

INSPECTION REPORT

RACKHEATH PRIMARY SCHOOL

Rackheath, Norwich

LEA area: Norfolk

Unique reference number: 120843

Headteacher: Mr D Spencer

Reporting inspector: Mrs H Ranger
OFSTED number: 22223

Dates of inspection: 8 – 11 October 2001

Inspection number: 195711

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Green Lane West Rackheath Norwich
Postcode:	NR13 6LU
Telephone number:	01603 720098
Fax number:	None
Appropriate authority:	The governing body
Name of chair of governors:	Mr A Howard
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Helen Ranger 22223	Registered inspector	The Foundation Stage curriculum English Science Art and design Design and technology Music Equal opportunities	How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Ted Worby 19578	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Agnes Patterson 25802	Team inspector	Mathematics Geography History Information and communication technology Physical education Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rackheath Primary is a smaller than average sized community primary school. It has 94 pupils aged between 4 and 11; the seven youngest in the Reception class attend part-time. The school serves the village of Rackheath on the outskirts of Norwich. There are recently built housing projects locally and more are planned. As a result, the school is expanding and a new building is due to open in 2003. Almost all the pupils are of white United Kingdom heritage and all speak English as their first language. The school is popular with parents and an increasing proportion of pupils live outside the designated catchment area – currently 15 per cent. A high percentage of the pupils have joined the school at times other than the usual time of first admission. The proportion of pupils identified with special educational needs is 25 per cent; this is in line with most schools nationally. When children are admitted to the Reception class, their attainment varies considerably between individuals and from year to year, but is average overall.

HOW GOOD THE SCHOOL IS

The school gives its pupils a sound education and enables them to attain satisfactory standards by the age of 11 years. The teaching is often very good, especially in the early years and in Years 3 to 6, but not all lessons are of the same standard and as a result pupils' progress varies. The school is led and managed satisfactorily by the headteacher, staff and governors and gives sound value for money.

What the school does well

- There is very good teaching in a high proportion of lessons in the early years and in Key Stage 2.
- The school caters very well for the early education of its youngest children.
- There are effective ways of supporting pupils' social and moral development, which promote maturity in pupils, good attitudes to school, very good relationships and good behaviour.
- The activities provided for those with special educational needs and the good work of the teachers and support staff cater well for this group of pupils.
- There is an ethos of care and teamwork among the staff and governors that provides a secure learning environment for pupils.
- The parents hold very positive views of the school.
- There are high levels of attendance.

What could be improved

- The standards attained by the oldest pupils in English.
- The consistency of teaching and of pupils' progress across all the age groups.
- How teachers plan for the most capable pupils in both key stages.
- How staff and governors monitor the school's work and communicate their vision for its development.
- How the available teaching time is allocated to subjects.
- The procedures for child protection.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. Since then, it has made satisfactory progress in the main areas identified for improvement and in other key areas. Pupils have continued to make sound progress over time, although progress varies between classes. Standards in religious education and geography (the subjects where attainment was then below expected levels) have improved. The weaknesses in teachers' planning have been largely addressed and there has been a considerable increase in the amount of very good teaching seen this time. However, in a few lessons, planning for the most capable pupils and teachers' management of pupils' behaviour are still not effective. Procedures for assessing pupils' progress are now better. Staff now have clearer guidance about how to manage their subject responsibilities and are beginning to monitor standards and teaching more closely in a drive to raise standards further.

STANDARDS

The school admits small numbers of pupils to each year group and the proportions of pupils with special educational needs in each intake have a great impact on the results achieved in the national tests for 7 and 11-year-olds. As a result, performance fluctuates widely from year to year; comparisons with other schools must be treated with considerable caution and the details of test results are not included here.

The youngest children who have recently been admitted to the Reception class (the Foundation Stage) are achieving very well. They are already on course to attain at least the levels expected nationally by the end of the Foundation Stage in all areas of learning. By the ages of 7 and 11, pupils attain average standards in almost all subjects. The only exception is in English where the standards attained by the group of pupils in Year 6 are below average in all aspects of the subject. One reason for this is that the group contains a relatively high proportion of pupils with special learning needs. Pupils make at least satisfactory progress over time, but there are variations in the rates of progress made in each class in line with the variable quality of teaching. The school sets targets for its 11-year-olds in English and mathematics each year, but it is difficult for the targets to be accurate as a small number of pupils leaving or joining the school can change the predictions of attainment considerably. The published targets are, however, fairly modest, especially for the numbers of pupils who are expected to achieve Level 5 by the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about school and interested in their lessons.
Behaviour, in and out of classrooms	Good in the classrooms, around the school and in the playground.
Personal development and relationships	Very good. Pupils get on very well together and show increasing maturity as they move through the school.
Attendance	Good. Rates are above the national average.

The school functions well as a friendly and orderly community where pupils show respect for others. Pupils of all ages mix well together as part of the 'school family'. While attendance rates are good, a minority of pupils are not very punctual, making a prompt start to the day difficult for teachers and other pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	very good	satisfactory	good

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

Teaching and learning are best in the early years. Teaching is good, and sometimes very good, in most lessons for the pupils in Key Stage 2. The youngest children are given a very good start in all areas of learning and rapidly build on their knowledge, understanding and skills. Teaching is almost always at least satisfactory in literacy and numeracy for all age groups and several very good lessons were seen in these subjects that extended pupils' basic skills well. Most teachers plan and organise their lessons well, but sometimes, in both key stages, the needs of the most capable pupils are not considered well enough and the available teaching time is not planned to the full. Teachers have clear objectives for their lessons, but do not always share them enough with their classes. Pupils' own knowledge of their learning could be improved.

There is good planning and teaching for pupils with special educational needs. Occasionally, pupils' behaviour is not managed effectively and valuable learning time is lost as a result. A very important contribution is made by the team of learning support assistants, who work closely with the teaching staff to enhance pupils' progress, especially the pupils with special learning or behavioural needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The statutory curriculum is in place and there is an appropriate range of extra activities for a school of this size.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are identified quickly and supported well by the teachers and ancillary staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for pupils' moral and social development and satisfactory provision for spiritual and cultural development promote pupils' personal development well.
How well the school cares for its pupils	Good levels of day-to-day care and satisfactory procedures for monitoring pupils' academic progress and personal development.

The school successfully maintains an interesting and varied programme of lessons for all age groups. The curriculum includes appropriate consideration of pupils' personal, social and health education. However, the allocation of time to subjects is casual at times and would benefit from further review. Assessment procedures in several subjects are not yet developed. While the school's welfare arrangements are generally good, the procedures to ensure child protection are weak and need to be improved urgently.

The school maintains a close partnership with parents, informs them well and involves them in their children's learning effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is managed satisfactorily and all staff play their part in taking responsibility for all aspects of its running and further development. The agreed aims are put into practice well on a day-to-day basis. The longer-term vision is less clearly communicated.
How well the governors fulfil their responsibilities	The governors are very supportive and are led well by the chair of the governing body. Statutory requirements are met.
The school's evaluation of its performance	The school increasingly analyses how well it is doing and is beginning to act on its findings. Its targets for pupils' attainment are satisfactory, but not challenging. The development plans include a summary of current improvement initiatives, but they lack detail.
The strategic use of resources	Financial planning is sound and the school's resources are deployed satisfactorily.

There are sufficient staff for a school of this size and they are deployed well. Practical resources for learning are adequate. The current accommodation is poor and has a negative impact on pupils' progress. It provides an unsatisfactory learning environment for pupils and difficult working conditions for the staff. The school is beginning to seek best value in its decision making by questioning what it does, comparing itself with other schools and ensuring that money is spent wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-four parents (26 per cent) responded to the pre-inspection questionnaire. Five parents attended the meeting with inspectors.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The staff are approachable.• The teaching is good.• Their children like school.• There are high expectations of children.• Children make good progress.• Behaviour is good.	<ul style="list-style-type: none">• The range of activities outside lessons.• The level of challenge for the most capable children.

The proportion of parents who expressed satisfaction with the school through the questionnaire and at the meeting was very high. The number who would like to see improvements was very low. Inspectors broadly agree with parents' positive views. They feel that there is an appropriate range of extra activities for a school of this size, but agree that the most capable children could be challenged more at times.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

i) Standards in the Foundation Stage¹

1. Children are admitted to the Reception class at the age of four. Their attainment on admission varies considerably between individuals and from year to year, but is average overall. The current intake had only been in school for a few weeks when the inspection took place and the youngest were still attending on a part-time basis. Indications are that their attainment in all areas of learning is broadly in line with expected levels for the age group. They achieve very well as a result of skilful teaching and most are already on course to attain at least the levels expected in the nationally recommended Early Learning Goals in all the areas of learning. (These goals indicate appropriate levels that most children will reach by the end of the Reception year.)

ii) Standards in English, mathematics, science and information and communication technology (ICT) in Key Stages 1 and 2

2. In the most recent test for which national comparisons are available (2000), the results of the school's 7-year-olds in Year 2 were in line with the national average in reading and mathematics and above average in writing. The results overall had improved compared with previous years. In 2001, the reading and writing results were poorer and while the proportion of pupils gaining Level 2 in mathematics rose, fewer achieved Level 3. These comparisons must be treated with great caution as the numbers in each year group are low. Inspection findings are that the standards attained by the school's 7-year-olds currently are average in the core subjects of English, mathematics and science and in ICT. Pupils' skills in these key areas support their work across the curriculum satisfactorily in this age group. Their progress is at least satisfactory across the key stage and is particularly good in Year 1 where the quality of teaching is high.
3. The recent Year 6 groups have been even smaller than those in Year 2. For that reason, an analysis of their results compared with those of schools nationally is unreliable and is not included here. Inspection findings are that attainment by the current Year 6 is average in mathematics, science and ICT, but below average in English. It is acknowledged that this group has a high level of pupils who have special learning needs in English. This is one reason why the standards are low. However, teachers do not always provide activities that cater for the full range of attainment in the year group, especially for those higher attainers who could achieve higher standards than at present.
4. Pupils' skills in numeracy and ICT soundly support their work in other subjects. However, the literacy skills of the oldest pupils do not. Standards in Year 6 in speaking, listening, reading and writing are all below average. Pupils do not listen effectively enough which results, for instance, in them not responding accurately to teachers' questions. Their speaking skills are limited and not always tailored appropriately to their listeners; for example, the conventions of Standard English are not used when reporting work to the class or teacher. Several pupils read at a lower level than is expected for their age and pupils read too little outside school to support their progress. Standards in writing are below expectations. Pupils rarely write at length and their spelling and handwriting are

¹The Foundation Stage begins when children reach the age of three and the last year of this stage is often described in school as the reception year. During this period, children's learning is based on fostering, nurturing and developing their: personal, social and emotional wellbeing; skills in language and literacy; mathematics development, particularly numeracy; knowledge and understanding of the world; physical development and their creative development.

weak. This has an impact on their attainment in other subjects and especially in science where their literacy skills do not satisfactorily support the recording of their work. In spite of the weaknesses in English, pupils in this key stage have made at least satisfactory progress over time compared, for example, with their attainment in the tests they took as 7-year-olds or in the interim tests they take as they move through the key stage. Pupils' progress is better at the lower end of this key stage where the teaching is of very good quality. Progress varies for the older pupils from satisfactory to very good, depending on how well individual lessons are taught by the two teachers who share this class.

