

# INSPECTION REPORT

**St Peter and St Paul Voluntary Controlled Primary  
School**

Carbrooke

LEA area: Norfolk

Unique reference number: 121029

Headteacher: Mrs Sue Youngs

Reporting inspector: Mr Chris Rhodes  
16408

Dates of inspection: 20 to 24 May 2002

Inspection number: 197307

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:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Church Street Carbrooke Thetford Norfolk
Postcode:	IP25 6SW
Telephone number:	01953 881537
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Appropriate authority:	The governing body at the above address
Name of chair of governors:	Mrs Catherine Chalmers
Date of previous inspection:	20 May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16408	C Rhodes	Registered inspector	English Geography History Equal opportunities English as an additional language	What sort of school is it?  The school's results and achievements  How well are pupils taught?  What should the school do to improve further?
11072	S Elomari	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?
14569	J Cheadle	Team inspector	Mathematics Information and communication technology Music Religious education Areas of learning for children in the Foundation Stage	How well is the school led and managed?
20706	B Toth	Team inspector	Science Art and design Design and technology Physical education Provision for pupils with special educational needs	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

St Peter and St Paul is a Church of England Voluntary Controlled primary school in Carbrooke near Watton in Norfolk. There are 136 pupils aged between four and eleven years on roll, which is smaller than the average size for a primary school. Some families live in houses on the former Royal Air Force base. A below average percentage of pupils are entitled to free meals but about one third of parents are in low paid work. Approximately one in every four pupils has special educational needs, usually moderate learning or behavioural difficulties. This is broadly in line with the national average. Two pupils, whose educational needs are severe, complex or persistent, are given the protection of a statement of special educational needs. There are no pupils from families of ethnic minorities. Attainment on entry to the reception class is below average and has been for some years.

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

This is a good school. Standards are rising. They are above average in English and mathematics at the age of seven, and in line with national averages at eleven. Pupils make good progress. The teaching is good, and the quality of leadership and management provided by the new headteacher, governing body and senior members of staff is above average. The school gives good value for money.

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

- The headteacher's high quality of leadership and management. Her clear vision and capacity to improve the school, in partnership with staff, governors and parents;
- The good quality of teaching;
- The good progress made as pupils pass through the school;
- The very strong relationships within the school, with parents and with the village community;
- The successful inclusion of all pupils in every aspect of school life.

### **WHAT COULD BE IMPROVED**

- The ways in which the curriculum is planned and taught in the reception class;
- The balance of time between the headteacher's teaching and school commitments; and the roles and responsibilities of subject co-ordinators.

*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 September 1997. Improvement has been good. Standards have risen in Year 2. The school now meets the requirements for information and communication technology (ICT), although some resources have not been in place long enough to raise standards to nationally expected levels. There are now schemes of work for all subjects, and good progress has been made in the development and use of assessment systems. The accommodation has been significantly improved. The quality of teaching has improved, and behaviour is now good. Improvement to the curriculum for the reception class has been more limited. The Foundation Stage policy is now good but is not yet fully implemented in practice.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	C	E	E	well above average A above average B average C below average D well below average E
Mathematics	C	C	D	D	
Science	C	E	D	D	

Care has to be taken when comparing the school's results with national averages, as the number of pupils is relatively small and one pupil's attainment can make a considerable difference. This largely accounts for the considerable fluctuations in grades in the table. **Standards in the national tests** for seven-year-old pupils in 2001 were well below average in reading, above average in writing and below average in mathematics. The school analysed the results very carefully, and increased the level of support for pupils with difficulties. Challenging targets were set, based on teachers' detailed knowledge of individual pupils' potential. The positive results were seen during the inspection, with improved standards in the current Year 2. Standards have improved substantially in Year 3. The school has also been successful in raising eleven-year-olds' standards in English, mathematics and science from the below average standards attained in national tests in 2001, especially in English.

The inspection team's judgement is that **current standards** at the age of seven are above average in English and mathematics, and in line with national expectations in science. Standards at the age of eleven are in line with the national averages for English, mathematics and science. Standards in religious education, design and technology, history, geography and music are in line with nationally expected levels at seven and eleven years of age. Standards in ICT are below average but are rising quickly as pupils and teachers gain confidence with the new equipment. Standards in art and design are in line with national expectations at the age of seven but are below at eleven. Standards in physical education are above national levels at seven and eleven. The general quality of presentation in books and the standard of spelling are not high enough in several classes.

**Pupils' achievement** is good overall. Children make satisfactory progress in the reception class, and reach expected levels in mathematics and knowledge and understanding of the world. They achieve well in Years 1 and 2 to reach above average standards overall by the age of seven. Good progress continues in Year 3. The eleven pupils in the current Year 6 have made sound progress since they took the National Curriculum statutory tests at the age of seven. The trend of improvement over the past five years is similar to the national pattern.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have a positive attitude to their work and like coming to school.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is usually good and is often very good. Any occasional misbehaviour is handled firmly and fairly in partnership with parents.
Personal development and relationships	Relationships are very good. Pupils respect their teachers and one another, and have a good understanding of the impact of their actions on others. They work very well together in small groups
Attendance	Attendance is consistently well above the national average and the level of unauthorised absence is low.

Pupils' positive attitudes and values are a strength of the school.

## TEACHING AND LEARNING

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

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

The **quality of teaching** is good and has improved since the previous inspection. Three out of every five lessons seen during the inspection were judged to be good or better. The teaching of literacy and numeracy is good, and is making a positive impact on standards in many subjects. Basic reading skills are taught very effectively. Pupils develop a love of books and have a wide range of ways to work out unfamiliar words. Pupils with special educational needs are fully included in all lessons, and make good progress because their work is set at the correct level of difficulty and they receive good quality support from the teaching assistants.

Many lessons start with a clear explanation of what the pupils will know or understand by the end of the session, and include regular checks to see how well the pupils are progressing so that extra support can be given if needed. Teachers use questions effectively in all classes so that pupils think deeply about their answers. They have earned the respect of their pupils for the depth of their subject knowledge and the quality of their preparation, so that lessons move forward briskly and no time is wasted between activities. The rare occurrences of unsatisfactory behaviour are managed very effectively. Lesson planning is particularly good in Years 3-6. Teachers do not always make the standards of work they expect clear enough, and some higher attaining pupils are not really challenged when the whole class uses the same worksheet.

**The quality of learning** is also good because pupils try hard, and respond positively to the excitement many teachers introduce into their work. This is especially true in Years 3-6. Books are marked conscientiously but pupils are not always sure how they can improve their work. The quality of some marking is very high and pupils respond actively to the suggestions teachers make. The very rare examples of unsatisfactory teaching occurred when

teachers did not plan the work for younger children in enough detail and it was unclear what they had to achieve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced, but the school's clear teaching and learning policy for children in the reception class has not been fully implemented. The curriculum is enriched by good extra-curricular provision and strong links with the village community.
Provision for pupils with special educational needs	Good. The school is successful in ensuring that all pupils, including those with particular difficulties, are fully included in all aspects of its work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is good. Cultural provision is satisfactory but there are not enough planned opportunities that introduce pupils to the rich and varied heritages found in modern Britain.
How well the school cares for its pupils	The school makes very good provision for pupils' welfare and well being. Procedures for assessing pupils' attainment and progress are good.

