

INSPECTION REPORT

GREAT DUNHAM PRIMARY SCHOOL

Great Dunham, Kings Lynn

LEA area: Norfolk

Unique reference number: 120811

Headteacher: Mrs Carolyn Sayer

Reporting inspector: Mr Paul Nicholson
25406

Dates of inspection: 14 – 17 February 2000

Inspection number: 189697

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Litcham Road
Great Dunham
Kings Lynn
Norfolk

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Jill Hamer

Date of previous inspection: September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Nicholson	Registered inspector	Areas of learning for children in the foundation stage Mathematics Art Design and technology Information technology Physical education	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve?
Ann Taylor	Lay inspector	Equal opportunities	How well does the school care for its pupils? How well does the school work in partnership with parents and carers?
Vera Grigg	Team inspector	English Science Geography History Music Religious education Special educational needs	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Great Dunham Primary School is a very small rural school. It has 58 pupils (31 boys and 27 girls) and is nearly fully subscribed. Two thirds of the pupils come from the villages of Little and Great Dunham, but almost a third come from further afield. Children enter the school when they are four years old though an increasing number join midway through the school. Attainment on entry varies greatly but overall it is below that found nationally. There are no pupils from ethnic minority groups. Almost a quarter of pupils have been identified as having special educational needs, which is broadly similar to the national average.

HOW GOOD THE SCHOOL IS

The school is a friendly, caring community that provides a sound quality of education for its pupils, including good teaching. Pupils, many of whom have low standards of attainment on entry to the school, have positive attitudes to learning. They make good progress in English to achieve average standards by the age of 11. Standards in science have improved and now are average. In mathematics standards are low but improving. The school is well led and managed and there is a clear commitment to further raising standards. The school provides good value for money.

What the school does well

- The school has a friendly and caring ethos.
- There are very good relationships between pupils and between pupils and staff.
- The pupils are very well behaved and have positive attitudes towards their learning.
- The headteacher provides good leadership and the school is well managed.
- The overall quality of teaching is good.

What could be improved

- The below average standards in mathematics and information technology throughout the school and in religious education in Key Stage 2.
- The curriculum; so as to provide better guidance for teachers, particularly in information technology and religious education.
- The provision for the physical development of children under five.

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 progress since its last inspection in September 1996. It has addressed some, but not all, of the issues raised at that time. The school has improved the provision for physical education through the use of the facilities at two other local schools. Subject co-ordinators have been appointed for all subjects and teaching and learning is now satisfactorily monitored. Teachers make more effective use of the investigative aspects of the curriculum, particularly in science. However, standards in information technology remain low and the provision and use of resources in information technology and outdoor play for children under five continue to be issues for the school. Planned improvements for resources for information technology through the National Grid for Learning initiative have been delayed, but should be in place shortly. Some progress has been made in reviewing the curriculum and providing schemes of work but this has not been completed and remains an important area for development.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English				
mathematics				
science				

Key

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

**Grades have been omitted from the table as there were fewer than ten pupils in the relevant year groups and comparisons would therefore be unreliable.*

In national tests for 11 year olds over the past four years two-thirds of pupils achieved the expected standard in English. Less than a half achieved the standard in science and only a third in mathematics.

Inspection evidence indicates an improvement in which most pupils achieve appropriate standards in relation to their prior attainment. Standards in the current Year 6 are average in English and science but remain below average in mathematics, information technology and religious education. Pupils' achievements in art, geography and history are appropriate for their age. There was insufficient evidence to make a judgement on standards in design and technology, music and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning and they respond well in lessons. They take a pride in their work.
Behaviour, in and out of classrooms	Pupils are very well behaved in lessons and around the school. They are courteous and polite.
Personal development and relationships	Pupils' personal development and their relationships with other pupils and with staff and pupils are very good.
Attendance	Satisfactory. The rate of attendance is in line with the national average.

The pupils' positive attitudes and values are a strength of the school. They reflect the good work of the school in pupils' personal development and have a positive impact on learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 overall quality of teaching is good. Teaching was very good in 12 per cent of lessons observed, good in a further 44 percent and satisfactory in all other lessons. This results in good levels of learning in half of lessons and satisfactory progress in the other half. Teachers have a caring approach and their management of pupils is very good. Teaching in the literacy hour is good and helps pupils make good progress in English. Teaching in the newly introduced numeracy lessons is satisfactory, and is beginning to raise standards in mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and relevant curriculum. However, there are some weaknesses and schemes of work are not complete for all subjects.
Provision for pupils with special educational needs	There is good provision for these pupils. There is a high level of support and clear and appropriate learning targets. As a result, pupils with special educational needs make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the school makes good provision for pupils' personal development. Pupils' spiritual and cultural development is satisfactory and their social and moral development is very good.
How well the school cares for its pupils	The school is a caring community and there are good procedures to ensure pupils are well supported and cared for.
How well the school works in partnership with parents	The school provides satisfactory information for parents. Parents are very supportive of the school and make a satisfactory contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and a clear direction for the work of the school. Teachers satisfactorily co-ordinate the development of the subjects taught.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities, are supportive of the school and make a positive contribution to leadership and management.
The school's evaluation of its performance	The school satisfactorily monitors teaching and learning and through its management plan identifies appropriate areas for development.
The strategic use of resources	There is careful financial planning and specific grants are used appropriately. There is efficient use of staff and resources.

The school has a good number of appropriately qualified and experienced teachers and there is a high level of support staff. This good level of staffing ensures that all pupils are taught effectively. The overall adequacy of the accommodation is poor. There is no hall space, staffroom or office and there is a shortage of storage space. There are adequate resources for the teaching of the curriculum except in information technology and for the physical development of children under five.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty-seven parents (64 per cent) completed parents' questionnaires and nine attended the pre-inspection parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour in school is good. • The teaching is good and children make good progress. • The school is well led and managed. • Staff are approachable and parents are kept well informed about children's progress. • Children receive the right amount of homework. • The school has high expectations and helps children mature and become more responsible. 	<ul style="list-style-type: none"> • The range of activities outside school.

The inspection findings support the positive views of the parents. Given the size of the school and the number of teachers the range of extra-curricular activities was judged to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the time of the last inspection standards of attainment were in line with national expectations except in information technology and physical education where they were low. In general the school has maintained these levels of attainment, though standards in information technology remain low and standards in mathematics and religious education have declined.
2. Attainment on entry to reception varies greatly between individual children in the small groups that enter each year. Overall, their attainment is below that expected of children of this age. The school makes sound provision for these children and by the age of five most achieve the nationally recognised Desirable Learning Outcomes ¹ for children as a result of the good quality of teaching they receive. They settle quickly into school routines and make good progress in their personal and social development within the secure and caring environment of the classroom. They form good relationships with others in the class and with adults and work independently as a group. Children make good progress in the development of their literacy and language skills. They listen carefully to stories and join in with parts that are familiar and write their names with an appropriate level of hand control. Children make satisfactory progress in their mathematical development, knowledge and understanding of the world and creative development. Provision for their physical development is limited and progress in this area is unsatisfactory as children do not have regular access to a range of appropriate large outdoor equipment.
3. Comparisons of the school's end of Key Stage 1 National Curriculum test results with national averages and with the results of similar schools are unreliable because of the small number of pupils in each of the relevant year groups. However, over the past four years (1996 – 1999) three-quarters of pupils achieved Level 2, the expected standard for a typical seven-year-old, in end of Key Stage 1 tests in reading, writing and mathematics. Two-thirds of pupils achieved Level 2 in teacher assessments in science. A third of seven-year-olds went on to achieve the higher standard, Level 3, in reading but very few achieved Level 3 in mathematics and none in writing and science.
4. Inspection evidence indicates a broadly similar pattern in the current small group of pupils in Year 2. They achieve average standards in English having made good progress in relation to their previous attainment. Overall levels of attainment in mathematics are below average because a larger proportion of pupils achieve standards below that expected of their age than is normally found. However, most pupils achieve appropriate standards in relation to their prior attainment. Standards in information technology are below average as pupils are not taught all appropriate aspects of the subject. Standards in science are average and pupils' performance in art, geography and history are appropriate for their age. There was insufficient evidence to make a judgement on standards in design and technology, music and physical education.
5. The small number of pupils make comparisons of the school's end of Key Stage 2 National Curriculum test results with national averages and with the results of similar schools unreliable. Over the past four years (1996 – 1999) two-thirds of pupils achieved Level 4, the expected standard, in English, but only a half achieved Level 4 in science and only a third in mathematics. Very few pupils achieved the higher standard, Level 5, in English and

¹ Desirable learning outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills. These will be replaced with the Early Learning Goals in September 2000.

none in mathematics and science. This decline in standards, compared to the results at the end of Key Stage 1 reflects to some degree the below average attainment of many of the pupils who joined the school during the key stage. It is also a result of the lack of effective schemes of work to ensure full coverage of the subjects and continuity in pupils' learning.