5. Satisfactory targets have been set for the future attainment of pupils in the statutory tests in English and mathematics. These are based soundly on the information gained from regular assessments of individuals. They are, to that extent, secure, but they are not ambitious and not supporting the school's efforts to raise standards well enough.
6. There was no significant evidence during the inspection of variations in the achievements made by girls compared with boys. The progress made by pupils with special educational needs is good. The school is very flexible in how it caters for this group and ensures that individual pupils work with the most appropriate age group or attainment group. This often entails individuals or groups moving between teachers if necessary and provides well for these pupils. The work of the good team of learning support assistants also enhances the achievements of this group. Occasionally the flexibility of grouping is extended to the most capable pupils and they may work with an older class if appropriate or have individual attention. However, at other times, class lessons do not include sufficient attention to the needs of the higher attainers in both key stages and, as a result, their progress is not as rapid as it could be.
7. Compared with the findings of the previous inspection, standards have been maintained in Key Stage 1 in English and in both key stages in mathematics, science and ICT. Standards in English by the end of Key Stage 2 are not as high as they were previously, although pupils still make sound progress in this subject in relation to their attainment on admission to the school.

iii) Attainment in the foundation subjects and religious education in Key Stages 1 and 2

8. By the end of both key stages, attainment in art and design, design and technology, geography, history, music, physical education and religious education is in line with the standards seen in most schools. Pupils make at least sound progress overall. In many of the lessons seen, their progress was good or very good, but the same variations exist between classes in these subjects as are seen in the core subjects. The school has improved standards in religious education and geography, where weaknesses were identified by the previous inspection.

Pupils' attitudes, values and personal development

9. As at the time of the previous inspection, pupils of all ages show good attitudes to school. They are eager to come to school and settle quickly. The very good links with parents help to promote positive attitudes and the education the school provides is clearly valued in the community. Pupils enjoy the interesting variety of activities offered in lessons and the generally good pace of teaching and learning helps to sustain attention. They willingly contribute ideas to discussion. Pupils are generally clear about what they are expected to do and how they should behave and this helps them to achieve a sense of success. They collaborate well, particularly when they are given practical work to complete in groups. The concentration shown in lessons is particularly good given the poor quality of accommodation and potential for disruption this causes in cramped classrooms.

10. The youngest children in the Reception class settle into school very quickly as a result of the care and support given by the staff. Their attitudes to school are very good. They show excitement and interest in their work and they behave very well.
11. The behaviour of pupils is good in lessons, in the playground and around the school, which is a significant improvement since the last inspection. There have been no exclusions in recent years. Pupils show respect for school property and other people's belongings, such as when a group of children voluntarily apologised to a member of the inspection team for kicking a ball against his car. The pupils contribute positively to class rules. There are occasional isolated incidents of inappropriate behaviour, but these are usually managed well by the staff and good order is soon restored. In a few lessons in both key stages, pupils become restless and noisy if activities fail to maintain their interest.
12. Parents' responses to the inspection questionnaire indicate that pupils enjoy school. Inspection evidence shows that this is due to the very good relationships they form with the other pupils and with staff, and a strong feeling of belonging to the school community. Numerous examples were seen during the inspection of acts of kindness and support among the pupils themselves, including older children frequently helping and playing with younger ones. Teachers and other staff speak politely and courteously to pupils, who respond to this positively by being polite and respectful in turn. The pupils were regularly observed saying 'please', 'thank you' and 'excuse me' to each other. The school has continued to maintain the high standards evident in the last inspection report.
13. Pupils take responsibility around the school in a number of ways, including being book monitors, class technicians, delivering registers to the school secretary and cook, collecting and compiling weather records and being library monitors. At one lunch break during the inspection, two pupils, whilst waiting for their parents to collect them, on their own initiative, decided to clear up the leaves in the playground so their friends would not slip. At break times pupils play happily together despite the limited space.
14. The level of attendance remains good. Rates are above the national average and have improved in recent years. Pupils' regular attendance helps to support their progress in school. While most pupils are punctual, a few arrive late and this does not help to make a smooth start to the day for them, their classmates or their teachers.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching in the lessons seen was very good for children in the Foundation Stage, satisfactory in Key Stage 1 and good in Key Stage 2. It enables all pupils to make at least sound and, often, good or very good progress. Teaching has improved since the last inspection and the weaknesses in planning and behaviour management identified then have been largely overcome.
16. A high proportion of the teaching and learning seen during the inspection was good or very good and two excellent lessons were observed. Teaching is consistently very good for the youngest children and for most of the pupils at the lower end of Key Stage 2. Elsewhere, teaching is at least satisfactory and often has good or very good features. In all subjects and age groups, teaching is at least satisfactory and is often good or very good, although there are variations between classes.
17. The quality of lessons for children in Reception is consistently high and enables this age group to make a rapid start to their time in school. Lessons are planned and organised to a high standard in all areas of learning. Activities are interesting and exciting and cater for all attainment levels. The children learn very well in a secure environment. The teacher and learning support assistant make a very effective team. They use all the available time to the full. Relationships between the staff and the children are very good and underpin the

wide range of activities provided. There is a very good balance between focused teaching and the tasks where children have an element of choice. The staff already know the children very well and cater for individual needs. As a result of this very good provision, the children acquire skills, knowledge and understanding at a good rate, they work and play hard and concentrate well for their age.

18. Teaching is good for pupils with special educational needs in all age groups. Pupils learn well and make good progress in relation to the individual targets set for them. Their provision is managed well by the special educational needs co-ordinator, who works closely with the rest of the teachers to ensure that these pupils achieve well. In turn, the teachers liaise well with the team of learning support assistants. The development of this team has been a priority for the school in recent years. Its members are a valuable asset to the school and support the pupils well. The success of this initiative is reflected in the positive attitudes and good progress evident in the pupils with whom they work. The only weakness in the deployment of the support staff is in the introductory sessions to some of the literacy and numeracy hours. There is good practice in several classes where the support assistants have a clear role in these sessions, but in a few lessons the assistants are underused.
19. Teachers' subject knowledge is generally secure. The key skills of literacy, numeracy and ICT are taught at least satisfactorily and often well. Within mathematics, the development of competence in number is strong. Pupils' literacy skills are not developed enough in science for the older pupils to support their written recording in a structured way. In English and mathematics, the national strategies for literacy and numeracy are satisfactorily implemented in most lessons. However, the teaching for the pupils in Year 2, and for some pupils in Year 3, is not as strong as in other classes. Although at least satisfactory and often good, the quality of the teaching of pupils in Years 5 and 6 varies more than in other classes as a result of the job-share arrangements for this age group. Pupils' skills in aspects of English such as spelling, grammar and phonics are built up steadily, but there are variations in teachers' approaches to spelling and handwriting that do not always ensure smooth progress for pupils. In handwriting, there is not enough insistence on high standards with the result that some of the younger pupils are developing a poor posture, style and pencil grip and the oldest pupils do not write in a suitably mature style. The use of final whole-class sessions in literacy and numeracy hours is sometimes too rushed and does not give pupils enough chance to consolidate their learning.
20. Teachers' day-to-day planning has improved since the previous inspection. There are clear objectives for all lessons and teachers' plans are underpinned by well-considered schemes of work in all subjects. Teachers plan well for the practical and investigative aspects of subjects and exploit cross-curricular links effectively. This enables pupils to understand how subjects connect with each other. Most lessons take account of the mixed age groups in each class and the school is continuously addressing the issues that arise from this. For example, it is considering the use of recent local authority guidance on managing the curriculum for mixed-age classes. While lesson objectives are precise and clear to the teachers, they are too rarely shared with the pupils at the outset, or referred to as the lesson progresses, or used to assess progress at the end. This has a negative impact on progress and diminishes the pupils' own knowledge of their learning. The weaker lessons seen suffered from having too few activities planned to fill the available time and pupils made poor use of their learning time as a result.
21. In some age groups, teachers have high expectations of what pupils will achieve, but this is not evident enough throughout the school, especially for the potential higher attainers. Work is too often not varied sufficiently to challenge them, especially towards the end of each key stage. This weakness was identified by the previous inspection and has not yet been remedied. Teachers' explanations are clear and engage pupils' attention and encourage them to concentrate. Teachers use question and answer techniques effectively

to establish pupils' understanding and to extend their thinking. In most lessons, there are high expectations of how pupils will behave and the classes are managed well. The quality of relationships is very good and promotes a pleasant atmosphere for learning. Occasionally, the control of pupils' liveliness and behaviour is inadequate and this leads to noisy lessons or to pupils wasting valuable learning time. Pupils' response is also weaker in the lessons where activities do not interest or challenge the higher attainers. In these lessons, they lack concentration and can cause minor disruption if their work is too easy.

22. Practical resources are often used well to support learning and engage pupils' interest. Most lessons move at a reasonable pace and the best lessons make very rigorous use of time. However, the time allocated on timetables to some subjects is long and there are considerable variations in how well the teachers use their time. In the worst cases, lessons drift on rather aimlessly to fill the available slot and pupils lose interest or miss the opportunity to use their time for more varied activities.
23. Teachers frequently assess pupils' progress and give useful verbal feedback to the pupils. However, the quality of marking and other written feedback varies considerably between subjects and classes. At best, it gives accurate information on how well pupils have done and useful guidance on how they can do better. Teachers are beginning to use personal targets with pupils and this helps to inform individuals about how they are getting on and the next stage in their development. Too often, marking is non-existent or cursory; it does not act as a useful channel of communication for pupils or value their efforts enough.
24. The use of homework is good. Teachers give regular practice in English and mathematics that supports the work being done in school. Pupils in the Years 2 and 3 class were observed clamouring for their 'Problem of the Week' sheet because they enjoy doing this task at home. Useful work is also given in subjects that are not seen in many schools. For example, in art the oldest pupils have recently completed good observational drawings at home.