Staff are developing good procedures for tracking pupils' attainment and progress over time, and use them in English and mathematics to set challenging targets for improvement. They analyse the results of national tests carefully, and action is taken to tackle areas of weakness. There is a current emphasis on raising standards in spelling.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is well supported by the staff. She has a clear vision for the school's future development. Most subject co-ordinators' have limited roles and responsibilities.
How well the governors fulfil their responsibilities	The governors have a good knowledge of the school and are actively involved in all aspects of its work. Statutory duties are fulfilled effectively.
The school's evaluation of its performance	Good. The school monitors and evaluates its performance rigorously. The staff and governing body have a clear understanding of strengths and areas for development, and are taking appropriate action to address them.
The strategic use of resources	The school uses its resources wisely. Finances are well managed and used effectively to support school improvement. The school applies the principles of best value efficiently.

The headteacher shares a class with a colleague, which considerably reduces the amount of time available for carrying out her main responsibilities. The strong leadership already shown in English, mathematics, ICT and for special educational needs is not yet fully developed in other subjects. There are sufficient resources to meet the needs of the

curriculum. The school building has been extended sensitively and imaginatively, and in complete accordance with the style and appearance of the original. There is no separate outdoor provision for the youngest pupils, which limits their opportunities to make full use of the Foundation Stage curriculum.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The ease with which they can approach the teachers;</li> <li>• Their children's happiness in school;</li> <li>• The expectation that children will work hard;</li> <li>• The quality of information they receive;</li> <li>• The good teaching;</li> <li>• Children's good progress;</li> <li>• The quality of leadership and management.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no major areas of parental concern, but some parents would like to see higher standards of presentation and spelling.</li> </ul>

The inspection team agrees with parents' high regard for the school. Some of the parents attending the meeting before the inspection had expressed concerns about standards of spelling and tidiness in books. Inspectors agree that these are areas for continued attention.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and pupils' achievements

1. Current standards in English and mathematics are above the national average at the age of seven and are higher than those attained one year ago in the National Curriculum tests for seven-year-olds. Attainment in 2001 was well below average in reading when compared to all and similar schools, and below average in mathematics. Attainment in writing was above average. Care has to be taken when comparing results with other schools because the number of pupils in the school is relatively small and the attainment of one pupil can alter the overall percentages disproportionately. This also makes it harder to assess trends over time as results go up and down every year. Results in 2001 were not as high as 2000. However, teachers looked at the 2001 test results carefully, set challenging targets for improvement and strengthened the provision to help pupils to make greater progress. The additional group work sessions in English, for example, led by trained teaching assistants, have had a considerable and positive impact on standards.
2. **Standards in English, mathematics and science** are in line with national averages by the age of eleven. The number of pupils currently involved is small, but initial indications are that their overall attainment will be higher than the below average standards obtained in mathematics and science, and the well below average results in English, attained in the Year 6 national tests in 2001. It is very difficult to make judgements about patterns of improvement over time as the groups are so small, but overall attainment has increased over the past five years in line with the national trend.
3. **Achievement** is measured by comparing how much pupils improve as they pass through the school. For a number of years children have entered the reception class with standards that are generally below those expected nationally. They make good progress in mathematical development and in their knowledge and understanding of the world. They have continuing difficulties in communication, language and literacy, particularly in oral work where they do not have the range of spoken vocabulary usually seen at the age of five. Overall achievement in the reception class is satisfactory, and attainment in mathematical development and in knowledge and understanding of the world is at typically expected levels for children of this age. Standards are below those expected in communication, language and literacy, personal, social and emotional development, and creative and physical development.
4. Achievement by the age of seven is good because pupils reach above average standards in English and mathematics. Achievement by the pupils in current Year 6 has been satisfactory when compared with their actual attainment in national tests when they were seven, and good overall when compared with their standards on entry to the reception class. Boys and girls of all abilities and ages are achieving at least satisfactorily, largely because of the good teaching and the detailed knowledge teachers have of each individual pupil.
5. Pupils with **special educational needs** make good progress because the provision for their learning is good. Very specific and measurable targets are set out in individual education plans and pupils feel they have goals that are demanding but can be reached with effort. They also make good progress when assisted in class or when the group

work takes account of their particular levels of ability. Pupils of all abilities are included in the full curriculum and individual progress is tracked carefully. The school is very successful in meeting the needs of those who have emotional or behavioural difficulties, and in helping them to learn effectively and play a full part in the positive life of the class.

6. Standards of **listening** are good in all classes and have improved since the previous inspection. Pupils listen attentively to teachers because their well-prepared lessons are interesting and pupils want to learn more. The range of vocabulary used by pupils in their own speech is more variable, and standards of speaking are broadly typical for the ages of the pupils. Several have difficulty in expressing themselves in any detail, and find it hard to put their thoughts into words. Older higher attaining pupils have a good adult vocabulary, which they get from the wide range of words used by their teachers and from their own reading. Standards of **reading** are above average at the age of seven and average at eleven, and have been maintained since the previous inspection. Good progress can be seen in Years 1 and 2 where standards are above average, in Year 3 where last year's low standards at the age of seven have been significantly improved through good teaching in small groups, and in Year 4 where standards are well above average. Pupils in Years 5 and 6 have made satisfactory progress since Year 2. Some individual older pupils have made good progress.
7. Standards in **writing** are above average at seven and in line with national averages at eleven. Standards in Year 2 are higher than at the time of the previous inspection and most pupils are well on track to reach and exceed expected levels in this term's national tests. Their writing communicates meaning, and is often expressed in a series of linked sentences. Higher and middle attaining pupils spell simple words correctly and other more complex words are phonetically plausible. Letters are formed usually accurately and are consistent in size, but presentation is occasionally untidy. Year 6 pupils are working successfully at expected levels. They respond positively to well planned and taught lessons. Higher attaining pupils write imaginatively and use an extensive vocabulary. Work is divided into paragraphs, and good use is made of punctuation within sentences. Handwriting is joined and often fluent, but some work is untidy. Spelling is not accurate enough.
8. Standards in **mathematics** are above average at seven years of age and in line with national averages at eleven. Pupils acquire a secure foundation for mathematics, especially for basic number work, in Years 1 and 2. Mental mathematics is a particular strength of the school. Brisk mental warm-up activities teach pupils to count on and back accurately, to become confident with multiplication, to look for pattern in numbers and to develop a variety of ways to calculate. Standards of work in lessons and an analysis of work shows that most pupils are achieving well, particularly in Year 3 where the previous year's below average attainment has been raised to average levels. The eleven pupils currently in Year 6 are attaining average standards overall, and all have made satisfactory progress in the four years since their Year 2 assessment tests.
9. Teachers make good use of **literacy and numeracy** in all aspects of the curriculum. Year 5/6, for example, linked their study of different forms of writing to the diary written by Anne Frank. Pupils in Year 2 used dictionaries to check spellings for labelling the symbols on their maps, and Year 1 were familiar with list making and used a table to record the differences between real and artificial plants in a science lesson. Year 3 weighed out sugar and bacon with a local resident who had lived through war time rationing to see how much food families had sixty years before, and

Year 2 used mathematical co-ordinates correctly to identify the features on a map of an island.

