

INSPECTION REPORT

SEETHING AND MUNDHAM PRIMARY SCHOOL

Seething, Norwich

LEA area: Norfolk

Unique reference number: 120849

Headteacher: Mrs A S Foster

Reporting inspector: Mr M Carter
20714

Dates of inspection: 8-9 July 2002

Inspection number: 196677

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:	4-11
Gender of pupils:	Mixed
School address:	School Road Seething Norwich Norfolk
Postcode:	NR15 1DL
Telephone number:	01508 550256
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Fulcher
Date of previous inspection:	30 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20714	M Carter	Registered inspector	Mathematics Design and technology Music Geography Equal opportunities	What sort of school is it? What should the school do to improve? The school's results and pupils' standards? How well are pupils taught? How good are the curricular and other opportunities offered to pupils?
9505	D Haynes	Lay inspector		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?
14706	B Knowles	Team inspector	Foundation Stage History Religious education	Spiritual, moral, social and cultural development
21552	P B McAlpine	Team inspector	English Science Information and communication technology Art and design Physical education English as an additional language Special educational needs	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located some 15 miles to the south-east of Norwich and serves a rural community. It has 73 full-time pupils, organised into three classes, and is smaller than most schools. Four-year-olds are admitted to the Reception class twice a year. Pupils usually transfer to secondary education at the age of eleven but many leave earlier, around the age of nine, to enter private education or to join a nearby middle school system. Nearly all of the pupils have had some pre-school experience and attainment on entry is typically above average. Very few pupils are eligible for free school meals. No pupil speaks English as an additional language and almost all are from white, United Kingdom families. The proportion of pupils identified by the school as having special educational needs, including those with statements of special needs, is lower than average. The headteacher joined the school in January 2002. Two other teachers have been appointed since the previous inspection.

HOW GOOD THE SCHOOL IS

This is a satisfactory school, having improved to this level quickly since Christmas. Standards declined after the previous inspection, reaching a low point in 2001. They have returned to average levels this year and there is good capacity for further improvement. Pupils are well motivated and benefit from the strong emphasis placed by the teachers on independence, self-assurance and self-esteem. The teaching is satisfactory and better than the previous inspection. The newly appointed headteacher is providing inspirational leadership; she leads purposefully through the example of her high quality teaching and is involving her colleagues effectively in the management of the school. The cost of educating each pupil is relatively high because the school is small. Considering all of these factors, particularly the recent measurable improvement, the educational value for money is satisfactory.

What the school does well

- Provision for the pupils' personal and social development is very good.
- The pupils' attitudes to school and to their learning are good.
- Behaviour is good in lessons, the canteen, and when at play.
- The school's ethos and values are strongly held, promoted well, and appreciated by parents.
- Information provided for the parents is of good quality.

What could be improved

- The achievement of the more able pupils in English and science.
- Standards in information and communication technology.
- The provision for pupils with special educational needs.
- The procedures for monitoring, evaluating and developing the teaching.
- The procedures for monitoring the attainment and progress of the pupils.
- The provision made for the pupils' cultural development.
- The provision for pupils in the Foundation Stage to learn through physical activity outdoors.

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 June 1997. Since then, standards and the quality of teaching have not improved enough. A new headteacher was appointed in January of this year and she has acted quickly to reverse declining standards and low morale. Her achievement in the short time available to her has been good but much more remains to be done. The response of the school to the key issues for action arising from the previous inspection has, until this year, been ineffective. While there are recent advances, curriculum planning has not improved sufficiently and remains unsatisfactory. There is greater challenge for higher attaining seven-year-olds but this is not consistent in every subject. Although there has been some recent monitoring of teaching, the systems used are not yet rigorous or regular. School development planning has improved recently but evaluation of the priorities insufficiently takes account of learning and standards because the systems to evaluate these are themselves underdeveloped. Overall, improvement since the last inspection has been unsatisfactory. Recent changes, together with support from the local authority, mean that school currently has good capacity to improve.

STANDARDS

Some caution is necessary in interpreting the performance of the school because of the small number of pupils in each year group. A table showing the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests has been omitted from this section because the small numbers of pupils in each cohort makes the statistical comparisons on which the table is based unreliable.

The performance of the school declined after the previous inspection to a point where standards in English and mathematics compared very poorly with similar schools at the ages of both seven and eleven. This decline has been reversed in 2002 and current standards at both ages have returned to levels that are comparable to the national averages although they are still not quite as good as similar schools and need to rise further. The improvement in 2002 found by inspectors is supported by the early indications of the 2002 test results.

Present standards at the ages of seven and eleven are broadly average in English, mathematics, and science but could be higher, especially at the age of eleven. Standards are below average in information and communication technology. Standards throughout the school are satisfactory in history and religious education. Standards in art and design are good up to the age of seven and satisfactory among older pupils. Limited evidence in design and technology points to average standards. Evidence is limited in geography, music, and physical education and reliable judgements cannot be made. There are no significant variations in standards between boys and girls. Standards in the Foundation Stage are above average in personal, social and emotional development; communication, language and literacy; and mathematical development; and average in each of the other nationally agreed areas of learning. The generally good standards on entry, compared to the average standards of the older pupils, shows in broad terms that pupils are capable of higher standards although some caution is necessary with such interpretations because of the high level of pupil mobility. The school is not carefully measuring the progress of pupils with special educational needs; the inspection evidence is that insufficient progress is being made.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like school and willingly become involved in activities.
Behaviour, in and out of classrooms	Better than typical. Behaviour in lessons, at midday, and at playtimes is good.
Personal development and relationships	Better than typical. Pupils are confident and self-assured. They work well cooperatively and show good levels of independence. They have good manners and respect their teachers.
Attendance	Satisfactory. The overall rate of attendance is average.

No oppressive behaviour, bullying, racism, or sexism was seen and the pupils reported none. One pupil was excluded for a fixed-term during the reporting period. The pupil has returned and is successfully integrated into school. Most pupils understand the impact of their actions on others. Appropriate respect is shown for the feelings, values, and beliefs of others. Relationships are good.

TEACHING AND LEARNING

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

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

The teaching is satisfactory, has improved since the previous inspection, but is not yet fully consistent with the typical national picture. The very good teaching reflects the work of the headteacher. The good teaching is shared between the other teachers. The teaching in English and mathematics, including literacy and numeracy, is satisfactory but with aspects for improvement. The management of pupils is generally good throughout the school and the teachers are able to motivate the pupils and provide lessons that sustain both interest and concentration. There are, however, variations in teachers' subject knowledge and expertise, with knowledge of the National Literacy Strategy and information and communication technology not being high enough. Phonics and basic skills

are not always effectively taught. This reflects too little emphasis on professional development since the previous inspection. The learning needs of the average child are usually met but those with higher or lower attainment, including those with special educational needs, are not always appropriately challenged by the teaching and their progress could be better.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects of the National Curriculum plus religious education are taught. Statutory requirements are not fully met however because the programme of study for information and communication technology is only partly taught.
Provision for pupils with special educational needs	Unsatisfactory. The specific needs of pupils with special educational needs, including those with statements, are not clearly identified or communicated to teachers and are not leading to effective provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Typical in the main. The provision for pupils' spiritual and moral development is satisfactory. The provision for social development is very good. The provision for pupils' cultural development is not as good as it should be because there is little provision for multicultural education and there is no policy to combat racism.
How well the school cares for its pupils	Typical of the majority of schools. The procedures for child protection and ensuring pupils' welfare are satisfactory.

Many lessons are interesting and motivating and the quality of learning experiences is satisfactory. The provision of extra-curricular activities is good. So too is the provision for personal, social, and health education. The National Numeracy Strategy has been implemented satisfactorily but this is not the case with the National Literacy Strategy, though effectiveness has improved this year. The monitoring of pupils' academic performance and their personal development are underdeveloped. The procedures for assessing pupils' attainment and progress lack rigour. They are being developed but much remains to be done. The limited assessment information that is available is not used effectively when planning the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher provides strong leadership and a clear educational direction to the development of the school. Teamwork has been recently established and there is a strong sense of common purpose. Subject management roles are underdeveloped.
How well the governors fulfil their responsibilities	Broadly typical of most governing bodies. A satisfactory range of committees and delegated responsibilities is enabling the governing body to be adequately involved and informed about school developments. This picture is a mainly recent evolution, however, and not all of the relevant statutory requirements are met.
The school's evaluation of its performance	Underdeveloped and insufficient to meet management needs. Test and assessment data has not been collated in the past, making it difficult for management to measure the performance of groups over time. Informal systems are used to monitor the teaching that are adequate in the short-term but are insufficient for long-term consistency and improvement of teaching.
The strategic use of resources	Broadly satisfactory. Senior management is taking a long-term view of the development of the school but has not yet agreed a plan with the governing body. Best value principles are applied to new purchases but not to evaluate long-standing practices.