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

25. The curriculum provides a rich and varied range of worthwhile learning opportunities for all its pupils. It fully reflects the school's aims and values. These experiences contribute to pupils' positive attitudes and to their enjoyment of learning. It meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The curriculum for the Foundation Stage is very good and based well on national guidance. It covers all areas of learning effectively and provides a smooth transition into the programmes of study for Key Stage 1. In both key stages, there are good arrangements for pupils' personal, social and health education through a planned programme, where pupils have opportunities to develop confidence and greater self-esteem. The curriculum includes appropriate provision for sex education and drugs awareness. This matches the findings of the previous inspection. There is an appropriate emphasis placed on the teaching of literacy and numeracy and this is reflected in other subjects such as science, history and geography where suitable links are made.
26. Since the previous inspection, the school now has useful policies and schemes of work in place for all subjects. Teachers' termly plans are closely linked to these schemes of work, are detailed and thorough and provide an effective framework for teaching and learning. They indicate exactly what will be taught in each subject throughout the school. These are translated into more detailed plans that identify what groups of pupils are expected to learn during each lesson. Subject co-ordinators monitor this planning on a regular basis to ensure that the content of each subject is covered systematically as pupils move through the school and to avoid unnecessary repetition. As a result, teachers' planning is better than it was at the previous inspection. However, these plans do not always make the most

effective use of time, particularly at the beginning and end of lessons. For example, literacy and numeracy 'hours' are often timetabled in a one-and-a-half hour slot and not enough thought is given to how to make the best use of the extra available time. A considerable amount of time is also given each day to enabling pupils to go to the toilet and wash their hands prior to going into the dining room. It is acknowledged that this is made complicated by the inadequate facilities available in the toilet block, but the school has not considered more flexible ways of freeing up valuable teaching time.

27. Throughout the school, teachers have worked hard to develop effective methods for teaching the basic skills of literacy and numeracy. These are supported well in other subjects such as science, history, geography and information and communication technology for most age groups, although, in Year 6, the pupils' literacy skills are not developed well enough. Regular opportunities are given for pupils to develop their investigational and experimental skills, especially in mathematics and science - an improvement since the previous inspection. These effective links between the different subjects bring an added meaning and purpose to pupils' work. However, the school does not always plan sufficiently effectively for the higher attaining pupils, particularly at the end of Key Stage 2, so that they do not always make the progress that they should.
28. Procedures for the early identification of special educational needs are thorough and the school complies with the requirements of the national Code of Practice² for these pupils. The pupils' individual work plans are regularly updated and fully evaluated, and teachers ensure that work is closely matched to that of their class as a whole. The pupils have full access to the curriculum.
29. The curriculum caters for the needs of pupils from diverse religious backgrounds. A relatively high number of children are withdrawn from religious education, collective worship and other activities in response to their parents' wishes. The school ensures that this group is given suitable alternative work and supervised well.
30. The quality and range of extra-curricular activities are satisfactory and similar to those seen in most small schools. Pupils have opportunities to be involved in activities such as recorder groups and in sporting activities such as the after-school sports club. Football and netball tournaments are organised with the local group of primary schools. There are visits to places of educational interest, such as the Hindu Sculpture Exhibition, Thetford, How Hill and Gressenhall. Years 5 and 6 pupils enjoy a residential visit to the Wells Field Study Centre and the whole school took part in a multi-cultural festival, shared by the cluster group of small schools. All these experiences provide an added dimension to pupils' personal, social and cultural development. Parents and other adults make a valuable contribution to these activities.
31. The school has established satisfactory links with the community. It maintains a close link with the nearest high school and there are regular visits by staff and former pupils to establish positive relationships between both schools. There are regular visitors to the school, such as an African visitor who involved pupils in a variety of cultural activities, and parents and grandparents provide insight into their own earlier lives. These experiences further enhance the curriculum.
32. The school effectively promotes pupils' personal development. Parents are very satisfied with the attitudes and values that the school promotes. The provision for social and moral development is good and has improved since the last inspection. Staff frequently give pupils reasons for how they should behave. Pupils therefore have a good sense of right

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.

and wrong, are polite to each other and friendly towards adults, including visitors to the school. There is sensitive and positive handling of difficult events, such as when one of the former pupils of the school tragically died and the pupils worked together to raise funds for a linked charity. Staff set good examples of relationships and provide rewards, which encourage good behaviour, such as pupils receiving the praise of the whole school at assembly. Pupils are given regular opportunities to play together, to co-operate in paired and small group activities, and to take on special responsibilities. They respond well to planned and informal activities to reflect on issues of importance in their everyday lives. The pupils' contributions, in daily collecting data of weather patterns for example, enhance their sense of responsibility and contribution to the school community.

33. The strong emphasis on personal, social and health education across the curriculum provides a sound basis for the school's approach to sex and drugs education. It also provides an effective means of helping pupils who experience difficulty mixing with others to learn how to share, co-operate and develop effective relationships. The provision for spiritual development is satisfactory and maintains the standards identified at the time of the last inspection. Acts of collective worship are of sound quality. The visits to the school by the local vicar reinforce the links with the church and contribute to pupils' spiritual development. The provision of religious education throughout the school has improved since the last inspection and makes an important contribution to pupils' understanding of the spiritual aspects of people's lives. Pupils learn about the values, traditions and beliefs of others from an early age. Class assemblies also contribute well. A good example was seen when the pupils were taught about how to be thankful for what God has given them or feel sorrow for those less fortunate than themselves. The school creates a quiet, respectful atmosphere where appropriate. In lessons and other activities, the pupils are effectively encouraged to reflect on their own lives and the importance of families.
34. The curriculum continues to offer a satisfactory range of opportunities for pupils to learn about their own and other cultures. It prepares pupils well for life in a diverse, multi-cultural society. Pupils enjoyed the opportunity to prepare traditional foods for celebrating the Jewish harvest festival of Sukkoth during the inspection. Strong links with the local community help to build pupils' awareness of their local culture. A joint event with other local schools recently featured a variety of multi-cultural experiences, including Asian dancing, and helped the pupils to be more appreciative of the manner and style of living in other countries. The pupils' understanding of other cultures is further developed through frequent visits to local museums where both national and local cultures are studied.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school continues to take satisfactory care of its pupils' health and well-being. Parents are very satisfied with the care it offers. All staff know individual pupils very well, recognise their needs and respond well to them. They work hard to give pupils personal support and to ensure that there is consistent and fair management of pupils' behaviour. Very effective practices ensure that pupils' medical needs are known, that there are good links with health advisors and that contact with pupils' homes can be made quickly.
36. The headteacher has undertaken training in child protection, but has recently delegated this role to a fellow teacher. This teacher has not undergone any recent training, but plans to do so in the immediate future. While the school currently relies on the local authority's 'Guidelines on Child Protection', no policy or guidance have been agreed by staff and governors and there is evidence of uncertainty of procedures and actions among some staff in this most important area.
37. The procedures for monitoring attendance are satisfactory, with the headteacher and school secretary playing crucial roles. The school regularly reminds parents of the need for good attendance. There are, however, uncertainties and inconsistencies of approach

among staff when dealing with incidents of unauthorised absence and the school's guidance for this needs to be clarified.

- 38. The teachers' promotion and monitoring of good behaviour are effective and help pupils to achieve well. The introduction of stickers and personal praise at school assemblies to reward good behaviour, coupled with special praise for caring, listening, attainment and help, are all very effective methods employed to monitor and support the development of pupils, both academically and personally. The pupils are supervised well at breaks by conscientious staff who are alert and vigilant. Experienced and very efficient midday assistants undertake lunchtime supervision and the standard of care is high. The school's care for pupils' well-being is illustrated by the way the staff show particular pride in whatever they undertake, even menial and routine tasks. The procedures for the monitoring and eliminating of oppressive behaviour are good. The very good relationships between staff and pupils ensure any difficulties are quickly identified and resolved. The school has strong links with other local schools and the local playgroup. A good programme of visits for pupils in their final term at school ensures that they are well prepared socially and academically for the next stage of their education.**
39. Apart from the weaknesses in child protection arrangements, other procedures for ensuring pupils' health and safety are satisfactory. A detailed health and safety policy, coupled with detailed audits and risk assessments, ensure a safe and secure environment. However, these audits do not happen often enough. No concerns of health and safety were seen during the inspection. Members of staff have completed specialist first aid training and are competent to administer basic medical procedures for pupils. There are appropriate written records made of all accidents.
40. Assessment procedures are satisfactory. There are very thorough and effective procedures for assessing and keeping track of children's progress in the Foundation Stage and skilful assessments of the children's attainment on admission are used to plan activities. Elsewhere, staff are beginning to adopt good systems, but they are not yet consistently used throughout the school. Teachers make increasing use of pupils' results in national and other tests to track pupils' progress over time and to set targets for the future. There are sound arrangements for the regular assessment of individual progress in the core subjects of English, mathematics and science and this information is used satisfactorily in teachers' subsequent planning. Pockets of very good practice exist, for example, in the Years 5 and 6 class, where one of the teachers assesses each pupil's progress in key skills very regularly. Arrangements to assess pupils' progress in ICT are at an early stage of use and have not yet led to improvements in provision or pupils' progress. In the other foundation subjects, procedures are at an early stage of development and do not yet support the good work teachers have done to improve their planning mechanisms. There is, however, good practice for pupils with special educational needs. Their individual education plans are detailed and reviewed regularly. Statutory requirements are met for this group and the school works closely and effectively with parents whose children are on the register of special educational needs.
41. The teachers sometimes use the information obtained from their assessments of pupils' attainment to determine where pupils are best placed. For example, the school is very flexible about enabling individuals to work with other classes as appropriate if they need extra support or more challenge.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school's partnership with parents continues to be a particular strength of the school. Parents have excellent views of the school and speak very positively of their relationships with it. They fully support the aims and values of the school and consider it provides a very caring environment and has the interests of their children very much at heart.
43. Since the last inspection, the school has produced a very detailed school brochure, which new parents find of great value. Books from school and other homework activities are provided, especially in literacy and numeracy, so that learning at school may be shared with parents. Most parents support this additional learning well at home.
44. Communication between the school and parents is very good. There are regular newsletters and letters informing parents about specific events. There are notice boards displaying school and community information at the entrance to the school. The home-school policy and agreement were effectively introduced to all parents and this has further enhanced the relationship between parents and the school.
45. The headteacher and staff constantly make themselves available to discuss matters with parents on a daily basis so that parents feel welcome in school. They find it easy to approach the staff with complaints or concerns and are confident that these are dealt with adequately and urgently. The school provides formal consultation evenings for all parents new to the school and a further annual consultation evening for all parents. Parents greatly appreciate these opportunities.
46. Parents and members of the community regularly help in school and the staff value their assistance and willingness. In addition to the formal and informal parent/teacher meetings, parents receive a very informative, annual report about their children's progress, which they can discuss with class teachers. There is good liaison between the school and the parents of pupils with special educational needs.
47. A very active and enthusiastic group of 'Friends of Rackheath School' holds a large number of successful fundraising and social events. It contributes greatly to the work of the school and raises significant amounts of money, which are prudently spent under the direction of the headteacher on resources to enhance the quality of education. Parents and governors regularly work together on projects to help the school.
48. Parents responded extremely positively about all aspects of the school's work in the pre-inspection questionnaires. The very good links with parents and the local community make a significant contribution to the pupils' academic progress and their personal and social development and considerably enrich the curriculum.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school are satisfactory. They support pupils' progress soundly and generally promote good teaching and learning. The headteacher continues to provide committed, low-key leadership and is well respected by parents, a growing number of whom choose this school over others. Although the school is expanding, it has maintained its family ethos, good relationships and effective links with the local community.
50. The headteacher's classroom teaching commitment remains high and this places constraints on the time available for his management and monitoring duties. He is supported very well by an able senior teacher, who shares responsibility for managing several key areas of the school. Both have a clear vision of how the school can continue to develop and much of this is, understandably, focused on the move to a new building in

2003. Each has a sound grasp of the current strengths and relative weaknesses of the school. This senior team enjoys good relationships with the rest of the staff, but as the school has grown the necessary mechanisms to ensure close communications between staff have not yet been put in place. The result is that not all staff feel sufficiently involved in the school's development or aware of management priorities.