10. Standards in **science** are at average levels at seven and eleven. Younger pupils have a secure understanding of life processes and living things through their work on plants. Work on physical processes is well taught. Pupils in Year 4 can build electrical circuits using a variety of switches. Year 6 know how to modify circuits to make a light dimmer or brighter, and have learned about the effects and uses of different thickness of fuse wire. Work related to materials is soundly understood in all age groups. Year 1 pupils are able to group and sort materials, while Year 6 have learned about solutions, and in particular those that will dissolve and those that will not.
11. Standards in **ICT** are below average. However, there is strong evidence that standards are improving at a good pace across the school as a whole, and particularly in the current Year 2 and Year 3 classes. The school has only recently benefited from an increase in ICT resources as it is part of the final phase of the National Initiative to extend ICT in schools. The planned computer suite is at the design stage. An extensive programme of staff development has been undertaken, but the impact of this on standards is yet to be realised.
12. Standards in religious education, design and technology, history, geography and music are in line with national averages at seven and eleven. Standards in art and design are in line with national expectations at the age of seven but are below at eleven because pupils do not have enough opportunities to experience the full range of the curriculum in enough depth. Not enough use is made of sketchbooks, and pupils have insufficient opportunities to work with textiles, print or in three dimensions. Standards in physical education, especially in games skills, are above expected levels at the age of seven and eleven.
13. Overall curriculum standards are similar to those reported at the time of the previous inspection. They have improved in English and mathematics in Year 2, and in physical education in all parts of the school.

### **Pupils' attitudes, values and personal development**

14. Pupils' **attitudes** to learning are good. Behaviour in lessons and around the school is almost always good and often very good. The pupils know what is expected of them and respond positively to the encouragement and praise given by staff. Attendance is well above the national average and the level of unauthorised absence is low.
15. Pupils are very keen to come to school, and some parents report that their children are reluctant to stay away even when they are ill. They usually enjoy their lessons and join in activities with enthusiasm. Virtually all the parents who responded to the questionnaire stated that their child liked school. Pupils come to school prepared to work. They settle quickly and usually listen attentively to their teacher and to one another. However, there are times when the teacher talks for too long and some pupils lose attention. Pupils try hard to complete the work set and concentrate hard, especially when the work is challenging. For example, in a Year 6 science lesson, pupils worked with great enthusiasm to reason out problems. Pupils with special educational needs share these positive attitudes to work and are fully included in every aspect of school life. The positive attitudes to learning have a significant effect on the progress pupils

make throughout the school. Teachers have been successful in maintaining the quality of attitudes to learning seen during the previous inspection.

16. **Behaviour** in lessons is good overall, and in a significant number of lessons it is very good. Pupils respond very positively to the high expectations of staff. During the inspection, the best behaviour was observed in the Year 5/6 class. Here, behaviour was never less than good, usually very good and, in three lessons, exemplary. Pupils were well motivated and attentive. They responded to the challenge of the lessons enthusiastically and were eager to demonstrate their ability. Behaviour in the Year 3 class was very good overall. For example, the pupils were excited by the challenging tasks in a numeracy lesson and worked very hard.
17. Some unsatisfactory behaviour was observed in Year 4 when a small group of boys were unwilling to settle to work and disturbed the lessons for others. The teacher managed the pupils very effectively and all finished their work successfully. Pupils are expected to take responsibility for their own behaviour and think for themselves how they can improve. The Year 4 class, for example, talked about ways to change the unacceptable behaviour of the minority during their quiet discussion or 'circle time.' They demonstrated maturity and due consideration for the feelings of those concerned. Pupils are aware that their parents will be informed and involved if they misbehave. This is a strength of the school.
18. The school fosters a purposeful working atmosphere where all pupils are enabled to give their best. The good quality of behaviour leads to a good pace in lessons because teachers do not have to spend time managing unacceptable behaviour. This in turn ensures that pupils learn well. Pupils show respect for the feelings of others and value opinions that may differ from their own. Pupils look after the school's resources very well; even old books remain in good condition. They take good care of their own and other people's property. Pupils take a pride in the school building and look after it.
19. Behaviour at playtimes and lunchtime is generally very good. Pupils play very well together in the playground. They try to avoid bumping into others when running around. Pupils look after one another, for example, by helping when someone falls over and by including others in their games. Movement around the school is usually quiet and orderly but pupils tend to run when they are not directly supervised. There is calm, purposeful atmosphere in the school. There have been no exclusions in the last year.
20. The school provides a good range of opportunities for pupils' **personal development**. Parents are confident that school helps their children to mature into responsible youngsters. Pupils gain in confidence through devising and presenting class assemblies and through performing music and drama. All pupils are expected to share in tidying up the classroom and do so willingly. They are always happy to help the teacher when asked to do so. Pupils enjoy the many opportunities they have to work together in pairs or small groups. They work sensibly together, often helping one another with their work. Equipment is shared equably. Pupils' positive attitudes enable them to benefit from the many opportunities they have to work independently, especially in literacy and numeracy lessons. They appreciate the support they receive from teachers. As one Year 4 pupil stated, to general agreement within the group, 'Teachers make me confident that I can do it, so I believe in myself.' Pupils are given a range of opportunities to help others. Older pupils are expected to take care of the younger ones

and do so willingly. They are also expected to initiate the school's charity fund raising activities and to help to organise the events.

21. **Relationships** throughout the school are very good, characterised by high levels of mutual respect between staff and pupils. Teachers and other staff support pupils very effectively and teachers use praise successfully to motivate pupils. Pupils enjoy the opportunities they have to discuss issues and develop a growing understanding of the impact of their actions on others as they become older. Bullying occurs rarely and is not tolerated. Pupils are confident that teachers will deal quickly and effectively with any bullying that does occur. The high quality of the relationships is a strength of the school and makes a very significant contribution to the high standards of behaviour achieved.
22. **Attendance** is consistently high and is well above the national average. Attendance figures were similar at the time of the previous inspection. Almost all absence relates to illness and the level of unauthorised absence is very low. Pupils routinely attend on time in the morning and lessons begin on time.

### HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The quality of teaching is good and has improved since the previous inspection. Three out of every five lessons observed during the inspection were good or better. One lesson was excellent. A very small proportion of teaching was unsatisfactory because the teacher missed important opportunities to develop pupils' learning and so they did not make enough progress. The teaching of literacy and numeracy is good, and is making a positive impact on standards in many subjects. Teachers are now far more confident in using ICT, including digital cameras and computers, and are very effectively supported with good quality specialist ICT teaching provided by the teacher employed jointly with other neighbouring schools.
24. The teaching in **Reception** is satisfactory overall. The teacher has a good relationship with the children and manages them appropriately within the classroom. However, there are weaknesses in key aspects of planning, which limit children's achievement and progress. The teacher's planning contains learning objectives and activities against each of the Early Learning Goals for children of this age, but these are very generalised statements and contain no detail of what they will be expected to explore, investigate or know by the time they have finished the activity. Most of the opportunities for play and conversation, for example, do not have a clear purpose and tend to be open-ended rather than part of a planned programme of language or social development. This runs against the spirit of the school's clear policy for the Foundation Stage.
25. The quality of teaching in **Years 1 and 2** is good. Teachers are experienced and have a good understanding of their subjects and the needs of the pupils. They expect them to work hard, and teach the basic skills of reading, writing and numeracy effectively. Pupils are managed well. They know the class routines, and learning is happy and orderly. The quality of teachers' planning is satisfactory, but teachers often identify what the pupils will do rather than what they should have learned by the end of the session. They do not always explain the lesson's purpose to the pupils so that they know the reason for the session. This concern was also noted at the time of the previous inspection. Assessment is used effectively during lessons to judge how well the pupils are doing, and to make adjustments where necessary. A good example was



seen in a Year 1 physical education lesson when the teacher altered the planned structure of the lesson to give pupils more time to practise a particular skill.

