

# **INSPECTION REPORT**

## **SURLINGHAM PRIMARY SCHOOL**

Surlingham

Norwich

LEA area: Norfolk

Unique reference number: 120855

Headteacher: Mr T. Winter

Reporting inspector: Robert B. Bonner  
25384

Dates of inspection: 20 – 21 June 2000

Inspection number: 188081

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

Gender of pupils: mixed

School address: Walnut Hill  
Surlingham  
Norwich  
Norfolk

Postcode: NR14 7DQ

Telephone number: 01508 538214

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Appropriate authority: The Governing Body

Name of chair of governors: Mr I. Womack

Date of previous inspection: 26 February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Surlingham Primary School is a much smaller than average primary school for pupils between the ages of four and eleven. There are currently 79 full-time pupils on the roll in the main school and this reflects an increase since the previous inspection. This school is very popular and numbers are continuing to rise. There are currently 37 boys and 42 girls who attend the school full time. Most pupils live in the vicinity of the school or travel from a circle of local villages. There is a diversity of home backgrounds, socially, economically and educationally but the socio-economic circumstances of the majority are above the national average. Ten per cent of pupils are entitled to free school meals. This figure is broadly average in comparison with the national picture. The proportion of children registered for free school meals is about the same as it was at the time of the previous inspection. Almost all of the children who join the reception class have had some pre-school education. Children move into the reception class in either the September or the January in the year in which they will become five. At the time of the inspection there were seven children in the reception class who were under six. There are two settled traveller pupils in the school and five pupils from ethnic minority families. None of these have English as an additional language. There are 11 pupils, (14%) on the special educational needs register which is below the national average, and two of these, (2.5%) have statements for their educational needs, which is above the national average.

### **HOW GOOD THE SCHOOL IS**

The school is effective in its work. Standards in the core subjects of English, mathematics and science at the end of Key Stage 2 are well above the national average. The school is very successful in fulfilling its aims and values that focus on the educational, social and personal development of the individual. Good quality teaching throughout the school enables pupils to develop excellent attitudes toward their work, become independent learners and achieve at good levels. The excellent relationships which pupils have with their teachers and support staff also have enhanced pupils' learning. The headteacher provides very good leadership and is well supported by a committed team of teaching and support staff. Members of the governing body are effective in their individual and collective roles and have a clear view of the school's strengths and the areas for school development. The school has made satisfactory progress since the last inspection, with most of the issues being effectively tackled. Standards in writing at the end of Key Stage 1 are still below the national average. Taking into account its overall effectiveness, its context and its expenditure per pupil, the school provides satisfactory value for money.

#### **What the school does well**

- Standards achieved in the core subjects of English, mathematics and science at the end of Key Stage 2 are well above the national average.
- Attitudes and personal development of the pupils and relationships within the school are excellent.
- The leadership and management of the school including the commitment of the governing body are good.
- Teaching throughout the school is good and assessment procedures are very good.
- There is a wide range of opportunities provided by a broad curriculum.

#### **What could be improved**

- Standards in writing at the end of Key Stage 1.
- Standards in information technology in both key stages.
- The quality of the accommodation.
- The content of the school's prospectus and annual governors' report to parents.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the time of the last inspection in April 1996. The school leadership have responded well to the previous inspection report and good progress has been made in most of the areas identified in the last report. The school has worked hard to encourage a joy of writing throughout the school. Although most pupils achieve at the appropriate level (Level 2), none are achieving at the higher level (Level 3). A wide range of opportunities is provided for pupils to write for different purposes and audiences but, as at the time of the last inspection, standards are still insufficiently high in spelling, punctuation and handwriting. The school provides an act of collective worship each day. Parents of pupils with special educational needs are consulted and advised as to their children's progress. Governors have become more involved in school development planning and monitoring of pupils' achievement. The school management document effectively underpins the work of the school. Specific targets are set for each year and efficient procedures are in place for monitoring and evaluating the extent to which these priorities are achieved. The school budgets very carefully, and the financial implications of each of the identified priorities are carefully evaluated. Good procedures are in place to measure value for money.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	A*	A	A	Very high A* well above average A
mathematics	B	A*	B	B	above average B average C
science	B	A*	A	A	below average D well below average E