51. The governing body is active and very committed to supporting the school. It has a suitable committee structure and fulfils almost all statutory requirements, with the exception of some of the arrangements for child protection and some details of the documents sent to parents. The chair of governors is knowledgeable and experienced and has relevant priorities for the future. He is well aware of the school's strengths and of the challenges that lie ahead. Governors visit the school regularly and carry out focused observations in classes. They are well informed, rightly question what the school does and correctly identify its positive ethos and status in the local community. However, several, in discussions with inspectors, did not show a sufficient commitment to raising academic standards further.
52. The headteacher, staff and governors work together to produce an annual development plan. The strengths of this are its clear summary of initiatives for the coming year and an outline of future years in terms of the projected numbers on roll and likely available budget. Most initiatives are backed up by separate discussions and documents, but the written plan lacks both detail of how the main priorities for development will be achieved and a summary of the school's longer-term vision for raising standards. This will be essential as the move to the new building comes closer. It was identified as a weakness by the previous inspection and has not yet been remedied.
53. The role of all teachers as subject leaders has improved considerably since the previous inspection. The delegation of responsibilities is clear and the teachers take their duties seriously. They do not yet formally produce action plans for their areas of responsibility. In practice, most do this informally and these might usefully be included in the development planning process. Teachers have had some fairly limited opportunities to monitor standards and teaching in the subjects for which they are responsible. There are plans to start a more rigorous monitoring programme this term and arrangements have been made for the teachers to receive time away from their class teaching responsibilities to achieve this. This initiative is timely and necessary if all standards in the school are to be brought in line with the very good practice that is seen in some classes.
54. The senior team increasingly analyses the results of pupils in national and other tests. There is a manageable system of tracking individual progress and setting predictions for future performance. Targets are set, especially for the oldest pupils, based on this tracking. These are satisfactory, but not yet ambitious enough, given the high quality teaching that is now seen in much of the school.
55. The school manages most aspects of educational inclusion soundly. A particular strength is the management of special educational needs, which is good and promotes the good levels of achievement made by this group. All pupils are welcomed and the parents of pupils from diverse religious backgrounds choose the school because of its understanding of their families' needs in respect of religious education and collective worship. Throughout the school, boys and girls alike are given equal opportunities to take part in the full range of activities and their separate needs are considered. The main weakness in the school's management of inclusion is its failure to ensure that the most capable pupils are given activities that consistently promote their progress at a satisfactory rate.
56. The day-to-day administration of the school is efficient and this is achieved in spite of the very poor office facilities. The use of information technology is in line with that seen in most schools to support pupil record-keeping, analysis of performance, budget management and

general administration. The headteacher copes with the bureaucratic demands on his time. He is appreciative of the support that small schools receive from the local authority, but he reports that he is concerned about the need to produce similar information several times for different local and national authorities. He is satisfied that the school has benefited from recent local and national grants, especially those for small schools and to enhance teacher numbers, but at times there are too many new initiatives that require a quick response and demand detailed written bids or evaluations. Many grants arrive unexpectedly or are earmarked for specific purposes and this makes it difficult to plan and use the available resources flexibly.

57. Financial planning is sound and ensures that educational priorities are suitably supported. The governing body's finance committee maintains an appropriate overview of both long- and short-term budget issues, and they and the headteacher receive good support from the local authority's finance officers. Resources are allocated carefully to identified priorities and grants, such as funding for school improvement and for special educational needs, are used effectively for the specified purpose. A significant recent spending priority has been the enhancement of the support staff and this has been money very well spent. The school increasingly and satisfactorily applies the principles of best value to its work by questioning critically what it does and how its funds can most prudently be spent. The current budget carry-forward figure is fairly high, but there are clear plans for how this money will be used. The high figure results partly from grants that arrived unexpectedly late in the previous financial year and partly from the plans to maintain current staffing levels.
58. Staff development arrangements are satisfactory. Performance management procedures are now satisfactorily in place, but some aspects of the new national requirements have been implemented more slowly than in most schools. The match of teachers' training, expertise and experience to the demands of the curriculum is satisfactory. Staff are generally deployed well. Teaching assistants make a very valuable contribution to the pupils' learning, particularly for pupils with special educational needs. Their training has been a recent priority for the school and effective systems have been used to ensure that this team makes a very positive contribution to the quality of education offered.
59. Resources are adequate to meet the needs of the planned curriculum in almost all subject areas and teachers use them well to enhance pupils' progress. Resources for ICT are adequate. There are sufficient desktop computers for pupils to be taught skills in small groups. The small library is well organised, but its location means that it is not often used by classes other than the oldest pupils. As a result, it does not support the development of pupils' literacy skills and their subject work as well as it might. There is no separate secure outdoor play area for the children in the Foundation Stage. While staff make good use of other available play space, it is difficult for them to provide good quality outdoor play experience and this has a negative impact on the children's learning.
60. The accommodation provides poor facilities for teaching and learning. Despite its many limitations, it is maintained and cleaned well by the caretaker, who is an asset to the school. The classrooms are generally of a temporary structure and the one used by the youngest children has no hot water supply and no integral toilets. This means that these very young children have to be taken to the main school toilets, which are also inadequate. The toilet facilities for both staff and pupils are housed in temporary buildings outside in the playground. The headteacher and secretary share a very small cramped office, which is inadequate. Access to this office can only be gained via a classroom and, consequently, the pupils are subject to constant distraction and interruptions. There is no school field and pupils have to make use of nearby village facilities. There is no dedicated area for indoor physical education and the small dining room has to be used; this is not ideal, especially for the older pupils. While the poor accommodation creates numerous difficulties for staff and pupils alike, the school still functions well. Understandably, all staff and pupils are very much looking forward to moving to the new, purpose-built school planned to open in 2003.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To build on the school's strengths, the headteacher, staff and the governing body should:

- raise standards in English for pupils in Year 6 by:
 - having high expectations of pupils' capabilities in all aspects of English and setting ambitious targets for individuals and for the year group as a whole;
 - ensuring that activities are planned to cater for the entire attainment range, including challenge for the most capable pupils;
 - giving opportunities for pupils to read and write for sustained periods and produce extended pieces of writing;
 - encouraging pupils to read outside school;
 - exploiting all available opportunities to make relevant links with other subjects, especially in science, to give practice in writing for a range of purposes and audiences and in different styles;
 - improving the presentation of pupils' written work;*(paragraphs 3-5, 19, 27, 75-83 and 94)*

- improve the overall quality of teaching and learning by:
 - identifying the relative strengths and weaknesses in teaching and learning in each class;
 - raising expectations of what the most capable pupils can do and providing activities to support this group;
 - sharing the very good practice already available in the school in the planning and organisation of lessons and in managing behaviour;
 - improving pupils' own knowledge of their learning by sharing the objectives for lessons with them and ensuring that pupils are aware of the targets set for them by teachers;*(paragraphs 3, 6, 8 and 15-24)*

- review how the time available for teaching is used both in the curriculum overall and in individual lessons and ensure that teachers' plans provide activities to fit the agreed time allocations;
(paragraphs 20, 22 and 26)

- improve the management of the school by:
 - carrying out the planned monitoring programme and using the results of monitoring to evaluate how standards can be raised;
 - as the school becomes larger, putting in place more effective methods of communication between staff;
 - ensuring that the targets for pupils' attainment are suitably challenging;
 - ensuring that the school's plans for improvement are summarised in a useful working document that communicates the agreed vision for the current year and for the longer term, and are underpinned by sufficient detail of initiatives;
 - giving the headteacher access to opportunities for his continuing professional development that will enable him to lead the school effectively through the period of expansion and rebuilding;*(paragraphs 5 and 49-60)*

- urgently agree a policy and procedures for child protection and ensure that all staff are aware of these.
(*paragraph 36*)

Other issues that should be considered by the school:

- the lack of agreed procedures for marking registers and monitoring attendance;
(*paragraph 37*)
- the lack of effective assessment procedures in some foundation subjects; (*paragraph 40*)
- the poor punctuality of a few pupils. (*paragraph 14*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	10	5	9	1	0	0
Percentage	7	37	19	33	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	94
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	23

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	19
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	3	9	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	12	10
Percentage of pupils at NC Level 2 or above	School	75 (88)	100 (88)	83 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	9	11
Percentage of pupils at NC Level 2 or above	School	75 (88)	75 (88)	92 (100)
	National	84 (82)	88 (86)	88 (87)

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

**Since the separate numbers of boys and girls are low, only the total figures are given.*

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

Since the total number of pupils in Year 6 in 2000 was low, the results are not reported here.

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	94
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only and is based on the information given to the school by parents.

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)	4.5
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	63.5

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	234,373
Total expenditure	216,579
Expenditure per pupil	2,812
Balance brought forward from previous year	1,286
Balance carried forward to next year	19,080

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 25.5%

Number of questionnaires sent out	94
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	4	0	1
My child is making good progress in school.	58	42	0	0	0
Behaviour in the school is good.	50	50	0	0	0
My child gets the right amount of work to do at home.	46	50	0	0	4
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	46	54	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	62	38	0	0	0
The school works closely with parents.	42	58	0	0	0
The school is well led and managed.	38	62	0	0	0
The school is helping my child become mature and responsible.	38	62	0	0	0
The school provides an interesting range of activities outside lessons.	21	42	8	0	29

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 the Reception class at the age of four. The youngest attend part-time for the first term, then full-time. They share their classroom with the Year 1 pupils. At the time of the inspection, the Reception group had only been in school for a few weeks. Attainment on entry to the Reception class varies considerably from year to year, but is average overall. Most children have previously attended local playgroups and the teacher maintains useful links with the main playgroup in the village. This eases the children's transition to school.
63. Children in the Foundation Stage year achieve very well as a result of very good teaching. The school provides its youngest children with a very good start to their school life and has maintained the high standards identified at the time of the previous inspection. Parents endorse this view and pay tribute to the staff. The teacher works closely with a skilled and energetic learning support assistant. They are a very good team and plan carefully for the full range of ages and attainments in the class. The teacher skilfully combines the national guidance on the areas of learning for the Foundation Stage with the Key Stage 1 curriculum for the older pupils in the class. This is done seamlessly and ensures that each child is given a curriculum appropriate to his or her needs. There is a good balance between tasks when adults work closely with small groups and freer activities, which include an element of the child's own choice. A 'choosing board' is used for the children to record the activities that they wish to do and this helps the staff to monitor the range of learning that the children each experience. Each child is assessed well, both when they start in school and on an on-going basis thereafter. These assessments are used to plan lessons that are tailored to the needs of the group or to provide focused help for individuals. The class is also supported well for part of the day by an additional learning support assistant, who gives targeted help to individuals or small groups as the need arises.
64. The accommodation available has major weaknesses. Although the temporary classroom is larger than other rooms in the school, it does not easily support the range of practical activities that the staff try to provide. There is no hot water supply and no toilets or adequate washing facilities. A small adjacent grassed area is used well to provide outdoor play, but it is inadequate and cannot be used for much of the year when the weather is wet.