26. The quality of teaching in **Years 3-6** is also good, but in lessons seen contained a greater proportion of very good teaching. Teacher's planning is more effective because the purpose of the lesson is clearly identified and explained to the pupils. In the best examples, in Years 5/6 for example, teachers refer to the lesson's purpose at regular intervals so that pupils understand how each activity is a stepping stone on the way to achieve a particular outcome. In the best teaching, this is done in lesson after lesson, even when the time allocated for the session is only 30 minutes. This ensures that pupils learn effectively because they have a clear understanding of why they are to complete each piece of work. Older pupils are invited to reflect on the lesson and decide for themselves how well it has gone. The best teaching occurs when the teacher's own enthusiasm becomes infectious, and pupils and staff alike relish the experience of working successfully together. This was seen, for example, in a Year 5/6 history lesson, and in mathematics in Year 3. Homework is used appropriately to extend work, learn spellings or practise reading.
27. The quality of relationships between teachers and pupils is a strength in all classes, and makes the learning more effective because pupils trust and like their teachers. Teachers use questions effectively so that pupils think about their answers more deeply. They have earned the respect of their pupils for the depth of their subject knowledge and the quality of their preparation so that lessons move forward briskly and no time is wasted between activities. The rare occurrences of unsatisfactory behaviour are managed very effectively.
28. Teachers do not always make the standards they expect in finished work clear enough, and some higher attaining pupils are not really challenged when the whole class uses the same worksheet. Books are marked conscientiously but pupils are not always sure how they can improve their work. However, the quality of some marking is very high and pupils respond actively to the suggestions teachers make. Other than aspects of ICT, teachers teach all subjects to their own classes. Most subject co-ordinators are not released from their classes and have few opportunities to work alongside or guide colleagues in their subject areas. This limits the progress that pupils make in subjects where teachers need more support.
29. Pupils with **special educational needs** are fully included in all lessons, and make good progress because their work is set at the correct level. Individual action plans give specific guidance relating to English, mathematics or to behaviour. Pupils receive good support from teaching assistants either within the classroom or through withdrawal work. Intervention programmes for remedial work in English are well delivered and are proving to be effective.

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

30. The curriculum overall is broad and balanced, and meets the needs of all pupils. Great care is taken to make sure that work is set at the correct level for each pupil in the mixed Year 5/6 class. The national strategies for literacy and numeracy have been implemented successfully, and have had a positive effect on standards because pupils' reading, writing and discussion skills have improved and enable them to work more effectively in other subjects.

31. Current provision in the **reception class** does not reflect the school's well thought out policy for the Foundation Stage. The planning is correctly based on the national Early Learning Goals for children of this age, but the means of achieving them are not always the most appropriate. Curriculum plans contain appropriate targets but, because these are expressed in very general terms, the more detailed planning does not specify the exact purpose of each activity and how it fits into a planned sequence of learning. This affects the quality of children's progress because many of the play activities, for example, lack purpose. Provision for young children was highlighted as an area for development in the previous inspection report. Progress has been made but curriculum planning remains as an area for urgent development.
32. The curriculum for **Years 1-6** includes all subjects of the National Curriculum and for religious education, as set out in the locally Agreed Syllabus. The many improvements made to the school's accommodation and resources since the last inspection have allowed most subjects to be taught more effectively. The Qualifications and Curriculum Authority (QCA) national guidelines have been adopted to help teachers plan their work. A good quality 'curriculum map' outlines what is to be studied at each stage and age. This is an improvement since the last inspection because the school has moved from a project approach to one that continues to link subjects together but teaches the skills required in each more effectively. A good example was seen during the inspection when pupils who had learned about Andersen air raid shelters in history, and designed structures that could withstand heavy weights being dropped on them in design and technology. The 'curriculum map' also helps to ensure that the planning for Years 5/6 meets the needs of pupils in both age groups, and that no one misses or repeats key parts of the curriculum. Subject co-ordinators, in history and geography for example, have not yet fully adapted or supplemented the QCA guidelines to reflect the particular circumstances of the school. Study of the locality does not include the longer archaeological history of the area or give pupils enough opportunities to extend their understanding of the wide range of cultures and peoples now found in many parts of modern Britain, but not so much in the school's immediate area.
33. There is a very good action plan for the teaching of **ICT** skills but implementation is still at an early stage as the supporting hardware was late in delivery. The ICT teacher employed by the local cluster of schools has enabled the school to strengthen and develop the ICT curriculum, and to broaden the curriculum offered to pupils in other subjects. Skills are taught in small withdrawal groups, and are then available for pupils to use in other lessons. This has had a positive impact on standards.
34. The curriculum provision for pupils with **special educational needs** is good, and the school is very successful in ensuring that all pupils, including those with particular difficulties, are fully included in all aspects of its work. The co-ordinator for special educational needs is conversant with the new Code of Practice and has already started to implement many of its recommendations. A software package for writing individual education plans (IEP) has been introduced, which makes the plans look more professional and gives them status. These plans give precise, measurable, short-term targets, outline the teaching strategies to be used and detail the provision needed to support the targets. They also state how they are to be judged to be successful and when they will be reviewed. These targets are linked effectively to English, mathematics or to behaviour. The writing and implementation of pupils' IEP has improved significantly since the last inspection. Teaching assistants, either in the classroom or through withdrawal work, give pupils the high quality of support they

need to make good progress in the core subjects of English and mathematics. This is coupled effectively with additional group work. The work in some lessons in other areas of the curriculum, however, although planned to enable all pupils to take part, is not always pitched at an appropriate level for those with special educational needs.

35. The opportunities to take part in extra-curricular activities are good. Staff give generously of their time to enable pupils to take part in sporting activities and tournaments, drama, church and library clubs. This is supplemented by professional input in areas such as Taekwondo, table tennis and pottery sessions.
36. The curriculum makes a valuable contribution to the development of pupils' **personal, social and health education**. Opportunities are given to promote pupils' knowledge and understanding of drug awareness, although the programme has been affected by the cut backs made by the Police Service who have had a strong input in the past. The programme focuses on raising pupils' self esteem and assertiveness. Sex education is taught sensitively to Years 5 and 6 pupils. A healthy lifestyle is promoted through the curriculum and, for example, pupils are taught the importance of exercise in physical education lessons and to understand the need to eat healthily through their work in science.
37. The links with the village and wider community are very good and are a particular strength of the school. Both the school's involvement in the development of the village's Millennium Green and the textiles displayed in the entrance hall to celebrate the 150<sup>th</sup> Anniversary of the school, show the close co-operation between the school and the village. There are strong links with the church. Members of the clergy lead school assemblies, and pupils take part in services such as Harvest Thanksgiving, Mother's Day and Christmas Concerts. Local residents from the village play an imaginative role in helping to bring history alive by sharing their memories of the Second World War. There are well-planned opportunities for Year 6 to visit the high school and take part in football coaching sessions. An induction programme helps to prepare them for transfer to secondary education and they take part in joint literacy projects.
38. The school has maintained its overall good provision for pupils' spiritual, moral, social and cultural development. School assemblies extend the provision for **spiritual development**. They are quiet and orderly occasions. The music and lit candle create a calm and reflective atmosphere. The pupils have the opportunity to contemplate and think about what has been discussed as well as to pray. Visits to church give the pupils opportunities to worship and appreciate its awe-inspiring architecture. The singing of the school song, 'The Carbrooke Oak', is an uplifting experience with its emphasis on the endurance of nature as time passes. Opportunities also emerge from the curriculum to develop spiritual awareness such as the pleasure found in the study of plants and the awe of finding a spider nestling inside a flower and visible only through a hand lens. Similarly, the work of artists inspires pupils' own work.
39. **Moral** issues are addressed in assembly and when pupils sit quietly together in a circle. This time is used effectively to focus on issues such as emotions and discussing the impact of pupils' actions on others. During the inspection the emotion of fear was discussed sensitively with pupils in Year 1, while the negative impact of anti-social behaviour was addressed very effectively by giving older pupils quality time to share their feelings and frustrations. The qualities the pupils are expected to respect are displayed in the hall and referred to in assemblies, and a school display board celebrates

achievement and success. These strategies help to reinforce pupils' understanding of right and wrong.