6. Evidence from the inspection indicates an improvement in standards. In the current Year 6 they are average in English and in science but are below average in mathematics and information technology. The pupils' performances in art, geography and history are appropriate for their age. There was insufficient evidence to make a judgement on standards in design and technology, music and physical education. Most pupils achieve appropriate standards in relation to their prior attainment.
7. The improvements in standards in English are due to the introduction of the literacy hour, which provides teachers with a structured approach to the teaching of language skills. Similarly in science the introduction of a new scheme of work has improved pupils' progress. The recent introduction of the daily numeracy lesson is beginning to improve progress in mathematics but as yet has not had an impact on overall standards.
8. Pupils' achievements in religious education are in line with the expectations of Norfolk's Agreed Syllabus for the subject at the end of Key Stage 1. However, by the end of Key Stage 2 standards are below expectation. Pupils' have a satisfactory knowledge of Christianity and other world religions but make insufficient progress in using this knowledge to develop their understanding of what might be learnt from religions in the light of their own experiences.
9. Pupils with special educational needs make good progress as a result of the high levels of support they receive. Teachers produce clear learning targets for these pupils and support staff make a very positive contribution to their learning. More able pupils make satisfactory progress and achieve appropriately higher standards. The school has set realistic targets for raising standards based on individual assessments of the small number of pupils in Years 5 and 6. No significant difference was noted during the inspection between the performance of girls and that of boys

Pupils' attitudes, values and personal development

10. Pupils have good attitudes to learning and they are very well behaved. Relationships in the school, both between pupils and between pupils and adults, are very good. These are important strengths of the school that are helping pupils to learn effectively.
11. In all the lessons seen pupils' attitudes and behaviour were good and in one fifth of lessons they were very good. The quality investigations older pupils completed at home about the use of packaging and how 'rubbish' can be recycled typify this level of enthusiasm. Pupils are often most eager to learn when the teacher shares with them what will be happening in the lesson and where her enthusiasm infects pupils. Pupils are careful when working and take a pride what they are doing. For instance, in an art lesson they were conscientious in following the design they had drawn previously to produce some innovative pieces of 'surrealistic' art. Two pupils took the idea of a horseshoe to produce a clay model of a horse's head fixed onto a shoe. Here, good relationships ensured that pupils working in pairs produced some pleasing pieces of work. Pupils with special educational needs have a positive attitude to learning. They behave well, are involved in all school activities and form good relationships with others.
12. The standard of behaviour in the school is very good. Parents are pleased at the way pupils behave and many feel the high standard of behaviour is one reason they chose to

send their children to this school. There is a complete absence of any types of oppressive behaviour or harassment; indeed the tolerance that pupils show for each other is another strength of the school. If pupils do something accidentally, as happened in the playground when one knocked another over, they say they are sorry straight away. The school firmly encourages this kind of approach. There have been no exclusions in the history of the school.

13. There are usually several pupils who enter the school mid way through the school year and new pupils are well integrated and made to feel welcome. Parents at the meeting with inspectors confirmed that children settle to school well.
14. Relationships in the school are very good and everyone plays a full part according to their age in helping to ensure the smooth running of this small community. Pupils work well together in lessons and help each other in their learning, such as in a mathematics lesson where they were learning how to measure and draw angles using a protractor. They are aware of others' likes and dislikes and become protective of each other when the need arises. This is shown in the care offered to one of the youngest pupils who is still settling into the school and finds certain parts of the school day more difficult to cope with.
15. The organisation oldest pupils display in preparing the classrooms for lunch, when they reorganise the furniture, don rubber gloves, wipe down tables and set them with knives and forks makes a huge difference to the efficient way lunchtimes are dealt with. This ensures minimum disruption to lessons. Pupils also take telephone messages and ring through dinner numbers; this again makes a big difference and allows the headteacher to carry on with the lessons uninterrupted. It also helps to develop pupils' self-confidence and maturity. Younger pupils also play their part in being responsible by handing out books, taking the registers and carrying out jobs within their own classroom.
16. Pupils are encouraged to show initiative and are confident in coming forward with suggestions; the hanging baskets in the playground was an idea from pupils and the playground markings came from pupils' initial dissatisfaction with their playground, which they felt lacked interest.
17. The school's attendance rate is satisfactory and in line with the national average. The headteacher feels that there are a few families who do not give their children's regular attendance at school high priority and are often more willing to keep the child off with minor 'illnesses' rather than sending them to school. This has a negative effect on the school's attendance figures.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching is good. During the inspection teaching was satisfactory in 44 per cent of lessons, good in 44 per cent and very good in a further 12 per cent. There was no unsatisfactory teaching. Since the last inspection the school has maintained the overall positive standard of teaching and the proportion of very good lessons has risen.
19. For children under five the quality of teaching is good. The teacher and the learning support staff have very good relationships with the children and know them well. The teacher has a good understanding of what is to be taught and activities are well planned. Support staff and voluntary helpers are well briefed and make a positive contribution to children's learning. Social and personal development are well promoted. For example, children are encouraged to take turns and play fairly during a game to encourage counting skills. Activities are appropriately planned around the areas of learning for young children. However, insufficient opportunities are given for children to learn through play, such as in 'home corner', or to improve their physical development through outdoor play.

20. In Key Stage 1 half the lessons were good and half were satisfactory. Most lessons are well planned and resources are used effectively. For example, the use of video programmes develops pupils' understanding of number and the use of hand puppets encourages pupils' interest. Support staff are well briefed and the good organisation of adults and groups results in effective support of all pupils. This enables pupils to make satisfactory and at times good progress. There are clear expectations of behaviour, to which pupils respond. Pupils are effectively used to demonstrate what they know and to highlight good performance. Staff have good relationships with pupils, which gives pupils the confidence to attempt difficult tasks. There are good examples of teaching using awards such as 'Septimouse' to encourage pupils. Good lessons are conducted at a brisk pace. There is consistently good support for pupils with special educational needs, which allows them to participate in all areas of the curriculum.
21. At Key Stage 2 one third of lessons were good and one fifth were very good. The very good lessons were in English and science. Teachers have secure subject knowledge, which results in pupils understanding basic principles such as the definition of an angle as an amount of turn. In the good lessons the purpose is made clear to pupils and this is followed up in the plenary session. For example, pupils were given tasks using reference books and they had to report their findings at the end of the lesson and were then asked to explain the information they had found. Relationships are good, which gives pupils the confidence to offer ideas. Tasks are given which match the abilities of pupils. For example, in the lesson on superlatives some pupils had to write their own, others ordered sentences, and some worked with the support assistant. The very good lessons are well planned with a clear focus, they have a brisk pace and the plenary sessions are used well to reinforce pupils' learning.
22. The national literacy strategy is effectively in place. Literacy hour lessons in both key stages were good or very good. Good teaching of phonics assists spelling and this forms a sound basis for pupils to make progress in reading and writing in Key Stage 1. Teachers have a thorough understanding of the skills to be taught, such as the relevant use of punctuation in Key Stage 1 and the use of complex sentences in Key Stage 2. Teaching in numeracy lessons is satisfactory and at times good. This more structured approach to the teaching is beginning to raise standards in mathematics. At times the introductory session of mental work lacks pace, which reduces its effectiveness. Teachers make insufficient use of information technology both to develop pupils' skills in the subject and to support learning in other subjects. Day-to-day assessments are used effectively by teachers to guide their planning. Satisfactory use is made of homework to consolidate and extend pupils' learning, particularly in reading.