The results of the 1999 National Curriculum tests for pupils at the end of Key Stage 2 indicate standards that were above the national average in mathematics and well above this standard in English and science. In comparison to similar schools standards were above average in mathematics and well above this standard in English and science. Taking the past four years together pupils' performance in all three subjects was well above the national average. During that same period, girls outperformed boys in all three subjects, most notably in English and science. The school recognises this and points to the fact that throughout the school it is principally boys that are on the register for special educational needs. The trend over the last four years in the school's average National Curriculum points for all core subjects was broadly in line with the national picture. The school has set realistic targets for the future, and is in a good position to achieve them. For a small school there is significant pupil mobility. Parents often take their able children away from the school in Years 3 and 4, and put them into private education. In recent times, some of those that have joined the school have had significant learning difficulties. Year-on-year attainment on entry to the school has varied. The attainment of pupils at five covers a range of abilities but is generally above that expected. Standards in the current Year 2 class are broadly average in reading, science and mathematics but are insufficiently high in writing. Unlike the other three subjects, there are currently no pupils working at the higher level, Level 3. Pupils throughout the school make good progress and generally attain at appropriate levels. Teachers know their pupils very well and the targets set for those at the end of Key Stage 2 are challenging and fairly reflect the variations of attainment throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and show interest and involvement in their learning. Pupils throughout the school display high levels of independence and excellent attitudes towards the school.
Behaviour, in and out of classrooms	Behaviour in lessons, assemblies and around the school is very good. Pupils are courteous and trustworthy and caring and thoughtful in their attitudes to others.
Personal development and relationships	Relationships between teachers and pupils and amongst pupils themselves are excellent and contribute to the effectiveness of pupils' learning. Provision for pupils' personal development is excellent as a result of which they develop high levels of independence.
Attendance	Pupils' attendance at the school is good.

## TEACHING AND LEARNING

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

Teaching throughout the school is at least good, with some teaching in Key Stage 2, provided by the headteacher, being very good. It contributes significantly to the progress that pupils make in their lessons and leads to the high standards achieved at the end of Key Stage 2. In all lessons observed teaching was good or better and in 29 per cent it was very good. There was no unsatisfactory teaching observed. The teaching of literacy and numeracy is at least good throughout the school. The school meets the learning needs of all its pupils well and they make good progress. Pupils with special educational needs are given very good support in the classroom and they make good progress in their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced and meets statutory requirements. There is a very good range of learning opportunities available to enable pupils to access a wide range of academic and expressive subjects through an activity based curriculum.
Provision for pupils with special educational needs	There is very good provision for pupils with special educational needs. The school provides additional support for these pupils and identifies those who need extra help from an early age.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the provision is very good. Pupils' spiritual development is promoted through rich and stimulating lessons. The very positive relationships, encouragement and mutual support of all the people in the school ensures that the pupils' moral and social development is within the higher orders of self-discipline. Pupils are provided with a wide range of opportunities to learn about other cultures and faiths.
How well the school cares for its pupils	The school takes great care of the pupils. There are satisfactory arrangements for child protection that are clearly understood by staff.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong, effective leadership and is well supported by a hard working and committed team of teachers and support staff. The headteacher has a clear view of raising standards in the school and maintaining the wealth of opportunities it offers its pupils.
How well the governors fulfil their responsibilities	The contribution of the governing body to the effective running of the school is good. Governors are committed, take their responsibilities seriously and are involved in many aspects of the life of the school. They are well informed and work hard. They have a clear view of the strengths and weaknesses of the school and its future development.
The school's evaluation of its performance	The headteacher monitors and evaluates the performance of staff and provides relevant feedback and training opportunities. There are newly established procedures for assessing pupils' achievements in English, mathematics and science and tracking the attainment of individuals and year groups. Good measures are in place to improve the quality of teaching and raise the attainment of pupils.
The strategic use of resources	The school makes good use of all the resources available. Spending is targeted to agreed areas of priority especially the raising of standards. It seeks to obtain best value for money in all aspects of its work.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• Their children are making good progress.</li> <li>• Behaviour of children in the school is good.</li> <li>• The quality of teaching is good.</li> <li>• They feel comfortable about approaching the school with questions or a problem.</li> <li>• The school expects their children to work hard and to do their best.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work their children receive to do at home.</li> <li>• The school working more closely with parents.</li> <li>• The provision for a greater range of after-school activities.</li> </ul>

