rolling 2-year cycle throughout Key Stage 1 and Key Stage 2. They are based upon the county guidelines and are set at levels appropriate to the pupils' age groups. Most staff have received training in drugs education and parents have attended drugs awareness evenings. The school is currently involved in the development of a community based drug policy which is due for implementation in the school in the autumn term.
35. The school is fully integrated into the community which it serves. This is characterised by the role of the warden which extends beyond that of headship of the school to being charged with uniting the school and other community facilities within a concept of communal ownership.
36. The school is used by learners of all ages and this enables children to see that education is valued by adults. All opportunities are taken to provide rich and meaningful experiences for all pupils. They are included in community projects, such as planting trees for the new Burwell Wood, and presenting plans for the elimination of hazards within the 'Safer Routes to School Scheme' that is being managed by a parent group.
37. The school has very good links with the two receiving secondary schools and pupils benefit from mature induction procedures and the well-established curricular and pastoral liaison between members of staff. The three associated nursery schools are currently involved in a common health education programme with the school. Students pursuing vocational courses at the regional college are welcomed into school for work experience, as are Year 10 pupils from one of the secondary schools.

38. The school has developed a very good partnership with the local teacher training college, and several trainee teachers work in the school each year. Those teachers supervising the students have received mentor training from the college, and the school's co-ordinator is also pursuing a formal qualification in this area. The school comfortably fulfils its dual-role as a primary school and community resource. School and community learning activities are interwoven and each group derives a social benefit from the presence of others on site.
39. The school provides very good opportunities for pupils' spiritual, moral, social and cultural and pupils' consideration for one another contributes to the calm organisation of the school. Good use is made of assemblies and personal and social education lessons to present pupils with moral choices. They are encouraged to consider what they have heard and the impact those choices will have upon others. There is often an opportunity for meditation and many areas of the school are conducive to quiet reflection.
40. The school provides many opportunities for pupils to develop their social skills, such as organising the common room, providing office support during lunchtime and serving on the school council. Most of all, pupils are taught to value the opinions of one another and to understand the need for codes of behaviour in an orderly society. Fundraising for charitable organisations provides pupils with an insight into the lives of those less fortunate than themselves.
41. The school offers a very wide range of visits for all year groups to museums, study centres and churches. These are linked to curricular topics and also help to demonstrate to pupils the strength of their local culture. The study of modern European and Asian art, and visits from ministers and representatives of major religions ensure that pupils have a good understanding of the richness and variety of cultures and traditions of the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Good procedures are in place for ensuring pupils' welfare. Routines for dealing with pupils who feel unwell or need first aid are very well developed and are understood by staff and pupils. There are first aid stations at strategic places in the building to support those members of staff who have received training in first aid.
43. The school is a safe and secure place and pupils are well supervised at all times. The governing body regularly reviews the condition of the buildings and resolves any concerns. Records are kept of pupils who arrive late or leave early so that an accurate roll exists should it be necessary to evacuate the building. Emergency equipment is tested regularly.
44. The deputy headteacher has been nominated to deal with issues of child protection and has received recent training. She is supported in this role by two other teachers and a governor, all of whom have also received training. School policies and guidelines are issued to each year group and are contained in the handbook for learning support assistants. Procedures for child protection are of a good standard.
45. The school has recently instituted comprehensive assessment and recording procedures. These cover not only the core subjects but also the foundation subjects. In the core subjects of English, mathematics and science the school is providing regular testing and building up cumulative records which are readily accessible. They are diligently maintained by all class teachers and subject co-ordinators. At present the

procedures provide a wide picture of pupils' attainment but as the first cycle has not been completed their impact on progress has yet to be seen.

46. Assessments and standardised tests are analysed to provide information about general trends such as differences in attainment by boys and girls but detailed analysis of the different elements and strands of tests is not undertaken. For example the baseline assessment in the Early Years is not used to identify pupils with special educational needs. The use of data to set targets, guide planning and address shortcomings is in its infancy. This is recognised by the school as the next stage of development.
47. Portfolios of work are being collected in all subjects and meetings to assess the levels of pupils' work are carried out in the core subjects. These judgements are good and well considered. Assessment tasks have been identified for the current school year and the results are to be collated by the co-ordinators. The impact on subject standards has yet to be seen.
48. Information acquired through assessment is used to decide teaching groups in mathematics and English in some year groups and to identify pupils needing additional support but it is not used systematically to inform curricular planning.
49. All teachers have good procedures for routine assessment of weekly tasks but significant aspects of yearly assessment are lacking in specific criteria. The information provided by the yearly assessments is not used to monitor progress or to anticipate and address low attainment in specific areas, for example, low attaining pupils of average ability who are not receiving additional support as special educational needs.
50. The comprehensive assessment and recording processes that are part of the assessment strategies for all pupils are also used in assessing the progress of pupils with special educational needs. The information gathered is not always being used effectively to inform planning.
51. The school provides good support and guidance for all its pupils. The assessment procedures provide details of individual attainment but are not yet sufficiently developed to monitor progress to the same degree. The school provides appropriate Additional Literacy and Booster groups for identified pupils.
52. The school's practice for monitoring personal development is sound and sensitive. Teachers know their pupils very well. Achievement in all areas is recognised and the school's reward system encourages self-discipline and personal effort. Effective systems are in place to monitor attendance. Pupils with special educational needs receive good support and sensitive guidance on aspects of behaviour and relationships. They have access to a wide range of specialist services.
53. Teachers know their pupils very well and respond to their needs, often using the opportunities arising in the personal and social education programme to address specific issues. In this way, good behaviour and regular attendance are effectively promoted. The personal and social education programme is also used to monitor pupils' personal development. Pupil profiles contain records of achievement and pupils are encouraged to set personal targets for academic development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Generally, parents are pleased with the school. Through the questionnaire sent out

prior to the inspection, parents presented positive views and they are particularly pleased with teaching and the leadership of the school. Almost all parents believe that behaviour is good and state that their children enjoy coming to school. Some parents feel that they are not kept sufficiently well informed about their children's progress, nor that their children receive the right amount of homework. The inspection findings, however, indicate that homework is appropriate to the age groups. A number of parents think that the school should provide a wider range of activities outside lessons. Inspection findings judge the range of extra-curricular activities to be satisfactory.

55. Parents have recently been canvassed about their views of the school and the findings have been published. The school has initiated a parent focus group to help improve its understanding of parents' expectations. A number of parental concerns have already been addressed by parents being provided with termly curriculum information, homework guidelines and home school agreements. Additionally, the autumn consultation evenings have been successfully improved and a formal complaints procedure has been adopted.
56. The school provides good quality information for parents through the governors' annual report and pupils' progress reports. The progress reports are of good quality and inform parents what their children know and can do. Parents may discuss their children's progress with teachers at the parents' meetings that are held twice a year. Newsletters and the parents' focus group help support a strong dialogue between parents and the school. Teachers make themselves available to parents at the beginning and end of each day, and this allows important information to be conveyed and any concerns to be resolved.
57. The parent-teacher association is extremely active and raises substantial funds to help provide resources. A number of parents and friends regularly work in school. The school makes good use of the specialist skills of parents to enhance the curriculum such as information technology support in Y6. Parents also provide assistance on school visits and many parents support their children by attending class and whole-school assemblies. Home-school agreements have recently been sent to all parents and these formalise many of the good practices that already exist.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The overall leadership of the school is good and makes a significant contribution to the improving nature of the school. The quality of leadership provided by the headteacher is very good. He is a very effective leader and communicator who has set a clear agenda for the work of the school. He is well supported by an able and committed deputy headteacher and senior management team, an effective teaching and non-teaching staff, and well informed governors. Teachers, parents, governors and pupils recognise and value the leadership the headteacher provides. He has accurately identified the school's strengths and weaknesses and the weaknesses are clearly articulated in the school development plan. These include a commitment to raising standards, to further improving the analyses of test data and to introduce more rigorous procedures to monitor the effectiveness of teaching and learning.
59. All who work at the school are committed to raising standards. There is a good team spirit evident in the life of the school. The senior management team, which consists of the headteacher, deputy headteacher and two senior member of staff, meets on a regular basis and discusses issues pertinent to the development and improvement of the school. Issues are then prioritised and discussed at whole staff meetings. This is an appropriate procedure as it ensures that all staff are involved in the decision making

process. The headteacher, and on occasions, members of the senior management team have carried out lesson observations. These observations have been supplemented by visits from the school's local education authority adviser. Although much informal and useful discussion takes place between teachers concerning standards in subjects, the role of the curriculum co-ordinator is not yet having enough impact on helping to raise standards. No formal, rigorous procedures are in place for co-ordinators to monitor, support or evaluate teaching and learning across the school either through lesson observations or the regular scrutiny of pupils' work. This reduces the opportunities for good practice to be disseminated across the school or for teachers to tackle any weaknesses. The school has good systems in place to ensure the professional development of staff. Good attention is paid to the needs of individuals and there is a clear link between in-service training and the needs of the school as identified in the school development plan. All staff at the school, including support staff, are clear about their role in the school's day-to-day work and all make a significant contribution in helping to bring to life the aims of the school which are articulated in its prospectus.