Personal, social and emotional development

65. Children are on course at least to meet the expectations of the Early Learning Goals in this area of learning. The secure, well-organised environment created by the staff benefits the children. Teaching and learning in this area are very good. The adults quickly get to know all the children and cater for their individual needs very well. At this early stage in the year, the adults give due consideration to those children who do not easily join in with whole-class activities. Those who are still nervous about being in the school playground at break times are supported by adults and other children and soon play happily. Adults establish clear expectations of behaviour. They use registration periods and snack times in particular to show children how they are expected to sit quietly when this is appropriate and demonstrate good manners. The children respond very well by beginning to listen to other children and to adults and to take part in polite conversations, helping with routine duties and taking turns well.
66. Behaviour is very good because of the climate of mutual respect that is established and because children are never short of something interesting to do. They are excited and involved in activities and concentrate well for their age. Children mix very well with the

Year 1 pupils who share the class. Almost all are already confident enough to work independently in the class or to link up with others as appropriate.

Communication, language and literacy

67. A wide range of language activities is provided. Teaching and learning are very good and most children are likely to achieve the Early Learning Goals by the end of the year. The staff provide a rich language environment that is supported well by good quality books and displays and is underpinned by the adults' own good model of language. A game was seen that encouraged very careful listening when the children had to guess the identity of a speaker with their eyes shut. The children listen to stories carefully and with enjoyment and recall the main events. They comment on illustrations and begin to spot words that rhyme. Many choose to pick up and look at books on their own initiative at many points in the day. Very few recognise printed words in books, but most can pick out their own name from a list and are beginning to identify the sound made by single letters – for example, 's' or 'c' – and offer words that start with that letter. One commented, 'I made a snake....sssssss.' Most speak in sentences and use language to express their thoughts and needs. They talk about activities as they take part in them and about their own experiences in school and at home.
68. Very few children have any substantial experience of early writing, but are beginning to make marks on paper and learn to form letters correctly. They tell adults what they want to write and copy or trace the adult's writing model. Very good homework activities are organised to support the development of reading and writing. Most parents respond well and use the school's 'red book' system to work on specified letters and sounds. They also read to their children and support their progress in learning to read independently.

Mathematical development

69. Teaching and learning are good and children achieve expected levels for their age. They are given regular basic number practice and most count accurately to 20 or beyond. The staff exploit all opportunities for counting, such as when the children give out milk or work out how many more children will be needed to complete a group of the required size for an activity. A well-structured 'Guess my name' game was seen that enabled children to revise the names of common shapes and to start to identify their properties, such as the number of corners. Subtraction practice resulted from singing *Currant buns in the Baker's Shop* and the children handled money to buy the buns. The children already have a good understanding of how to measure items and showed impressive maturity in a science lesson by measuring a distance accurately in metres with adult help.

Knowledge and understanding of the world

70. The children attain at least expected standards in this area of learning as a result of very good teaching and their attainment is often above average for their age. The adults provide exciting and stimulating activities. An excellent lesson set up a Victorian washday, complete with real washtub, dolly peg, soap and water. The children washed clothes, had a great deal of fun and learned much about how people used to live in the process. Early science skills are established through activities such as recent work on healthy eating and sound. Children learn to listen and observe carefully and to record their findings in simple pictures or diagrams. They build models and learn how to cut and stick accurately. Their basic geographical skills are encouraged using local photographs and maps to say where they live and some already begin to name the countries that make up the United Kingdom.
71. Children learn to use computers well to support their work through basic word processing and the use of art programs. They have used these to produce high quality portrait drawings.

Physical development

72. Teaching and learning are good and children attain expected levels for their age. Many routine activities promote children's motor skills. They are encouraged to handle pencils and scissors correctly and to work accurately. The high levels of practical activity enable the children to construct pictures and models and they refine their control of equipment as a result. Regular sessions in the school hall give opportunities to develop basic movement and gymnastic skills. The teacher conducts the lessons safely, with careful attention to warming up and cooling down, and enables the children to comment on the effects of exercise on their bodies. A lesson seen demonstrated the children's ability to walk, run, jump and hop safely in a confined space, paying due regard to others' space and safety. A few have poor co-ordination and they receive extra encouragement and praise from the teacher.
73. Staff ensure that the children have daily outdoor play when the weather allows, but this is not easily achieved as there is no secure hard-surfaced play space near the classroom. Good use is made of a nearby grassed area and of the main playground, but the children cannot easily integrate outdoor play into their daily routines.

Creative development

74. The children attain at least expected levels in this area of learning and their attainment in art is above average. For example, they mix paints carefully and achieve subtle changes of shade and tone. They have used their painting and drawing skills to complete very good portraits of members of the class. They have daily opportunities for role-play and to use their imagination, as when they recreated the story *We're going on a Bear Hunt* in the sand tray using suitable landscape and characters. In their independent play, they work alongside other children co-operatively, discussing what they are doing and responding to others' ideas. The book *Peace at Last* provided a very good stimulus for a music lesson in which the children performed the sounds from the story and made a recording of their work. They sing a simple repertoire of songs and action rhymes.

ENGLISH

75. The results achieved by the school in national tests for the end of each key stage vary considerably from year to year. They must be treated with caution as the size of each year group is small and the differing levels of special educational needs can make substantial changes to each year's performance. The school's results for its 7-year-olds in the national tests for 2000 showed that attainment in reading was average and attainment in writing was above average. In 2001, the results were poorer, but this year group contains a higher number of pupils with special educational needs. The results for 2000 (the latest year for which national comparisons are available) were well below the average for similar schools in reading, but average in writing. Inspection findings are that the standards achieved by 7-year-olds are now average and are in line with the findings of the previous inspection.
76. Since the group of pupils who took the tests as 11-year-olds in 2000 was very small, the results are not published here, because the size of the group means that comparisons with schools nationally are not valid. Inspection findings are that the standards achieved by 11-year-olds are currently below average. This is lower than at the time of the previous inspection when standards were average. The drop is mainly because this age group has a substantial proportion of pupils with special educational needs, but it is also because teachers' expectations of what pupils can do are not high enough at times. This is a weakness that was identified at the time of the last inspection, but has not been fully addressed.

77. Pupils in both key stages achieve satisfactorily in relation to their attainment on entry to the school. However, this satisfactory picture disguises considerable variations in pupils' progress, which is dependent on the quality of teaching they receive in each class. Evidence from lessons and from looking at pupils' previous work shows that some age groups do better than others. The quality of teaching and of pupils' learning is best in Year 1 and in the middle of Key Stage 2 where lessons are often very well taught. It is usually at least satisfactory elsewhere and some of the lessons for the oldest pupils are good. Pupils with special educational needs make progress in line with most of their peers and their achievements are often good in relation to the targets identified in their individual education plans. While the most capable pupils make at least satisfactory progress, activities do not always contain enough challenge for them to make better progress.
78. Pupils in Year 1 achieve well in building their basic skills in English as a result of the very good teaching they receive in the class for the youngest children. They show enthusiasm for their work. They write for a wide variety of purposes and are introduced well by their teacher to the skills needed for writing a factual account in subjects such as science or history. By the age of seven, pupils in Year 2 achieve average standards in speaking and listening, reading and writing. Their literacy skills soundly support their work in other subjects. They show satisfactory listening and speaking skills, although they become over-noisy and lack concentration when lessons do not engage them enough. They are beginning to read both fiction and non-fiction texts independently and use their knowledge of the sounds made by combinations of letters to aid both their reading and writing. While their skills in grammar, spelling and handwriting are satisfactory, there is not enough insistence on high standards of letter formation and of presentation at times and adults do not always provide a good role model for the pupils in this respect.
79. At the beginning of Key Stage 2, most pupils achieve well in all aspects of the subject, especially the more capable in Year 3 and the Year 4 group. The teaching they receive is very good. It is rigorous and shows high expectations of what the pupils can do. Pupils respond well to this very good teaching. An example was seen in a poetry lesson, where carefully structured teaching fired the pupils' imagination and led them to produce thoughtful poems based on a colour theme. The pupils in this class are interested and engaged in activities. Pupils in the Years 5 and 6 class often achieved well in the aspects of literacy seen during the inspection, but examination of their previous work indicates that the quality of their performance varies depending on which of their teachers is taking the lessons. While their progress is satisfactory, in some lessons it is better than in others. Some of the teaching in the upper key stage is good and some is satisfactory. The oldest pupils attain below average standards in speaking and listening, reading and writing. Their literacy skills do not support their work in other subjects well enough. They can listen quietly when required, but their responses indicate that their listening is not always effective. Many of the group find it difficult to speak confidently and rarely use Standard English in their responses. Reading standards vary considerably and a very small number achieve above average standards. Most pupils are not yet reading at the expected level for their age and they show less interest in reading outside school than is usually found. While all pupils in Year 6 can write independently and, occasionally, well, most do not yet write at sufficient length or with the structure and levels of accuracy expected. Their spelling and presentation skills are weak.