Inspection evidence supports the positive view that parents have of the school. The school has a policy of only providing optional homework to Year 6 pupils leading up to the end of key stage tests. This is not the usual situation that is found in the majority of schools nationally. The school provides parents with a range of useful information about topic areas to be covered each term and dates of events. The headteacher recognises that some of this information is not sent out quickly enough, and that this situation needs to be improved. There are few parents who come into school to work alongside the pupils due largely to the lack of available space. However, some adults hear pupils read and there is a very active friends of the school association. Parents have expressed a desire for additional provision for music, sports and foreign languages to be made available for their children. In the view of the inspectors there is a satisfactory range of after-school activities for a school of this size.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Standards achieved by pupils at the end of Key Stage 2**

1. The results of the 1999 National Curriculum tests for eleven-year-olds indicate standards that were above the national average in mathematics and well above this standard in English and science. Pupils achieving Level 5 were well above national average in science, above in English but well below this standard in mathematics. In comparison with similar schools standards were above average for mathematics and well above this standard in English and science. Taking the four years, 1996-1999, together, pupils' performance was well above the national average in all three subjects. During that same period, girls outperformed boys in all three subjects, most notably in English and science. The school recognises this and points to the fact that throughout the school it is principally boys that are on the register for special educational needs. Pupils with special educational needs are very well supported in their learning and they make good progress. Pupils make good progress and attain at appropriate levels. Teachers know their pupils very well and the targets set for those at the end of Key Stage 2 are challenging and fairly reflect the variations of attainment throughout the school.
2. Standards in English of pupils in the current Year 6 class are good. They show enthusiasm in discussions and understand that much can be learned from listening to the ideas of others. They have confidence that they will be listened to and that their ideas are of value. They are articulate and most have wide vocabularies. In discussions they express their points of view clearly substantiating their argument logically and coherently. In one lesson, one Year 5 boy and one Year 6 boy talked about the music of Sir Edward Elgar, his life and work, expressing opinions about his music. On these occasions pupils listen carefully, making contributions and asking questions that are responsive to others' ideas and views. The majority of pupils are able to pitch the volume of their voices at the appropriate level whether speaking to an individual in class or during a presentation. Most pupils use standard English consistently. Presentations in plenary sessions extend language and knowledge for all pupils.
3. By the end of Key Stage 2, pupils read accurately and employ a very good range of skills to help them with challenging texts. They read with appropriate accuracy and expression. Across the school pupils express enormous enthusiasm for reading and appreciate it both as a learning tool and a leisure activity. In the reception and Year 1 class, pupils thoroughly enjoyed making music to a John Foster poem called 'The Sea'. In the Year 1/2 class, pupils became very involved in the story of 'Mog and the Vee e Tee'. Pupils have efficient research skills and confidently use an index to find information or a dictionary to access the meaning of a word. Most pupils have highly developed skimming and scanning skills and locate information with ease. During literacy lessons they show a good understanding of characters and events, effectively linking previous work to current learning. Year 5 and 6 pupils studying 'The Lady of Shalott' identified the rhythm and related it to ones they had noted in other texts such as 'The Highwayman' and 'The Night Mail'. During this lesson one pupil displayed great insight into the imagery that the poet used relating to the effect of the wind on the leaves of different trees. Skills of inference and deduction are developed throughout the school. Pupils in the Year 1/2 class were able to explain what they thought Mog was thinking and feeling and what might happen to him next. In a literacy lesson, pupils from Years 3,4, and 5 gradually built up a short story, page by page, using context clues and skills of deduction and inference to decide on the order of the passage. In this session, pupils worked with tremendous concentration and enthusiasm, and even though they found the work challenging, persevered well.
4. Pupils are provided with a wide range of opportunities to write for a variety of purposes and audiences, and through these learn to write confidently and independently. They write letters of complaint, arguing coherently a point of view on such topics as the place of calculators in school or the killing of mammals. Pupils create their own epic poems such as 'Midnight Murder' or 'Shipwrecked' based on the structure of 'The Highwayman'. They produce a range of different pieces for the school magazine such as a pop quiz or reports about visits to the Millennium Dome or Berlin. As in the case of the magazine, written work is frequently drafted onto a computer, and

the majority accomplish this with ease. Most pupils write in complete sentences using capital letters and full stops correctly. They know and use more complex punctuation such as question marks, apostrophes and speech marks, and use these consistently in their writing. Sentences are joined well and this leads to lively and interesting writing that is fluent and interesting to read. Through these and other opportunities pupils gain knowledge in writing in paragraphs and in the layout of writing for different purposes. Pupils' handwriting is joined, fluent and legible.