60. The Governing Body is supportive of the work of the school, meets regularly and has an appropriate committee structure in place. The committee has clear terms of reference to guide its work. The Governing Body fulfils its statutory obligations by having all legally required policies in place. Governors make a valuable contribution to setting the direction of the work of the school and carry out their responsibilities well in holding the school to account for the quality of education it provides. The governors know the school well. Many visit the school on a regular basis and governors with responsibility for literacy, numeracy and special needs, for example, have observed lessons being taught and discussed their visits with staff. Governors are kept well informed by the headteacher and relationships between the Governing Body and the school are very good. The Chair of Governors has clear vision and encourages governors to widen their understanding by attending governor-training sessions. This gives them a good insight into initiatives, both local and national, and provides them with an opportunity to set the school in a wider context.
61. Following on from the last inspection the Governing Body drew up an action plan to address the issues identified. At this time the school underwent a period of instability and went through a period of eighteen months without a permanent headteacher. The present headteacher was appointed in April 1998. Despite these circumstances the school has made good progress since the last inspection. Although there is still room for improvement, standards have risen. There has been a significant improvement in the quality of teaching when at the last inspection 18 per cent was judged to be unsatisfactory. Policies and schemes of work to support the curriculum are now in place and of a good standard. The school's partnership with parents has become stronger. The attitudes pupils show to learning are far more positive and they are well motivated learners. The provision for pupils' spiritual, moral, social and cultural development has improved. The school recognises that there is a need to develop the role of curriculum co-ordinator further in order to have a more significant impact on raising standards. The school is well placed to continue to improve.
62. The headteacher, in consultation with all staff, decides the educational needs and priorities of the school and articulates these in the school development plan. The plan is fully discussed by the Governing Body before final ratification. The document is an accurate assessment of the areas of the school that need to be improved. Timescales and costings are built in to the plan. Success criteria however do not always relate directly to the raising of standards. Although this is implied it is not clearly stated.
63. The school carries out an appropriate range of tests and assessments to assess

pupils' levels of attainment. These cover not only the core subjects but also the foundation subjects. In the core subjects the school is building up good quality cumulative records. Test results are being increasingly analysed but the use of data to set targets, guide planning and address shortcomings is in its early stages of development and has not yet had time to impact significantly on raising standards. This is recognised by the school as the next stage of development. In line with statutory requirements the Governing Body has set literacy and numeracy targets for the years 2000 and 2001. The growing impact and effectiveness of the school's strategies for teaching literacy and numeracy means that the targets may be exceeded. The school has recognised this and has indicated that the targets may need to be reviewed and set at a more challenging level.

64. The school has good systems in place to set up and monitor financial planning and expenditure. The headteacher draws up a detailed one year budget plan and submits it to the finance committee and full Governing Body for approval. Careful account is taken of the educational priorities that have been identified in the school development plan. The school budgets systematically for all expenditure and has a concise idea about all identified improvements. The school's pattern of spending relates closely to identified priorities. This makes an important contribution to pupils' progress. Once priorities have been identified the school is effective in applying the principles of best value in its management and use of resources. The school has carried out very effective surveys of parental perceptions of the quality of education and service that the school provides. It has taken on board parental comments and as a result the partnership between home and school has been strengthened. The staff and Governing Body pay appropriate attention to the impact of major spending decisions and the work of the school. For example the school has evaluated the impact on standards of the purchase of palm top computers and how support staff are used.
65. The school makes good use of its available resources. The school is used as a community resource and so during the school day rooms within the school are used for adult education lessons. The spin-off from this means that pupils' own social and academic development is enhanced. The school makes good use of new technologies. Pupils are increasingly using computers to support work across the curriculum and the school makes effective use of a new computer suite that is attached to a 'print centre' on the school campus. However the fact that this centre has only been operational for a short period of time means that it has not had sufficient time to make a significant impact on raising standards. Pupils were also observed using palm top computers, photocopiers and cameras. Money that the school receives for teacher in-service training is used efficiently and is targeted so that it meets the needs of the individuals and also matches identified school priorities accurately. For instance, this includes the need to provide more teacher training in information technology so as to have a bigger impact on raising standards in this area of the curriculum.
66. There is a clear pattern and match between identified priorities and the levels of spending. Financial planning and projections extend beyond a one year cycle. This is good practice because it enables the school to respond appropriately to differing financial scenarios that may occur from year to year. The carry forward of seven per cent from the last financial year has already been ear-marked for developing information technology resources. There are good systems of financial control and administration in place. Adequate financial information is available for the headteacher and governors. The recommendations of the latest auditor's report have been implemented. Overall the quality of leadership and management of the school together with the efficient running of the school has improved since the last inspection. The school has a clearer focus and direction and is more clearly working towards raising standards and providing an even better quality of education.

67. There are enough suitably qualified teachers for the number of pupils on roll, all of whom are effectively deployed. Co-ordinating roles reflect teachers' interests or expertise, and are fairly distributed. Teachers work well together and there is effective teamwork within year groups. All teachers have been appraised and teachers' training needs identified in line with the School Development Plan, national and individual requirements.
68. Classroom assistants and special educational needs support staff are very effectively deployed and their contribution has a significant and positive impact on pupils' progress and achievement. The school secretary contributes significantly to the smooth daily running of the school. She supports the headteacher in monitoring the budget and undertakes a wide range of administrative tasks.
69. The quality of the accommodation is very good. The school occupies the old secondary school building which has been attractively modernised and remodelled. Very good use is made of the rooms and halls to meet the needs of the curriculum, especially in music and physical education. The addition of a library has provided a welcome facility for group work and research. The school is maintained to a high degree of cleanliness by the caretaker and cleaners, and attractive displays of pupils' work create a stimulating learning environment.
70. The enclosed courtyard has been imaginatively developed. Hard and grassed play areas are of very good quality and include adventure play equipment. However, there is no designated outside play area for children under five.
71. The school is well resourced, and equipment and materials are conveniently stored. Pupils have easy access to resources, and make good use of them to support their learning. Resources in information technology and physical education are very good, and very good use is made of outside resources through visits to places of interest and by inviting speakers into school, such as the curator of the village museum. There is no large play equipment to meet the needs of children under five.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1) Improve the standards in information technology by :

- ensuring that all the necessary skills and knowledge to enable pupils to become competent users are systematically and progressively taught;
- providing further appropriate in service training for all staff ;
- using computers more to support work in all areas of the curriculum.

(paragraphs 9, 25, 65, 132, 135, 136, 138)

2) Establish a clearer role for curriculum co-ordinators that enables them to regularly :

- support, monitor and evaluate teaching and learning across the school so that they develop a good knowledge of what works and what does not and so the good practice that clearly exists can be disseminated and any weaknesses tackled ;
- scrutinise pupils' work and share their findings with all staff members.

(paragraphs 11, 59, 61, 89, 98, 106, 119, 140, 151, 159)

3) Make the most effective and rigorous use of all available test and assessment data and the marking of pupils work to :

- identify areas of strength and weakness and set targets for improvement,
- guide and inform further curriculum planning ;
- outline to pupils what they need to do to improve.