40. The opportunities given to develop pupils' **social** skills are good. These are particularly evident in lessons when pupils have the opportunity to work in pairs or groups where they are required to collaborate and develop the skills of communication through discussion and negotiation. Good examples of this were seen in physical education, history and science during the inspection. The residential trip to Brancaster offers older pupils a chance to develop social skills away from home and to become more independent.
41. **Cultural** development is addressed in the study of modern British history, educational visits to Norwich Castle and in the studying of artists and their styles of art such as the Impressionist painters or Aboriginal art. Religious diversity features well in religious education lessons. Overall, however, provision is not so strong as other aspects of the curriculum. Displays do not reflect the multi-cultural diversity of British life and the school provides insufficient opportunities to meet its own stated aim 'to promote and celebrate cultural diversity'.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

42. The school makes good provision to ensure the safety and well being of all its pupils. Teachers and other staff are accessible, caring and considerate of pupils' welfare. Procedures for assessment are good and have improved since the time of the previous inspection.
43. The arrangements for ensuring the **welfare** of pupils are very good, helped by the very good quality of relationships throughout the school, and particularly between parents and staff. This helps to ensure that staff know the pupils very well and in turn promotes a high standard of care for all pupils. The procedures for child protection are very good. The headteacher is the designated person responsible and has received relevant training, regularly updated. Thorough policies and procedures are in place to monitor and address health and safety issues. Staff pay careful attention to health and safety in lessons and when pupils go on educational visits. Regular fire drills take place and equipment, such as electrical appliances, is tested in accordance with requirements. Arrangements for first aid are very good. Clear procedures are in place for any pupil who becomes ill in school and for dealing with accidents. All incidents are suitably recorded.
44. There is good support for pupils with special educational needs throughout the school. Their needs are identified at an early stage and are well met. IEPs are clear and well focused so that pupils are able to make good progress. They are shared with parents. Teachers and support staff ensure that pupils are able to understand their work and provide sensitive help when needed.
45. The school promotes the importance of prompt, regular attendance effectively. Absence is monitored regularly, ensuring that levels of attendance are consistently very good. Any unexplained absence is followed up, but in almost all cases parents inform the school promptly. Lateness is also monitored but is infrequent. Any emerging patterns of absence or lateness are followed up promptly and referred to the education social work service when appropriate.

46. Procedures for monitoring and promoting good behaviour are very good. The behaviour policy and school expectations provide a clear framework for achieving and maintaining good behaviour. Teachers and other adults provide good role models for pupils, who clearly understand how they are expected to behave. They are well motivated by the high expectations placed on them as well as by the praise, stickers and certificates they receive. When things go wrong, teachers spend time explaining what was wrong and negotiating ways to prevent a recurrence. This enables pupils to take responsibility for their own behaviour by putting strategies that they fully understand into place. Teachers inform parents when there are concerns, usually on the same day. Parents are unanimous in agreeing that the school achieves high standards of good behaviour and believe that the strong family atmosphere fostered by the school is a significant factor.
47. Procedures for eliminating bullying, racism and sexism are very good and based on the respect pupils are encouraged to show to their peers. Pupils and their parents are confident that, when bullying does occur, it is dealt with promptly and effectively. In the one very rare incident of racist name calling observed during the inspection, the teacher immediately dealt with the situation and spent time making sure that all the pupils understood why the language used was inappropriate. 'Circle time' is used well to address issues that are causing concern. The very good relationships and mutual respect evident throughout the school play a significant part in ensuring that behaviour is consistently good and often very good.
48. The school has improved its **assessment** procedures since the last inspection. Children are assessed when they start school using the local education authority's (LEA) scheme and the outcomes are used to plan their work. Pupils in the rest of the school are assessed formally each year using national tests. Recent arrangements have led to a more systematic use being made of the results. Pupils' progress is carefully recorded year-on-year to see how well they are doing and to set challenging targets for improvement. The assessment arrangements for English and mathematics are good, and are satisfactory in science. Teachers record which pupils have met or not met the expectations for each section of work in other subjects, and those who have exceeded them. They use the information to plan later work or make notes that revision will be needed.
49. Teachers are becoming more skilled in judging how much pupils know and understand in lessons and in using the information when planning the following session. Marking is different from class to class. In the best examples the pupil's work is evaluated and ways are suggested for making improvements. The marking policy is currently being revised. Collections of pupils' work, with agreed and carefully annotated judgements of standards are planned to help teachers make more accurate assessments of levels of attainment and progress. The school has started to use target setting as a way to involve pupils more in understanding what they need to do as individuals in order to improve. Formal future learning targets are included in annual reports.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

50. The responses to the parents' questionnaire, discussion at the parents' meeting and conversation with parents during the inspection all indicate that parents are extremely supportive of the school. Almost all state that their child likes school, is expected to work hard and is making good progress due to the good teaching. They believe that the school keeps them well informed about their child's progress and are very satisfied with

the standards achieved. Parents feel comfortable to approach the school with questions or problems and feel that staff are open and approachable. They state that the school is well led and managed. They value the high standards of behaviour in the school, and the way that their children are helped to become mature and responsible individuals. Inspection evidence bears out these positive views. Parents generally raised no significant concerns, but inspectors agree with the view expressed by a small number that spelling and presentation of work could be improved.

51. The school has established a number of effective **links with parents**. A particular strength is the fortnightly opportunity offered to parents, grandparents and family members to come into the classroom to look at their child's work. This encourages parents to be involved in the work their child is doing and develops an awareness of the curriculum. The partnership is also strengthened by the teachers' presence outside the school at the end of each day so that information can be exchanged and any problems discussed at an early stage. Parents are encouraged to help children at home and to enable them to do so are kept informed about the work being done. Parents have a formal opportunity to consult with their child's teacher in the autumn and spring terms. Attendance at these meetings is very high. They may also discuss the annual report with the teacher by request and many do so. The school keeps parents informed of any concerns about their children's learning, behaviour or attendance.
52. The Parent Teacher Association (PTA) is a successful group that holds social and fund raising events throughout the year. The committee is fully involved in decisions about how the money raised is to be spent. Although a small group organises most of the events, other parents become involved when they can, for example by baking cakes. Both the school and the PTA make regular use of the village newsletter to publicise their work and forthcoming events, so that support for events is very good both from parents and from the wider community.
53. The school provides a good **range of information** for parents. The school prospectus, illustrated by pupils, and governors' annual report to parents contain the full range of required information. Parents are routinely informed of any incidents at school, usually face to face or by telephone. Parents of pupils with special educational needs are well informed and involved at all stages.
54. The quality of the annual progress reports on pupils to their parents is good overall. In the reception class, reports cover the six areas of learning and provide a picture of the child's attitude to learning and of the progress made. In Years 1 to 6, comments on English, mathematics and science are usually detailed and provide a clear picture of attainment and of the pupil's strengths and weaknesses. However, comments in other subjects are usually very brief and do not provide enough detail about the standard the pupil has achieved. Although the reports give a clear picture of what each pupil knows and can do, few comments are specifically about the progress the child has made. Targets for improvement are included in all reports but are not always sufficiently specific to be helpful to parents. All pupils have the opportunity to make their own comments on their progress during the year. Parents also have the opportunity to comment on the report and a significant number do so. Good numbers of parents take up the opportunity to discuss their child's progress in detail after the issue of reports.
55. Parents are welcome to help in a variety of ways. For example, parents have recently loaned artefacts to support the current work in history on the Second World War. They help willingly on educational visits, and are keen to attend events such as class

assemblies. Parents support their children by listening to them read at home, helping them to learn spellings and to find out information.