Staffing is satisfactory. The accommodation is very basic and the lack of a school hall is limiting the provision, particularly in physical education. Pupils in the Foundation Stage do not have daily access to suitable outdoor facilities. Learning resources are satisfactory in most subjects except for information and communication technology, where there are insufficient resources to teach the programme of study in full, and in English, where there are too few books and support materials for the oldest pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• Behaviour is good in school.	<ul style="list-style-type: none">• A few parents think that their children are not making enough progress.• A large number of parents are unhappy with the quality of information provided about the attainment and progress of their children.• Many parents are unhappy with the school's links with them.

The inspectors agree with parents that children like school and that behaviour is good. Inspectors find that pupils are making typical amounts of progress but agree that more could be achieved given their backgrounds and attainment on entry. The headteacher is aware of parents' views about pupil reports and has acted to meet parents' wishes. The reports awaiting distribution this year are a good improvement though they are not due to be sent to parents until after the inspection. The headteacher agrees with parents that the school's links with them need to improve and is acting to remedy this, the recent questionnaire sent by the school is a first step in the process.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in the core subjects of English, mathematics, and science are average in most of the year groups yet could be higher. Standards fell steadily after the previous inspection, being at their lowest in 2001. They have recovered during 2002 to the same broad level as they were at the time of the previous inspection but there has not been enough improvement overall since that time. The small number of pupils in each year group leads to wider annual variations in results than are found in a school of average size and so the results should be interpreted with caution. The few available records show that the attainment of the typical pupil increases by expected amounts between the ages of seven and eleven; their achievement is broadly satisfactory. The achievement of the typical pupil in the infants is also satisfactory. The achievement of the pupils that are more able, however, is inconsistent throughout the school and there is underachievement among these pupils overall, particularly in writing and science. Tests show that this has been the case over the last two years and that pupils who join the school after the age of seven do not always attain the expected national level. Current work shows that even more of the pupils are underachieving in writing than is revealed by the test results and confirms that the more able pupils underachieve in science.
2. The results of the National Curriculum tests in 2001 for seven-year-olds followed a downward trend in reading and mathematics but surprisingly, given the low standards elsewhere in the school, an upward trend in writing. The trend for the eleven-year-olds in 2001 was downwards in English, mathematics, and science. The unconfirmed results of the 2002 tests show an improvement in reading and mathematics for seven-year-olds and an improvement in English and mathematics for the eleven-year-olds. Overall, the trend of falling standards has been reversed. However, the attainment on entry to the Reception Year is generally above average and the 2002 results as well as the current standards at the ages of seven and eleven do not sufficiently reflect this. A significant proportion of pupils join or leave the school between the ages of seven and eleven and this makes overall comparisons with baseline assessments unreliable. That the school could do better, however, is significantly highlighted by comparisons with schools with pupils from similar backgrounds that show that recent test results have not been as good as such schools. In 2001, results were very low indeed when compared to similar schools. Pupils joining the school come from similar backgrounds to those who leave.
3. Higher-attaining pupils do not always learn or achieve as much as they can because their knowledge and skills are not clearly known by the teachers and because work in lessons is not consistently challenging. The learning of pupils with special educational needs is not well enough matched to their needs. In many lessons, classes are formed from three age groups and what is taught is aimed at the middle age group. This is sometimes of advantage to the younger pupils because there is a good degree of challenge but is unhelpful to those experiencing difficulty with learning, because the work is too hard, and to the older and more able pupils because the work is too easy. There is consequently a degree of underachievement by both higher attaining pupils and those with low attainment or with special educational needs.
4. The school has started to track the progress of individual pupils and has adopted mathematics tests at the end of each year for all the pupils between seven and eleven. The results have not yet been analysed by the school in detail but have a good potential to chart the progress of both groups and individual pupils. A similar assessment is needed in English and other subjects in order that the school can accurately identify strengths and weaknesses in the progress of pupils and monitor the impact of its initiatives. The results of five years of National Curriculum tests indicate that the eleven-year-old the boys perform better than do the girls in mathematics and in science but that there is no significant difference between the attainment of boys and girls in English.
5. Standards in the Foundation Stage are above average in personal, social and emotional development; communication, language and literacy; and mathematical development; and average in each of the other nationally agreed areas of learning. The five-year-olds are very confident and apply themselves well to activities, often concentrating for long periods. They can speak at length and generally have literacy and numeracy skills that are relatively advanced for their age. These good standards on entry to school indicate potential for high attainment in later years.

6. The seven-year-olds are well launched into reading, with the higher attaining pupils in this year group able to read a range of books with reasonable independence. Phonic skills, however, are inconsistently developed and this is restricting the reading fluency of several pupils. Writing is mainly well organised for the age, with satisfactory spelling, punctuation, and handwriting. In mathematics, the seven-year-olds have a secure knowledge of number within the expectation for their age and can apply their knowledge adequately when problem solving. Their work, however, shows that skills are not always acquired sequentially and this is one of the reasons why standards are not as high as they could be. In science, the seven-year-olds have satisfactory knowledge across the programme of study, including experimental and investigative science.
7. The ten- and eleven-year-olds are independent readers in the main who enjoy books and have suitably developed preferences for author and genre. They are sometimes stumped, however, when trying to predict the meaning of unfamiliar words, not using the textual clues that are there, and this is preventing several from attaining a higher level. Pupils throughout the juniors organise their writing adequately for their age but are very inaccurate in their grammar, spelling, punctuation, use of capitals, and handwriting and this is the main reason for the underachievement in writing. In mathematics, the ten- and eleven-year-olds have a satisfactory knowledge of number and algebra; shapes, space and measures; and data handling. Skills, however, have not been acquired systematically and this is hindering progress to higher levels. In science, the older juniors have a satisfactory knowledge of life processes and living things; materials and their properties; and physical processes. Their knowledge is being acquired, appropriately, through experimentation and investigation but, as with mathematics, skills are not developing systematically and this is limiting the extent of high attainment.
8. In art and design, the pupils can draw from observation with accuracy and attention to detail and they are acquiring knowledge of a suitable range of techniques. In particular, the standard of observational drawing and attention to detail is better than typically found among seven-year-olds; elsewhere, the standard is average. In design and technology, the oldest pupils are able to apply their knowledge of materials to solve problems and have appropriate collaborative skills; this is consistent with the expectations for their age but the evidence of design work and making skills is limited in all age groups. In history, standards are average throughout; all pupils have a satisfactory knowledge of the periods that have been studied and the older pupils are beginning to understand the significance of particular individuals and the actions they took. In information and communication technology, all pupils have significant gaps in their knowledge of the programme of study, especially of databases, spreadsheets, and control technology reflecting serious shortcomings in the resources and this is why standards are below average throughout the school. In music, no lessons were seen and because of this the evidence is insufficient to evaluate standards overall. Limited evidence, including discussions with pupils, points to a wide range of attainment in music, reflecting inequalities in the provision, with some older pupils having very advanced knowledge for their age whereas others have limited knowledge. No lessons in geography or physical education were seen and, in the case of geography, there was little past work available. In religious education, pupils have an adequate knowledge of Christianity and other major world religions by the age of eleven, showing broadly average standards overall.
9. There are very few pupils formally identified with special educational needs, reflecting shortcomings in the systems for identification. These pupils do not always have their learning requirements clearly specified and this is limiting their progress.

Pupils' attitudes, values and personal development

10. The pupils' attitudes to the school are good and contribute to the positive learning environment that exists within the school. Pupils are keen to enter school in the mornings and settle quickly into the daily routine without undue intervention from class teachers. During lessons, nearly all pupils concentrate well and their enthusiasm increases when the quality of teaching makes the learning interesting. This was particularly evident during a Year 2, 3, and 4 literacy lesson where children were very keen to contribute to the discussion on feelings and emotions attached to particular words.
11. Behaviour is good. The school's aims and values are well communicated, for example, in written expectations displayed in classrooms and pupils rarely need to be reminded of these. Pupils show respect for each other and understand the impact of their actions on others. The need to value and respect others is well promoted through school assemblies, one of which emphasised ways of responding to others so as not to hurt their feelings. The school is a very orderly community. There is no vandalism or graffiti. Learning resources and property are treated with respect. The respect for property is especially evident in the care of original artefacts that are displayed for pupils to study and help them understand the history of the school. No bullying or other

antisocial behaviour was seen. The overall behaviour of pupils both in the classroom and around the school was good and on occasions very good. Lunchtime is very orderly with pupils assisting with the organisation; this encourages good table manners and behaviour.

12. Pupils are confident and willing to join in with most school activities. They work well together when set collaborative tasks, many show leadership when this is necessary, and are very willing to take responsibility and to work independently. Pupils relate well to each other and to members of the teaching and non-teaching staff and show a natural informal courteousness. Class teachers are sensitive to individual pupil's feelings and encourage pupils to express their feelings to them and in front of their fellow pupils. Pupils accept the responsibilities offered and participate in the newly formed school council. Responsibilities could be increased to include such items as allowing pupils to participate more in assemblies, form buddy systems and contribute to the school newsletter. Authorised absence is slightly higher than the national average. No absences are unauthorised, which is better than most schools. When these statistics are combined, the overall rate of attendance is average. Attendance, however, has fallen year on year since the previous inspection when attendance was very high.

HOW WELL ARE PUPILS TAUGHT?