80. There are particular strengths in the work of several teachers. The main ones are:
- careful, detailed, progressive planning that caters for the full range in the class and underpins the success of lessons well;
 - lessons that engage pupils' interest and imagination;
 - the promotion of very good relationships and the effective management of behaviour;
 - high expectations of work and behaviour;
 - the very effective contribution made by learning support assistants, especially for pupils with special educational needs;
 - the good links between English and other subjects;
 - good marking and feedback to pupils that helps them to know how they are progressing.
81. Weaker lessons have the following features:
- expectations are too low, especially of the more capable pupils;
 - the written planning does not include enough detail to support lessons or to make the best use of the time available;
 - pupils' behaviour is not controlled well enough and they waste some time;
 - learning support assistants are not given a role in the introductions to literacy lessons;
 - the learning objectives are not shared enough with pupils to enable them to know how well they are doing;
 - marking is cursory;
 - poor presentation is accepted, teachers do not insist on better and do not support the specific needs of left-handers;
 - plenary sessions at the end of the literacy hour are rushed.
82. The curriculum in other subjects generally supports the development of pupils' literacy skills and, in turn, pupils use these skills satisfactorily in the rest of their work in most age groups. The exception, as outlined above, is Year 6 where pupils' skills do not support their other work sufficiently. Many lessons in subjects such as science, design and technology, history, geography and religious education give opportunities for pupils in all age groups to read a range of texts and to write for different purposes. For example, the pupils in lower Key Stage 2 complete clear accounts of their technology projects and their science experiments that are presented in a suitable format and make good use of tables and labelled diagrams where these are appropriate. Teachers increasingly use ICT to support work in English in all classes. Word processing is regularly used and pupils use the Internet well to support their research tasks.
83. Teachers' planning has improved since the previous inspection and has benefited from the sound introduction of the National Literacy Strategy. Assessment procedures are satisfactory, including those carried out by support staff. There are strengths in the reading records maintained by the teacher of the Years 2 and 3 class and in the day-to-day records kept by one of the teachers of the oldest pupils. Targets are set for Year 6, based on assessments of previous performance, but they are not very challenging. The subject has an able co-ordinator, who is well aware of its strengths and weaknesses and of what needs to be done for further development. She carries out satisfactory monitoring in each class, but carries a heavy workload and has little time to do more at present. Resource levels are satisfactory and the school has converted a cloakroom area into a library. This provides a useful space and is used well by the oldest pupils, but is not easily accessible to the pupils housed in the mobile classrooms.

MATHEMATICS

84. In the national tests and assessments in 2000, pupils' attainment in mathematics by the age of seven was average. In comparison with similar schools, the school's results were below average. The results of the tests for 11-year-olds are not included here as the group in 2000 was too small to make secure comparisons with schools nationally. The year groups are always quite small and continually fluctuate in size because of more recent admissions. Consequently, these pupils do not complete six years at the school and the continuity of their learning is disrupted. Results also depend on the number of pupils with special educational needs. Therefore, the results achieved by the younger pupils also need to be treated with some caution when making direct comparisons with other schools. The judgement of the previous report stated that standards by the end of both key stages were average and that all pupils made steady progress. The findings of the present inspection mirror this judgement. However, pupils with special educational needs now make good progress within the targets set for them. Parents are pleased with the school's provision for their children and particularly pleased that it has placed a clear emphasis on mental and investigative mathematics.
85. In Year 1, pupils enjoy mathematics and participate readily in a challenging range of activities, including number games and rhymes. They add and subtract numbers with confidence and learn to use the correct mathematical vocabulary to name two- and three-dimensional shapes. For example, they were observed playing a shape game, which they called, 'What is under the hat on my head?' They asked searching questions of their peers such as, 'Has the shape in my hat got three sides?' or, 'Is it 2D or 3D?' They thoroughly enjoyed this learning experience and did not want the task to end. They understand terms of measurement such as 'metre-stick' and 'tape measure' and know that these are used to give accurate measurements of objects. By the age of seven, most pupils count forwards and backwards in tens and understand that doubling a number means two lots of that number. Scrutiny of previous Year 2 work indicates that most pupils add and subtract numbers within at least 100 and work confidently with simple money sums. They recognise symmetry in regular shapes and record their favourite foods as a block graph. However, although most pupils make satisfactory progress, this is not the case for higher attaining pupils because their tasks are not sufficiently challenging. In Year 1 and Year 2, pupils with special educational needs make good progress within the targets set for them. Learning support assistants and other adults provide very good support and this has a positive impact on their learning.
86. As pupils move through the school, most continue to make satisfactory progress in their learning and apply their understanding to solve a good range of increasingly demanding problems. Pupils with special educational needs make good progress within achievable targets. In the Year 3 and Year 4 class, very good teaching and challenging questioning provide rich opportunities for pupils to work confidently with, for example, the four rules of number. In one lesson observed, the teacher asked, 'Why do you think we have been counting in 5s, 10s, 15s?' and pupils realise that they are learning to tell the time, using both analogue and digital clocks. They learn about place value as they work with hundreds, tens and units and further develop their understanding of two- and three-dimensional shapes. They estimate and measure in metres and centimetres. There are regular opportunities to use these skills to investigate problems and to employ relevant strategies to solve them. Pupils enjoy their tasks, are attentive and work conscientiously. Very good classroom support ensures that those pupils with special educational needs also are well challenged. One small group was observed choosing the correct time on a clock face and showed delight with their success. This has a strong impact on their learning. In Years 5 and 6, pupils further build on their experiences. They identify equivalent fractions and find percentages of numbers. They work in measuring and estimating units of length and interpret co-ordinates. By the age of 11, most pupils have a range of strategies at their command, which they use enthusiastically to solve interesting problems. They understand written methods of addition, subtraction, multiplication and division of numbers beyond

1000 and work confidently and accurately with large numbers. They present data on a range of charts and graphs. In one very good lesson, pupils eagerly began their task and worked productively throughout their lesson. They confidently shared their knowledge and understanding of the properties of shapes and used mathematical vocabulary such as 'perpendicular', 'vertical', 'horizontal' and 'parallel' to describe isosceles, equilateral and scalene triangles. Very good use of praise and encouragement has a strong impact on their learning.

87. Throughout the school, the quality of teaching is mainly satisfactory or better, with one excellent and one unsatisfactory lesson seen. In the best lessons, teachers plan for pupils of all abilities. They use questioning well to challenge their pupils, especially the more able. All teachers use subject-specific vocabulary with confidence and provide regular opportunities for their pupils to develop their speaking and listening skills. For example, in one lesson, the teacher encouraged pupils to explain the methods they used in reaching conclusions and completing tasks. Teachers and support staff make good use of resources. For instance, pupils in a Year 1 lesson had access to a variety of two- and three-dimensional shapes to learn about their properties. Practical activities such as these challenge and motivate pupils and enable them to practise their skills in realistic situations. This successfully reinforces pupils' learning whilst enabling the teacher to assess their understanding. Teachers have established good relationships with their pupils so that all pupils feel involved in lessons. Most lessons are well managed and most teachers have high expectations of pupils' behaviour and achievement so that lessons move at a good pace. In the best lessons, teachers bring pupils together at the end of a task for a worthwhile review of what has been achieved. They use this opportunity well to praise pupils' efforts and to boost their confidence.
88. However, at both key stages, there are slots of time at the beginning and end of lessons that are unrelated to specific planned mathematical activities. For example, too much time is allocated to hand-washing or brief discussions that could be included in other planned activities. When teaching is less secure, planning does not always match the needs of the more able pupils and is not sufficiently focused on their previous learning. Where learning objectives are rarely shared with pupils, lessons do not have such a sharp focus and the teaching is less clear and authoritative. As a result, some pupils are less involved in their lessons and do not make the progress that they should. These weaknesses were features of the unsatisfactory lesson that was seen. Teachers do not always make clear their expectations of how pupils should lay out their work so that there is evidence of untidy and badly presented work in books and some is often undated. Although teachers regularly mark their pupils' work, they do not always use it effectively enough in giving guidance to pupils about the strengths and weaknesses of their work or how they can improve it. This remains an issue from the last inspection. Parents are pleased that teachers provide regular homework and inspectors agree that this supports pupils' learning.
89. The mathematics curriculum is well planned and the National Numeracy Strategy has been effectively implemented. Relevant links are made with ICT. A good feature of the provision is the clear emphasis on mental and investigative mathematics. Results of the national tests and school tests are carefully analysed and targets are set for each pupil as they move throughout the school. Where pupils are considered to need extra support, they work with a class or groups of pupils of a similar ability. This has a positive impact on their learning. The headteacher, who is the subject co-ordinator, has visited classes and monitored the quality of teaching within the school. However, this has yet to be done on a more formal basis to aid the school's efforts to raise standards in a focused way. Numeracy is used effectively to support other subjects, such as science, history and geography. This is clearly illustrated in displays around the school where pupils have recorded their tasks in tabular or written form. This provides an added dimension to the curriculum.

SCIENCE

90. Inspection findings are that the standards attained by pupils at the ages of 7 and 11 are average and maintain the standards identified at the time of the previous inspection. Teachers' assessments of the attainment of pupils by the end of Key Stage 1 in 2000 were in line with the national average for the proportions of pupils who reach the expected Level 2 by the age of 7, although a lower than average proportion achieved Level 3. The results of the 11-year-olds in 2000 were based on a very small year group and are not reported here. While the current Year 6 is attaining expected levels in pupils' factual knowledge and in their grasp of methods of science enquiry, their ability to record their work is below average and does not reflect their understanding sufficiently well. A focused interview with pupils in Year 6 showed that orally their knowledge is secure, but scrutiny of their previous work in books does not do them justice.
91. Pupils in Year 1 are taught very well and achieve high standards for their age. They can talk, for example, about the simple properties of materials, describing the texture of fabric and what it could be used to make. They describe the components of a healthy diet for themselves and their pets. They comment on how the volume of sound changes depending on the distance between the source of sound and the listener. Pupils achieve satisfactorily in Year 2, including those identified with special educational needs. This term, pupils have learned about the human body and growth. They collect, interpret and present data on characteristics such as shoe size and eye colour. This topic has practised and reinforced their skills of numeracy and data-handling well. Pupils in this key stage show a keen interest in their work. The teachers plan exciting and varied activities with high levels of practical learning.
92. Pupils make sound progress in Key Stage 2, including those with special educational needs. There are particular strengths in the lessons for the lower half of the key stage where teaching is very good. The teacher of the Years 3 and 4 class takes the whole of these age groups for science. This is a large group, but their work is planned very well and caters for all attainments. This term the pupils are gaining an understanding of how muscles and joints work. They use the class computers well to transfer their findings onto a database. The work in books for this age group is recorded well with good quality diagrams, working models and relevant text. Pupils in the upper part of Key Stage 2 achieve satisfactorily as a result of teaching that is sound and sometimes good. Scrutiny of their previous work and discussions with them show that they have covered the factual and investigative aspects of the required curriculum well in all major areas, although their recorded work is too often incomplete and its layout is poor. This term they have achieved a sound understanding of the water cycle and use terms such as 'evaporation' and 'condensation' correctly when describing an experiment with cooling water. They use a computer well in their work, employing sensors to monitor and plot the temperature of the water over time.
93. The good features of lessons in all age groups are:
- clear objectives for what pupils will learn;
 - teachers' clear explanations that ensure pupils know what to do;
 - good levels of practical and investigative tasks which promote pupils' skills in scientific enquiry;
 - the encouragement for pupils to use scientific terminology correctly;
 - the evident good relationships between adults and pupils that support the climate for learning;
 - the increasing links made with work in ICT.