56. Overall, the school has built on the positive partnership with parents reported after the previous inspection. The partnership with parents is now very successful and represents a real strength of the school's work. In the light of the growing pupil numbers and the increasing numbers of children who attend from outside the immediate catchment area, this is a significant achievement.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

57. The new **headteacher** is already beginning to provide strong leadership for the school and has a clear vision for its development. She has analysed a whole range of data relating to pupils' attainment and progress and has well defined strategies for raising standards. She has gained a good overview of the school's needs through leading a rigorous self-review, and the recent staff appointments match the school's identified areas for development. She has the clear capacity to move the school forward after the period of management uncertainty brought about by staff illness and the necessity for a short-term temporary headteacher prior to her appointment.
58. The headteacher has established a good rapport with parents and has set a positive tone for teamwork within the school. However, the planning, marking and teaching responsibilities that she has for her own class take up a very large part of her time. This has made it impossible for her, for example, to monitor or evaluate the quality of teaching and learning in the afternoons or to release subject co-ordinators to observe lessons and support colleagues in the areas of their teaching where they are less confident. She has had little opportunity to develop co-ordinators' leadership and management skills, and many are relatively new in post. The newly appointed deputy headteacher who, although not taking up her post until September 2002, has already visited the school regularly. She is gaining a good understanding of the school's needs and is in a very good position to support the work of improving standards.
59. The school's systems for self-evaluation are good. The school monitors and evaluates its performance effectively. Its aims are clearly reflected in its work. **Subject co-ordinators** for most subjects have taken up their posts since the previous inspection and the co-ordinator for mathematics has held the post for less than a year. The overview which individual co-ordinators have of progress and standards in their subject is variable. The most effective management is to be found in the subjects of English, mathematics and ICT. These co-ordinators have a good knowledge of the strength and development needs within their subject. They have good quality statistical data for tracking achievement of individual pupils as they move through the school. They have given good support to staff, and have monitored the teachers' planning and curriculum records of pupils' attainment. The extension of their role into the direct monitoring and evaluation of teaching and learning is a planned development within the school.
60. As often happens in a smaller school, several co-ordinators have more than one area of responsibility. This limits the time they can give to any one subject and affects their overall effectiveness, especially if the number of responsibilities is considerable. The acting deputy headteacher, for example, has four current responsibilities, and those she has for art and design have had to be given less priority as she concentrates on her role as special educational needs co-ordinator. This has an effect on standards in art because she is not able to identify gaps in the provision, or have the time to find ways

to strengthen weaker areas. The temporary member of staff has no curriculum leadership responsibilities.

61. There is good management and administration of the provision for pupils with special educational needs. The co-ordinator has considerable expertise and maintains the register of pupils efficiently. Once identified, pupils receive additional support and different work, if necessary, to meet their needs. Outside agencies are involved as required and the governing body is kept well informed by the headteacher, special educational needs co-ordinator and responsible governor.
62. The **governing body** has a clear understanding of the school's strengths and areas for development. It is very supportive and plays a very active role in shaping the school's future direction, in close partnership with the headteacher and staff. Governors' main priority during the past year has, understandably, been the appointment of the headteacher and deputy headteacher. The process was rigorous and their criteria very clear. They have felt frustrated in their desire to raise standards in ICT by circumstances beyond their control. Governors recognise the advantages to be gained if the headteacher relinquishes her immediate class responsibilities in order to concentrate particularly on leadership and management. The governing body fulfils the full range of its statutory obligations.
63. The financial planning process is very well organised, with a clear cycle of planning and review linked directly to the school's development plan. Governors feel ownership of the budget. They explore all the options open to them fully, and take decisions with confidence because of their individual expertise and objective information provided by the headteacher. The headteacher and governors follow the four principles of 'compare, challenge, consult and compete' in making major decisions on policy and expenditure to ensure that the school provides best value.
64. The school's overall administrative arrangements and day-to-day control of its finances are of a high quality. Clerical staff are well organised, competent and committed. They make good use of the information available from the school's computerised management system. Appropriate use is made of new technologies, including security systems, electronic links to the local authority, computers and digital cameras. The LEA carried out the last audit in May 1997. All the recommendations, which were minor, were acted upon immediately.
65. The school's accommodation has been extended to provide a hall and additional classrooms. This project has been very sensitively and imaginatively undertaken. The very good accommodation is in complete accordance with the style and appearance of the original building, and is a considerable achievement by the architect, governing body and former headteacher. There is no separate outdoor provision, adjacent to their classroom, for the youngest children. This limits the opportunities for groups to move out of their classroom during lessons and take part in planned activities that develop all aspects of the curriculum in a different but safe environment. This is an unresolved issue from the previous inspection.
66. There is a good level of teaching and support staff throughout the school. The shared use of the specialist ICT teacher is a real strength of the provision. All staff are committed to the well being and support of the pupils. Resources, with the exception of those for the teaching of ICT, are generally good and accessible to all staff. Despite its relatively high costs, the school is effective and provides good value for money.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. The headteacher, staff and governing body should continue to strive together to raise standards by:

(1) Improving the quality of provision in the reception class by ensuring that:

- The Foundation Stage policy for teaching and learning is put fully into practice in the classroom;
- All classroom activities have a planned purpose and content that will enable all children to work forward steadily through the various stages of their development and reach the early learning goals;
- There is a safe, secure outdoor area adjacent to the classroom that can be used for a range of activities.

*(see paragraphs 24, 31, 65, 69-80)*

(2) Strengthening the leadership and management of the school by:

- Ensuring that the headteacher has more time to carry out her main task of leading and managing the school;
- Extending the role of subject co-ordinators, reviewing the range of responsibilities held by individual members of staff and ensuring that they are managed and supported in their roles.

*(see paragraphs 58-60, 97, 106, 112, 118, 123, 129, 138, 144 and 151)*

- In addition to the above key issues, governors should include provision for improving the quality of presentation in pupils' books in their action planning.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	43

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	15	13	2	0	0
Percentage	3	16	41	35	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 approximately three percentage points.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	137
Number of full-time pupils known to be eligible for free school meals	11

*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	33

#### **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	5
Pupils who left the school other than at the usual time of leaving	5

## Attendance

### Authorised absence

	%
School data	3.0
National comparative data	5.6

### Unauthorised absence

	%
School data	0.2
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	13	7	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	12	13
	Girls	6	7	6
	Total	15	19	19
Percentage of pupils at NC level 2 or above	School	75 (100)	95 (100)	95 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	7	6	7
	Total	18	19	20
Percentage of pupils at NC level 2 or above	School	90 (100)	95 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year (i.e. 2000).

**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	10	12	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	7	7	10
	Total	16	16	19
Percentage of pupils at NC level 4 or above	School	73 (69)	73 (54)	86 (77)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	9
	Girls	6	9	10
	Total	13	18	19
Percentage of pupils at NC level 4 or above	School	59 (77)	82 (62)	86 (69)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year (i.e. 2000).