13. Although satisfactory, and better than the previous inspection, the quality of teaching has not improved as quickly as the national picture; 95 per cent is satisfactory or better, including 53 per cent that is good and a further 10 per cent that is very good. Elements of teaching such as marking and planning have aspects for improvement. In several subjects, the pupils' work shows that skills are not systematically taught. The teaching of literacy and numeracy is just satisfactory; it is meeting the needs of average and younger pupils in mixed-age classes but should be of a higher quality to meet the needs of the more able pupils and those with special educational needs in mixed age classes.
14. In the Foundation Stage, the teaching is satisfactory, with good aspects and a good contribution made by support staff. More could be done to record and use assessments to guide the Foundation Stage provision. The teaching of the six- and seven-year-olds ranges from very good to unsatisfactory and is satisfactory overall. These age groups are currently split between two classes and the acquisition of skills and understanding is inconsistent. The teaching of English, mathematics, science, and history are satisfactory in this age group. The unsatisfactory teaching was one lesson where the work was inappropriate for the age of pupils and they gained very little from the activity. The teaching for the eight-to-eleven-year-olds is, on balance, satisfactory in English, mathematics, science, and art and design although more needs to be done to challenge those pupils with potential for high attainment. In a number of other subjects, the quality of teaching could not be judged. Teachers have strongly held principles concerning the inclusion of all the pupils and a concern to make the curriculum understood and accessible.
15. Because skills are not taught in a sequential way, the teaching and learning of pupils with special educational needs is not effective. Senior management is aware of this and very recently the teachers have reviewed the criteria for identifying pupils with special needs, together with those who might be gifted and talented, and have identified considerably more pupils for whom there are concerns than are currently on the register. This is a satisfactory first step but is so recent that it has not had any impact on the teaching this year. On occasions, the work provided for pupils with special educational needs is not consistent with the targets in their individual education plans. Their tasks are sometimes too difficult and the extra support insufficiently focused on specific skills. This is because the teachers' and assistants' awareness of the skills needed by these pupils lacks precision.
16. In the very good teaching, it is clear what pupils are to learn in the lesson, the methods used motivate and inspire the pupils, and there is a strong emphasis on skills and understanding. In a very good history lesson with nine- and ten-year-olds, the teacher created an excellent, dramatic tone that helped the pupils to imagine, and from this to understand as best they can the thoughts, feelings and predicament of evacuee children during World War II. Artefacts and other sources of evidence were used to make the subject come alive and to develop skills of observation, deduction, and historical enquiry. By the end of the lesson, all of the pupils had a clear understanding of the reasons for the evacuation, what happened to the children involved, and gained insight into the lives of people in that period. Good teaching successfully provides worthwhile learning for almost all pupils in a lesson. In a good mathematics lesson with nine-, ten- and eleven-year-olds, the teacher retained the attention and maintained momentum to the learning of this wide ranging group by targeting questions at the different year groups. The lesson focused on angles, on measuring how big they

were, and on rotation. Pupils were used to demonstrate rotations, which helped improve understanding as well as sustain attention, and the class assistant monitored the pupils and helped clarify misunderstandings to keep them all involved. Throughout the school, the teachers organise and manage the pupil's well. Overall, the friendly but effective discipline promoted by the staff helps the pupils to have good behaviour.

17. While teachers have gained from training and guidance about the key objectives of the National Literacy and Numeracy Strategies, there has been little other professional development and there is a lack of knowledge about the appropriate levels and key features of the programmes of study in the other subjects. Too often, there is a lack of clarity in the teacher's lesson aims. For example, in a collaborative problem solving activity, which the school calls the "team challenges", the important skills of learning to communicate, compromise, collaborate and the key scientific and technological understanding about materials and their properties are not specifically identified or taught. In these and other lessons, the teachers are insufficiently clear about what has to be taught, reflecting undeveloped curricular guidance. Although the pupils benefit from the high level of musical expertise provided by the visiting instrumental and orchestra teachers, there is little other expertise in the subject and consequently the programme of study is not taught fully.
18. In several lessons, there is insufficient emphasis upon the systematic development of basic skills, especially for the eight to eleven-year-olds. Basic skills are not taught well enough and this is largely because of the low level of staff development. Some of the pupils' past work does not get progressively harder and, in several lessons, there was insufficient emphasis upon pupils developing skills and understanding sequentially. For example, a lesson teaching similes did not build on previous learning and was out of place in the literacy Framework. The expectations that teachers have of pupils' learning are satisfactory for the average and younger pupils in mixed-age classes but do not always make tasks sufficiently different for older and more able pupils. This is mainly why there is underachievement among the high-attaining pupils. Teachers do not have access to assessment information because this aspect is underdeveloped, making it impossible for teachers to meet the learning needs of different year groups and attainment groups with any precision.

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

19. The quality of learning experiences is satisfactory in the main but the planning is undeveloped. The curriculum provides a range of activities that are relevant to the pupils' interests but not always to their learning needs. A number of activities enrich the pupils' learning, such as visits, visitors, and extra-curricular activities. The curriculum also includes lessons in personal, social and health education, some of which are taught through "team challenge" sessions. These involve some opportunities to gain skills of collaboration. Sex education is offered to pupils in Year 6, with help from the school nurse, and overall, the provision for personal, social, and health education is good.
20. The Foundation Stage curriculum is organised soundly so that it is taught concurrently with pupils of Year 1. The provision lacks sufficient outdoor experience to help the children's physical development and for them to acquire experiences, knowledge, and skills relevant to all of the other nationally agreed areas of learning through physical activity outdoors.
21. The full statutory curriculum for pupils in Years 1 to 6 is not securely in place, reflecting a lack of detailed planning. This is now being remedied but was an issue from the previous inspection that has not been acted upon effectively. Improvement since the previous inspection in this respect has been poor. The allocation of time to subjects is not clear in practice. Information and communication technology, music, and geography appear not to receive their full entitlement of time and the pupils have not learnt enough from the teaching in these subjects. Despite the provision of a number of laptop computers, few pupils have gained the expected skills and knowledge because this resource is under-used. English, mathematics, and physical education are taught as individual subjects. The other National Curriculum subjects, together with religious education, are taught for one or two terms each year only, within a programme of half-termly topics; this planning lacks both clarity and detailed guidance in the systematic development of skills.
22. The statutory requirements for collective worship are met. The school does not, however, have a method to monitor collective worship to check that requirements are met daily. Neither are other subjects monitored to ensure that the whole curriculum is being taught and learnt. Coordinators have been asked to monitor aspects of the curriculum next term and are keen to adopt such improvements.