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

23. At the time of the last inspection the curriculum made a satisfactory contribution to the educational standards achieved by the pupils. Currently, the school offers a suitably broad and relevant curriculum for its pupils. However, there remain some minor weaknesses in the balance of the curriculum.
24. There is an appropriate curriculum for children under five based on the nationally recognised desirable learning outcomes for this age. The curriculum successfully promotes children social and personal development, their language and literacy and mathematical development. However, there is insufficient attention given to the physical development of children under five.

25. At Key Stages 1 and 2 the curriculum meets the requirements of the National Curriculum and religious education. An appropriate time is spent on each of the National Curriculum subjects. In order to give prominence to the teaching of literacy and numeracy the school has reduced its coverage of some of the foundation subjects. For example, art and design and technology alternate each half term, as do history and geography. The school has successfully introduced the literacy hour, which is now well established and is effective in raising standards in English. A daily numeracy lesson is in place, but has only recently been introduced. It is beginning to have a positive effect on the teaching of mathematics through its structured approach. The school's draft personal and social education programme is sound. It covers all areas of personal, health and social education, including sex education and drugs awareness.
26. There is a lack of balance within the curriculum. For example, there is incomplete coverage of the curriculum in information technology and religious education. This is a contributory factor to the low standards of attainment in these subjects. The majority of subjects, including information technology and religious education, do not have effective schemes of work to ensure progression and continuity in pupils' learning. The school has begun to adopt recent national guidelines in subjects such as information technology and design and technology. However, the school has not yet identified how it will match these guidelines to its own four-year rolling cycle. The organisation of the curriculum also contributes to low standards in religious education in Key Stage 2 as currently children aged from seven to 11 are taught together, which does not allow satisfactory progress. In addition, the long lessons in other subjects during the afternoon often make it difficult to maintain a good pace.
27. All pupils at the school have equality of access to the curriculum. All pupils with special educational needs receive the full National Curriculum. There is good provision for these pupils. Their individual educational plans provide clear and appropriate targets, which are regularly reviewed. Pupils with special educational needs receive good support in lessons through the very effective deployment of support assistants. This overall good provision results in these pupils making good progress.
28. Parents expressed concern over the range of activities outside lessons. The inspectors found that the school provides a satisfactory range of extra-curricular activities to enhance pupils' learning. There are lunchtime clubs for football, rounders and recorder players at different times during the year. Pupils have the opportunity to take part in inter-school sporting events such as football and rounders competitions.
29. There are very close links with the local community, which considerably enhance pupils' experiences. These extend into joint ventures with the village hall communities committee. Visits, such as that to Norwich to study art in architecture and to the Islamic exhibition, greatly enrich the curriculum. Visitors also come into the school, which further enhances the curriculum. For example, mothers and babies came into the school to explain growth in small children. There are very good links with the local secondary school and the federation of local schools is a closely linked community. Visitors from and visits by pupils to the secondary school eases the transition of pupils. Since the time of the last inspection visits to two local schools to use their gymnasium and hall has improved the provision for physical education. The school is currently developing curriculum links with a similar local small school.
30. The spiritual development of pupils is satisfactory and is promoted through the daily acts of collective worship and in religious education lessons, particularly in Key Stage 1. For example, a pupil wrote her own prayer for the people of Kosovo. Before the start of lunch older pupils read prayers written by pupils past and present. Standards in the spiritual

development of pupils have declined since the time of the last report. Opportunities to promote pupils' spiritual awareness in other subjects such as art are not fully developed.

31. The moral development of pupils is very good: all staff are good role models and have high expectations of pupils, who respond positively. There are few school rules, but pupils know the difference between right and wrong. Any incident, no matter how small, is dealt with immediately and fairly by staff and apologies have to be given. Standards in the moral development of pupils have improved since the time of the last report.
32. The social development of pupils is very good. Pupils work together well in pairs and in groups and take responsibility for many areas throughout the school such as the library and physical education shed. The Year 6 leavers organise an event of their own devising for other pupils. The quality of relationships contributes to this area of development. At all times, for example, in the playground and when eating lunch all pupils care for and respect each other and mix happily.
33. Pupils' cultural development is satisfactory. The multicultural development of pupils is provided through experiences such as studying other people's religions and the music of other cultures. Pupils' experience of their own culture is less well developed. They respond positively to theatre groups. Standards in pupils' cultural development since the time of the last report have declined.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school provides pupils with a good level of support and care in a friendly and positive learning environment.
35. The school's arrangements for child protection are satisfactory and the named person with responsibility has been recently trained. Current arrangements to help ensure pupils' welfare are good and due care and attention is paid to matters of health and safety. Pupils have recently benefited from some good quality drug-awareness education and the school's personal and social education programme prepares pupils well for the challenges they will face as they grow up.
36. The small size of the school means that staff will sometimes know pupils for the full seven years of their primary education, which helps to ensure a very good level of knowledge about their personal and social development. Much of the knowledge that staff have about pupils is informal, although class logs are used well to note incidents of particular significance. The individual pupil receives a good level of support in this school; this was confirmed by conversations with parents, some of whom have children who need and receive extra adult support and a more detailed level of care.
37. There is very good provision for pupils with special educational needs. Both staff and pupils support these pupils in their learning and celebrate their successes. For example, a pupil was accompanied to the headteacher by another pupil in order to confirm his achievement in reaching an important target in his speech. There is very good liaison with the secondary school for pupils with special educational needs. The co-ordinator for special educational needs of the secondary school visits when annual reviews are taking place and pupils make additional visits to ease their transition.
38. All adults in the school successfully provide consistent reinforcement for good behaviour from pupils. Staff exert a quiet calm discipline throughout the school and parents are pleased with the high standards of behaviour. The school does not see the need for specific rules and this is entirely appropriate in a community where good behaviour comes

naturally from many pupils. It is often enough for an adult to say 'we normally say excuse me' to a pupil who pushes past to remind them how they are expected to behave.

39. For the youngest pupils 'Septimouse' (a glove puppet) awards stickers for good work and behaviour. This works very well and the pupils are delighted to be singled out for praise. In a weekly assembly pupils nominate each other to receive awards for being kind and helpful; this also helps to encourage the very good behaviour present in the school. There is an absence of oppressive behaviour and harassment in the school and pupils work and play together in harmony. Staff stress they would take any such incident very seriously should it arise.
40. The support pupils are given to help their work improve and to raise academic standards is generally good. In particular, some good quality marking in English gives the individual pupil clear guidance on what they have done well and what is needed to improve. This is helping to improve the quality of their written work. For instance, work on 'Flora's Flying Carpet' was followed by a sheet of commentary from the teacher, praising work done well, listing words misspelt, suggesting different words that could have been used and commenting on the content of the story and alternative endings. The same good quality is not seen in the marking of other core subjects and the marking of mathematics work does not help pupils to understand why they have made errors.
41. Where the school has assessment procedures they are effective in assessing pupils' attainment and progress. Statutory assessments are carried out on entry to reception and at the end Key Stage 1 and Key Stage 2. The school also carries out optional National Curriculum tests in other years in Key Stage 2. The school has good procedures for tracking the attainment and progress of each pupil in these national tests. Assessments in place are used very well to plan appropriate work for pupils. For example, spelling was identified as an area for improvement, which has been tackled through regular spelling sessions. However, there is a variation in assessment within subjects. It is built into the science scheme of work and is used effectively to monitor progress and to inform planning. Within other subjects assessment is either incomplete or absent. For example, the school does not have a systematic assessment system to record attainment in speaking and listening, nor in religious education, information technology and some of the foundation subjects. The lack of systematic assessment does not allow for effective monitoring and evaluation. The procedures for monitoring pupils' personal development are good, based on effective records kept in teachers' logs.
42. The headteacher is aware that the school's attendance figures could be higher. They are currently in line with national averages and she has a good knowledge of the underlying reason why this is so. Procedures for monitoring and improving attendance are satisfactory; certificates are given for good attendance and comments made on pupils' end-of-year reports where it is felt pupils' attendance needs to be improved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents are very positive in their views about the school and very happy about almost all aspects of school life. Many have specifically chosen the school for their child and travel from beyond the immediate villages. Staff know parents well and relationships between the school and parents, often developed informally before and after school, are good.
44. The one issue a minority of parents expressed dissatisfaction with was in the provision of extra curricular activities. Inspectors judged that the school's provision is satisfactory. The headteacher feels that the pressures upon staff in a small school often makes it very difficult to find time to organise activities after school and she would welcome parents in to help provide a wider range of after-school and lunchtime activities.