5. Standards in mathematics of pupils in the current Year 6 class are good. Throughout the school there is a strong emphasis on the development of mathematical skills through a practical activity based curriculum. By the end of Key Stage 2, pupils have developed their own strategies to problem solving, both in working within mathematics, and in applying mathematics to practical contexts. Skills such as 'near doubles' and rounding a decimal to the nearest whole number in order to provide an estimate, are often employed. Pupils identify patterns in numbers and continue the series, explaining their reasoning. They understand and investigate general statements relating to such topics as the relationship between the circumference of a person's head and their height. Their understanding of place value in numbers up to 1000 and beyond and those relating to decimals is well developed. Pupils apply the four rules of number to thousands, hundreds, tens and units and higher attaining pupils add and subtract to two decimal places accurately. They use their knowledge of number facts up to  $10 \times 10$  efficiently. They measure confidently in metres, centimetres and millimetres and calculate the volumes of shapes using the correct units of measurement. Pupils understand the concept of *acute*, *obtuse* and *reflex* angles, and use a protractor accurately. In their shape work, pupils identify rotational and line symmetry. Pupils record and interpret data concerning the amount of power used at different times of the day, and the price, popularity and size of newspapers, and display their information on block and line graphs. Higher-attaining pupils use information from block graphs to calculate the *mode* and *median*.
6. Standards in science of pupils in the current Year 6 class are good. Pupils have a firm understanding of what constitutes a fair test and the need to control variables. They carry out their investigations appropriately, selecting suitable equipment to use and making relevant observations and measurements. In one experiment, pupils devised their own experiment to discover the best conditions in which to grow seeds. They displayed a clear understanding of a fair test, where they would put their seeds to create different conditions and how they would measure these conditions, e.g. by using a thermometer. They hypothesised what they thought would happen and why by drawing on their understanding of what conditions plants need to grow i.e. water, light, heat and oxygen. They thought that their seeds would not grow very well in the freezer, one of their chosen conditions. Pupils record their information systematically in different forms. In another experiment, pupils measured how long it took for different powders to dissolve in hot and cold water, recording their data on a chart and then a block graph. Through their experiments on different materials they found out which were good conductors of electricity and which were not. They construct electrical circuits, creating circuit breakers, recording their results using appropriate symbols.

### **Attitudes, behaviour, personal development and relationships in the school**

7. Pupils' attitudes to school are excellent. They are cheerful, hard working and conscientious. Parents appreciate how much their children enjoy school. Pupils attend regularly. They participate eagerly in lessons and are keen to answer questions. Concentration levels are impressive and pupils set themselves high standards. They discuss their work sensibly with each other and with adults and strive to improve. There is a strong ethos in the school to foster and develop high levels of social and personal skills, and it is successful in its work. Throughout the school pupils are self-disciplined and display a high degree of independence. The oldest pupils in the school are expected to set the tone and the ethos of the school and be good role models for the younger pupils. They rise to the challenge and meet the expectation that is placed upon them.

8. Behaviour is very good. Levels of self-discipline are high so that good behaviour is not dependent on the presence of adults. Pupils engage in purposeful play on the field, making good use of the equipment provided. They treat all adults with equal courtesy and are polite to one another. Boys and girls mix well together although they often choose to play separately. During the inspection no bad language was heard and no bullying or misuse of equipment was witnessed. Such high levels of very good behaviour contribute very well to learning.
9. Relationships are excellent and are a strength of the school. The teachers clearly know the pupils very well and encourage and help them to become secure and confident in their work. They help pupils to make good choices about their work and encourage positive attitudes to others. Pupils feel comfortable talking to adults. They enjoy each other's company and respect each other's opinion. This means that pupils have the confidence to express their views even if it is at variance with others. The ethos and care that surround the school are reflected in concerns pupils have for one another.