23. The curriculum has recently been improved with the adoption of nationally prepared schemes of work. A list has been drawn up of the key elements of each of the non-core subjects that will be taught to each year group, including some aspects of the development of pupils' skills. However, these will not be implemented until the next school year and may not be compatible with the mixed-age classes and the school's current topic plan. The support and guidance offered to teachers for planning has improved since the beginning of this year but it still lacks detailed clarity and discussions are still taking place in making further developments. Much planning takes place jointly and this good practice is helping teachers to be more confident.
24. The school provides a good range of extra-curricular activities including a French club, an orchestra, and various music groups and a cricket club or other topical sport. They are well attended. In addition, there is a very good amount of instrumental tuition provided during the day. However, the number of lessons from which a pupil may be withdrawn could constitute a significant loss of learning in other subjects and this issue is not monitored.
25. The school prospectus asserts that children have equal rights in working and social time and all have the right to be heard at the school council; this is appropriate. In broad terms, there is equality of access and opportunity. Within the detail of school life, however, minor issues need to be resolved. In particular, the higher attaining pupils who in some areas need work that is more carefully matched to their learning needs; pupils with special educational needs who require more focused provision; and music, where some pupils have better provision than others.
26. Provision for pupils' spiritual development is satisfactory. Occasionally in lessons, there are opportunities for pupils to gain insight into the experiences of others and through these to get to know themselves better. Religious education is providing a basic knowledge of the major world religions and the various beliefs of others. Collective worship includes a time of reflection and silence following stories that have a religious or humanistic theme.
27. Provision for pupils' moral education is satisfactory. They are taught to make responsible and reasoned judgements by such means as the school council. Their golden rules agreed by classes each year and displayed around school guide their behaviour. The school community has a strong moral base, so that when pupils discuss rights and wrongs, for example of personalities in World War II, they can appreciate differences of opinion depending on which side the argument is being looked at.
28. The provision for pupils' social development is very good. Within the class, children work very well together; for example they discuss their work constructively, sharing ideas in their science experiment, cooperating well with their partners. From the earliest age group, children are invited to choose a different member of the class to sit beside. Older children help younger children if there is a need at playtimes. The orchestra, where a dozen pupils from different year groups make music together to a good standard, encourages this social interaction. There are examples too of social outreach to the elderly in the neighbourhood during Jubilee celebrations. The school has also identified individual pupils who need help with social development, for example because they are shy. Intervention helps these individuals. Pupils develop social skills in their team challenge activity in which pupils cooperate, using their own initiative to solve a problem. This activity is developing the leadership potential of many, particularly the older boys. As was found in the previous inspection, great emphasis is placed on confidence building.
29. The provision for cultural development is unsatisfactory. Although the children have strong understanding of the Norfolk culture, this region is remote from the many ethnic groups living in other parts of the United Kingdom and the school does not do enough to redress the balance. The study of other religions helps pupils to understand the basis of different beliefs but this does not give them first hand experience of the people who follow those faiths or of their culture and pupils' understanding is superficial.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school offers a satisfactory level of care. The headteacher is responsible for child protection and she carries out her duties effectively. Class teachers know their pupils very well and respond appropriately when necessary. First aid provision is good and the children know what to do should the need arise. Regular inspections are made of entries in the accident book and reported to the headteacher and governing body. The school caretaker maintains a high level of cleanliness. This helps create a safe learning environment and to promote respect for property and learning resources. The governing body has an appropriate practical awareness of health and safety but has not established enough formal procedures for checking and sustaining high standards in this aspect. Policies are not up-to-date or subject to regular review and governors have not undertaken school specific risk assessments of premises or procedures.
31. The current procedures for monitoring absence are satisfactory but there is no policy for improving attendance and attendance has fallen year on year since the last inspection. Registers are maintained correctly using a manual system and are returned to the office after every registration and the school secretary undertakes the recording of pupils arriving late. Attempts are made to contact the parents of any pupil who is absent without notice on the first day of absence.
32. Effective procedures are in place to promote good behaviour and there are no incidents of harassment or bullying either in class or when the children are at play. The behaviour and discipline procedure is effective and an integral part of the school's approach to being a caring community; there are very few rules, with reliance being put on the expectation of good behaviour. When children are at play the areas are safe and adequate supervision is provided but there is no evidence of structured or organised play although there is a well-provisioned store of resources suitable for this purpose.
33. The procedures for assessing and monitoring the attainment and progress of the pupils are underdeveloped. The headteacher has begun to collect together and collate assessment data from previous years but there are significant gaps. She has introduced optional national tests into Years 3, 4 and 5 in mathematics and intends to introduce similar tests in English next year. This sensible introduction is several years behind the majority of schools. Together with the lack of clearly charted development of skills within the curriculum, the lack of effective assessment procedures means that teachers have too little information on which to plot the progress of pupils and determine what should be taught next. This shortcoming in management, now being corrected, has let down teachers, pupils and parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The school's partnership with parents is satisfactory in the main. This is not as good as was found at the previous inspection. Parents' and carers' views of the school as expressed in the parents' questionnaire are generally positive. Aspects particularly approved of by parents are that their children like school, behaviour is good and that they feel comfortable approaching the school with any problems. Areas of concern are the information about their children's progress and how closely the school works with parents. Parents attending the pre-inspection meeting said that the school has improved greatly since January 2002 and that the headteacher has worked hard to improve relationships with parents since her appointment. Parents at the meeting were particularly pleased that their children are positive about school and that the teachers provide a sensitive, caring and supportive environment.
35. The parents' questionnaire shows a high level of dissatisfaction among about a third of parents with the school's endeavours to work closely with them and among more than two-thirds with the information provided about children's progress. Since her appointment, the headteacher has acted quickly to remedy this unusually negative picture. The procedures to improve the effectiveness of the school's links with parents and the quality of information now provided, particularly about children's progress, are good quality but very new. Recently introduced initiatives have included a comprehensive school questionnaire to parents that has led to clear priorities being established for improvement. All parents have been made aware of the findings. A policy of holding parents' evenings each term is set to start in the autumn term. Reports to parents on their children's progress are now good and contain details of progress in English, mathematics and science and what has been studied in other curriculum areas. Comment is made on social and personal development and areas for improvement are clearly identified. There is a comprehensive school prospectus and a regular school newsletter. Opportunities for parents to meet informally with the school staff are now available and a "parents' council" has been established to ensure that the school is fully aware of the parents' views; meetings are held

regularly and any parent can attend. The governor's annual report to parents, however, is very brief and lacks statutory information: there is no financial statement, details of the election of governors or clear contact details for parents.

36. Overall, the impact of parents' involvement on the work of the school is good. The school benefits from a very active friends association that organises fund raising and social activities that include both parents and children; these raise valuable funds for the school and promote strong community awareness. The friends association has been actively involved in improving accommodation. No home-school agreement is yet in place but the contribution of parents to children's learning at school and at home is good. Good use is made of reading diaries and parents provide resources to enrich lessons, an example being the loan of part of a collection of teddy bears for use in the Foundation Stage. Parents are involved in the life of the school but currently no parent helps in the classroom during the teaching day.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37. Leadership and management are satisfactory when the work of all those with responsibility is taken into account. Leadership, currently, is inspirational and of high quality. There has been insufficient improvement in management procedures, however, since the previous inspection; shortcomings in management are being remedied but will take time to become effective. The headteacher, who has not been in post long enough to bring about radical change in school practice, is aware of the deficiencies and is acting quickly and effectively to remedy them. The headteacher leads well by example through the high quality of her teaching and her willingness to accept responsibility. She is supported by her colleagues and is delegating responsibility appropriately, though this is a relatively new experience for most of them and they need time to develop in their roles. The headteacher has identified clear aims for the school and relevant priorities for development. She is creating a collegiate style of management that is involving teachers, non-teaching staff, governors, parents and pupils in relevant aspects of management and this is creating a sense of common purpose and common commitment. Teamwork is established and the staff united. The shared commitment to improvement and the capacity to succeed are good.
38. The day-to-day management of the school results in an orderly establishment and a good ethos of care and social development. Communication is clear and staff and pupils generally know what they should be doing, when and where. Most policies are not well documented, however, bringing potential for misinterpretation and inconsistent implementation over time; this is acknowledged by the headteacher, who is quickly trying to remedy the situation.
39. The governing body, with guidance and support from the headteacher, is fulfilling its responsibilities satisfactorily though this has not always been the case in the past. The headteacher and the chair of governors have established appropriate procedures for communicating regularly. A satisfactory range of committees has been established this year to oversee aspects of the school in detail and there is a system of focused visits with written reports to governors' termly meetings. Individual responsibilities, such as special educational needs and literacy, have been delegated. Most of these are very new but are emerging as good practice. Governors have not always been as involved in the school as they should be; for example, they have never approved a school development plan, and no governor has received training in performance management. Not all of the relevant statutory requirements are met; omissions are noted elsewhere.
40. The formal procedures for monitoring and evaluating the school's performance are only just being initiated; this is considerably behind the majority of other schools. Informal, pragmatic systems are currently relied upon and these have enabled the headteacher and her staff to identify main strengths and weaknesses. Until recently, very little assessment data had been collated except for the national tests and so the performance history of groups within school has not been rigorously evaluated. Formal systems to monitor the teaching are at a very early stage of development having been initiated this school year. Some observations of teaching involving local authority advisors have already taken place and these together with informal methods are enabling the headteacher to acquire a working knowledge of teaching within the school; this is satisfactory in the short term. Implementation of performance management only commenced at the start of the present year; systems are not fully in place and this is unsatisfactory. Plans are in place regularly to monitor pupils' work and teachers' planning from the start of next school year; potentially, this is good practice.
41. Since her appointment, and despite the absence of formal systems for gathering evidence and monitoring performance, the headteacher has acted swiftly to bring about improvement, making best use of whatever is available and common sense; this is appropriate. Action taken this year to improve the performance of the

school has been effective and is already showing in the good team spirit, higher standards, and the early indications of the 2002 test results, the latter being a clearly measurable indicator.