(paragraphs 11, 29, 46, 47, 48, 49, 50, 58, 63, 89, 97, 98, 104, 106)

In addition the school should seek to provide a suitable enclosed play area for children under the age of five with appropriate large play equipment. (*paragraphs 70, 73*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	61	24	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	416
Number of full-time pupils eligible for free school meals	N/A	23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	24	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	22	24
	Girls	22	22	20
	Total	41	44	44
Percentage of pupils at NC level 2 or above	School	79 (86)	85 (88)	85 (79)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	24	24
	Girls	22	20	17
	Total	44	44	41
Percentage of pupils at NC level 2 or above	School	85 (83)	85 (81)	79 (90)
	National	82 (83)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	33	21	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	27
	Girls	19	16	18
	Total	43	40	45
Percentage of pupils at NC level 4 or above	School	80 (79)	74 (81)	83 (83)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	24	24
	Girls	18	16	17
	Total	38	40	41
Percentage of pupils at NC level 4 or above	School	70 (72)	74 (70)	76 (77)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	325
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	15.1
Number of pupils per qualified teacher	27.5
Average class size	29.7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	131

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	586489
Total expenditure	594710
Expenditure per pupil	1473
Balance brought forward from previous year	48986
Balance carried forward to next year	40765

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	310
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	5	0	0
My child is making good progress in school.	42	51	3	0	3
Behaviour in the school is good.	36	58	2	0	4
My child gets the right amount of work to do at home.	28	55	14	1	2
The teaching is good.	53	42	1	0	4
I am kept well informed about how my child is getting on.	27	53	15	2	3
I would feel comfortable about approaching the school with questions or a problem.	57	38	3	0	1
The school expects my child to work hard and achieve his or her best.	51	43	4	0	1
The school works closely with parents.	35	54	9	0	2
The school is well led and managed.	58	36	1	0	5
The school is helping my child become mature and responsible.	38	53	5	0	4
The school provides an interesting range of activities outside lessons.	26	36	23	3	12

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

72. The attainment for the majority of children on entry to the Reception class is in line with the national average. By the time they are five children attain the nationally recommended Desirable Learning Outcomes in language and literacy, mathematics and knowledge and understanding of the world. Children's attainment in physical development, creative development and personal and social development exceeds the level expected nationally. Children under five enjoy the various activities presented to them and make good progress in their first year at school. They are confident in their relationships with their classmates, teachers and other adults and participate eagerly in the many activities planned for them by their teachers. They listen attentively to their teachers and concentrate and persevere well with their tasks, both in and out of their classrooms. They work conscientiously individually, or as members of a small group, and demonstrate very good and sometimes excellent behaviour in a supervised or unsupervised situation.
73. Teaching and support staff co-operate very well to provide a safe, secure and very caring environment for the school's youngest pupils. They have worked together very successfully to plan and implement a broad and balanced curriculum which is geared to the Desirable Outcomes for children's Learning. High expectations of children's performance, allied to constant praise and encouragement from all staff, enable the children to develop confidence and a feeling of security. Very good liaison is encouraged and achieved between the Reception teachers and the senior management team. Day to day monitoring of pupils' progress and ability is carried out well and teachers and support staff note all aspects of social and academic development. Accommodation for the under fives within the school is satisfactory. There is no designated outside play area which limits children's experience of large play equipment. Resources for this age group are satisfactory overall.

Personal and Social Development

74. Children under five make good progress in their personal and social development in their first year in school. Most are confident and establish very effective relationships with their classmates, teachers and other adults. They are polite and respectful and show sensitivity to the feelings of others as is apparent in whole class sessions and whole school assemblies. Children concentrate well and are eager to explore any new learning. They work well as part of a group, or independently, and are willing to take turns and share fairly. These children are very mature for their age. They are beginning to demonstrate independence in dressing and personal hygiene and can select activities with confidence. They are able to initiate ideas, especially in their imaginative work in art. The vast majority of children of this age have developed a good understanding of what is right and wrong and they treat their school environment with care. The high quality teaching which actively encourages independent learning makes a significant contribution to children's progress.

Language and Literacy

75. By the end of their time in the Reception class, children talk about their experiences, using a growing vocabulary to express thoughts and convey meaning to a listener. They enjoy books and most name their favourite book or story and respond well through drawing and writing to stories they have heard in literacy or religious education lessons. Nearly all children make up their own stories, for example, in the story linked

to 'Tick Tock'. Children show a satisfactory understanding of how books are organised, know that print is read from left to right and understand the relationship between words and pictures. Most children are ready to begin the reading element of the National Curriculum when they reach the age of five. Good teaching of reading strategies, phonic awareness and writing techniques ensures that children make good progress in this area of learning.

Mathematics

76. By the time they are five, children have attained skills in numeracy and mathematics generally in line with the Desirable Learning Outcomes and have made good progress. Children under five use mathematical language satisfactorily and describe and sort everyday items and simple two-dimensional shapes. They are introduced to a good range of number rhymes and songs to develop their counting skills and recognise and use numbers to ten and beyond. They understand concepts such as 'bigger than', 'smaller than' and 'one more'. By the end of the Reception year, a small percentage count up to 20 and use their numeracy skills to perform simple addition and subtraction sums. They understand and record numbers through the well planned practical activities and are beginning to develop the ability to solve simple problems, for example, in finding missing numbers. The good quality teaching which allows children to learn through lots of practical, experimental activities enthuses the children and makes learning fun.

Knowledge and Understanding of the World

77. By the age of five, the majority of children achieve the Desirable Learning Outcomes in this area of learning. Opportunities for children to experiment with play-dough, paint, water and sand support the children's growing understanding of materials and their properties. The children identify and discuss the different texture, appearance and shape of a range of objects, and are observant. They are developing an awareness of the passing of time as they talk about the days of the week and how things change over time. When using the computer children have good levels of confidence and work well individually and are prepared to experiment. They have good mouse control and click on different colours and tools with accuracy. Most children know where they live, and talk about simple manmade and natural features in their environment.
78. The good quality teaching ensures that children have enough free choice opportunities to work with construction materials and to develop an understanding of the world in which they live through role-play activities. There are also opportunities for children to learn about their environment through investigation and structured play, and also their study of the school grounds and a visit to a local farm.

Physical Development

79. Children make good progress in their physical development, moving well in any physical exercise and showing increasing control and co-ordination in their movements, especially when running and jumping. Most are able to hop. They show an increasing awareness of space and use equipment safely and sensibly. They move from their classrooms to the hall quickly and quietly and all dress and undress independently by the time they are five. They show a sound capability to demonstrate their gymnastic or dance movements and their ability to talk about their own and others' skills is well advanced. Children of all abilities handle tools and materials well when engaged in creative activities. They show confidence in handling construction kits and malleable materials like plasticine and clay. The very good teaching encourages children to be imaginative in their physical play and activities and at an

early age to evaluate their own level of performance.

Creative Development

80. By the age of five the majority of children attain standards above those expected for their age in the creative area of learning. They make good progress. There are regular opportunities for them to paint, print and make collages and for them to use modelling materials such as dough. They learn how to stick, glue and cut with increasing control. Children take part in a good range of formal art and craft activities, and have ample opportunities to experiment or develop their imagination through free-choice activities.
81. The under-fives benefit from the many good opportunities for them to sing songs and rhymes together. Songs and rhymes are used well to reinforce literacy and numeracy skills, and to settle the children down before the start of an activity. Children sing reasonably tunefully together. They listen attentively to recorded music and are developing a good sense of rhythm.
82. All staff are friendly and approachable and committed to the children in their care. The co-ordinator carries out her duties efficiently and conscientiously. The high quality of teaching for children under five is an important factor in the good progress which the pupils make.

ENGLISH

83. The inspection findings for the current Year 2 pupils show above average attainment in speaking and listening and reading. In writing, although many more pupils are achieving higher levels than last year there are still a significant minority who will not reach the required standards and so writing overall is average. In the current Year 6, pupils' attainment in speaking and listening is also above average. In reading and writing attainment is average. Although higher attaining pupils generally achieve above average attainment in reading and writing there are a minority of lower attaining pupils who will not reach the required standards. This evidence generally supports the targets the school has set and shows an improvement in speaking and listening at both key stages and reading at Key Stage 1 since the last inspection. The recent initiatives within the literacy hour, improved planning and teaching and the monitoring of test results have all contributed towards improved standards of attainment since the last inspection and the good progress now being made in the school.
84. At the end of both key stages pupils achieve above average standards in speaking and listening. Pupils at seven are articulate and fluent and use well formed sentences and a good range of vocabulary. Their responses are considered and appropriate reflecting the good quality of their listening skills especially during the literacy hour. Higher attaining pupils speak clearly and during a library session confidently expressed their views of the books they are currently reading. In shared reading the lower attainers answer questions well related to the text of 'Mog and the Vet' but lack some fluency of speech. By the end of Key Stage 2 many pupils are skilled at discussing and evaluating the meaning and purpose of a variety of texts they study. For example in the shared reading in Year 6 they confidently discuss the style and plot of the story 'Clockwork' and give well considered opinions of the characters. Pupils engage in good levels of conversation with adults in which their ideas and opinions are carefully considered, reflecting the good quality of their listening skills. Pupils are all given formal opportunities for speaking and listening to a wider audience and Year, 1 in the class assembly to the school and their parents, retold confidently and clearly the story of 'Titch.'