### **Teaching throughout the school is good**

10. Teaching throughout the school is good, with some teaching in Key Stage 2 provided by the headteacher being very good. It contributes significantly to the progress that pupils make in their lessons and leads to the high standards achieved at the end of Key Stage 2. In all lessons observed teaching was at least good and in 29 per cent it was very good. The teaching of literacy and numeracy is at least good throughout the school. Pupils with special educational needs are given very good support in the classroom and they make good progress in their learning in relation to their prior attainment. Throughout the school, teachers engage and interest pupils in their lessons through the provision of a practical curriculum. This ensures that pupils are fully involved in their lessons and they learn well.
11. Teachers have a good knowledge and understanding of the subjects they teach. They use appropriate language to develop the pupils' knowledge and understanding of the subject. This was evident in all subject areas where the teachers used specific technical language well, for example in a mathematics lesson in the Reception/Year 1 class the teacher used the terms *estimate*, *heavier* and *lighter*. In a literacy lesson in the Year 1/2 class the teacher referred to the *blurb* on the back of a book. Teachers clearly understand the need to develop pupils' learning through carefully structured work, with all pupils being rigorously challenged.
12. Teachers' planning is good. The teacher in reception class plans to the areas of learning for young children. Teachers assess the pupils' work well in the class giving support and advice as they need it. They use the information from this monitoring to modify their plans for the next session. The teaching of literacy is good overall. Teachers plan effectively to the requirements of the National Literacy Strategy. They have good subject knowledge and question pupils effectively. They know the pupils in their class very well and challenge them in their learning. Teachers are working well to continue to raise standards in this subject. The teaching of numeracy is good. Although it is in its early stages of development, teachers have worked hard to adjust their planning and teaching to meet the requirements of the National Numeracy Strategy. The good quality of teaching is having a positive effect on the progress that pupils make. Teaching of pupils with special educational needs is good. The work provided is well planned and adapted to meet the needs of these pupils and they are well supported in their learning.
13. Teachers' expectations of the pupils and their work are very high. From the time they start school pupils are provided with opportunities to take responsibility for their learning. Teachers prepare a range of stimulating, structured activities to engage pupils' interests and to promote their learning. Pupils in the reception class are expected to settle quickly to their tasks and to mark off the activities they have completed. In some lessons teachers question pupils very well. In a literacy lesson, for example the teacher had very high expectations of the pupils as he challenged their understanding of the poem 'The Lady of Shalott'. In another lesson by the same teacher, pupils were challenged to correctly sequence a series of pages of a short story. His high expectations ensured that the pupils remained tightly focused on their work and time was not wasted. In all lessons work is carefully tailored to the pupils' individual needs with the lower attaining pupils being given very good support in their tasks. In all year groups pupils are encouraged to work independently. They collaborate well in groups and listen carefully to the contributions of others.

Pupils and staff have excellent relationships with one another and this significantly contributes to the quality of the work that the pupils produce and the way in which they learn.

14. The management of pupils throughout the school is very good. Pupils clearly understand what is expected of them and work in a busy, interested and active manner. Teachers work well to engage the pupils' interests to stimulate, challenge and fascinate them. Activities are well organised and time and resources are used effectively to keep all the pupils on task. Resources are used well to support the learning in the classrooms. Teachers prepare good quality worksheets for the pupils to use and the school's resources are used effectively. The school uses the learning support assistant very well and she has a significant impact on the pupils' progress.
15. Lesson objectives are shared with the pupils, who have a clear understanding of what they are required to do. Practical activities and investigations are planned to challenge and inspire pupils to learn. For example, pupils in the Reception/Year 1 class became very excited about the growth of a runner bean that they had planted and had been measuring with cubes. In Key Stage 2, pupils planned a scientific experiment to explore the best growing conditions for seeds. They were fully engaged in this activity, planning with anticipation what they were to do and how they were to do it.
16. Pupils throughout the school are keen and interested in their lessons. They are enthusiastic learners who enjoy coming to school and engaging in their lessons. The pupils are motivated by the consistent and outstanding relationships that they build with their class teacher and the challenging and interesting work provided for them. All try hard, and this is evident at all levels of achievement and in all subject areas. Pupils demonstrate high levels of independence in their work and concentrate well on the tasks set for them.