42. The strategic use of resources and the use of specific grants are broadly satisfactory. The headteacher is establishing a strategic plan for the development of the school over the next few years and is writing a school development plan, although this is still in draft form. Priorities for development have been identified in consultation with the staff and influenced by audits of the different subjects; this is good practice. Income and expenditure are well above the average for primary schools, reflecting the extra costs associated with small schools. The school has not always lived within its budget and governors are trying to clear a small deficit from previous years. Specific grants are used for their intended purpose. The principles of best value are satisfactorily applied to new purchases but not enough is being done to check that established policies and practices continue to provide value for money. Satisfactory use is made of new technology to increase the efficiency of management.
43. Staffing is satisfactory in quantity and all teachers are experienced and qualified for the ages and subjects they teach. A satisfactory programme of staff development and training has been put in place this year and arrangements for staff induction are adequate. The accommodation is basic and has several serious shortcomings, the most significant of which are the lack of a hall for physical education and the limited facilities for pupils in the Foundation Stage to learn through physical activity outdoors. Learning resources vary in quantity, quality, and range between subjects. They are satisfactory in most subjects but are unsatisfactory in information and communication technology, where a lack of resources is preventing the programme of study from being taught in full, and in English, where there are insufficient books and teacher resources to meet the needs of the oldest pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. The headteacher and her staff, with the support of the governing body, should:
- ❑ raise the achievement of the more able pupils in English and science to levels that are at least comparable with similar schools by:
 - raising standards in writing to the same level as in reading and increasing the pupils' accuracy in spelling, punctuation, grammar and handwriting;
 - improving the rigour and effectiveness with which phonics and comprehension skills are taught;
 - planning carefully the order in which skills in science are taught and providing adequate challenge for the higher attaining pupils in mixed-age classes;
(Paragraphs 1-4, 6-7, 57-64 and 72-75)
 - ❑ raise standards in information and communication technology so that they are at least comparable with standards in core subjects by:
 - teaching in full the National Curriculum programme of study;
 - providing the resources necessary to teach the programme of study;
 - providing relevant training for teachers;
(Paragraphs 87-89)
 - ❑ improve the provision for pupils with special educational needs by:
 - establishing rigorous procedures for identifying such pupils and for specifying clearly what their needs are;
 - improving the quality of individual education plans so that they provide clear, measurable and achievable short-term targets and by implementing the plans diligently;
 - communicating to teachers and class assistants relevant information about pupils with special needs and by establishing clear expectations about how their special needs are to be met in all lessons;
(Paragraphs 3, 9, 13, 15, and 25)
 - ❑ improve the procedures for monitoring, evaluating and developing the teaching by:
 - establishing a programme of regular lesson observations;
 - rigorously identifying and sharing good practice;
 - setting relevant individual and school targets for improvement and linking these to the programme of in-service training;
(Paragraphs 40 and 43)
 - ❑ improve the procedures for monitoring the attainment and progress of the pupils by implementing manageable procedures to assess their attainment and measure their progress annually in each core subject (Paragraph 33);
 - ❑ improve the provision made for the pupils' cultural development by writing and implementing a manageable scheme of work that includes provision for pupils to learn about the diversity of cultures within the United Kingdom (Paragraph 29);
 - ❑ improve the provision for pupils in the Foundation Stage to learn through physical activity outdoors by planning for daily access to an appropriately resourced outdoor area (Paragraphs 49 and 55).
45. In addition to the primary issues for improvement, the governors should consider including the following secondary issues in their action plan:
- ❑ develop strategies to promote good attendance, so that the rate returns to the levels of the first inspection (Paragraph 12);
 - ❑ review health and safety policies and ensure that risk assessments are properly conducted and documented and that they are annually updated (Paragraph 30);
 - ❑ improve the quality of the governors' annual report so that it meets statutory requirements (Paragraph 35);
 - ❑ ensure that withdrawal of pupils from lessons for instrumental tuition does not lead to them missing their statutory entitlement in other subjects (Paragraph 24).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	10	6	1	0	0
Percentage	0	10	53	32	5	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 five 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)	73
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	5

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	1
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.1	School data	0.0
National comparative data	5.6	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	6	4	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	10	10	9
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (93)	90 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	9	9	10
Percentage of pupils at NC level 2 or above	School	90 (100)	90 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. Pupil numbers are not included when less than 10.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	7	2	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	Confidential	Confidential	Confidential
Percentage of pupils at NC level 4 or above	School	Confidential	Confidential	Confidential
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	Confidential	Confidential	Confidential
Percentage of pupils at NC level 4 or above	School	Confidential	Confidential	Confidential
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. Pupil numbers are not included when less than 10.

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	72
Any other minority ethnic group	1

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	1	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)	4.0
Number of pupils per qualified teacher	18.25
Average class size	24

Education support staff: YR-Y6

Total number of education support staff	4
Total aggregate hours worked per week	100

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	198960
Total expenditure	204227
Expenditure per pupil (based on 78 on roll)	2618
Balance brought forward from previous year	3251
Balance carried forward to next year	2016

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	74
Number of questionnaires returned	16

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	6	0	0
My child is making good progress in school.	56	19	6	6	13
Behaviour in the school is good.	44	50	0	6	0
My child gets the right amount of work to do at home.	6	69	6	12	7
The teaching is good.	31	44	6	6	13
I am kept well informed about how my child is getting on.	19	12	38	25	6
I would feel comfortable about approaching the school with questions or a problem.	56	44	0	0	0
The school expects my child to work hard and achieve his or her best.	44	44	0	6	6
The school works closely with parents.	25	44	25	6	0
The school is well led and managed.	38	25	19	0	18
The school is helping my child become mature and responsible.	44	44	6	6	0
The school provides an interesting range of activities outside lessons.	19	62	19	0	0

Other issues raised by parents

The main concerns of parents in the letters received relate to standards, with several letters expressing dissatisfaction with the falling standards and lack of challenge for the more able pupils. These concerns are dealt with in the report.

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

46. The provision for children in the Foundation Stage is in the Reception Year. The good standards found at the time of the previous inspection have been maintained. The Reception Year is taught alongside pupils in Year 1. Currently, 15 children are in the Reception Year, five of whom joined the school in January. A number of children have had pre-school nursery experience. Baseline assessments show that attainment on entry is above average, particularly in personal, social and emotional development and in communication, language, and literacy.
47. Teaching builds steadily upon the early experiences so that by the time they enter Year 1 most children have exceeded the nationally agreed goals for early learning in their personal, social and emotional development; communication, language and literacy; and mathematical development. Some are working at Level 1 of the National Curriculum. They make good progress in these areas. In knowledge and understanding of the world, physical and creative development, they make steady progress, with most children achieving the early learning goals by the end of the Reception Year.
48. Teaching is satisfactory but with several good features. Where the learning experiences are rich and the lesson pace adapted well to the needs of the different age groups and abilities in the class, children are well motivated and make good gains in their knowledge and understanding. The children are well supported by the assistants who ensure all are involved in the lesson, including those with special educational needs.
49. Learning resources are unsatisfactory. Measures are being taken to improve furniture and equipment in the classroom and to improve the use being made of the grounds, for example, by the creation of a garden area. The outdoor area still does not provide for a satisfactory range of activities of all kinds for the youngest children, where they can use wheeled toys and challenge themselves with larger climbing apparatus. They are seriously inhibited by the constraints of the building. They need, for example, an area attached to the classroom where they can access, at any time, outdoor activities. Similarly, water play is impossible in the classroom, which is carpeted, and this activity is only available in the summer if it is not raining when the teacher plans for capacity experiences. Similarly, the restricted size of the classroom means that construction apparatus, which is old but satisfactory to use, has to be housed outside where it is not accessible for classroom use. Some books used are recently purchased but many are outdated in style and content.
50. Planning in line with the nationally recommended guidance for children of this age has not been put in place and in some lessons in this mixed-age class, it is not clear which children are participating in the activities for the Reception Year and which for Year 1. The teaching does not use assessment enough and groups are not accurately enough formed. The coordinator of Foundation Stage is adapting the nationally agreed Framework for the Foundation Stage but has yet to consolidate current planning and assessment practices so that the Reception Year and Year 1 pupils benefit at their own level.

Personal, social and emotional development

51. This is a strong area of learning within the school. Most children are confident, with good self-esteem. They have positive attitudes to learning and are happy to come to school. They share and take turns and are capable of choosing activities independently and sensibly. They are friendly to each other, behave well and are sensitive to the needs of others. They express care and concern for others and for living things, for example being delighted to show their sunflowers growing in their new garden. The children enjoy good relationships with the adults who work with them, listening carefully to instructions and carrying these out obediently. Many are eager to engage in discussions and enthusiastic to respond to questions. The teachers value all contributions and use them well to consolidate and extend the learning. Children move confidently about the classrooms and they like going into the portable building used for assemblies. They take responsibility for tidying away resources at the end of each session, cheerfully cleaning out their desks for the end of term. They are usually aware of boundaries set for their behaviour. Most have a positive self-image. Teaching is good in the main, caring and promotes both independence and social responsibility effectively.

Communication, language and literacy

52. Skills in speaking and listening are good. Most children speak confidently to adults and other children. They express their ideas articulately, often with extended explanations. For example, in a literacy lesson using teddy bears as a resource, they contributed sensible explanations about why the teddy was worn out. They extended their communication skills by talking in pairs, sharing their own experiences of the use of a toy as a comforter. In a lesson testing for magnetism, the children spoke together about different materials and one child guessed that a pencil might be magnetic because it had lead in the middle, which could be attracted, but they had to conclude that not all metals are attracted by magnetism. All children enjoy sharing books and handle them with care. Most children identify the title, front and back, illustrator, author, and some speak about fiction and non-fiction books. Some are expressive readers, appreciating the humour of the text while others are using picture cues and their developing phonic knowledge to become fluent. They enjoy re-telling simple stories or nursery rhymes. They had made their own versions of some rhymes and rewritten them to perform to pensioners at Jubilee celebrations. Basic writing skills are taught, developing a range of purposeful writing tasks in a style that fosters joined legible script from an early age. They can sequence a story in sentences that have been written for them. All write their name independently. Most children make good progress in developing skills in this area of learning. Most are on course to attain the nationally agreed early learning goals before the end of the Reception Year. Teaching is satisfactory in that it organises experiences that interest children greatly and promote effective communication. Literacy skills, however, are caught rather than acquired purposefully and phonic skills are not developed systematically enough.