**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	119
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

**Exclusions in the last school year**

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

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

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

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

Total number of qualified teachers (FTE)	6.6
Number of pupils per qualified teacher	20.8
Average class size	22.8

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

Total number of education support staff	3
Total aggregate hours worked per week	65

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000-2001
	£
Total income	318565
Total expenditure	326023
Expenditure per pupil	2362
Balance brought forward from previous year	23267
Balance carried forward to next year	15809

### ***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	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	136
Number of questionnaires returned	48

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	17	2	0	2
My child is making good progress in school.	67	31	0	2	0
Behaviour in the school is good.	38	62	0	0	0
My child gets the right amount of work to do at home.	52	38	6	4	0
The teaching is good.	62	35	2	0	0
I am kept well informed about how my child is getting on.	65	31	0	4	0
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	66	30	0	0	4
The school works closely with parents.	52	40	0	4	4
The school is well led and managed.	54	44	0	0	2
The school is helping my child become mature and responsible.	52	44	0	4	0
The school provides an interesting range of activities outside lessons.	44	38	6	4	8

### **Other issues raised by parents**

Some of the parents attending the meeting before the inspection had expressed concerns about standards of spelling and tidiness in books. Inspectors agree that these are areas for continued attention.

## **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**

68. The school assesses how much the children know and understand when they first join the reception class. These assessments indicate that many children are at a point in their development that is lower than is typically found for the age group. Achievement is satisfactory overall. Progress is good in mathematical development and in knowledge and understanding of the world, and most children are on line to achieve the standards typically expected for their age by the time they leave the reception class. However, standards are generally below those expected in communication, language and literacy, personal, social and emotional development, and in creative and physical development.
69. The teaching in the reception class is satisfactory, and the overall strengths outweigh weaknesses in planning. The teacher has a good relationship with the children, and manages them appropriately within the classroom. Her clear expectations about behaviour and general classroom routines are understood and respected by the children. They love to hear her read or tell stories, and respond enthusiastically to the puppet that helps with their learning. Teaching of basic literacy and numeracy skills is secure. However, there are weaknesses in aspects of planning that have a limiting effect on their achievement and progress. The planning contains daily learning objectives and activities for each of the Early Learning Goals for children of this age. These are too generalised, and make it very hard for the teacher and teaching assistant to plan the detailed purpose of each activity. For example, 'to develop turn taking' or 'develop gross motor skills' does not indicate exactly what each adult is seeking to achieve by the end of the session or link to the teacher's assessment of pupils' current learning, or to the 'Stepping Stones' in the Foundation Stage guidance.
70. The school has a good policy for what it intends for the teaching and learning of the reception class children. There are clear statements about 'having a content that matches the different levels of children's needs'. Evidence from the inspection indicates that the school is not yet following its own policy fully enough.

#### **Personal, social and emotional development**

71. Standards of attainment are below those typically expected for children of this age. The teacher's relationship with the children is good. Children are consistently well behaved and friendly towards each other. They understand the daily routines and help to tidy away after activities. Children are not encouraged enough to talk about what they have learned at the end of the activities when the teacher has been working directly with them in a group or when they have been engaged in activities of their own choosing. As a result, they do not recognise their successes, and opportunities to develop confidence and self-esteem are lost. Children are able to share resources well. They enjoy taking on various roles such as customer and waitress/waiter in the 'café.' They know about 'menus' and 'taking the order,' but there was no adult intervention during the session seen to extend vocabulary or social skills in the lesson observed.

## **Communication, language and literacy**

72. Standards of attainment are below those typically expected for children of this age. There are not enough planned opportunities for children to engage in conversation or for the conversation to be developed through questioning. For example, a discussion at snack time about favourite food was not developed, and children lost an opportunity to extend their range of vocabulary linked to food and taste. The teacher does not take enough opportunities to encourage the children to respond in a sentence. A monkey puppet was used to good effect to help children focus on the final letter sounds of objects. Although children are developing a good knowledge of letter sounds, the lack of reinforcement, by tracing the letter sound in the air, for example, limited the rate of progress made by all but the highest attaining children. Children are not encouraged to use their knowledge of letter sounds in regular writing sessions. When given the opportunity, they show that they are able to do this. For example, when talking with the inspector, one of the highest attaining children wrote 'I luve me mum'. Opportunities for children to engage in shared writing activities with the teacher are limited, and much of the whole group teaching in formal literacy sessions relies too heavily on the teacher's instructions.
73. Children enjoy sharing books and hearing stories read to them by adults. They know how print works and the higher attaining children know the terms 'title,' 'author' and 'illustrator.' They are able to identify full stops and question marks. The teacher usually reads and tells stories well. However, when telling the story of *'How Billy Duck Learned to Swim'* the teacher's knowledge of the story was limited and did not give the children enough chances to predict what might happen next or to enjoy the humour.

## **Mathematical development**

74. It was not possible to observe a numeracy session during the inspection week. However, discussion with children shows that they are developing a sound understanding of number and that standards of attainment are in line with those typically expected for children of this age. The majority of children are able to count confidently to 10 and the more able children to 20. As one child explained 'I stopped at 20 but I can go to 25.' They are aware of numbers in every day life, for example, house numbers, car registration numbers and 'on the supermarket food.' They were eager to write down telephone numbers and to read back what they had written. They also read the inspector's telephone number saying 'Yours has got two zeros in it.' Children are able to name and recognise shapes such as circle, square and triangle and know the meaning of 'more' and 'less'. They are developing an awareness of patterns and space. They can complete simple two coloured patterns and are aware that 'putting more bears in a boat will make it sink'. By the time they leave the reception class, many of the children will be on course to achieve the early learning goal.

## **Knowledge and understanding of the world**

75. Standards of attainment are in line with those typically expected for children of this age. A visit to the school by members of the fire service and police service was used purposefully to extend children's understanding of the 'people who help us'. They enjoyed dressing up and 'putting out the fires with the hose'. When going on a visit to the 'North Pole' they knew there would be 'polar bears' and that they would need warm clothes and why. A number of children know the road in which they live and a few can



give their complete address. They are able to describe their journey to and from school, and can name landmarks in their environment. Photographic evidence shows the children enjoying working with the ICT support teacher to program a floor robot. The delight on the children's faces is evident as it moves through the tunnel of legs.

76. Children use the 'My World' computer program effectively to 'dress the teddy bear' and are developing good mouse control by dragging the correct clothes into place. The teacher made good use of the digital camera to record the visit by the fire officer. However, when using the images with the children, the activity was over-directed by the teacher because the children were not given enough opportunities to express an opinion or to write their own captions.

### **Physical development**

77. Standards of attainment are below those typically expected, and opportunities for physical development have not improved sufficiently since the previous inspection. Although there has been considerable investment in the purchase of equipment, including wheeled toys, the outside area immediately adjacent to the classroom remains unsuitable and is currently unused while building work is completed. Children do not have planned access to the outdoor environment every day, which limits their physical and general development.
78. The small, accurate movements needed, for example, to develop skills in using pencils, brushes or scissors, are built-up through handling small objects such as jigsaws and construction sets. One child made an aeroplane with wings that 'flap,' while another made a fire engine with a 'pull down ladder'. Children use scissors safely and with varying degrees of accuracy, but do not have enough regular access to a sufficiently wide range of media through which to increase their skills.

### **Creative development**

79. Standards of attainment are below those typically expected and the classroom is not sufficiently rich in stimuli for young children. Their creative development is limited by the absence of interesting materials and objects. They do not have, for example, different textured materials to touch and work with. Sand and water activities often lack a planned purpose. This, together with the absence of adult intervention during the session, means that important opportunities for learning are lost.
80. There is only limited improvement in this area of learning since the previous inspection. Although the school has purchased additional equipment, the absence of a clear explanation of what children will be expected to explore or investigate during their play limits the effectiveness of the activities. As the school policy states, 'the planned activities must be purposeful in order to provide opportunities for learning and teaching, both indoors and outdoors'.