### **The wealth of opportunities provided by the broad curriculum**

17. The curriculum throughout the school is broad and balanced, meets statutory requirements and is wholly relevant to the pupils. There is a very good range of learning opportunities available to enable pupils to access a wide range of academic and expressive subjects through a practical curriculum. The school has worked extremely hard to develop a challenging curriculum which draws on knowledge, experience, understanding and skills from a variety of curricular areas. In addition, there is an emphasis on subject based work, particularly when basic skills are being taught or reinforced. There is also a strong emphasis placed on the promotion of active learning where pupils are encouraged to raise their own questions, investigate issues and take an increasing responsibility for their learning. As a result of the ways in which subject areas are inter-linked pupils clearly see a pattern to their learning. They make connections between their current knowledge and understanding and the intended learning objectives of their work. Pupils are independent, highly motivated; with a clear view of what is expected and a sense of ownership of their work.
18. The school is particularly successful in the promotion of pupils' moral, social and cultural development. In this regard the school is very effective in meeting its aims of promoting a high level of social and personal skills. The school aims to foster constructive relationships based on mutual respect. Pupils are encouraged to be kind, supportive and helpful to each other. They support each other in their work, listen to each other and help each other. Pupils help in and around the school, putting away chairs and clearing tables at lunchtime. Even the youngest pupils in the school are encouraged to record the work they have done, put out equipment and tidy away at the end of lessons. When they are in Years 5 and 6 pupils take part in a residential visit to Holt Hall. Provision for pupils' moral development is very good. Pupils clearly understand the difference between right and wrong and this is evident in the day-to-day working of the school. The very positive relationships, encouragement and mutual support of all the people in the school ensures that the pupils' moral development is within the higher orders of self-discipline, consideration and thought for others. Pupils' cultural development is very good. The curriculum provides a wide range of opportunities for the pupils to develop an understanding of their own and other cultures. The work in literature, particularly the texts and poetry studied, contributes to pupils' cultural development. Through history they learn about cultures from the past as they study the ancient Greeks. In geography and religious education, pupils study other peoples, their

religions and beliefs. They learn about such religions as Hinduism and Sikhism, and make visits to the local church and a Buddhist centre in the village. There are very good opportunities through music and art for the pupils to learn about their own and other cultural traditions. They study the work of such composers as Edward Elgar and Ralph Vaughan Williams and create their own music either in lessons or by participating in hand-bell ringing. Pupils reflect upon the work of artists such as Cezanne, the American abstract artist Stuart Davis and the local artist Brian Lewis, and create their own interpretations of their own work. Pupils learn to express themselves through maypole, country, and modern and interpretative dances. Visits to places of interest help pupils form views about their own and other cultures and visitors to the school bring their own experiences to share with the pupils.

## **Leadership and management of the school**

19. Overall, the leadership and management of the school are good. The headteacher provides strong, effective leadership and gives a clear direction for the development and improvement of the school. The quality of education owes much to his leadership and the effective support of a hard working and committed team of staff and governors. Together they have succeeded in creating a learning environment where pupils feel secure, respected and valued. There is a positive ethos that reflects the school's commitment to achieve high educational standards and the development of pupils' social and personal skills.
20. The headteacher maintains a good balance between the strategic and administrative and monitoring elements of his role. In all of these he is very well informed. He teaches in Key Stage 2 on four out of every five days and has a clear view of standards and pupils' progress as they move through the school. He knows all of the pupils very well. He monitors the work of teachers in the classroom and provides feedback in order that they might improve their performance. Formal professional development interviews are conducted each year with the members of the teaching staff. At these meetings issues are raised and discussed and targets are set for future development, with appropriate support and courses being made available. Effective communication systems are in place to ensure that all members of staff have a clear view of the school's priorities for development and work successfully as a team. The school has very good procedures for the monitoring of pupils' academic performance. Teachers know their pupils very well, setting appropriately challenging work and monitoring their progress on a day-to-day basis. During the past two years children have been tested on entry to the school. These results have provided a basis upon which appropriate work has been planned and as a basis for the school to measure its impact. The school is beginning to use these and other test results to track pupils' progress and set targets for achievement in the key stage tests in Years 2 and 6. Through these avenues, and by monitoring and evaluating the school's performance on a day-to-day basis, the headteacher has a clear view of the effectiveness of the school and the impact of new initiatives. Teachers have responsibilities relating to planning, special educational needs and liaising with governors and pre-school groups. They carry out these roles effectively and efficiently. They do not act as curriculum managers but are expected to take a lead in the development and planning of all National Curriculum subjects and religious education in their key stage.
21. The contribution of the governing body to the effective running of the school is good. The Chair works closely with the headteacher and is well informed about the work of the school. The governing body has a good structure that enables governors to be kept well informed and play a vital role in shaping the direction of the school. All governors' committees have appropriate terms of reference; they meet regularly and report back to the full governing body, as appropriate. Governors take their responsibilities seriously and are committed to raising standards in the school. They have a clear view of the strengths and weaknesses of the school and how the school needs to move forward. There are governors for literacy and numeracy, both of whom are knowledgeable and very supportive of the work in the school. The governing body fulfils the majority of its statutory responsibilities but there are omissions in the school prospectus and in the annual governors' report to parents.