Mathematical development

53. Attainment is good, with several pupils working within the first level of the National Curriculum. Most pupils count confidently. Some identify numbers on a dice. Many show an awareness of numbers beyond ten, being able to identify numbers that are out of sequence, and beginning to understand simple addition. The teacher plans clear learning objectives for lessons in this area of learning and these are appropriate for the different abilities of the children. Classroom assistants are used well to monitor the work of groups.

Knowledge and understanding of the world

54. Attainment is as it should be for children of this age. They make steady progress because of satisfactory teaching, with teaching being good in some lessons. Teaching, however, has not yet achieved a satisfactory balance between directed and independent activity, with too much that is directed. There is photographic evidence of many activities, for example the development of a sense of place. Children had taken photographs of the familiar objects they see when they walk to the Village Hall, identifying the telephone box, the Village Cross, street signs, and other well-known sights. With these, they were challenged to sequence their walk. Where teachers provide practical opportunities for investigations, better learning is achieved. Most children have the expected level of skill when using the computer, controlling the 'mouse', and moving the cursor around the screen. Through stories and assemblies, the children learn about celebrations in their own and other cultures. The children show increasing awareness of the passage of time as they talk about their lives in the past and how things change. Teaching is well planned. Children make steady gains in knowledge and skills and all are on course to attain the expected level by the end of the Reception Year.

Physical development

55. The limited evidence points to average standards. It was not possible to see specific provision for physical development outdoors. The children move around the school and at playtime with control and agility and can manipulate scissors, pencils and other small tools and instruments with appropriate dexterity. This apart, the area of learning is under-provided for and there is a lack of opportunity for children to develop skills with larger movements, such as those needed when climbing and exploring large apparatus. Teachers follow an athletics syllabus this term involving running, jumping, throwing, fitness, and fun that culminates in a sports day but not all of this is appropriate for the age group. Children have studied a unit on dance this year. There is access to the Village Hall but this is also used by members of the public, involves a walk to get there, and is not suitable for children of this age.

Creative development

56. Development is satisfactory. The evidence is limited and attainment was mainly judged by the work displayed in the classroom. Several examples of collage work are displayed, showing good exploration of media and materials. There has been good use of clay with a sunflower theme in mind. They have also made clay night-lights. Paintings on display illustrate their very good use of similes in a language lesson. For example, a bed adorned with a quilt illustrated "as soft as a smooth quilt" and "as soft as a puppy dog" had a painting of a dog. Using a wooden spoon as the basis of a head, children have made a face from papier mache which they were dressing in their technology lesson. There was no music heard but following the teddy bear theme, children sang together with actions. Several visits made by the class add to their experience, for example, the class went to Thetford Forest to collect insects and follow the blindfold trail, and this led to considerable creative and imaginative work. No teaching was seen but the provision, based on the limited evidence, is satisfactory.

ENGLISH

57. Current standards are average throughout the school; they could be much higher, especially in writing. Standards are about the same as the previous inspection and considerably higher than in 2001, having fallen significantly in that year in the juniors and declined steadily for several years in the infants. Standards have not improved enough since the previous inspection. At the age of seven, all of the pupils currently attain or exceed the expected level in both reading and writing, with about a third exceeding expectations in reading but not in writing. This, however, is much lower than their attainment in mathematics. At the age of eleven, almost all of the pupils are currently attaining the expected national level in the subject overall and about a quarter exceed expectations. Standards among the ten- and eleven-year-olds are much higher in reading than they are in writing and this better performance in reading is lifting the overall standard in the subject to average levels. Throughout the school, more of the pupils exceed the expected national level in reading than do so in writing and too many pupils who attain the typical level for their age in reading do not repeat this in writing. The achievement of most of the pupils, when compared to their attainment on entry, is broadly consistent with expectations in reading but is less than they are capable of in writing, particularly so for the more able pupils.
58. The methods used for teaching literacy have, until recently, been ineffective and this is why standards are not as high as they should be. The methods embodied within the National Literacy Strategy have not been fully implemented. Under the leadership of the headteacher, who provides a very good role model for teaching literacy, the methods used by all teachers are beginning to catch up with good practice nationally and this is why standards this year are higher than the last year. Even so, more improvement is necessary.
59. The skills of speaking and listening are generally above average. All of the six- and seven-year-olds are confident when talking about their work and their own interests. They answer clearly in lessons, with the older and higher attaining pupils extending their comments to include details they think are necessary to help the listener understand. In discussions, they show understanding of main points and often adapt their speech and vocabulary to listener's needs. All of the ten- and eleven-year-olds speak confidently and develop their ideas thoughtfully. Many of them will vary their expression and vocabulary to engage the listener's interest. Most pupils use a wide vocabulary, listen attentively, question others' ideas and opinions, and make use of Standard English.
60. The seven-year-olds are well launched into reading in the main. They generally read familiar words with fluency and apply their phonic knowledge when tackling unfamiliar ones, though not always with success. Their vocabulary of familiar words is relatively broad and this helps their fluency. Phonic skills, however, are not consistently developed and this leads to pupils occasionally struggling with words that they should be able to decipher. The higher attaining seven-year-olds are capable of making inferences about a character's motives and they generally understand the main themes. This is not always the case with the typical reader, who will sometimes lose the thread of meaning because of the efforts being put into identifying the individual sounds of letters and words. Nearly all of the ten- and eleven-year-olds read independently and tackle unknown words using appropriate phonic strategies. They are not consistently able to apply strategies for establishing the meaning of unknown words, which limits their comprehension and is preventing some of them from attaining a higher level.
61. In writing, pupils throughout the school are mostly able to organise their ideas into sentences that reflect the

purpose for writing and are often very imaginative yet show considerable weakness, particularly as they get older, in the accuracy of spelling, punctuation, grammar, and handwriting. This reflects an over-emphasis in the teaching on ideas and content at the expense of writing skills. All of the seven-year-olds are able to convey meaning through their writing and choose words that are appropriate for their purpose. The writing of a few high attaining seven-year-olds is structured, with a clear beginning, middle, and end and is beginning to show good imagination. The writing of the eleven-year-olds is imaginative and clear, in the main, with the majority sustaining and developing ideas interestingly using complex sentences. Spelling, however, is very variable in the juniors and few pupils are consistently accurate in their use of capital letters, other punctuation, grammar, and a joined, legible handwriting style.

62. Throughout the school, the pupils' general knowledge of language and their ability to use specific terminology is inconsistent and limited overall, reflecting the lack of systematic teaching of grammar. Phonic skills are not taught with sufficient regularity and frequency and pupils' current levels of skills in reading, which are average, have the hall-marks of having been caught through random association rather than developed rigorously. The National Literacy Strategy curricular Framework is now being implemented but the gaps in pupils' knowledge at word and sentence level, together with the gaps in their knowledge of specific terminology, will take time to remedy.
63. The teaching is satisfactory but has aspects for improvement. A small amount of the teaching is of high quality, reflecting the work of the headteacher. This teaching is motivational and implements the methods and Framework of the National Literacy Strategy very effectively. The remaining teaching is satisfactory but should be of a higher quality in order that the needs of the more able pupils in mixed-age classes are fully met. In satisfactory lessons, the teaching is, for example, placing appropriate emphasis on comprehension of main themes and on understanding characters' motives and feelings but does not explore sufficiently the impact of particular words on the meanings being conveyed or how variations in grammar can also alter meanings. The National Literacy Strategy has not been fully implemented so far but implementation is improving.
64. Currently, there is insufficient emphasis on meeting the needs of pupils from different year groups and with different levels of attainment in the mixed age classes. The curriculum is underdeveloped and there is not enough emphasis on the development of skills. This is likely to be remedied in time now that the National Literacy Framework is being followed although more work will be necessary to adapt the strategy so that it can be taught in mixed-age classes. Resources are satisfactory in the infants but more books are necessary for the juniors to support guided reading and shared reading methods.

MATHEMATICS

65. Standards are satisfactory and there is a typical amount of high attainment throughout the school. Although standards have risen in 2002 to national average levels, they are not as high as they were at the time of the previous inspection. Due to the small number of pupils in each year group, the results of the National Curriculum tests have to be treated with caution. However, the unconfirmed results for 2002 are consistent with the more detailed inspection evidence and represent a considerable improvement upon those for 2001, when standards for the eleven-year-olds were well below average and were below average for the seven-year-olds. In comparison to schools having pupils from similar backgrounds, these results were very low for the seven-year-olds and in the lowest five per cent of similar schools nationally for the eleven-year-olds. Between 1999 and 2001, the trend in results for both the Year 2 and the Year 6 pupils had been downwards but the indication of the 2002 results is that the trend has now begun to rise. In any one year the difference between the results for girls and boys may be unrepresentative, however, taken over five years the difference shows that the boys out-perform the girls in this subject at age seven and eleven.
66. On entry to the school, the overall attainment of the children is often above average. However, in 2002 the eleven-year-old pupils leaving the school have a typical profile of attainment, with some high and low attainment and the majority having average standards. This indicates insufficient progress. However, the impact of pupils leaving or joining the school partway through the primary years is significant. For example, of the seven pupils currently in Year 6, only three were at the school when they were seven and completed the National Curriculum tests then. However, from the evidence of their progress, and that made by other year groups, and the progress that the pupils make in lessons, achievement is generally consistent with expectations although more of the eleven-year-olds could achieve highly.