85. Reading standards are above average at the end of Key Stage 1. Many higher attaining pupils use expression to read fluently and this is particularly noticeable when reading 'Big Books' together. They have a good understanding of the text and are beginning to recognise the structure of stories and use the correct vocabulary to evaluate the book. All pupils use a range of strategies to read new words and to self correct more difficult ones. Lower attainers are more hesitant in their reading and only recognise familiar words and phrases in a simple text. Additional books to support the literacy hour and particularly the use of 'Big Books' have improved the enjoyment shown by the pupils in their reading and are helping to raise standards especially for the boys. Pupils show a good understanding of alphabetical order in using dictionaries to check spellings and finding books in the library using the index. By the end of Key Stage 2 the most able pupils discuss, analyse and evaluate the texts they read with clarity and understanding. They read expressively and fluently from a wide range of books. Many have favourite authors, belong to the local library and discuss their preferences for books. Most pupils are proficient in finding information from books for research in other subjects and are familiar with the library system. The significant minority of lower attaining pupils are more hesitant in their reading but have strategies to read unfamiliar words and this represents an improvement since the last inspection. However their understanding of the text is sometimes limited and this restricts their progress.
86. Writing by the end of both key stages is average. At seven, handwriting is clear and well formed and many of the higher attaining pupils are beginning to use a well formed cursive script. These pupils show a good awareness of the structure and sequencing of events. Their ideas in this extended writing are clear and varied. Spellings and punctuation are usually accurate and speech marks are beginning to be used but not always correctly. The lower attaining pupils still need a lot of adult support to write a short sentence independently. There are frequent opportunities during the literacy hour to practise phonic rules to improve spellings and many pupils are confident in using these skills independently in their written work. There are some good examples of different forms of writing including letter writing, millennium resolutions, diaries of events at home and school, and retelling favourite stories. By the end of Key Stage 2 the higher attaining pupils use good expressive language and grammatical awareness in a variety of work that includes letter writing, book reviews, poetry, science experiments and historical events. Particularly good examples of interesting and well organised writing in Year 6 are seen as the modern day version of the 'Pied Piper' written in the style of the author, the analysis of data in a family life survey and the letters to Ann Frank relating her life to things that happen today. There are fewer examples of extended writing. Although there is varied writing there is less focus on writing for different audiences. For example, there is no school newspaper, writing and sharing books with younger pupils is not a common practice, and there is little evidence of writing reports on local events in the school or community. A minority of pupils are unable to write in an organised or sustained way and have below average standards in spelling, grammar, handwriting and punctuation.
87. Teaching is good at both key stages. There has been an improvement in teaching since the last inspection when it was found to be satisfactory. There was no unsatisfactory teaching or any difference between the quality of teaching in the key stages. Progress overall is good for all pupils including those with special educational needs and the small percentage of pupils for whom English is an additional language. Staff have a clear understanding of the objectives of the National Literacy Strategy and a confident approach in their teaching of the basic skills. Many are skilled at questioning pupils on the texts being studied to help them extend their learning particularly in speaking and listening and reading. Handwriting is well taught in Key Stage 1. However not all staff are sufficiently skilled at helping pupils to improve the

content of their writing through gaining an insight into the vocabulary, ideas and style of the author. It was successful in a Year 6 lesson where the teacher focused specifically on the attractions of the book to help improve the way pupils write their book reviews. It was also taught particularly well in a Year 5 lesson where the teacher's enthusiasm for literature was infectious. The animated reading and discussion of the book 'The Shine' challenged and captured the interest of the pupils so much that their written work showed a high degree of perception and imaginative content. This very good link between reading and writing is not evident in all classes. Many lessons are well planned and focus on practising, improving and extending learning skills, but in some cases staff plan for the whole class instead of considering the different ability levels of the pupils. In a few lessons the pace and challenge is missing and tasks are set that do not motivate pupils such as filling in words in work sheets and repeating the same kind of writing without varying the strategies. A strong feature and strength from most of the staff is the very good relationships established with pupils and the encouragement given to them to behave well and work hard. This helps them to focus on their work, sustain concentration and work productively to make progress.

88. The National Literacy Strategy is being efficiently implemented in all classes. The shared work with all the class is a strength of the provision and the plenary session is sometimes used well to consolidate and extend learning. In a few lessons however it is not given enough importance or time as a separate session and has limited value. There is a stimulating environment in many classrooms where literacy has a high profile and resources are well displayed to help pupils to improve the quality of their work. Literacy skills are practised well across many areas of the curriculum. For example Year 6 describe their feeling as evacuees in the postcards they write home during the second world war. Year 5 write a detailed account of Buddhism while Year 4 evaluate the success of the hand puppets they make in design and technology. Good opportunities are made for pupils to develop a wide technical vocabulary across many subjects. In dance, Year 2 pupils are encouraged to make simple judgements about the quality of their movements while in Year 1 pupils in art simply evaluate their pictures. Information technology is beginning to be used to support the literacy strategy with Year 3 and Year 4 pupils using palm top computers for English related tasks.
89. Effective management has successfully prepared the staff for the literacy hour and the impact from training and support has been in the improvement to teaching skills, the good progress generally being made and the steady raising of standards. The experienced co-ordinator is very committed to continuing this progress and is aware that further developments are needed to raise attainment for the lower attaining pupils. However the monitoring and evaluation of teaching and learning is still in the early stages of development and because of this the co-ordinator is not able to identify clearly the strengths and weaknesses of the provision that are directly linked to standards. The school has begun to monitor the progress pupils are making in national tests and there are comprehensive assessment procedures in place. The school is still in the early stages of using these assessment results effectively to guide planning and to set individual targets for pupils. There are some good examples of marking but the practice is inconsistent and some pupils do not understand how well they have done and how they can improve.

MATHEMATICS

90. Standards in mathematics are in line with national expectations at the end of Key Stage 1, and they are above national expectations at the end of Key Stage 2. At both key stages, pupils' improvement in attainment since the previous inspection has

matched national trends. In Key Stage 2 higher attaining and average Year 6 pupils are already working at the level expected or at higher levels by the end of the school year. The school's target for four fifths of pupils to attain level 4, the level expected for eleven-year-olds by the end of the year, is realistic, and if achieved, would represent a small improvement on previous years' results.

91. By the end of Key Stage 1 nearly all pupils have a secure grasp of addition and subtraction. Higher attaining pupils work confidently with numbers up to 100 or more, although lower attaining pupils work accurately only with numbers up to 20. Pupils develop satisfactory use and understanding of common mathematical symbols such as +, - and = in written work. They are developing good mental calculation skills, and they have a good recall of basic number facts. For example, they answer questions such as "What is 10 more than 74?" and "What is double 11?" when playing mathematical games at the start of lessons. Pupils use their knowledge of number in everyday tasks such as shopping. They recognise coin values and combine them to add up totals up to £1. Some pupils use decimals to record larger amounts and they know, for example, that £5.05 is the same as 505 pence. Pupils have started to learn multiplication tables for 2, 5 and 10. They use their knowledge to carry out simple divisions such as 12 divided by 2, and some pupils understand that this is the same as finding $\frac{1}{2}$ of 12. Pupils know the names of common two and three-dimensional shapes. In a Year 2 lesson seen during the inspection, pupils accurately identified shapes such as cubes and cylinders from descriptions such as "It has 2 edges and 3 faces." Pupils measure classroom objects such as exercise books in centimetres, although lower attaining pupils do not always do this accurately. However, other aspects of measurement such as weighing and work on capacity are under-developed. Pupils make a good start on data handling. They draw simple block graphs to illustrate, for example, how they come to school, and how many letters there are in each of their names.
92. By the end of Key Stage 2, pupils have a secure understanding of arithmetic, and work confidently with numbers up to 1000 or more. They use standard written methods for addition, subtraction, multiplication and division, and most pupils have secure recall of basic number facts such as multiplication tables. As a result, their work is usually accurate. However, lower attaining pupils are less consistent in their work, for example correctly subtracting numbers involving "exchange" between units on some occasions, but not on others. Pupils use decimals and understand place value, in activities such as rounding numbers to various degrees of accuracy. They calculate accurately with decimals, and use their knowledge in work on money and measurement, for example expressing measurements in different units such as 1.345 kilometres and 1345 metres. Pupils have a good understanding of fractions. For example, pupils demonstrated well how to use equivalent fractions in fraction addition and subtraction. However, pupils do not yet understand sufficiently well the relationships between fractions, decimals and percentages, and work in this area is under-developed. In work on shape pupils find the area and perimeter of two-dimensional shapes. Pupils have a good understanding of angle. Most pupils use protractors correctly to draw angles, and they use terminology such as "acute" and "obtuse" to describe types of angles. Pupils recognise line and rotational symmetry, and most use angle and other properties to develop a systematic classification of two-dimensional shapes such as parallelograms, rhombuses and squares. In work on handling data pupils find the mean, median and mode of simple sets of data, and they understand basic concepts associated with probability.
93. Pupils make good use of their numeracy skills in other subjects. For example, they draw graphs in geography and science to record weather data, and to investigate results of science surveys. They weigh ingredients and measure materials in design and technology activities, and in physical education they time exercises and measure