22. The school management plan is an effective working document of good quality, and is based on a thorough audit of the school's present position. The involvement of both staff and governors means that the educational priorities identified are highly relevant. Specific targets are set for each year and efficient procedures are in place for monitoring and evaluating the extent to which these priorities are achieved. Specific grants received by the school are used for the purposes for which they are intended and there is a detailed record of how the money has been spent. Effective procedures are in place to achieve best value for money. The school budgets very carefully, and the financial implications of each of the identified priorities are carefully evaluated. Comparative quotes are obtained from contractors for major work or services provided. Parents' views are consulted at the annual governors' meeting and on spending of locally raised funds.

## **WHAT COULD BE IMPROVED**

### **Standards in writing at the end of Key Stage 1**

23. Standards in the current Year 2 class are broadly average in reading, science and mathematics but are insufficiently high in writing. Unlike the other three subjects, there are currently no pupils working at the higher level, Level 3. This is the same situation as at the time of the last inspection. The focus of the school is to encourage pupils to write and so a very good range of opportunities is provided for pupils to write for different purposes and audiences. However, standards are insufficiently high in spelling, punctuation and handwriting for pupils to achieve at this higher level. Pupils develop their ideas in a sequence of sentences, but capital letters and full stops are not used sufficiently accurately. Pupils are encouraged to spell accurately and are provided with work in literacy sessions to develop an understanding of letter sounds. But most make relatively simple errors with the spelling of familiar words. Most pupils form their letters correctly and they are of consistent size but there are no pupils in the current Year 2 class joining their letters. As at the time of the previous inspection these shortcomings have resulted in underachievement for some pupils.

### **Standards in information technology in both key stages**

24. Pupils' attainment is below the national average by the end of both key stages. The school has recognised the need to raise standards in this subject and this is clearly identified in the School Management Plan. The school is waiting for government funding for additional computers and software programs and to provide training for staff. There is currently a shortage of computers and software and the accommodation to house it. As a result of all these factors pupils have had insufficient opportunities to develop their skills, knowledge and understanding to the appropriate levels in some areas of this subject.
25. By the end of Key Stage 1, the majority of pupils have developed at least satisfactory levels of mouse control and keyboard skills. They know the main function keys on the keyboard and use the keyboard and the mouse to control a program. Pupils load programs from a menu and save and print out their work. They know appropriate technical vocabulary, such as 'mouse' and 'keyboard'. They readily use computers to draft their work on such topics as 'Mog and the 'Vee e Tee'. Higher attaining pupils highlight by clicking and dragging and then change the font to the size and style they require by using a drop down menu. Pupils use upper and lower case letters and the return key to move onto the next line. Lower attaining pupils use computers to practise their number bonds and create correct sequences of shapes, sizes and colours. Standards relating to word-processing skills are satisfactory overall, but are unsatisfactory in regard to data handling. From the time they start school, pupils independently use music centres, putting story cassette tapes in and operating the start, stop and eject buttons. By using paint programs, pupils develop mouse control as they create their own pictures using different sizes of brushes and colouring techniques. Skills relating to the control element of the National Curriculum are insufficiently developed. The school has recently purchased a programmable floor robot, but this has not yet been used. There are currently insufficient opportunities for pupils at this key stage to use computers to explore aspects of real and imaginary situations.
26. By the end of Key Stage 2, pupils turn computers on and off. They load programs, open and

close files, save and print their work. They frequently draft work on the computer, using a spell check to ensure the accuracy of their work. They write poems on such topics as 'The Murderer' or 'The Highwayman' choosing a range of different font sizes and style, to reflect the theme of their work. Pupils in Year 6 produce their own magazine, writing articles on visits to such place as the Millennium Dome and Berlin. Good use is made of a range of mathematical programs to support and reinforce pupils' learning in this subject. CD ROMs are sometimes used to support different subjects in the curriculum. For example, pupils researched information about composers such as Sir Edward Elgar. There are, however, insufficient CD ROMs to support many areas of the curriculum. Pupils have begun to use the Internet but the school has concerns about pupils accessing inappropriate sites. There is recognition that further research is required in this area. A computer program is used for checking books in and out of the school library. Pupils are beginning to use equipment to create controllable circuits that make lights flash and music sound. By the end of this key stage, pupils' skills, knowledge and understanding of using computers to communicate and handle written information are satisfactory. However, there are insufficient opportunities for them to use computers for handling data, monitoring, modelling or control.