67. The past work of pupils in Year 6 shows a sound range of learning from different parts of the National Numeracy Strategy Framework. However, some of the work does not show a clear progression in the acquisition of skills and consequently progress is erratic. For example, there is very little work about decimals but recently, three places of decimals were used in calculations. In some aspects progression is clearer, for example, in fractions, where earlier work on simple equivalent fractions such as $\frac{1}{3} = \frac{4}{12}$ progresses to $\frac{41}{3} = 13 \frac{2}{3}$. The work for pupils of different abilities is often at the same level with little work that is at a level above the expectations for eleven-year-olds and this is unsatisfactory. Nevertheless, nearly a third of these pupils achieved a level above the expectation in the 2002 unconfirmed National Curriculum tests. In a lesson for pupils in Years 4, 5 and 6 the teacher's questions were well answered because they were asked at different levels for pupils of different attainment. Most pupils in Year 6 know the meanings of terms such as angle, acute, obtuse and protractor. About a third are able to measure angles to the nearest degree while a small proportion are still at a level below average and are not clear how to use a protractor at all. The majority of pupils have satisfactory standards in this aspect. The work of the Year 5 pupils shows satisfactory standards with a good amount of high attainment. These pupils appear to have profited from learning in the same lessons as the Year 6 pupils.
68. Past work from the pupils in Year 2 shows that standards are generally satisfactory and meet the expectations for their age. They have learnt from a sound range of parts of the programmes of study and, for example, can add and subtract numbers, some of which are over 100. They can also solve number problems and understand for example, that some number problems have more than one answer while others do not. They know several strategies that help with mental calculations. In discussion, they show a good knowledge of number facts and can recall number bonds quickly. However, the work of the Year 2 pupils shows that there is some underachievement among those with higher attainment. Furthermore, past work indicates a lack of sequence in gaining skills. For example, some of their later work in tens and units is easier than the hundreds, tens, and units that they did earlier in the year. Pupils in Year 1 are taught in a class with those of the Reception Year. Their learning is good and, for example, in a numeracy lesson they were asked challenging questions such as how to make 21 from other numbers. These pupils have a sound understanding of tens and units using simple numbers and can count in 2s to 40. The work is appropriately challenging for pupils in Year 1, who consequently make good progress.
69. The quality of teaching is satisfactory overall. In each of the lessons observed, teaching was good. However, other aspects of teaching are insufficiently effective. For example, teachers' marking too infrequently gave the pupils encouragement and ideas to improve. Assessments are used on a day-to-day basis but they lack rigour and regularity and although the school has recently introduced testing at the end of each year, the results of this have not yet been analysed to identify strengths and weaknesses in the pupils' attainment and in the school's provision. Although records of pupils' achievements are discussed and the next learning identified, this is only for the Year 1 and the Reception Year. Here, more could be done to involve classroom assistants in recording and using assessments. In the rest of the school, there are now systems available to track the progress of individual pupils but these have not yet been used to track the progress of different groups of pupils, for example, boys and girls or those with high and low attainment.
70. The National Numeracy Strategy has been adopted satisfactorily. Teachers use a good range of teaching techniques and have satisfactory knowledge and understanding of the subject, the expected standards and appropriate methods of teaching them. Introductory mental calculation sessions are taught well, with a good pace and usually the teachers ask appropriately difficult questions of the older pupils. Consequently, mental calculation is generally strong and pupils are confident in this area. However, in some of the skills needed for the subject, the teaching has not been sufficiently sequential and this makes for erratic progress. In many cases, assessments are not made, or the outcomes not used enough to plan work that is correctly matched for pupils of different ability. On occasions, the higher attaining pupils are insufficiently challenged and those with low attainment have too difficult a task. However, the pupils are managed well and discipline is maintained within a friendly and supportive classroom atmosphere. Homework is set and used appropriately to support the pupils' learning at school.
71. Provision for the subject has been improved through extra sessions of teaching provided by the headteacher, additional training for teachers and the introduction of tests for pupils of Years 3 to 5, thus providing information to track the progress of each pupil. Planning together is also helping teachers to understand the use of the programmes of study and the planning sheet that is to be adopted soon. Typical monitoring tasks, such as reviewing planning, sampling pupils' work and lesson observations are planned for next term. Overall, subject leadership is underdeveloped but the action plan for improvement is satisfactory.

SCIENCE

72. Standards are broadly average throughout the school but could be higher, particularly among the eleven-year-olds. The pupils have a broad knowledge of each of the attainment targets of the National Curriculum programme of study, including a typical understanding of experimental and investigative science. Standards are about the same as at the previous inspection but the current pace of learning is slower in the juniors and there has not been enough improvement in the subject since that time. This largely reflects teaching that does not identify clearly enough the different skills that need to be taught to younger and older pupils in mixed-age classes. While there is good emphasis on learning through investigation, the lack of clarity in the progression of skills means that the full potential of investigative work is not realised.
73. The ten- and eleven-year-olds have a satisfactory knowledge of life processes and living things. They know about the habitats and life cycles of creatures such as spiders and squirrels, simple food chains, some basic requirements for healthy living, and the effect exercise has on the pulse rate. They have a satisfactory knowledge of materials and their properties. They know, for example, about solids, gases and liquids; evaporation and condensation; and that some changes are reversible while others are not. Knowledge is also satisfactory in terms of physical processes; they know about push and pull forces and friction and that light is often reflected. The seven-year-olds have generally good knowledge of materials and their properties, are able to classify materials as plastics, wood and metal, and are comfortable with terms such as flexible and rigid. Their knowledge of life processes and living things and of physical processes is satisfactory.
74. The teaching is satisfactory, with some aspects that are good. In a good lesson with nine-, ten-, and eleven-year-olds, the pupils explored forces, particularly the effect of air resistance when dropping a parachute. There was a good emphasis on learning through experimentation, which is a positive characteristic of much of the science teaching, and the pupils showed real enthusiasm and a willingness to gather sufficient evidence to reach credible conclusions. Lessons are mainly pitched at one level however, usually compatible with the learning needs of the middle age group, and the oldest pupils in particular are not challenged sufficiently by the work to attain highly. In the lesson on parachutes, for example, priority was given to measurement, repeating the test to check the findings, recording accurately, and plotting the results using simple line graphs. This work was challenging for the nine- and ten-year-olds, and many were, in that task at least, exceeding the expected national level for their age; this was good. The pupils' work from previous lessons shows that the eleven-year-olds had, in other experiments, worked at this level before and were not acquiring new skills. There was no attempt with the eleven-year-olds to extend the accuracy and refinement of measurements being made, or to make connections to scientific knowledge and understanding from other sources, which would have extended their thinking to a higher level.
75. The curriculum has breadth and includes interesting and motivating activities. It gives priority to learning through experimentation and investigation and this is good practice but does not adequately provide for the development of skills for the pupils in different year groups or with different attainment in mixed age classes. The pupils' work shows some repetition of each year, not enough progression of skills for the more able pupils, and too few opportunities for learning during the course of a year. Assessments are made but these are not sufficient to check of the annual progress of pupils or to identify pupils whose progress becomes unsatisfactory. Leadership and management of the subject are in the early stages of development and what has been accomplished so far this year is satisfactory. Resources are satisfactory in quality, quantity, and range.

ART AND DESIGN

76. Standards are good up to the age of seven and satisfactory among older pupils. The evidence is limited. In a good lesson, the seven-, eight-, and nine-year-olds showed that they could draw from observation with satisfactory accuracy and attention to detail, with the work of the seven-year-olds being of a better standard than typically found for their age. The work was related to a topic on the Tudors and the pupils studied fabric designs from that period. They could handle pencils and brushes with confidence and quickly learnt how to use a wax-resist technique to apply colour. The ten- and eleven-year-olds have knowledge of techniques such as wax-resist and using textured paint in the style of Jackson Pollock. The pupils' ability to explore patterns and develop those found in nature such as fingerprints and spiral shells is good and shows imagination and creativity. Knowledge of the work of other artists is being developed. The pupils know about the work of Impressionist painters but their knowledge of specific terminology is limited and not enough is done in

lessons to promote the use of terms such as perspective, line, tone, shape, and form.

77. The small amount of teaching seen was good. It interested and sustained the concentration of the pupils and motivated them to try hard. Explanations were clear and there was a good emphasis on skills. Leadership of the subjects is satisfactory. Curricular guidance is limited but is being developed. There are no assessments and a simple, manageable system to assess attainment annually should be introduced. Resources are satisfactory.