pulse rates in health-related fitness activities. The quality of mathematics teaching is good in both key stages. No unsatisfactory lessons were seen during the inspection of lessons, and three quarters were good or very good. Teachers have a good understanding of the National Numeracy Strategy, and lessons follow the recommended framework. As a result, work is generally set at appropriate levels of difficulty and lessons build progressively on what has gone before. Just occasionally teachers expect too much or too little of some pupils. For example, work in converting currencies for some of the older pupils was too difficult for most of them. Despite a good explanation by the teacher, pupils were unable to connect the process of currency conversion with the operation of multiplication. By contrast, in a Year 2 lesson on shape recognition, the work was too easy for higher attaining pupils, who already had a good understanding of shapes and their properties.

94. Teachers know how to teach basic numeracy skills well. For example, in a Year 6 lesson on fractions, a careful explanation of how to find equivalent fractions, using mathematical vocabulary such as “common denominator”, ensured that pupils understood what to do in the written tasks on putting fractions in order, and led to good progress over the lesson. Teachers question pupils well. For instance, a Year 2 teacher spent part of a lesson with a group of low attaining and pupils with special needs, working on a shape activity. Careful questioning developed pupils’ understanding of the basic properties of shapes, such as whether they would roll or not, and at the same time developed their ability to classify their findings using a ‘Venn’ diagram.
95. Classes are well managed. Teachers have a very good rapport with their pupils and nearly all pupils respond well. They are well motivated and work independently when given opportunities to do so. However, in one lesson seen, a small group of pupils were inattentive and slow to respond to the teacher’s instructions. Nevertheless, patient effective class management ensured that behaviour overall was satisfactory, and the progress of the majority of the class was not hindered. The combination of good management, positive attitudes of pupils and good relationships between pupils and with teachers combine well to create the relaxed but purposeful lessons typically seen, and pupils make good progress as a result.
96. Teachers make good use of support staff. For example, in a Year 3 lesson, a group of lower attaining pupils was able to complete the same problem solving activities on shape as the rest of the class as a result of the effective support they received from the classroom assistant. Most lessons proceed at a satisfactory pace. However, just occasionally teachers take too long to explain work, which restricts the time available for the rest of the lesson and reduces the overall progress which could be made.
97. Teachers constantly assess pupils’ work throughout lessons. Good discussions with the whole class, for instance at the end of each lesson, enable teachers to assess how well pupils understand what they have done. During lessons, discussions with individual pupils help to prevent misconceptions developing and ensure that pupils remain focussed on the work in hand. The quality of written marking is generally satisfactory, but some books contain little other than brief comments.
98. The National Numeracy Strategy has been smoothly implemented. From the planning framework provided, teachers develop good termly plans which ensure that pupils build systematically on what they know, understand and can do as they progress through the year. The co-ordinator monitors the medium term curriculum plans for each year group. This has led to improvements in planning, such as a greater emphasis on the use of mathematical vocabulary in class discussions. The school has rightly identified the need to develop more rigorous procedures to monitor and

evaluate teaching and learning and the need for regular scrutiny of pupils' work. A new system for assessing and recording pupils' attainment provides teachers with secure information from which they can assess pupils' progress, but insufficient use is currently made of assessment information in setting individual and class targets to raise standards of attainment. Resources for mathematics are good. The school has a good range of texts and apparatus, including new purchases for the National Numeracy Strategy, and they are well distributed around the school where they are needed.

SCIENCE

99. On the basis of the inspection findings, attainment is in line with national expectations at the end of both key stages. This broadly matches the National Curriculum assessments for Key Stage 1 in 1999 and is supported by the assessments and test results at the end of Key Stage 2. The majority of pupils at the end of Key Stage 1 are attaining the national average and a significant number are attaining a higher level. At the end of Key Stage 2 the majority of pupils are attaining the national average for pupils at age eleven.
100. By the end of Key Stage 1 pupils are developing good skills of observation and testing. They have a sound knowledge base and have covered the attainment targets relating to living things and physical processes appropriately. They have experienced a range of investigations covering a wide variety of approaches such as finding out if candles burn enclosed in a jar and making simple circuits. Pupils have less knowledge of materials and their properties except in relation to conductivity.
101. By the end of Key stage 2 pupils have a secure grasp of life processes and are aware of the main functions of human organs and of how different muscles and joints operate. They understand and identify forces in action and make hypotheses about the successful design of paper spinners. Pupils have examined a range of materials testing for permeability and have reached sensible conclusions. They show a good grasp of the principles of fair testing and record their investigations clearly. Pupils regularly use tables to record findings but have less experience of using and interpreting graphs in a science context. They are familiar with the processes of investigation and have undertaken experiments requiring a range of skills, for example, in testing solubility and saturation. Opportunities for pupils to design and execute their own experiments are limited. Their presentation of results is generally appropriate but occasionally unscientific and lacking in accuracy.
102. The quality of learning is good across both key stages. The vast majority of pupils make good progress in lessons. They improve their subject knowledge steadily and good modelling by the teachers enables pupils to become confident in the use of technical vocabulary. Structured planning of tasks by their teachers helps pupils to see the need for fixed points in testing and to resist the temptation to change more than one variable at a time. For example pupils in lower Key Stage 2 experimented with designs for paper nose cones on Lego buggies to make them travel faster while observing the rules of the test and showed increased understanding of air resistance as a force. There is evidence of progress in the level of difficulty and challenge in all required aspects. Pupils in Key Stage 1 know what constitutes a healthy diet while pupils in Key Stage 2 understand the workings of the digestive system.
103. Pupils' attitudes to the subject are good. Pupils in both key stages undertake research in their own time. Pupils in Year 1 made a significant contribution to their lesson on the human body by bringing books from home and suggesting relevant pages to share

with the class. The oldest pupils prepared and delivered with confidence short presentations on food values to their class. Pupils co-operate constructively in small groups and share their expertise.

104. Teaching is at least satisfactory and usually good in both key stages. Teaching is effective when there is a tight focus and high expectations that are understood by the pupils. Teachers' subject knowledge is secure and they demonstrate specific expertise by providing a structured approach to investigations. In Key Stage 1 teachers are particularly adept at phrasing questions in language appropriate to the age groups which enables pupils to draw on their own experience, for example, in sorting food using familiar brand names. In Key Stage 2 probing questions encourage pupils to re-examine results and to make hypotheses. In the majority of lessons the challenge of the task is well matched to pupils' knowledge and learning needs. Occasionally work is not precisely matched to the needs of lower attaining pupils. In a few lessons there is a lack of pace. Expectations for marking and presentation are not consistent throughout the school. This occasionally reduces the importance of scientific accuracy and method.
105. Since the previous inspection the quality of teaching has improved. The curriculum has been reviewed and updated and new assessment procedures have been instigated. The curriculum includes visits such as to the Upware Field Study Centre.
106. The co-ordinator is well informed and knowledgeable and has a good overview of the curriculum. She has prepared an appropriate action plan for the further development of the subject. There is limited opportunity for the co-ordinator to have a direct impact on standards through the monitoring and evaluation of teaching. A portfolio of work samples has been started and is supported by annual moderation reviews. The teachers' moderation judgements are sound and clearly recorded. At the end of the school year each pupil's work is assessed and given a National Curriculum level and samples of work are added to individual record folders. Some of these procedures are still very new and have not run a full year. The school has not yet introduced systematic analysis of the assessment data or the practice of using information to anticipate results by targeted action, for example, in dealing with low attaining pupils.