The weaker features are:

- objectives for lessons are not shared enough with pupils to give them an understanding about what they are intended to learn;
- not enough attention is given to the quality of written recording and the application and extension of the relevant literacy skills in some lessons;
- expectations are not high enough of what the oldest pupils are capable of doing, for example, of the proportion who could attain Level 5 by the end of the year.

94. The co-ordinator manages the subject well. She has monitored standards and teaching in all classes and has acted well to improve areas that she has identified for further development. Assessment arrangements are satisfactory and new procedures for assessing progress at the end of units of work in Key Stage 1 look promising.

ART AND DESIGN

95. As at the time of the previous inspection, the standards attained by pupils by the ages of 7 and 11 are satisfactory. Pupils' achievements are sound, including those of the pupils identified with special educational needs and the more capable pupils. Only one lesson was seen and this was with the oldest pupils. Further evidence was obtained from looking at pupils' previous work, from teachers' written plans and from talking to pupils and teachers about what has been done in the recent past.

96. Pupils in Year 1 get a very good start. Well-planned lessons lead them to develop their skills rapidly with a range of tools and media. Very good portrait paintings have recently been produced by all pupils that show careful and detailed observation and close attention to ensuring that flesh tones are realistic. Pupils in Year 2 show progress in their control of pencils when using a masking frame to focus on details in a printed picture that they then extend into their own drawings. Work from last term by this age group shows good progress in their design skills, when they sketched items such as sock puppets and 'Joseph's coat of many colours'.

97. Pupils continue to make sound progress in Key Stage 2. The pupils in Years 3 and 4 have completed colourful paintings and collages for a large-scale picture of Christian and Jewish harvest festivals and detailed drawings for their history topic about Celtic life. Such cross-curricular applications of art are a strong feature in the school. This age group has also studied art from a range of cultures such as the Australian aborigines and Greek patterns. Pupils explore three-dimensional work in projects such as last term's unit of work on designing and making a chair. While appropriate links with the skills needed in design and technology were made in this work, the artistic skills were rightly the key objective. As a result, pupils produced attractive and imaginative results. The oldest pupils in the key stage, in the only lesson seen, again made good links in their learning across subjects by using an impressive range of books and pictures to study the detail of the costumes of Tudor royalty. This lesson improved their skills of observation and detailed drawing, while reinforcing their historical knowledge. The class has also recently studied abstract art and experimented with the pupils' own abstract compositions of 'My special things'.

98. Too few lessons were directly observed to give detailed judgements on the quality of teaching and learning, but pupils' work indicates that these are at least satisfactory and often good. Pupils have very positive attitudes to the subject and enjoy their work. In the lesson seen, they worked well together, collaborating in their use of resources and in summarising their work for the class. Sketchbooks are used to support pupils' work in Key Stage 2. The oldest pupils are beginning to use them for useful homework projects and have completed good observational drawings of shoes recently. However, the sketchbooks are not always used well. They are of poor quality paper and small in size. They do not have the status of an 'important book' with many pupils, but are considered as

jotters. They are not yet used as assessment tools by teachers or as a reference source for pupils and the work is rarely dated to indicate pupils' progress over time.

99. The co-ordinator is knowledgeable and skilled. She is monitoring teachers' planning well and has a clear understanding of the strengths and weaknesses in the school. For example, she has correctly highlighted the need for more three-dimensional projects. Resource levels are good and the school has a kiln that has been used to produce an appropriate range of pottery. ICT is increasingly used as a design tool or to give an alternative medium for pupils' imaginative work.

DESIGN AND TECHNOLOGY

100. Pupils by the ages of 7 and 11 continue to attain satisfactory standards in design and technology. The achievements of all attainment groups are sound, including the higher attainers and those with special learning needs. Only one lesson was seen. Further evidence was gained from looking at pupils' previous work and teachers' planning. Pupils in Key Stage 1, for example, design a yoghurt pot. They consider their 'customers' and the materials they will need. They draw careful diagrams and annotate these with their ideas. The oldest pupils in the key stage have recently designed and made a fruit salad. Effective teaching in this unit of work made good links with the pupils' work on health and the human body in science and made good use of ICT through digital images of the pupils' chosen ingredients. The work combined well the main elements of using a design brief, producing a first design, making and testing this, evaluating its success, deciding how it could have been improved, and recording the process in writing and pictures.
101. It is not possible to make clear judgements about the quality of teaching and learning across the school on the limited evidence seen, but pupils' work indicates that lessons are at least satisfactory. The only lesson seen directly was in lower Key Stage 2 and was taught very well. Pupils were introduced to pneumatics and carried out basic experiments to understand how air pressure can make things move. There were good links with science in this lesson. The strengths of the lesson were:
- very detailed and systematic planning by the teacher;
 - high levels of practical and investigative learning by pupils;
 - good use of support staff to ensure that pupils received attention when needed;
 - very good explanations and questioning of pupils to ensure that they understood their work;
 - activities that catered well for the full range of ages and attainments in the class;
 - good quantities of appropriate resources so that all pupils could have 'hands on' experiences.
102. At the same time as most pupils were working on this task, the teacher provided yet another group with a good opportunity to make and evaluate a Jewish *charoset* dessert to link with the current work in religious education. The skills of organisation necessary to achieve such high quality experiences for the pupils in such poor accommodation are impressive. Pupils are excited by and interested in their work. They use subject terminology well and express enjoyment of the tasks.
103. The oldest pupils in the key stage have produced satisfactory work designing and making such diverse items as slippers and outdoor shelters. They have made realistic plans, labelled sketches and are beginning to make accurate measurements for the items they make. They plan the work, choose materials and tools, and evaluate and adapt their designs as appropriate.
104. The headteacher is the subject leader and has a satisfactory grasp of standards across the school. Recent national guidance has been adopted and modified as necessary to meet

the needs of this small school. The scheme of work that is now being put in place identifies how pupils' knowledge, understanding and skills will be developed across all age groups and this is a significant improvement since the previous inspection. There are currently no agreed procedures for assessing pupils' progress. There are sufficient practical resources to support the subject. All classes use the poor accommodation well for practical activities and make good use of the staff-room as a food technology area.

GEOGRAPHY AND HISTORY

105. Only two geography lessons and one history lesson were observed during the inspection. Further evidence was taken from teachers' planning, pupils' work and discussions with staff and pupils. By the ages of 7 and 11, standards in both subjects match what is expected and pupils make satisfactory progress. These results mirror the judgements of the previous inspection in history and are an improvement in Key Stage 1 in geography. Pupils with special educational needs make good progress.
106. In geography in Year 1, pupils gain knowledge about different places and build on their skills in using maps. For example, they study a large map of their village. Their teacher has attached their photographs to the streets in which they live so that they learn to recognise their immediate environment. By the end of Year 2, pupils have a wider understanding of the world around them. In their topic on 'What's in the News?' they look at a world map and are given opportunities to identify places of immediate interest, such as America, Afghanistan and Pakistan. This topic provides valuable opportunities for pupils to make use of their writing skills as they explore and discuss newspaper cuttings that they have brought from home. In the Year 2 and Year 3 class, pupils were observed sharing their understanding and knowledge of the world around them. For instance, they were keen to ask questions about where they would find Japan and Korea on a world map. They were confident and curious to learn and their teacher encouraged them to pose questions that they wanted to share. One pupil, who wanted verification of the position of Pakistan on the map, asked, 'Where is it exactly?' In this informal atmosphere, pupils were attentive and well behaved and they wanted to know more.
107. Teachers in Key Stage 2 successfully build on pupils' skills. They promote the appropriate use of geographical vocabulary through topics covered and the development of mapping skills, for example, locating well-known rivers and cities. In the Years 3 and 4 class, pupils have the opportunity to compare and contrast life in a developing African village with that of their own environment. In the Year 5 and Year 6 lesson, pupils were observed considering how wind direction would affect the weather. The teacher's very good subject knowledge and skilful questioning captured her pupils' interest and they learned eagerly. They illustrated their understanding of the topic by responding confidently, 'Our weather is affected by the Equator,' and 'A west wind picks up water from the sea'. As a result, all pupils made very good progress in this lesson. They are given rich opportunities to further develop their geographical skills. For example, they have watched and recorded the weather forecast for the region from a television programme. They then checked the accuracy of the forecast by using the appropriate instruments to measure the weather at their school and recorded these on a computerised spreadsheet. There are good links with other subjects, such as literacy, numeracy and history, where, in their topic on the Tudors, pupils record comparisons between an up-to-date street map of Norwich and one in Tudor times.
108. In history, Key Stage 1 pupils are developing a good sense of the passing of time. In the Year 1 lesson, the teacher's excellent subject knowledge and very good use of visual aids brought the subject to life for her pupils. They discussed and compared washing resources used today and in Victorian times. They washed, rubbed and hung out their washing, using a tub, scrubbing board and mangle with enthusiasm and enjoyed their lesson. As a result, they all made very good progress in understanding the hardship that people endured in

washing clothes. By the end of Year 2, pupils learn more about the past and the changes that this has brought to their own lives. For example, they have collected photographs of their families during the Second World War and made an informative time-line display and a family tree of their siblings, parents and grandparents. As a result, they are developing a sound sense of chronology and make satisfactory progress. Pupils with special educational needs make good progress within achievable targets.

109. This progress is sustained throughout Key Stage 2. In the Year 3 and Year 4 class, pupils build on their understanding of the passing of time and further develop a sense of chronology through studying, for example, the way of life from the birth of Jesus to the Romans, Vikings, Elizabethans to the present time. Satisfactory links are made with other subjects such as literacy and geography. For example, pupils have had valuable opportunities to link the subject with their geographical research of a map of Roman Norfolk. This is an improvement since the previous inspection. By the end of Year 6, pupils show a keen interest in history topics and are pleased to share their knowledge of the past. In their study of the Tudors, pupils make good use of opportunities to explore and record their opinions on the life-style of Henry the Eighth. They are able to draw sensible comparisons between life in ancient and modern Greece.
110. As few lessons were observed, no overall judgement can be made about the quality of teaching in geography and history. However, positive features are:
- teachers' subject knowledge – satisfactory in Key Stage 1 and good in Key Stage 2;
 - realistic expectations of attitudes, behaviour and use of time;
 - clear planning;
 - valuable support provided by class assistants as they work with pupils with special educational needs.
111. Both history and geography contribute well to pupils' spiritual, social and cultural development. The subjects provide challenging opportunities for pupils to reflect on past events and on the impact on their own lives at the present time. The curriculum is carefully planned. There are clear and helpful schemes of work for both subjects. This is an improvement since the previous inspection. A satisfactory range of educational visits and visitors enhances the curriculum and there are good links with other subjects, such as literacy and religious education. Resources are satisfactory and teachers use them well. The co-ordinator for both these subjects informally monitors teachers' plans, but has not yet had the opportunity to visit classes to assess the quality of teaching and learning. Teachers regularly mark pupils' work, but do not always provide constructive comments to support pupils' understanding of what they have achieved or what they need to do to improve further. The presentation of pupil's written work could be better. Formal assessment of pupils' work is in its early stages, but the co-ordinator is aware of the need to develop this further.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. No lessons were observed during the inspection, but sufficient information was available by talking to pupils and teachers to allow judgements to be made. By the ages of 7 and 11, all pupils make satisfactory progress and attain nationally expected standards. This matches the judgement in the previous inspection. Learning support assistants provide valuable support to those pupils with special educational needs so that they make good progress with the targets set for them.
113. The school has enough hardware and software to cover all strands of the information and communication technology curriculum. The previous inspection criticised the range of activities covered in Key Stage 2, but this has now been successfully addressed. A particular strength is the extent to which the use of ICT is planned and integrated into the curriculum. This gives pupils' work in ICT a real purpose and adds considerably to the

quality of pupils' learning in both ICT and other subjects. Parents agree with this judgement.