DESIGN AND TECHNOLOGY

78. Limited evidence points to average standards. Due to the school's system of alternating the teaching of some subjects on a half-termly basis, no lessons were observed. However, two lessons called "*Team-Challenge*" were seen and these involved some elements of the programme of study for the subject. In these lessons, the pupils' task was to recover a large can from the middle of a *prohibited* area of the playground. In *teams*, they were given string and elastic bands. The degree of success in the task depended on the pupils' collective knowledge of the materials involved, their inventiveness, and their ability to collaborate. While the older ten- and eleven-year-olds successfully completed the task, using sound knowledge of the properties of materials and good collaboration, the seven-, eight- and nine-year-olds did not and the task relied on understanding and skills that were too difficult for these pupils. By the time they are eleven, the pupils can solve a problem collaboratively and have sufficient knowledge of materials and teamwork skills, showing satisfactory attainment in these aspects of the subject. These standards are not quite as high as they were at the time of the last inspection.
79. Seven- and eight-year-olds show a sound understanding of the design and making process. In a discussion, a small group of seven-year-olds could suggest several methods to join materials and talk about those used when making their model boats. These had each been planned differently and indicated a range of original ideas to meet the needs of a boat. The pupils are also able to evaluate and discuss possible improvements. This limited evidence points to standards that are satisfactory among seven-year-olds.
80. There was too little evidence to judge the quality of teaching in the subject. However, there are indications that teachers have insecure knowledge of the programme of study and of the standards expected of different age groups. For example, the *team-challenge* lesson for seven- and eight-year-olds was poorly matched to previous learning and the pupils gained too little. In an art and design lesson, which was intended to link with design and technology, there was little clarity about how the lesson could contribute to learning in the latter subject. The contribution of the planned topics to each of the subjects listed in the school's overall plan is not clear and consequently there is little certainty that all of the programme of study is taught or that skills are acquired systematically.

GEOGRAPHY

81. Due to the school's system of alternating the teaching of some subjects on a half-termly basis, no lessons were available to be observed during the inspection. Furthermore, there was little of the pupils' past work available, itself a matter of concern. Judgements about standards and teaching are not possible.
82. There is a sound action plan to write and implement a new scheme of work for the subject, which includes the learning of skills sequentially. The school has a satisfactory set of maps and pupils in the Reception Year and Year 1 use the garden of the cottage for experience of mapping. Throughout the school, the subject is taught for one term in each year as part of a broader topic involving several subjects and there is no means currently of knowing what is taught in the subject or whether this is adequate, and this is unsatisfactory.

HISTORY

83. Standards and learning are satisfactory. A lesson was seen in each key stage and pupils were spoken to about their work. Although it was the end of the school year, no topic books were available to inform these judgements and the limited volume of work produced is unsatisfactory.
84. At the age of seven, the attainment of almost all pupils is broadly in line with national expectations. Pupils are developing a satisfactory sense of the passage of time. In a good lesson, for example, they learnt to examine a range of teddy bears from the past, comparing the different features of old and new bears. They were interested to hear about the beginnings of the teddy bear as a toy and were fascinated to hear that it was developed in Germany and the USA at the same time. They identified differences such as jointed bodies and longer snouts in the older bears as well as the hard stuffing of the toy. This was compared with the washable nature of the soft modern teddy, which was a different shape and not jointed. By the end of the lesson, pupils were able to use these facts when talking, showing that teaching and learning were effective. Good teaching made this lesson understandable. Artefacts were handled carefully.
85. At the age of eleven, in a very dramatic lesson about the World War II, the pupils came to understand what it must have been like to be a child who suddenly had to be evacuated. Becoming young historians, they then carefully handled artefacts such as identity cards, ration books, and posters identifying what boys and girls ought to know and do in an emergency. They understood that boys and girls were brought up with different expectations from today. Good questioning by the teacher enabled pupils to see the same event from different perspectives. Special needs children are helped individually to understand the concepts taught.
86. Although this was a very good lesson, given by a specialist historian, the general knowledge and understanding of pupils was superficial in the areas of study they were expected to have learnt about by this age. Their classroom has a timeline and interested children contribute their discoveries in pictorial form. There is no coordinator for this subject. A scheme of work ensures that because classes are grouped together in this small school, the same period of history is not repeated annually. No arrangements for assessment have been established. A good range of artefacts is available and is used carefully as pupils develop their historic skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

87. Standards are below average, reflecting incomplete implementation of the programme of study and too infrequent access to computers. The evidence is limited. Very little use of computers was seen because computers were rarely used during the inspection. Pupils were spoken to about their work and teachers' planning and records were examined. The ten- and eleven-year-old pupils can carry out basic tasks such as switching on and opening programs, files, and folders and then saving and printing their finished work; this is consistent with expectations for their age. They have good knowledge of the Internet and can use various search engines satisfactorily. When word-processing, they have satisfactory knowledge of the keyboard and can type words relatively quickly. They have very little knowledge of the editing functions of word-processing programs, however, partly because they enter onto the computer finished work from hand written copies and rarely need to make corrections or improvements other than with the delete keys; this is poor practice. The ten- and eleven-year-olds have almost no knowledge of databases, spreadsheets, or control technology because programs to support their learning in these aspects are not available at the school. There is no evidence from the seven-year-olds.
88. The subject is considerably underdeveloped. The headteacher and her staff are well aware of this deficiency and are working to remedy the situation. Previous policy had been to operate independently of the local authority. This led to a situation where the teachers found it difficult to get advice about effective teaching methods, guidance on relevant programs to support the National Curriculum programme of study, or access to a prompt maintenance and repair service. Too much of the equipment has fallen into disrepair, too few relevant programs are available, and staff training and development needs have not been properly met. The headteacher has re-established links with the local authority service from the start of the present financial year and advice is now being sought and received.
89. Curricular guidance is inadequate and contains too little information on the development of skills. Staff confidence and expertise is relatively low and development here is needed as a matter of urgency. A suite of laptop computers has been sensibly established and is beginning to be used for group tuition. The time

available for pupils to use computers has not, however, been clearly established and the amount of time that each pupil is able to use a computer is less than it should be, irregular, and unequally distributed between pupils. There is no system for assessing attainment or monitoring progress; this is unsatisfactory. Resources are unsatisfactory in quality, quantity, and range.

MUSIC

90. No lessons were available for observation during the inspection and judgements about standards and teaching are not possible. Discussions with a representative group of seven-year-olds shows that class music lessons are infrequent. They could not remember playing percussion instruments and singing was rare. However, there is a strong tradition of learning to play orchestral instruments and this provision is leading to about a third of the pupils at the school have lessons in playing violin, cello, clarinet, recorder and cornets. This learning should supplement teaching of the National Curriculum programme of study but often replaces it. There is insufficient expertise in class music teaching to meet the requirements of the National Curriculum programme of study. There is some work in books of nine-year-old pupils showing study of instruments of the orchestra, the story of *Peter and the Wolf* and a simple history of Schubert. However, there is no evidence that all pupils are learning about composing and rhythm.
91. The school has an unusually high level of instrumental tuition, in the number of pupils involved, the range of instruments learnt and the quality of their learning. Lessons are often given to one pupil at a time and take place during the school day, usually by pupils being withdrawn from class lessons. The pupils are taught well, learn quickly and become well acquainted with musical conventions, displaying a high level of understanding and skill, for example, when playing in the school's orchestra. The orchestra meets weekly after school and provides a very good opportunity for pupils to gain skills in collaboration and reading music, which most do to a good level, for example, reading strings of demi-semi-quavers and coming in on time without prompting. The orchestra is well led, providing good attention to detail and it plays a significant part in the pupil's musical education. The standard of music and playing is unusually high for pupils at this stage of education and the pieces that are chosen provide a good degree of challenge for most of the pupils, from which they learn well. The extent to which pupils are withdrawn from other lessons, especially the timing of such withdrawal, is a concern because it means that pupils are missing their statutory entitlement in other subjects and some of what they miss cannot be made up elsewhere.

PHYSICAL EDUCATION

92. No physical education was seen because of the school timetable and the short length of the inspection. The site has a good-sized playing field and the documentation shows satisfactory use. The school does not have a hall. Instead, use is made of a nearby community hall, which is satisfactory in the circumstances. Curricular documentation is minimal and is being developed. There is no system for assessing the attainment of pupils or for monitoring progress and this should be remedied. Resources are satisfactory.

RELIGIOUS EDUCATION

93. Throughout the school, pupils develop a broad but superficial understanding of the subject. During the inspection it was not possible to see a lesson being taught, so this judgement is based on analysis of work in assembly diaries and discussions with pupils. In general, the subject is taught incidentally through broad topics that encompass several subjects. No topic books were available to see. Diaries reveal that teaching in assemblies has covered the basic tenets of religions such as Islam, Sikhism and Hinduism. Discussions with pupils show that the ten- and eleven-year-olds have a basic knowledge of the major world religions. They know, for example, that Islam forbids the consumption of alcohol, that Mecca is a holy city, and that Muslims face Mecca when they pray. These older pupils have a good knowledge of Christianity and the symbolic meaning of the major festivals such as Easter and Christmas.
94. The teaching is based on the Norfolk agreed syllabus and statutory requirements are met. Curricular guidance, however, is thin and the progression of work as pupils get older is not sufficiently defined. The strategy of teaching through broad topics linked to other subjects is making it difficult for teachers to ensure that knowledge and skills are developed systematically and to an appropriate depth. No assessments of attainment are made. Appropriate links with local churches have been established. Resources are

satisfactory and supplemented through good use of loans from sources outside the school.