ART

107. Standards in art are above those found in most schools and this is an improvement from the last inspection where standards were judged to be satisfactory. Only four lessons were observed during the week of the inspection. However sufficient evidence is available from pupils' work on display, photographs of previous work, teachers planning and discussions with staff and pupils to judge the quality of the work.
108. By the age of seven pupils show well developed skills in using a good range of media, tools and techniques in their drawings, paintings, collage and printing. They mix their own paints and did particularly well in blending different colours together to achieve a very effective 'Starry Night' in the style of Van Gogh. However, the resources they use are normally chosen by the teacher and this somewhat limits the opportunities pupils have to select and experiment with different materials themselves. Pupils skilfully use paint and paper to make portraits and show a good awareness of the artistic elements of line, tone, colour and shape. They work in pairs discussing their ideas together and afterwards evaluate their pictures. While painting they sometimes use their sketchbooks and draw ideas to help them to develop their work further.
109. By the age of eleven, pupils have a well developed understanding of the materials and

methods used by a wide range of important artists. Several of these artists are used as a basis for developing pupils' own skills in the techniques of art. The ideas of modern artists such as Jackson Pollack and Andy Warhol are used creatively in the pupils' own detailed and original designs. Many are competent in applying well developed techniques with pencil, ink, pastel, charcoal, wax and brush to their work and demonstrate their own personal expressions. Good observational and drawing skills and careful shading with pencil and charcoal are used by Year 5 pupils in seasonal scenes of Arctic life. Year 6 skilfully use coloured dyes, hot wax and a tjanting to produce a striking and original batik wall hanging of natural shapes and patterns.

110. The school has maintained the good quality of teaching observed at the last inspection and learning for all pupils including those with special educational needs is good. Staff are confident in their teaching. They have a good subject knowledge and this is demonstrated in the wide range of experiences they give to the pupils and the high standards of work displayed around the school. In most lessons there is an emphasis on pupils acquiring and extending their skills. The sketch books are sometimes used well to help pupils plan and practise their ideas and then move on to make their own choices of design and picture. In Year 3 this clear progression is seen from techniques of shading in the sketchbooks to the pastel and crayon pictures of abstract shapes using all the colours of the rainbow. In a few classes the sketchbooks do not serve such a useful purpose and are used more as a book for putting a few drawings in rather than as an important stage in learning. Works of celebrated artists are used particularly well by teachers to demonstrate techniques and to help motivate pupils to develop their skills further. Year 2 pupils are currently studying the works of Picasso to improve their own portrait painting. Most pupils take a pride in what they do. They are highly motivated and concentrate well to complete their work to a good standard. They have a real sense of curiosity and a genuine interest in learning about other artists. Pupils enjoy discussing their work on display and are especially proud if their work is selected for the 'gallery' at the entrance to the school. The staff support pupils very well with ideas and resources and encourage them to modify their work and look at the strengths and weaknesses. This helps pupils to make simple aesthetic judgements about their own and other people's work. This focus also benefits language development in encouraging pupils to use the appropriate terminology to express their ideas and opinions. Although there is a very good balance between teaching art for its own sake and links with other subjects, the quality of art to support other areas of the curriculum is not at such a high standard and learning is less evident when low level colouring tasks are given. A particularly good example of effective links with other subjects was in design and technology in Year 4 when pupils made a frame for their winter landscape pictures.
111. The co-ordinator has had a strong influence in raising the standards of art through the school. She is experienced and knowledgeable and supports the staff well with ideas and good resources. Pupils work is very well displayed reflecting the high profile of art in the school and the care staff take in celebrating the achievements of the children. Art makes a very good contribution to the spiritual and cultural development of pupils.

DESIGN AND TECHNOLOGY

112. Little direct teaching was observed during the week of inspection because of timetabling arrangements. However careful scrutiny of pupils' work, discussions with pupils and staff and scrutiny of photographic evidence indicates that the standard of work is in line with national expectations at both key stages. Standards have been maintained since the time of the last inspection.

113. Pupils of all attainment levels, including those with special needs make satisfactory progress at both key stages. This is in part due to a good quality scheme of work, which clearly outlines the skills pupils are to systematically acquire as they move through school.
114. At Key Stage 1 pupils develop their skills by folding and cutting paper and card and develop a flow chart of instructions for themselves and others to follow. They work with a wide range of products and materials that are grouped into different headings such as food, textiles, mouldable, stiff and reclaimed. When working with these materials, pupils cut, bend and join and learn how to make secure joints using glue, sticky tape or other methods. In food technology pupils design menus based on healthy eating criteria. They develop an awareness of how to care for animals and birds and make bird cakes. When working with construction kits pupils build models of increasing complexity that follow a well thought out design brief. Pupils are asked to build a particular model, using only limited materials. This challenges the pupils as they respond with a sense of enthusiasm and enjoyment.
115. At Key Stage 2, pupils continue to develop their skills in a satisfactory manner. They design, make and evaluate a range of products that include wall hangings, candle holders, books, puppets and buggies. They use good planning sheets to sketch their design and itemise the resources they will need. They learn about the basics of making secure joints and frames. As the pupils move through the key stage they increasingly understand the need for careful planning. Pupils learn well from their previous mistakes and are adept at evaluating the most and least successful elements of their finished products. They make good use of their literacy and numeracy skills in written evaluations and in accurate measuring. Pupils have a good understanding of the purpose of cogs and pulleys in their products and have a secure knowledge of how to strengthen structures by using cross pieces. In Year 4 and Year 5 where pupils had made puppets and buggies there was clear evidence of originality. Although all working to the same design brief the finished products had used different materials, different joining methods and consequently pupils produced products that were not identical.
116. Dialogue with pupils indicates that they really enjoy the subject. They are keen to make models using a wide range of materials and talk enthusiastically about how they want to improve their work the next time. The wide range of tasks that pupils are asked to complete enthralls them and this results in good levels of concentration and perseverance. Of particular note is the fact that pupils take a clear pride in their work and talk animatedly about photographic evidence and work on display around the school.
117. Although little direct teaching was observed, the quality of teachers' planning and the progress that pupils make indicate that teaching is at least satisfactory. Planning is of a good standard because it clearly outlines learning objectives, activities, resources and assessment opportunities. A strength is the way in which the elements of designing, making and evaluating are given equal prominence. The planning also emphasises the role that the subject can play in developing pupils' literacy and numeracy skills. Tasks are usually explained well to pupils and this means that pupils are clear about what is required. The setting of deadlines produces an atmosphere of excitement. Occasionally teachers do not gain the full attention of pupils when making salient teaching points. This restricts the progress that pupils make.
118. The subject is led by two enthusiastic and knowledgeable co-ordinators. They keep good quality portfolios of pupils' work which clearly show that pupils are developing a wide range of skills as they move through school. The co-ordinators monitor planning

well to ensure that pupils of all ages receive their curriculum entitlement. Little opportunity has been provided for them to monitor the quality of teaching and learning across the school. This restricts the opportunity to disseminate the good practice that exists and to tackle any weaknesses.