### **The quality and quantity of the accommodation available to the school**

27. The provision of accommodation is currently unsatisfactory. There are a range of health and safety and curricular issues relating to the current arrangements. There are two mobile classrooms that are used by children who are under five and those in Key Stage 1. There are no toilet facilities in either of these classrooms. When children begin school they have to be accompanied into the main building by either older pupils or the learning support assistant. This takes the relevant people away from their tasks and causes considerable discomfort particularly during wet or inclement weather. A mobile toilet block had been erected nearby approximately three months previously, but at the time of the inspection had not been connected up. There is no water in the mobile classroom housing the reception and Year 1 pupils. This causes organisational problems for the teacher preparing for and clearing up after art and some science lessons and is not conducive to pupils of this age developing the necessary social skills. This classroom is also too small to meet the needs of children who are under five and the younger pupils in the reception class. There is insufficient room to have the water and sand trays available as well as the other practical areas that children of this age need. This situation will be exacerbated if the predicted number of 21 children start in September 2000. In the main school building itself there is insufficient storage room. The kiln room is currently being used as a storage cupboard, which would require it to be cleared before it could be used. There is currently little room for pupils to hang their coats and personal belongings. Even though pupils try hard to keep them tidy the cloakrooms are totally overcrowded. Lunches are taken in classrooms. This is rather unhygienic and time is wasted having to clear up classrooms, particularly before lunch. Even though lots of deodorant is used the boys toilets are very smelly because of their over-use. Provision for inside physical education lessons is unsatisfactory. These take place in the village hall next to the school. Equipment is stored in a shed on the playground and has to be taken from there into the hall. This takes time and pupils cannot be adequately supervised. There are also limitations to where the equipment can be set up because of low beams. The school has two computers that it wants to set up but there is currently no room. During the inspection the computer in the Reception/Year 1 class was not in use due to an electrical fault in the wiring of the mobile classroom.

### **The prospectus and the governors' annual report to parents**

28. The prospectus and the governors' annual report to parents are informative but do not contain all the required statutory elements. The governors' annual report to parents is full of useful information. It gives a clear insight into the aims and priorities of the school and its work during the past twelve months. However, it does not contain information about the implementation of the governing body's policy on pupils with special educational needs, a summary of the key stage assessment results, the school's targets for Key Stage 2 or progress against the key issues in the last report. In the prospectus there is no mention of alternative provision for pupils not participating in religious education or acts of collective worship.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to further improve the quality of education in the school, the headteacher, governing body and staff should:

- Raise standards in English at the end of Key Stage 1 by:
  - Providing a greater teaching focus on spelling, grammar and punctuation.
  - Raising pupils' expectations concerning the accuracy of spelling, grammar and punctuation.
  - Making appropriate provision for pupils to learn joined handwriting.
- Raise standards in information technology by:
  - implementing a scheme of work throughout the school to ensure progression of skills,
  - implementing assessment procedures to track pupils' progress,
  - improving the quality and range of resources,
  - providing further in-service training for staff.
- Seek to provide appropriate accommodation that is safe and hygienic and one that does not compromise the learning opportunities of the pupils.
- Ensure that the school prospectus and governors' annual report to parents meet statutory requirements.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	7
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	29	71				

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)		79
Number of full-time pupils eligible for free school meals		8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		11

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	10	9	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	6	8
	Girls	8	8	9
	Total	16	14	17
Percentage of pupils at NC level 2 or above	School	84 (84)	74 (84)	89 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	8	9
	Girls	8	9	9
	Total	14	17	18
Percentage of pupils at NC level 2 or above	School	74 (83)	89 (92)	95 (92)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	5	3	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	3	3	3
	Total	8	8	8
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	3	3	3
	Total	8	8	8
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	5
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	0	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	4.2
Average class size	26

#### **Education support staff: YR – Y6**

Total number of education support staff	1
Total aggregate hours worked per week	25

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	163354
Total expenditure	173829
Expenditure per pupil	2200
Balance brought forward from previous year	20380
Balance carried forward to next year	9905

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	79
Number of questionnaires returned	27

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	48	48	0	4	0
Behaviour in the school is good.	67	30	0	0	4
My child gets the right amount of work to do at home.	19	30	30	7	15
The teaching is good.	59	37	0	0	4
I am kept well informed about how my child is getting on.	22	63	11	0	4
I would feel comfortable about approaching the school with questions or a problem.	74	19	4	4	0
The school expects my child to work hard and achieve his or her best.	52	44	4	0	0
The school works closely with parents.	19	67	15	0	0
The school is well led and managed.	74	19	0	0	8
The school is helping my child become mature and responsible.	67	30	4	0	0
The school provides an interesting range of activities outside lessons.	8	41	41	11	0