45. The quality of information for parents is satisfactory overall, although the quality of pupils' end-of-year reports is now good. The school have improved the quality of reports since the last inspection and they now provide parents with a clear picture on how much progress their children have made over the year and what pupils can and cannot do. Targets for pupils and their parents to focus on to help pupils improve are inconsistent in quality. Some are clear about what needs to be done, for example, learning certain multiplication tables, whilst others are too general to be of any help.
46. The headteacher is receptive to parental opinions and consulted parents on their ideas about how the school should develop when the first school development plan was formulated over four years ago. Parents have also been consulted about organisational aspects of the school. This willingness to canvass opinions reflects positively on the development of the home and school partnership in support of learning and helps parents to feel an ownership of their school.
47. Monthly newsletters usually run to two pages and help keep parents well informed about school news. In September parents are given a list of topics for the whole year. There is, however, little indication as to how parents can actually help their child at home. The headteacher has recognised that the move to a yearly overview (at parents' request) has led to the loss of emphasis on the term's activities and has plans to remedy this. The future provision of information for parents about how they can support with learning at home is entirely appropriate.
48. Parents provide a satisfactory level of involvement in the work of the school. A few parents provide regular help in classes and this provides valuable support for reading and craft based activities. The Friends Association works hard to raise money for the school and it also provides an important forum for parents to meet together socially. Recent purchases have included cloakroom benches and a parents' noticeboard. Both these are helping to improve different aspects of school life- the benches in terms of helping with cloakroom behaviour and reducing congestion and the noticeboard in improving communications.
49. Support from parents for learning at home is generally satisfactory. Some parents provide a good level of help with listening to reading and support for homework, whilst there are some families who find this kind of support difficult. The support for reading at home is variable, about half of pupils in the youngest class are heard read regularly whilst support for homework in the oldest class is good. Parents are, however, interested in their child's education as the almost 100 per cent attendance at the summer parents' evening shows and this provides a firm basis for encouraging more support for reading at home, especially to help younger pupils.
50. The school works very well with the parents of pupils with special educational needs. Parents are involved as soon as a concern is noted. All parents attend annual reviews. Parents know that they can meet the special educational needs co-ordinator on an informal basis, even daily if necessary. Their support contributes to the success of their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. At the time of the last inspection leadership and management were sound but required some improvement in the co-ordination of responsibilities and the monitoring of teaching and learning. The school has addressed these issues and is currently well led and managed.
52. The school has clear aims appropriately based on 'happy children developing intellectually, socially, physically, emotionally and spiritually'. The school is clearly committed to equal

opportunity as shown by the effective provision of support staff. Much of the day-to-day work of the school reflects the whole staff's commitment to providing a high quality of education. This results in the school's friendly and caring ethos.

53. The headteacher provides good leadership and a clear direction for the work of the school. As a classroom teacher she provides a good example and shows a clear commitment to raising standards. The headteacher provides effective day-to-day management and has successfully overseen the gradual rise in pupil numbers. She is ably supported by conscientious teachers and support staff. Together they make an effective team. All teachers have management responsibilities. They satisfactorily co-ordinate the development of the subjects taught. They have successfully managed the introduction of the National Literacy Strategy and its implementation is having a positive effect on learning. The National Numeracy Strategy has been satisfactorily introduced and is beginning to improve progress in mathematics. In other subjects, notably information technology and religious education, insufficient progress has been made in developing clear guidance for teachers.
54. The provision of special educational needs is very well managed. The school has an informative policy, which guides the provision and is based on the nationally recognised Code of Practice². There is a clear rationale to the allocation of support, which is first to those pupils with statements for special educational needs and then to those whose needs are greatest. The individual educational plans have clear attainable targets. The annual reviews are carried out in accordance with the Code of Practice. Additional reviews are held termly or half-termly if necessary. This is very good practice as it ensures that pupils' individual needs are met. The governor for special educational needs is experienced in this area of education and is well informed by the school.
55. The governing body meets regularly and has an appropriate structure that includes committees for finance and personnel. While there is no committee to monitor and evaluate curriculum development, individual governors have a responsibility for a subject and visit lessons. This programme of classroom visits, together with good levels of attendance at local education authority training courses ensures governors have a sound knowledge of the work of the school. They have a good understanding of the school's strengths and weaknesses. Through its involvement in financial and strategic planning and its willingness to support and question the work of the school the governing body makes a positive contribution to leadership and management.
56. There are satisfactory procedures for the monitoring of teaching and curriculum development, which include classroom observations by the headteacher, governors and the local education authority's advisor. This is well linked to school priorities and in-service training. However, formal teacher appraisals have not taken place and the school's strategy for appraisal and performance management is therefore unsatisfactory. This has been identified as a priority in the school's management plan. The plan correctly identifies appropriate areas for development that also include numeracy and information technology. Success criteria provide helpful targets against which to judge progress. However, the plan focuses on the current year and does not take a longer-term view of school development. The school has satisfactory procedures for the induction of new staff. Currently, it is not a provider of initial teacher training though it has the potential to be so.
57. Educational developments such as the introduction of literacy and numeracy strategies and the provision of support staff are sustained through careful financial planning. Specific grants such as funds for special educational needs and clerical support are used effectively

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

for their designated purpose. The school makes efficient use of a service package from the local authority aimed specifically at small schools. The school is only just beginning to make use of new technologies. Financial data and pupil records are kept on databases and the school has access to the Internet. The various administrative functions of the school are carried out efficiently by the newly appointed school secretary. The secretary, together with the headteacher and governors' finance committee, monitors spending but the governors do not carefully evaluate the effectiveness of their decisions. The recommendations of the most recent internal audit have been addressed.

58. The school has a good number of appropriately qualified and experienced teachers which gives a below average pupil to teacher ratio. There is a high level of educational support staff. This good level of staffing ensures all pupils are taught effectively.
59. The accommodation available has improved since the last inspection. The addition of inside toilets and the development of a library and cloakroom have enhanced the facilities available within the main building. The school now has a toilet for the disabled and wheelchair access to the main building. The main building is well maintained and the school is clean and benefits from good quality displays of pupils' work. However, the overall adequacy of the accommodation remains poor. There is no hall space for indoor physical education and this impacts on pupils' learning. The school must therefore travel to neighbouring schools so as to ensure pupils have experience of gymnastics and dance. The classrooms in the main building have no access to a sink or running water for art and craft lessons. The school lacks storage space and has no staffroom, office, headteacher's room or space where staff can hold confidential discussions with parents or other agencies.
60. Overall, learning resources are satisfactory for the curriculum and range of pupils. There are adequate resources for the teaching of literacy, numeracy and science. The library is small but contains a satisfactory range of good quality books. Currently there are insufficient computers and a shortage of other resources and software for information technology and this impacts on pupils' learning. The school is due to receive additional computers which will help to improve this unsatisfactory situation. There are very few large toys for children under five to use in developing their physical skills. The range of artefacts and books for religious education is limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To further improve the sound quality of education provided, the governors, headteacher and staff should now:

- **raise standards of attainment in:**

Mathematics, by

- raising teachers' expectations of what it is pupils can achieve;
- continuing to monitor pupils' progress so that areas of weakness can be identified;
- ensuring a brisk pace in numeracy lessons and making more effective use of the plenary session;

(Paragraphs 4, 6, 22 and 78-84)

Information technology, by

- the introduction of a detailed scheme of work to show progression in the learning of skills in each aspect of the subject;
- improving teachers' subject knowledge and confidence in the use of information technology;
- ensuring that appropriate resources are available so that all aspects of the subject can be taught;
- developing strategies so that pupils have more opportunities to use information technology;

(Paragraphs 4, 6, 26 and 108-112)

Religious education, by

- the introduction of a detailed scheme based on the requirements of the locally agreed syllabus to ensure appropriate coverage of all aspects of the subject;
- providing sufficient time for the subject to be taught effectively;

(Paragraphs 8, 25 and 118-121)

- **continue to develop the school's curriculum, based on recent and forthcoming national guidelines, to ensure appropriate continuity in pupils' learning and their progression in knowledge, understanding and skills;**

(Paragraphs 26, 97, 103,107, 112,113 and121)

- **improve the provision and resources for the physical development of children under five.**

(Paragraphs 2, 60 and 70)

In addition to the above key issues, the following less important areas for development should be considered for inclusion in the school's action plan. They are indicated by the following paragraphs:

Area for development	Paragraph/s
Teacher appraisal	56
Accommodation	59, 116

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	12	44	44	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	58
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	12

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	4
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	4	5	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	78 (85)	89 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	67 (100)	100 (100)	67 (86)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	0	4	4

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	50 (67)	0 (22)	50 (44)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	50 (67)	25 (44)	50 (44)
	National	68 (65)	69 (65)	75 (72)

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	58
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)	3.1
Number of pupils per qualified teacher	18.7
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	48

Financial information

Financial year	1998-1999
	£
Total income	121,580
Total expenditure	120,190
Expenditure per pupil	2,312
Balance brought forward from previous year	1,720
Balance carried forward to next year	3,110

Results of the survey of parents and carers

Questionnaire return rate 63.8%

Number of questionnaires sent out	58
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	46	49	3	0	3
Behaviour in the school is good.	49	46	5	0	0
My child gets the right amount of work to do at home.	35	62	3	0	0
The teaching is good.	54	46	0	0	0
I am kept well informed about how my child is getting on.	49	49	0	0	3
I would feel comfortable about approaching the school with questions or a problem.	76	22	3	0	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	51	46	3	0	0
The school is well led and managed.	81	17	0	0	3
The school is helping my child become mature and responsible.	65	30	0	0	5
The school provides an interesting range of activities outside lessons.	14	56	17	11	3

Totals for each question may not equal 100 per cent as a result of the rounding off of numbers.

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

62. Children enter reception in either the September or January prior to their fifth birthday. At the time of the inspection there were five children of reception age. These children entered the school with overall attainment levels similar to those expected for their age. However, there are significant variations between individual children and in previous years there has been a higher than expected proportion of children with lower than expected attainment. Reception children are taught in a mixed-age class alongside pupils from Year 1 and Year 2.
63. Activities are planned around the appropriate areas of learning for young children. Children are working towards the nationally recognised Desirable Learning Outcomes and are on target to achieve these by the age of five. The overall quality of teaching is good. The teacher and learning support staff work effectively as a team. Voluntary helpers also provide useful support. The school's sound provision for these children successfully promotes children's personal and social development as well as their language and literacy, mathematics, knowledge and understanding of the world and creative development. Provision for the children's physical development is limited and progress in this area is unsatisfactory.

Personal and social development

64. Children make good progress in this area. They confidently join in many activities with the older pupils in Key Stage 1 and in whole school assemblies. Children form good relationships with others in the class and with adults. Most show good levels of concentration and are eager to take part in activities organised for them. They work independently as a group without being distracted by the older pupils. Most speak willingly and confidently to children and adults and are able to listen to and follow instructions. They are keen to help. For example, when one child said that he could not draw 'chocolate bars' a second child drew some for him to copy.
65. The teacher and the other adults in the classroom provide a secure and caring environment in which children can learn. Staff successfully provide opportunities for children to join in class and group activities and encourage them to take responsibility, such as in dressing themselves after physical education. Personal hygiene is developed by ensuring children understand the importance of washing hands before handling food. The teacher makes effective use of glove puppets to encourage the children to try new activities and to do their best. Staff develop the children's manners through gentle reminders such as 'Excuse me would be nice'.

Language and literacy

66. Children listen carefully to stories. They pay close attention to the text during 'big book' sessions. They know that the words and pictures have meaning, for example, when making their own picture-story books to which an adult has added the children's wording. They join in familiar parts of stories, as when repeating 'snore, snore, snore' from the book 'Peace at Last'. Children recognise and write their own names. They copy letters with a reasonable level of hand control. Children make good progress in this area. The teaching of literacy is good and benefits further from the good levels of support the children receive from learning support staff and voluntary helpers.

Mathematical development

67. Children's mathematical development is sound. They build up their mathematical language through structured activities. For example, they correctly recognise the terms 'bigger' and 'smaller' when using different sized teddy bears. They know who has the 'most' and the 'least'. The children count to six and accurately match teddy bears to the numbers thrown on a large die. Children name simple shapes such as square, circle and triangle. Satisfactory progress is made as a result of sound teaching and appropriate practical opportunities.

Knowledge and understanding of the world

68. Children make satisfactory progress in developing their knowledge of the world around them. They take part in the whole-class daily discussion of the day, date and weather. They understand that the weather can be sunny but cold. They know that polar bears live in a cold part of the world. More able children explain that a polar bear's white fur acts as a camouflage. One child went on to explain that he would need to wear a green top and brown trousers to be camouflaged in a wood. Children develop the use of their senses through activities such as tasting different breads from around the world. Through covering cut out card teddy bears in different materials children develop an understanding of words such as 'smooth', 'rough' and 'soft'. Children learn to identify common colours such as green, blue, brown and yellow through listening to stories such as 'Brown Bear, Brown Bear'.

Creative development

69. Children join in the singing of songs and rhymes such as at the beginning of a numeracy lesson. They are able to draw and colour pictures with appropriate control for their age, such as in their story books 'Where are the Bears'. With help from an adult children make model polar bears from soapflakes and use cotton wool to create its snowy home. Children make satisfactory progress in this area, though they have few opportunities to experiment with paint and crayon to express their own ideas.

Physical development

70. Children handle a range of small tools with appropriate control. For example, they use pencils to draw and write with and scissors and glue spreaders in art and craft. They join in physical education lessons with Key Stage 1 and while some move imaginatively others lack confidence and their movements show little awareness of space or control. The children do not have daily access to a range of appropriate large outdoor equipment, such as tricycles and pushable/pullable toys. Their progress in this area of learning is currently unsatisfactory.

ENGLISH

71. At the last inspection pupils acquired the expected standards by the end of both key stages. The school has made satisfactory progress since then and maintained overall standards, which are currently in line with national expectations at the end of both key stages. Many pupils, including those with special educational needs, make good progress and achieve well in relation to their prior attainment.
72. The small numbers of pupils in each year group make comparisons of the school's results in National Curriculum assessment tests and tasks with national averages in unreliable. Since the last inspection a significant majority of pupils at the end of Key Stage 1 have achieved the expected standard, Level 2, in reading and writing. Two-thirds of the pupils achieved the expected Level 4 at the end of Key Stage 2 in English tests.
73. Pupils in Key Stage 1 listen carefully to adults and to each other. For example, when discussing a fair test in science pupils listened carefully as one explained that they should

take their socks off before their heights were measured. They speak clearly, for example, when reading as a group 'Peace at Last' and they said with confidence the expression 'I can't stand THIS'. Pupils are confident readers. They retell stories and predict with imagination. For example, a pupil reading the 'Dancers of Mor' thought that the Piper might be similar to the Pied Piper and call the children. Pupils with special educational needs are beginning to read known words. Pupils write well. They develop ideas in sentences and write at length and in chapters. More able pupils use imaginative language, for example, 'who was that making such a din?' Punctuation, grammar and spelling are generally correct and handwriting is fluent and joined. Pupils with special educational needs write simple phrases. Pupils make good progress in Key Stage 1 to achieve these standards.