114. Pupils in Year 1 are becoming familiar with the computer keyboard and are learning to use the mouse with increasing confidence. By the end of Year 2, they use computers independently. For example, in their science lesson, they confidently complete word banks of body parts and link this task successfully to literacy. They delete, amend and alter the size of font with confidence. This is an improvement since the previous inspection.
115. As pupils move through the school, they further develop their skills. In the Year 3 and Year 4 class, pupils were observed entering their personal measurements into a database. A group of pupils with special educational needs confidently worked with their classroom assistant to identify time on a clock-face. During a structured interview, pupils in Year 6 spoke about and demonstrated their ICT skills very assuredly and competently. For instance, they switched on, opened programs, retrieved saved work, entered data, saved and printed their work. They were proud to describe what they were doing in correct technical terms and knew how to improve the appearance of their work. There are frequent examples of the effective use of ICT in other subjects, such as numeracy, science and geography. For example, pupils use spreadsheets to record the amount of money spent each day and higher attaining pupils use a formula to find the total sum for the week. They also record their observations in science and produce graphic evidence of, for example, changes in temperature, which they measure on a sensor. In geography, pupils collate relevant information to compile graphs of passing traffic. They effectively develop their research and literacy skills as they collect information from the Internet on, for instance, musical composers, which they discuss at weekly assemblies.
116. There is a clear policy and helpful scheme of work, which the co-ordinator has carefully amended to suit the particular needs of the school. This ensures that teachers can plan effectively for the development of pupils' skills. However, the formal monitoring of teaching has not yet been put in place, but the co-ordinator is aware of this need. Procedures for assessing and recording pupils' progress are being tried out. All staff are confident users of computers and use their knowledge well to help develop their pupils' skills. As a result, pupils throughout the school enjoy their lessons and make steady gains in their learning.

MUSIC

117. There was very little direct evidence of music lessons available during the inspection period. The only class lesson seen was with the youngest pupils in Key Stage 1. A mixed-age singing assembly was seen, a focused interview was held with a group of pupils from Year 6 and pupils' previous written work and teachers' planning were examined. On this limited evidence, pupils' attainment is judged to be satisfactory by the end of both key stages.
118. In the lesson seen in Key Stage 1, the teaching and learning were very good. Pupils listened to a familiar story and composed a sound effect accompaniment, at first vocally and then with percussion instruments. They were fully engaged, behaved very well and enjoyed the task. Their composition was recorded and they subsequently evaluated their work by listening to their tape.
119. Attainment was satisfactory in the whole-school singing practice. Pupils showed that they have a repertoire of songs that they know well. They sing enthusiastically and generally in tune. At some points, the group was divided into sections to sing different parts of the song and pupils varied the volume of their singing, showing suitable attention to elements such as staccato notes or a faster tempo. However, their performance lacked variation in expression or mood and the teachers did not work to improve this. In the programme of whole-school assemblies, pupils are introduced to a range of recorded music and are told

about the composer and some features of the piece. In the week of the inspection, the music was *Pier Gynt* and was chosen by two pupils in Year 6. One of the pupils then researched the composer Greig via the Internet and prepared his findings for reporting later in the week when pupils had listened to more of the piece. This task made good use of ICT and promoted the pupil's initiative and personal development well.

120. Pupils in Year 6 describe a satisfactory range of musical activities in their regular class lessons. They have, for example, recently completed compositions of word chants in groups, written these as a graphic score and recorded them. They recognise elements of conventional notation and the higher attainers read simple music from a score.
121. The school has recently lost its specialist music co-ordinator. It is making satisfactory compensation for this by using the expertise of the rest of the staff. Most of the teachers sing well and play an instrument. They provide recorder tuition for three attainment groups. Good use is made of recorded music to accompany singing and to support assemblies and singing practice. One teacher, commendably, is learning to play the piano so that she can give more support to her pupils. A good quality published scheme of work is used to support teachers in class lessons and this includes simple assessment procedures for teachers to use. Recent national guidance is being incorporated into teachers' planning and, together with the existing scheme, activities for all age groups show satisfactory progression in how pupils' skills will be developed. The school includes musical performances in its assemblies and its regular concerts, such as those each Christmas, and invites professional musicians to the school on occasions to play for pupils. These events support the curriculum well and enhance pupils' progress.

PHYSICAL EDUCATION

122. By the ages of 7 and 11, pupils' standards in physical education match what is expected for their age and all pupils, including those with special educational needs, make satisfactory progress. This mirrors the judgement in the previous inspection.
123. In Year 1, pupils know that they need to warm up at the beginning of their lesson. Their teacher clearly explains and demonstrates what they are to do so that all pupils are immediately involved and know what is expected of them. They practise and safely perform skills, such as moving in a variety of ways, and are aware of their own and others' space. As a result, all pupils, including those with special educational needs, make steady gains in their learning. By the end of Year 2, pupils develop their skills of throwing and catching. They were observed successfully exploring, remembering and repeating a range of activities, which they effectively linked together into a dance routine. Their teacher offered positive encouragement and had realistic expectations of the use of time and behaviour, so that a steady pace was maintained throughout the lesson. All pupils enjoyed their task and had established good relationships with each other and their teacher. All of this had a positive impact on their learning.
124. As they move through the school, pupils gain further experience of dance and gymnastics. They practise and refine repeated patterns of movement and extend their games skills effectively. Pupils develop satisfactory experiences of team and individual games, and improve their skills of sending, receiving and travelling with a ball. Both boys and girls have the opportunity to extend these skills by taking part in the weekly after-school sports club when they play, for example, football, netball and cricket. These activities are well supported by coaches and parents. As a result, pupils are well motivated and exposed to high quality coaching. Pupils in the junior classes learn to swim and they attain standards expected of pupils by the end of Year 6. This year, opportunities to learn to swim have been extended to Year 2 pupils. By the end of Year 6, pupils learn to be more precise in their movement and skills, to use accurate control of their bodies and improve their techniques. For example, in a Year 5 and Year 6 lesson, pupils were observed proudly

demonstrating their skills of making symmetrical shapes. They worked in harmony with a partner and proudly performed their completed tasks for others to appreciate. Sound subject knowledge and good relationships between pupils and their teacher ensured that pupils stayed on task and worked hard to do their best. They responded well to their teacher's praise and thus all pupils, including those with special educational needs, were well motivated and made satisfactory gains in their learning. All pupils behave well in the confined hall space. They are all aware that their movements are restricted by the lack of space and positively depend on each other to appreciate this. However, the school does have access to the local recreation centre, which provides a larger venue for some activities.

125. Teachers' have sound subject knowledge and realistic expectations for their pupils to succeed. They work hard to provide a range of activities that caters for all the main aspects of the curriculum for all their pupils in the limited space available. Pupils enjoy their lessons and participate with enthusiasm. A helpful policy and scheme of work provide clear identification of the skills to be systematically taught throughout the school. The subject is managed well and the experienced co-ordinator has a clear overview of the curriculum and of pupils' progress.

RELIGIOUS EDUCATION

126. Only two lessons were seen during the inspection. Judgements are based on these, talking to pupils and looking at their books. Pupils' attainment is consistent with the requirements of the local agreed syllabus by the end of Year 2 and Year 6. They are provided with a satisfactory range of opportunities to develop their understanding that all people are of value and that there are several faiths other than Christianity. Pupils with special educational needs receive good support, so that they participate confidently and make good progress within the targets set for them. This marks an improvement since the last inspection when standards and progress were below expectations by the end of both key stages. Since the last inspection, the locally agreed syllabus has been introduced and this forms the basis of teachers' planning, which is now more consistent and more clearly focused.
127. In Year 1, pupils make sound progress in developing self-awareness through topics such as 'Myself'. They are introduced to Bible stories and know of characters in the Old Testament. They know that Jesus was a special person. They are also introduced to other world faiths, including Judaism. For example, they have learned how a Jewish child celebrates Shabbat. By the end of Year 2, pupils know major feasts of the Christian calendar, including Christmas and Easter. In their writing about Remembrance Day, one pupil has sensitively written, 'Men did not want to be killed. They were protecting their country.' They further develop their knowledge about Judaism and know that Moses was the leader of the Jews. They study other major religions such as Buddhism, learning about simple stories of good acts. They learn about different aspects of the Sikh religion, such as the holy book and temples.
128. In Years 3 and 4, pupils think about the lives and works of special people. They consider festivals and learn about the food that is associated with them. These include Christian and Jewish festivals such as Harvest and those of other world faiths. They learn about meditation, enlightenment and Diwali in their studies of Buddhism and Hinduism. The school has access to a good collection of items associated with major world faiths. Teachers use these items well to engage pupils' interest and promote knowledge and understanding. This is an improvement since the previous inspection. By the age of 11, pupils satisfactorily develop their understanding of religious issues and the nominated faiths, through listening to stories and taking part in discussions. They describe the functions of key objects, places and people and explain clearly some of the symbols and

stories in different religions. They recognise that different religions share, for example, features such as beliefs and places of worship.

129. The curriculum is satisfactory and analysis of pupils' work across the school confirms that the school has worked hard to involve pupils in developing their multi-cultural experiences. Teachers have provided good opportunities for pupils to record their thoughts and feelings about issues discussed. Parents are pleased with this involvement. Pupils' understanding of the Christian faith and other religions, such as Judaism, Buddhism and Hinduism, matches that normally expected. The experienced co-ordinator has had the opportunity to monitor teaching and learning. The quantity of resources has improved since the previous inspection and they are regularly shared with the group of cluster schools. They are sufficient to meet the needs of the curriculum. Visits to places of educational interest, such as The Hindu Sculpture Exhibition, and pupils' participation in the local multi-cultural festival provide an added dimension to pupils' cultural and spiritual development.