GEOGRAPHY

119. In both Key Stage 1 and Key Stage 2 pupils work at the expected levels for their age, and make satisfactory progress. This is a similar finding to that reported at the previous inspection.
120. Little evidence was available to assess overall standards in Key Stage 1. However, work on weather and the seasons shows that pupils know the basic characteristics of each season. They draw pictures to illustrate children playing in the snow, for example, and they know that plants come into bud in spring as the weather gets warmer. They collect simple weather data which they record on block graphs, illustrating for instance the number of sunny days, or cloudy days they have observed. Pupils draw pictures and write accounts to illustrate their journey to school. This is good preparation for later work on maps.
121. By the end of Key Stage 2, pupils know the different weather patterns experienced around the world, such as in the Arctic and Antarctic regions, deserts and monsoon areas such as Bangladesh. They use their knowledge to explain how this affects the lives of people such as the Inuit population on Baffin Island in the Arctic. Older pupils use research and note taking skills well in preparing pamphlets to illustrate life in different regions of the world. This is a good application of the skills learned in literacy lessons. Lower Key Stage 2 pupils draw plans of areas such as the school courtyard. They draw simple sketchmaps of imaginary islands, marking major features such as roads, mountains and settlements. This is developed later by the use of four figure grid references to locate places, and is good preparation for later work on Ordnance Survey maps and the use of six figure grid references. Pupils study topics in geography such as "water", combining work with other subjects. They draw diagrams to illustrate, for example, the course of a river from its source to the sea, and label features such as waterfalls and tributaries.
122. Although few lessons were seen, the quality of teachers' planning and the progress that pupils make indicate that teaching is at least satisfactory, with a very good example observed during the inspection. In the very good lesson seen, lucid explanations and good questioning developed pupils' skills in drawing plans from "oblique" views, and pupils made good progress as a result. Good use of pupils' existing knowledge of the seasons and effective questions in a Key Stage 1 lesson on the seasons maintained pupils' interest, and further developed their understanding because work was based on the pupils' previous experiences. Good class management and positive pupils' attitudes are significant factors in the establishment of the relaxed, but purposeful lessons commonly seen throughout the school, and the progress which pupils make as a result.
123. The geography curriculum is good. The co-ordinator has worked hard to produce a balanced scheme of work, and details on topics to be taught each year give teachers good support when planning lessons. Resources for geography are good overall. There are many good quality reference books, posters and wall maps around the school and in the library, and topics such as the weather are well supported by the use of suitable equipment to collect data.

HISTORY

124. At the time of the inspection very little history was being taught. Evidence from pupils' books and teachers' records indicates that attainment at the end of both key stages is at least in line with national expectations.
125. By the end of Key stage 1 pupils are developing an understanding of change over time especially within their own lifetimes. They are becoming confident in sequencing events and in dealing with time. They have learned about life and people in the past. They responded well in a session about everyday artefacts and could explain what a mangle did.
126. By the end of Key Stage 2 pupils have a range of appropriate skills and are used to applying information such as making up a packed lunch observing rationing restrictions or planning a wartime garden. They showed empathy in writing postcards home from evacuees and fact-finding skills in describing Dunkirk. They have examined artefacts in detail both in school and on museum visits and have taken on roles to re-enact events such as the Roman invasion. Pupils also show good skills in conducting their own research into changes in post-war family life. Individuals pointed out changes within their own families in shopping, holidays and travel noting that they rarely travel by bus whereas their parents always did. The presentation of pupils' work is not consistently of a high standard.
127. Although little teaching was seen during the inspection, evidence indicates that teaching is at least satisfactory and good in certain aspects. The wide range of activities organised for pupils such as the recreation of a Greek meal and a visit in Tudor costume to Kentwell Manor enhances the subject. Good cross-curricular links are valued such as studying Greek Myths and Legends in the Literacy hour and applying design and technology techniques in building a model Roman town. Specialist input is obtained through links with local museums and through artefact loans.
128. The timetabling of the subject places some restrictions on pupils' continuous skills development because the bulk of the history teaching is done in the summer term. This does however allow for a range of visits and outdoor activities that enrich the subject and enhance pupils' learning.
129. The quality of learning is satisfactory. Pupils obviously enjoy the subject as their own evaluations in Key Stage 2 show. Their written work shows clear interest in the subject and a willingness to imagine how life would have been for others, for instance, World War 2 evacuees. The breadth of the opportunities offered by teachers enables pupils to develop knowledge and understanding as in their extensive study of Ancient Greece but also their study skills, for example in considering archaeological evidence.
130. The co-ordinators have a satisfactory overview of the subject but have had limited opportunities to monitor the quality of teaching and learning across the school. The curriculum is regularly reviewed and updated with an evaluation of each term's teaching. A portfolio of work has been initiated and formal assessment tasks have been identified for each year group this year. Some of these lack specific objectives but this system is still in its early stages. The co-ordinators are knowledgeable and enthusiastic and have appropriate plans for the further development of the subject particularly for the younger pupils in school.

INFORMATION TECHNOLOGY

131. Pupils' attainment in information technology is in line with national expectations at the end of Key Stage 1 but is below expectations at the end of Key Stage 2. At the start of the year, the school reorganised its existing resources and extended its computer provision through the purchase of several new multi-media computer systems, and since then the new computer suite in the Print Centre has also become available for school use. Regular weekly information technology lessons for all classes were also introduced. As a result of these major developments, pupils in both key stages have made good progress since the start of the school year. However, pupils in Key Stage 2 have not yet had sufficient time to develop all the skills, knowledge and understanding expected in all strands of the subject.
132. Pupils in all years have appropriate operating skills for their age. By the end of Key Stage 1 pupils confidently use the mouse to start up and run programs, select appropriate items from screen menus, save work, and shut the computer down in the correct manner. By the end of Key Stage 2 many pupils are fully independent computer operators and work efficiently with minimal assistance from adults.
133. Many examples of pupils' work in word processing illustrate good links with literacy and other subjects across all year groups. At Key Stage 1 pupils prepare short passages of text, with titles such as "What I Did on Sunday", and personal descriptions to accompany photographs of themselves. The focus on correct spellings and the use of full stops and capital letters illustrates good teaching links with literacy lessons, and work is generally of the standard expected. By the end of Key Stage 2 pupils write on topics as diverse as "Skating" and "The feeding systems of whales". Pupils make appropriate use of different font styles, and work is well set out, although not all is checked for correct spellings before being finally printed.
134. In work on data handling, pupils in Key Stage 1 use a computer pictogram program to illustrate simple weather records, and to record, for example, how they come to school. Lower Key Stage 2 pupils use a graph drawing program to show the numbers of different creatures found in a pond, for instance. In upper Key Stage 2 classes pupils use a database to collect, record and analyse data, for example in connection with a science experiment to determine how well pupils can distinguish between different flavours of crisps. However, work in this strand of the subject is not yet fully developed, since pupils do not yet know how to refine their enquiries, for instance to identify differences in the results of boys and girls.
135. In work on modelling and control technology, Key Stage 2 pupils write short programs to control a "screen turtle", linking their work with mathematical activities such as angle and rotational symmetry. Other aspects of computer modelling and control are not yet addressed, and work on the measuring and monitoring of data, such as the automatic collection of simple temperature and light readings in science and geography, are addressed only at the end of Year 6.
136. The quality of teaching in the lessons seen during the inspection was good, and the good progress which pupils have made this year indicates that teaching overall is at least satisfactory. Teachers demonstrate techniques well. They give clear instructions and question pupils well. As a result, pupils are clear what they have to do, and get on with activities well. Lessons are well organised, with a good mixture of teacher demonstration and group work. Teachers have good relationships with their classes and frequently trust pupils to work in groups with minimal direct supervision. Older pupils are often spread around several locations in the school. Pupils respond positively to such opportunities. They are well motivated and behave responsibly.

Pupils' positive attitudes contribute well to their own learning and the good progress they make.

137. Some teachers make effective use of a single classroom computer to support other subjects, for example in answering a set of questions relating to the different species, habitats and lifestyles of moths, or in helping small groups of pupils with special educational needs develop literacy skills through the use of a picture based word processing program. However, during the inspection, few instances of pupils using computers in this way were observed, and the use of information technology to support subjects in this manner is under-developed.
138. Teachers make good use of support staff, parents and additional teachers in information technology lessons. High levels of adult support in a Year 3 lesson contributed very well to good progress in word processing, in a lesson where pupils worked in small groups with a class set of hand-held computers. This was due to the close supervision of group work, and the ability to answer questions as they arose. Pupils in upper Key Stage 2 classes benefit especially well from the very good support of highly qualified parent helpers, who are information technology specialists in certain fields.
139. The school is committed to the improvement of facilities and the raising of standards. Following recent developments, information technology resources are already very good, with yet further enhancement at an advanced stage of preparation. Once complete, pupils will have access to a wide range of high quality equipment, including software support for all areas of the curriculum and access to the Internet. The high quality resources available and the decision to provide focused information technology lessons to develop pupils' skills have been instrumental in raising standards. The curriculum is well planned and ensures that work in all years is appropriate to the age and needs of the pupils. However, it is still under development and not all strands of the subject are fully established.