74. At the end of Key Stage 2 pupils' levels of attainment are in line with national averages. They achieve well in relation to their previous attainment. Pupils develop ideas thoughtfully and discuss them purposefully. This was seen when pupils formulated an experiment on gravity in science. They listened to each other and only rejected ideas when they had explored the feasibility of the proposed experiment. Pupils read fluently and with expression. They discuss authors that they prefer with understanding, such as the magic element in Roald Dahl's books. Pupils' writing is lively and this was seen in the story 'The Unusual Creature'. Pupils use increasingly complex sentences to extend meaning. When writing book reviews a pupil added that Charles Dickens wrote about workhouses and schools so as to make people see how bad they were. This level of explanation is good. Spelling and punctuation is usually correct and handwriting is fluent, joined and legible. Pupils have a love of language, which was seen in the poem 'Winter Winger'. Pupils write for a variety of purposes, including newspaper reports, book reviews and autobiographies. Pupils, including those with special educational needs, make sound progress in the use of language.
75. Pupils enjoy English and they tackle tasks with interest and are reluctant to stop. They are appreciative of others' successes: they instinctively clapped a pupil in Key Stage 1 who drew an exclamation mark correctly. They listen carefully, which was evident from their answers. For example, they explained the purpose of an index, contents and glossary in a reference book. They take care with their written work.
76. The quality of teaching is good in Key Stage 1 and never less than good in Key Stage 2, with two in three lessons very good. Teachers set tasks with a high level of challenge, which leads to good progress. The teacher builds up pupils' confidence by encouraging them. For example, a teacher asserted that everyone would understand by the end of the lesson. Plenary sessions are used effectively to reinforce learning. For example, in an excellent session pupils produced a mini play to demonstrate their understanding of superlatives. This they did with imagination, producing ideas such as hair being thick, thicker and thickest. Teachers have good relationships with pupils and give positive feedback, which builds pupils' level of confidence. Marking is thorough with positive comments and targets set for improvement. The quality of teaching and the effectiveness of the literacy strategy have contributed to the achievements of pupils. The strategy has provided teachers with a structured approach to the teaching of literacy skills and this has had a positive effect on learning.
77. Resources are good and well used. For example, a wide variety of reference books on recycling waste products were available for pupils. The school has a variety of reading schemes, which are used well to match the specific needs of pupils with special educational needs. The library is well resourced and there are sufficient books of quality to extend the most able readers.

MATHEMATICS

78. Standards by the end of Key Stage 2 at the time of last inspection were in line with national expectations. However, standards over recent years have been low and a concern to the school. Currently, overall levels of attainment at the end of both key stages are below average. There is a larger proportion of pupils achieving standards below that expected of their age than is normally found. However, most pupils achieve appropriate standards in relation to their prior attainment.
79. Comparisons with national averages in National Curriculum assessment tests are unreliable as a result of the small numbers of pupils in each year group. Since the last inspection over three-quarters of pupils at the end of Key Stage 1 have achieved the expected standard, Level 2. Very few pupils went on to achieve the higher standard, Level 3. Less than a third of the pupils at the end of Key Stage 2 have achieved the expected Level 4. No pupils have achieved the higher standard, Level 5. The school has identified the fact that pupils' test results in mathematics are significantly low when compared to those achieved in English, but it has not yet analysed test results to identify specific areas of weakness. Inspection evidence indicates a broadly similar pattern of below average levels of attainment at the end both key stages.
80. The reasons for the decline in standards included the lack of a clear scheme of work to ensure pupils' continuity in learning in all aspects of the subject. The resulting gaps in pupils' learning contributed to the low standards achieved. However, the recent introduction of the National Numeracy Strategy has provided teachers with a clearer progression in their planning. Teaching and learning observed during the inspection were at least satisfactory and at times good. The implementation of the numeracy lesson is having a positive effect on pupils' learning but has not had sufficient time to make a significant improvement in overall standards.
81. Pupils in Year 1 sort objects in to sets of five and are beginning to count in fives. They add two small numbers generally accurately, such as when sorting dominoes that add up to seven. However, many still recount all the spots rather than counting on from the first number. At the end of Key Stage 1 the understanding of number for more able pupils is generally average. They write and order numbers to 100 and have an appropriate understanding of place value. For example, they recognise the number 64 is made up of six tens and four units. They add and subtract small numbers with appropriate accuracy and recognise odd and even numbers, quarters and halves. Their knowledge of shape is appropriate for their age, as when they correctly name common two- and three-dimensional shapes such as rectangle and cone. However, they do not understand that an angle is a measurement of turn nor recognise right angles in common shapes. Few pupils show the knowledge required to achieve the higher standard of attainment. While some pupils count in twos and count on in tens, none use simple multiplication tables to solve problems.
82. Pupils in Years 3 and 4 develop their understanding of shape and just over a half recognise right angles in shapes and in objects around the classroom. In Years 5 and 6 pupils use a protractor to measure angles with appropriate accuracy. They understand that the angles in a triangle add up to 180 degrees and most correctly identify acute, obtuse and reflex angles. By the end of Key Stage 2 more able pupils have a secure knowledge of addition and subtraction facts and they recognise negative numbers. They know most of their multiplication facts. They understand equivalent fractions and use decimal fractions and percentages to show proportion. More able pupils make satisfactory progress and their overall standards are average. However, about half of the pupils are achieving standards that are below those expected. Their understanding of number and shape is not fully developed and they have had limited experience of data handling.

83. The overall quality of teaching is satisfactory. Teachers manage the pupils well, which results in the pupils' very good behaviour within lessons. Pupils show interest in the subject and demonstrate good levels of concentration. Teachers have secure subject knowledge, which allows clear explanations to be given. They have satisfactorily introduced the daily numeracy lesson. The best lessons have a clear focus on what it is pupils are to learn with appropriately challenging tasks to meet the needs of all pupils. For example, in a lesson on angles the teacher quickly assessed which pupils required further instruction on how to use a protractor. While she supported this group others consolidated their understanding with further practice and more able pupils applied their skills to practical situations. This resulted in all pupils making good progress.
84. In some lessons the teachers' expectations of the small number of more able pupils are not high enough and as a result they do not make the best possible progress. For example, in a lesson on counting coins and calculating their value opportunities to develop methods of recording addition calculations were missed. In a Key Stage 2 lesson on angles the lack of knowledge of pupils' previous understanding result in the repetition of some activities. Teachers provide a range of activities to satisfactorily develop pupils' mental mathematics, though the pace in this initial part of the numeracy lesson is often slow, which reduces progress. Plenary sessions do not always clearly reinforce the lesson's learning objectives. Support staff are used effectively, particularly at Key Stage 1. Their support of pupils with special educational needs ensures these pupils make sound progress. Some use of information technology is used to support the pupils' development of number work, but other opportunities are missed particularly in data handling.

SCIENCE

85. At the time of last inspection pupils made satisfactory progress and acquired the expected standards by the end of Key Stage 2. However, progress in experimental and investigative science was found to be weakness. Inspection evidence indicates that current standards are in line with those expected nationally and pupils achieve well in relation to their prior attainment.
86. The small numbers of pupils in each year group make comparisons with national averages in National Curriculum assessment tests and tasks unreliable. Since the last inspection just over two-thirds of pupils at the end of Key Stage 1 have achieved the expected standard, Level 2. Less than half of the pupils at the end of Key Stage 2 have achieved the expected Level 4. The introduction since the last inspection of an effective scheme of work, which includes investigative science as the basis for topics, has resulted in an improvement in the teaching of science and a raising of standards.
87. At the end of Key Stage 1 the small number of pupils achieve standards in line with national expectations. Most pupils turn ideas into a form that can be investigated. Pupils with special educational needs are unable to do this, but follow instructions carefully and make good progress in their learning. Pupils decided to investigate whether there was a correlation between height and age. They recorded their findings and then decided that it was not a fair test because of the different heights of shoes and pupils' hairstyles. They conducted the test again to make it fair. Pupils predicted that their findings would not correlate, they measured carefully and recorded their findings accurately. Pupils' level of investigation often reaches a good level of attainment. Pupils explained that there are certain characteristics that relate to living and non-living things. By looking at babies they learnt that they grow in size and in the ability to do certain activities, such as to crawl. By investigation pupils learnt that some materials such as rubber bands can be stretched and twisted and that they then return to their original shape while other materials cannot.

Pupils know that there are forces such as push and pull and they make sound predictions. For example, they predicted that objects move best on a smooth surface.

88. At the end of Key Stage 2 pupils turn ideas into successful scientific investigations. For example, all pupils conducted an experiment of their own design to investigate whether gravity was the same in water as in air. They selected equipment and by changing one element made a fair test. Some of the explanations for the differences found were of a good level. For example, pupils used their knowledge of the states of matter to explain that water has more molecules and that it therefore offers more resistance. Pupils have a good understanding of life processes. For example, they explained the function of the ear in detail. They also have a sound understanding of materials. They classify rocks according to their characteristics and explained how mixtures of materials can be separated.
89. Pupils enjoy science. They listen carefully to instructions and this shows in the answers that they give. They work very well in small groups and organise themselves without argument or fuss. They work sensibly with equipment and this was seen when they measured weights with a force meter, balancing them so that they did not fall. They take care to present their work to a good standard.
90. The standard of teaching is good in Key Stage 1 and is never less than good in Key Stage 2, with one in two lessons very good. The good scheme of work with assessment provides the basis for the good teaching as it provides activities which leads to a progression in the acquisition of knowledge and understanding. In addition, pupils have a sound background in scientific experiences, which they use to reach high levels of attainment. This allows more able pupils to achieve the standard of which they are capable. Teachers plan well, organise groups and learning support assistants effectively and ensure that all pupils have a clear understanding of the task. Questioning is consistently used to make pupils think. For example, pupils were asked what caused a rubber band to stretch when weights were added. Teachers make effective use of the school's adequate resources, though insufficient use is made of information technology.

ART

91. At the time of the last inspection pupils' work was judged to be sound. The school has maintained those standards and currently pupils throughout the school produce work of an appropriate level for their age. Pupils, including those with special educational needs, make satisfactory progress.
92. It was not possible to see a Key Stage 1 art lesson during the inspection, though examples of pupils' work show appropriate skill. For example, composite paintings of still life illustrating fruit and vegetables show satisfactory colour matching. In Key Stage 2 pupils experiment with paint when producing 'Blob pictures' in which they move paint around the paper by blowing or tipping the paper. They progressively develop skills and techniques. For example, pupils develop the theme of 'faces' through using a variety of materials and styles. Pupils in Year 3 use lines and shapes to show the features of a face in an abstract style. Pupils in Year 4 develop this idea by using string to create the lines within the face and then use the resulting picture to print copies of the face. Pupils successfully use different materials, as when using pasta, straw, beads and wooden sticks to create the features of a face. They use clay to create three-dimensional models.
93. The quality of teaching overall is satisfactory with some good elements displayed. Teachers show good subject knowledge, which results in clear explanations as when discussing abstract art. They value pupils' ideas and this results in good response from the pupils. Pupils are attentive and persevere with the tasks given, taking care to produce work of a good quality. Their behaviour is very sensible at all times and they handle tools,

paint and other materials with great care. However, as the pace drops towards the end of the long lessons pupils' enthusiasm wanes. Activities are carefully planned and based on the school's scheme of work for the subject, which gives adequate guidance on the progression of skills and understanding.

DESIGN AND TECHNOLOGY

94. At the last inspection standards were in line with national expectations at the end of both key stages. During this inspection there was insufficient evidence to be able to make a judgement of overall standards of achievement or teaching. The teaching of design and technology alternates with art and so no lessons have taken place this term. Evidence from the scrutiny of pupils' work and teachers' planning, along with discussions with pupils and teachers, however, indicates that the subject is taught effectively.
95. Pupils in Key Stage 1 took pride in explaining how they had used simple mechanisms in making models. They constructed a simple slide made from card so as to make part of a picture move. For example, in one picture a rocket and in another a jumping frog moved in front of an appropriate background. In a similar card model the sliding mechanism was adapted to be the 'cat's tail' and with use of split pins pulling the tail made the cat's legs move. These carefully constructed models resulted from focused practical tasks, but there was no evidence of pupils using these skills to design and make their own models.
96. A focused task for Key Stage 2 pupils used wooden axles, wheels and frames strengthened with card corners as a base for a model of a Roman chariot. Pupils used a range of materials, including card, balsa wood and cork to build models as part of last term's project on bridges. Working in small groups pupils researched bridges, designed, built and tested their own models. They drew appropriate designs and used suitable tools, such as saws and glue guns. The final products that included suspension, arch, beam and drawbridges were of good quality.
97. The school is adopting recent national guidelines for the subject, but has yet to decide how it will develop these guidelines into its scheme of work. There are adequate resources for the subject and the finished products produced by pupils add greatly to the quality of display around the school.

GEOGRAPHY

98. There was insufficient evidence to judge attainment at the time of the last inspection. Currently, pupils at the end of both key stages reach standards appropriate for their age.
99. At the end of Key Stage 1 pupils have a clear understanding of where they live and that there are different places in the world. They can find some of these on the globe, such as the North and South Poles, and explain that these areas are very cold with a lot of ice, while other areas are hot and wet, such as the jungle. Pupils are confident in using maps. They understand that a map requires a compass to show direction and that symbols are used to show features. Pupils, including those with special educational needs, successfully use a grid with letters and numbers to show position, as when giving simple co-ordinates for places on a map they had drawn of an imaginary place
100. At the end of Key Stage 2 pupils described clearly the differences between settlements. They explained that Great Dunham is a village, which only has a school and village hall. They also explained that the railway had closed. They talked about the crops grown in the area and animals kept on local farms. They know that humans affect the environment. They gave examples of the oil spillage in Brittany and the cyanide in the river Danube.

They thought that more farmers should grow organic produce to reduce the use of pesticides. They also explained that recycling materials helps to keep world resources.

101. Pupils enjoy geography and tackle difficult tasks such as sorting waste products with enthusiasm. They work well together and stay focused on the task set. Pupils use resources well to find out information and this was seen when pupils used reference books and the computer to find out how materials were recycled. This research activity made satisfactory use of pupils' literacy and information technology skills.
102. The standard of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers plan well and use a variety of resources that stimulate pupils' interest, which contributes to the good learning that they achieve. For example, a wide range of toy animals was introduced to allow younger pupils to sort them into categories which related to the different environments. High standards of outcome are expected and this was emphasised in a Years 3/4 class when the teacher insisted that a draft be completed before making the best copy. Opportunities to use and develop numeracy skills are missed, for example, when quantifying the amounts of rubbish that can be re-cycled, reused or reduced.
103. The learning of geography is enhanced by visits such as to the Ecotech centre. The school does not have a scheme of work with assessment, the provision of which allows progression in the acquisition of skills and knowledge.