MUSIC

140. Pupils make satisfactory progress in music, and they attain the standards expected for pupils of the same age. Standards are similar to those reported in the last inspection.
141. At Key Stage 1 pupils sing well. For example, in the 1999 Christmas Nativity presentation, seen on video, Key Stage 2 pupils sang songs such as "Christmas Time" with good diction, and they tried very hard to follow the conductor. In a short Year 2 lesson seen, pupils played recorders well. They play with correct technique, read conventional music notation, and they are beginning to learn rudiments of musical theory such as recognising repeat signs.
142. At Key Stage 2 pupils generally sing well, although older pupils are sometimes self conscious and some have difficulties with maintaining correct pitch. The school choir sings well, tunefully and confidently. In the Year 6 singing practice most pupils maintained their line well when singing a four part round. They sing other unison songs well, such as "I hear the music of the world", and they pay good attention to syncopated rhythms and diction. Pupils use appropriate musical vocabulary such as "harmony" and "accompaniment" to describe music they listen to. In composition work older pupils develop variations on themes such as "Twinkle twinkle little star" by changing melodic pitch, by adding instruments or altering the basic rhythm. Younger Key Stage 2 pupils compose and perform pieces with titles such as "Washing Machine". Compositions are well structured, rehearsed and performed, and include

musical elements such as ostinato patterns and solo passages played on tuned percussion instruments. Pupils who have started violin, woodwind and brass lessons since the beginning of the year have made good progress. After just a few lessons they accompanied singing in the Christmas productions, which was a challenging activity given the very short time they had been learning to play.

143. Too few lessons were observed to judge the overall quality of teaching, but the lessons seen were satisfactory or good. Teachers have good subject knowledge. They explain musical terms such as “pizzicato” and they demonstrate good technique when playing instruments such as recorders. Teachers involve pupils well in evaluating their work. For example, in a Year 4 lesson, a productive discussion enabled pupils to identify how different parts of a performance had represented the actions of a washing machine. Teachers set challenging tasks such as compositions to tell the story of “The Firebird”, linking their work to dance activities in physical education. Lessons are well organised and run. Resources are prepared beforehand, and whole class discussions and group work are well managed. The good relationships which exist between teachers and pupils are evident particularly in the responsibility given to older pupils to work unaided in several locations around the school when developing composition work. Pupils react well to these opportunities for independence. They behave well and work hard.
144. The co-ordinator is well qualified and is ably supported by other musical colleagues. The school makes good use of teachers’ musical expertise. For example the co-ordinator takes singing in all of the Year 5 and 6 classes and both Year 3 classes are taught by a teacher with good musical expertise. The music curriculum is based on a high quality commercial scheme which provides good support for all teachers. This helps non-specialist teachers in particular to ensure that work is well matched to pupils’ age and abilities, and to ensure that all aspects of the subject are satisfactorily addressed. The choir, orchestra and the introduction of instrumental tuition, all new this year, contribute well to the school’s provision for extra-curricular activities. The school’s accommodation provides good support for music teaching. There are several halls and other large rooms which facilitate group work and enable large groups to gather for communal activities such as singing. The school has sufficient resources to support music, although some instruments are showing signs of wear and are in need of repair.

PHYSICAL EDUCATION

145. Pupils make good progress in physical education, and benefit from a broad and well-balanced curriculum, which reflects all areas of the National Curriculum programmes of study.
146. In gymnastics and dance, Key Stage 1 pupils successfully control their body movements to represent moods, feelings and colours. They travel in a variety of ways and are starting to combine the movements to form a sequence. Pupils have a good awareness of space, and are well co-ordinated. They change the direction, speed and level of their movements to add variety to their work, and hold balances for a good amount of time. Pupils work confidently on apparatus, and try hard to make their movements neat and well defined. They are confident and competent performers, who plan their work thoughtfully.
147. At Key Stage 2, pupils explore a range of jumps and balances and make symmetrical shapes during floor work and when using a range of small equipment. Pupils follow instructions well and link movements in order to make sequences in response to set

tasks. Some of the pupils display standards of agility, co-ordination and general body management skills that are above those expected for their age. Pupils are well co-ordinated and most perform their movements in physical education lessons with high levels of skill, agility and fluency. The pupils' ability to demonstrate, observe and comment on others' performances is highly developed as witnessed in the Y6 games lesson linked to the teaching of skills required in rugby.

148. The quality of teaching is never less than satisfactory, often good and examples of very good teaching were seen in both key stages. All teachers plan lessons with due attention to health and safety and good levels of encouragement are given. Teachers manage their pupils well and the pace of lessons is good. Warm-up and cool-down activities are incorporated into planning and teachers help pupils to understand the short-term effects of exercise on the body. Individual lessons are thoughtfully planned and the school has a detailed scheme of work to guide long-term plans and ensure that challenges increase as pupils get older.
149. All pupils enjoy physical education lessons and their response is good. Pupils have positive attitudes and they are always prepared to give of their best and try hard to improve their performance. Relationships are very good and this has a positive effect upon rates of progress and levels of attainment. Pupils respond sensibly when invited to comment upon other pupils' gymnastic sequences and accept constructive criticism of their own performances in a positive way. They work very well in pairs, groups and small teams with very good levels of self-discipline.
150. The subject is well led by the co-ordinator who would have an even better overview of teaching and learning in the subject if she were able to monitor and evaluate the teaching of the subject across the school. Resources are very good and the storage of equipment poses no problem. The accommodation is very good in that the school has an appropriately sized hall, spacious outside grassed and hard areas and also the use of an adjacent gymnasium.

RELIGIOUS EDUCATION

151. By the end of both key stages, the pupils attain levels of knowledge and understanding that meet the expectations of the Local Agreed Syllabus. There has been little change in standards since the last inspection. The attainment and progress of pupils with special educational needs are similar to those of their classmates.
152. During their time in Key Stage 1 pupils acquire a broad and deep range of knowledge about Christianity, and other world faiths, and learn a great deal about themselves in the process of acquiring this knowledge. This ensures that they learn about religion and have an equal and proper balance of learning from religion. For example in Year 1 pupils learn about special occasions which Christians celebrate, such as Christenings. Many pupils already have a deep knowledge of Christian practices and customs. This knowledge was enhanced by a visit to their local church.
153. By the end of Key Stage 2 pupils have an appropriate ability to compare and contrast features of Christianity and other world faiths, such as Buddhism and Judaism. They recognise that different religions often have similar perceptions of what is right and wrong, and followers of all world faiths live their lives according to a given set of rules. This perception was clearly illustrated in a Year 3 study of the Jewish New Year festival of Rosh Hashanah undertaken by a Jewish visitor. Pupils' moral and social development is well promoted through religious education lessons. Through discussion pupils develop tolerance and respect for the views of others, and an ability to question

important features of the faiths they are studying in order to gain a deeper and clearer understanding of the issues involved.

154. Pupils' attitudes to learning are good. They show interest in their work and enjoy the activities in which they are engaged. They listen attentively and show enthusiasm. Pupils show sensitivity to the views of others and handle artefacts with care and reverence. They take pride in their work and produce good quality work, such as the work linked to Judaism.
155. The quality of teaching is consistently good. One strength throughout the school is the teachers' sensitivity to pupils' feelings in encouraging them to ask and answer questions. In all lessons teachers use their specialist subject knowledge to plan appropriate tasks which extend the learning of pupils of all ability levels. Lessons move at a brisk pace and the available time is used effectively. Teachers' planning follows the requirements of the Local Agreed Syllabus, and takes good account of pupils' previous knowledge.
156. The school assemblies make a good contribution to both religious education and pupils' spiritual, moral, social and cultural development. Good use is made of music and thoughtful prayers are used and time is given for pupils to reflect upon both their own actions and the actions of others.
157. The school has a policy statement and makes good use of the Local Agreed Syllabus. Teachers have sufficient subject knowledge and interest to develop a scheme of work that ensures that the curriculum that is planned matches the needs of each year group. Elements of pupils' learning in class, attitudes and values contained within the curriculum, linked with the good quality collective worship contribute to the very good relationships evident around the school.
158. The co-ordinator is knowledgeable and enthusiastic but does not, as yet, monitor and evaluate the teaching and learning in religious education lessons in other classes. Resources in religious education are satisfactory in quality and quantity.