HISTORY

104. There was insufficient evidence at the time of the last inspection to make an overall judgement on standards. Because of the timetable no history lessons were seen during this inspection. However, a scrutiny of pupils' work and teachers' planning and discussions with teachers and pupils indicate that pupils' achievements are appropriate for their age.
105. At the end of Key Stage 1 pupils have sound understanding of time and differentiate between recent events and those long ago. They know important figures from history such as Guy Fawkes and Samuel Pepys. They explained that Samuel Pepys kept a diary in which he recorded events such as the Great Fire of London. They also know that Guy Fawkes tried to burn down Parliament because he didn't want the country governed by other people's rules. Pupils know that they can find out information by asking people, looking in books and examining articles that are old.
106. At the end of Key Stage 2 pupils have sound understanding of people studied, such as the Romans. They explained that the Romans conquered Britain because they had a well trained army and that their influence changed life in Britain. They described how the Romans built roads to enable them to move swiftly and that they also built villas and baths. They also explained that they know this because of their writing and because of buildings and artefacts found. This shows a sound understanding of the Romans and their influence. In their study of Great Dunham they listed what they wanted to find out and how they were going to obtain that information. They use of variety of resources, including CD-ROMs, to a satisfactory level. Pupils produce work using information that they have gathered which is structured and is of a satisfactory standard.
107. The school does not have a scheme of work with assessment to ensure progression in the acquisition of skills and knowledge. Visits such as that to the Iceni Village add to pupils' historical experience.

INFORMATION TECHNOLOGY

108. At the time of the last inspection standards of attainment were below national expectations. Standards remain below average at the ends of both key stages and pupils' progress is unsatisfactory.
109. Pupils in Key Stage 1 satisfactorily develop their keyboard skills. They use a simple word-processing program to type in their own text and save and print copies of their work with help. Pupils use a small range of programs to support their learning in mathematics, which develop their understanding of number. However, pupils have little or no experience of handling information or controlling devices through simple commands.
110. At Key Stage 2 pupils satisfactorily develop their use of word-processing skills. For example, they designed and printed a survey sheet for use in their topic on 'rubbish'. However, the limited use of other communication skills, such as the use of programs for art and music results in overall low attainment in this area. They satisfactorily use information technology to monitor external events, such as monitoring the sound of their voices in a science experiment. Some use of control programs has given pupils experience of entering a series of commands that result in objects on the screen moving. However, when using this program pupils lacked confidence and were hesitant in their use of the keyboard. Pupils have had very little opportunity to develop these skills or to enter series of commands into programmable toy robots. Pupils make satisfactory use of CD-ROMs to research other subjects such as the Romans in history and the planets in science. Pupils are beginning to use the Internet to access other forms of information, for instance pupils have searched for information on Norwich cathedral. While pupils have some experience of each of the main strands of the subject, only their use of word-processing programs is fully developed.
111. Only one lesson of information technology was observed during the inspection. The teacher's calm and pleasant approach ensured the pupils' interest while instructions on how to use a simple control program were given. Clear explanations, with an effective recap of work previously learned ensured pupils understood how to make objects on the screen move forwards and backwards. However, the omission of the need to add '90 degrees' to the commands for left and right turns reduced pupils' progress. Effective use is made in Key Stage 1 of support staff. For example, a learning support assistant who gives pairs of pupils instructions during the start of the morning adds to pupils' understanding by demonstrating the use of the shift key to print capital letters. Individual support for pupils with special educational needs ensures they make appropriate progress.
112. Pupils enjoy using the computers and they work sensibly and independently when given the opportunity. However, insufficient opportunities are provided to ensure adequate reinforcement of skills. For example, opportunities were missed during the inspection to use computers to consolidate pupils' understanding of angle in mathematics. The school has decided to adopt recent national guidelines for the subject, which will provide progression in learning, but has not yet decided how it will effectively develop these guidelines into the school's scheme of work for the subject. The below average standards, particularly at Key Stage 1, are in part caused by the lack of up to date resources. This weakness is being addressed by the purchase of new computers through the National Grid for Learning initiative.

MUSIC

113. Because of the timetable no music lessons were seen during the inspection. It is therefore not possible to give an overall judgement on standards of achievement or teaching. However, an examination of teachers' planning shows that music does not have a scheme

of work with assessment to ensure progress in the pupils' acquisition of knowledge and skills.

114. In assembly the standard of singing by pupils is in line with national expectations. Pupils sing tunefully, with enjoyment and a good sense of dynamics. Approximately one quarter of Key Stage 2 pupils attend recorder club, which shows the high level of interest in music. Pupils have a sound standard of playing. They play in part with an awareness of others, and read accepted musical notation. Pupils are keen to play and their interest extends beyond the classroom to practising regularly at home. The teaching of the recorder is sound. Pieces are provided that are of sufficient challenge to allow pupils to make good progress and the good relationships facilitate that progress.

PHYSICAL EDUCATION

115. At the time of the last inspection attainment was in line with national expectations at the end of Key Stage 1, but below expectations at the end of Key Stage 2. This low standard was due to the lack of appropriate accommodation and resources. A progressive programme of gymnastics and dance could not be provided through the year. During this inspection only a single lesson was observed. It is therefore not possible to make an overall judgement on standards of achievement or teaching.
116. In the Key Stage 1 lesson that was observed pupils were attentive to both the teacher and taped programme that was used. Pupils showed appropriate control when marching to the music and many used expressive faces to show 'boredom' and 'surprise' as they acted out the story 'We are going on a Bear Hunt'. The teacher managed the pupils well, gave appropriate guidance and made effective use of pupil demonstrations to highlight teaching points. This lesson, which took place in the larger of the two classrooms in the main building, highlighted the restrictions of space the school faces. The pupils' movements were limited by the small floor space available after moving the classroom furniture to the side of the room. The pupils were very well behaved throughout the lesson and moved sensibly so as to avoid bumping into each other.
117. The school has improved the provision for physical education since the last inspection. The co-ordinator has developed a four-year cycle that ensures pupils have experience of all forms of activity, including gymnastics and outdoor adventurous activities. The school has introduced an effective programme of weekly visits. During the current half term all pupils are visiting a local primary school for a weekly gymnastics lesson. This allows pupils to experience both floor and apparatus work. During the second half term in the autumn pupils visit a local secondary school for a weekly dance lesson. At other times of the year pupils go to a local swimming pool. They develop confidence in water and an appropriate range of strokes. By the end of Key Stage 2 pupils satisfactorily swim 25 metres or more. The use of certificates encourages pupils to develop their swimming skills. The school has an adequate range of resources for outdoor activities.

RELIGIOUS EDUCATION

118. No lessons in religious education took place during the inspection. Evidence from discussions with teachers and pupils and a scrutiny of teachers' plans and pupils' work show that standards are in line with the expectations of Norfolk's Agreed Syllabus at the end of Key Stage 1, but below expectations at the end of Key Stage 2.
119. At the end of Key Stage 1 pupils have a sound understanding of the parables found in the Bible and explain that these stories tell how to look after people. They know the importance of events such as christenings and weddings and know that there are different

religions found in different countries, such as India and Egypt. Pupils also talked about life and explained that even when people die they can talk to them in their prayers.

120. At the end of Key Stage 2 the overall level of attainment is below that expected in the agreed syllabus. Pupils' knowledge about religions is sound. They explained that the Old Testament is the holy book of the Jews and that with the New Testament it forms the Bible, which is the holy book of the Christians. They also explained that there are other religions in the world that have different practices, celebrations and places of worship such as a Jewish synagogue. However, pupils' understanding of how religion enhances life and reflection on their own beliefs, values and experiences is limited and is below the level expected. This is because the four years in Key Stage 2 are taught together. This inhibits meaningful discussion, which allows the older pupils to explore the meaning of life. It also does not allow these pupils to develop a good understanding of spirituality.
121. Since the time of the last report standards have declined in Key Stage 2. Currently, insufficient time is given to the subject to allow full coverage of the agreed syllabus. The time was reduced during this half term as a result of weekly visits to another school for physical education. Overall, the proportion of time given to the subject is below the national average. The school does not have a scheme of work with assessment to ensure the progressive acquisition of knowledge and understanding. There are insufficient resources, including artefacts and books such as children's bibles. Visits, such as to the Islamic festival, enhance pupils' experience of religious education.