### **ENGLISH**

81. **Standards** in English are above average at the age of seven, and in line with national averages at the age of eleven. This is an improvement since the previous inspection when standards were judged to be in line with national expectations in all parts of the school. It is also an improvement over the standards attained in National Curriculum tests in 2001 when results in reading in Year 2 and in English in Year 6 were well

below average. The above average standard of writing attained at the age of seven in Year 2 has been maintained. The school has been successful in working to raise standards in areas of weakness, and the standard of last year's seven-year-olds has risen from well below average to average in twelve months.

82. Overall progress is good in Years 1-4 and satisfactory in Years 5-6. Pupils with special educational needs make good progress because their work is set at the correct level of difficulty, and they benefit from working with extra adults within the class. Good progress has also been made in the small support groups for some pupils in Years 2 and 3 who do additional work at times outside the main lessons.
83. Standards of **listening** are good and are a particular strength of the school in all classes. They have improved since the previous inspection. Pupils listen attentively to teachers, to music and to each other. They enjoy hearing stories because they are read expressively, and listen carefully to teachers because their well-prepared lessons are interesting and pupils want to learn more. The range of vocabulary used by pupils in their own speech is more variable, and standards of **speaking** are broadly typical for the ages of the pupils. Several have difficulty in expressing themselves in any detail, and find it hard to put their thoughts into words. This was seen, for example, in Year 4 when pupils worked hard to describe the characters in a story. They had the picture in their minds but not the words to communicate them to others. Teachers are aware of this difficulty, and take care to explain new vocabulary. This same Year 4 class was very good at asking for meanings of unfamiliar words and using them themselves. Older higher attaining pupils have a good adult vocabulary, which they get from the wide range of words used by their teachers and from their own reading.
84. Standards of **reading** are above average at the age of seven and are typical for the ages of the pupils concerned at the age of eleven. High standards have been maintained since the previous inspection. Pupils of all ages have a good understanding of phonics and tackle new words confidently. Good progress can be seen in Years 1 and 2 where standards are above average, in Year 3 where last year's low standards at the age of seven have been significantly improved, and in Year 4 where standards are well above average. Pupils in Years 5 and 6 have made satisfactory progress since Year 2. Individual older pupils have made good progress and higher attaining pupils, for example, are reading and enjoying challenging texts. One pupil, discussing Tolkien's *'The Hobbit,'* commented that it 'was really amazing how the author put it all together, using really good words so that you were there'. Pupils in all classes enjoy reading, many older pupils are members of public libraries and make good use of the attractive library in the school. Year 3 pupils of all abilities, for example, know how to use the Dewey coding system to track a book, and Year 6 scanned a range of texts about spiders to find out which were poisonous. Pupils' knowledge of a range of different authors and styles has improved since the previous inspection.
85. Standards in **writing** are above average at seven and in line with national averages at eleven. Standards in Year 2 are higher than at the time of the previous inspection. Teachers recognise the impact of the National Literacy Strategy. Years 1-4 in particular have benefited from the consistency of its approach over the past four years. Most pupils in Year 2 are well on track to reach and exceed expected levels in this term's national tests. Their writing communicates meaning, and is often expressed in a series of linked sentences. Lower attaining pupils use a more limited vocabulary. Higher and middle attaining pupils spell simple words correctly and other more complex words are phonetically plausible, showing a positive outcome to the school's

extra efforts to raise standards. Letters are formed usually accurately and are consistent in size, but presentation is occasionally untidy. Higher and middle attaining pupils are sometimes careless in their use of capital letters and full stops. Year 6 pupils are working successfully at nationally expected levels. Higher attaining pupils write imaginatively and use an extensive vocabulary. Work is divided into paragraphs, and good use is made of punctuation within sentences. Handwriting is joined and often fluent, but some work is untidy. Spelling is not accurate enough. This has already been recognised by the school and is part of its programme for improvement. Progress in writing over the last three terms has been good, and has been satisfactory overall since the pupils were in Year 2. The school has improved the use of ICT in English lessons since the previous inspection. Pupils were observed making good use of laptop computers to draft work, and books contain several examples of completed tasks set out in a variety of font sizes and styles. Younger pupils are making good progress with their spelling through the regular use of a computer-based program.

86. The standard of **teaching** is good and has improved since the previous inspection. Lessons throughout the school are consistently well planned with work that stimulates the whole class and contains a number of group activities that have been carefully matched to the different levels of ability found in every class. Classes are well managed. Pupils work hard but have fun. A good example was seen in Year 2 when pupils enjoyed ‘playing’ with adjectives to make a series of funny sentences and short poems by putting unlikely words together in an amusing way. ‘This,’ explained a higher attaining pupil, ‘shows how important words are.’ Teaching is good, as was seen in Year 5/6, when staff make it very clear that they expect work of the highest standard and tell pupils exactly how long they have to complete the task. Teaching is less effective when staff do not explain to pupils the purpose of the lesson before they start the teaching. In these cases, pupils do not know why they are to complete the tasks and the overall quality of learning is less effective. Some teachers’ handwriting on white boards and in books is not of a high standard, and does not provide a good model for the pupils to copy.
87. Teachers make good use of **literacy** in all aspects of the curriculum. Year 5/6, for example, linked their study of different forms of writing to the diary written by Anne Frank during the Second World War. Pupils use note taking in history and dictionaries to check spellings for labelling the symbols on maps. Year 1 were familiar with list making from their literacy work, and used a table to record the differences between real and artificial plants in a science lesson. Years 5/6 linked history and poetry with music to compose and sing their own ballad of Robin Hood.
88. The subject is well led by a keen and knowledgeable co-ordinator. She has been able to fulfil her role very effectively because earlier in the year she was allocated some time during the teaching day to learn about standards at first hand. As a result, she has a secure understanding of strengths and weaknesses within the subject through direct observation of lessons, and very careful analysis of test results and other data. She has monitored the outcomes of the extra support given to pupils in targeted group work, and is properly proud of their increased progress. Resources have improved since the previous inspection. There is now a clear scheme of work based on the guidance for the National Literacy Strategy. The results of national and other standardised tests are used more effectively to measure what pupils can do, plan their work, and set targets for improvement.

## MATHEMATICS

89. Overall **standards** in mathematics at age seven are above average. Standards at age eleven are close to those typically found for this age group. This represents good improvement since the previous inspection, especially in Years 1-4. The improvement in standards reflects the improvement in the quality of teaching. Teaching is now consistently at least satisfactory, and over half the teaching seen during this inspection was good or very good. The school has benefited from improved resources for mathematics, the structure and consistency provided by the numeracy initiative and the high quality of teachers' planning of the work to be done. The eleven pupils currently in Year 6 are attaining average standards overall, and all have made satisfactory progress in the four years since the Year 2 assessment tests. Pupils with special educational needs make good progress, especially when supported by an adult or in groups when the level of work matches their precise needs. They are fully included in all parts of lessons through skilful questioning and appropriate work.
90. In the 2001 national assessments for seven-year-olds, attainment in mathematics was below the national average, both at the nationally expected Level 2 and at the higher Level 3. When compared with similar schools, attainment was below the national average at the expected Level 2 and well below at the higher level. An initial analysis of the results of the 2002 national assessments for seven-year-olds indicate that attainment is now above average both at Level 2 and Level 3. The same improvement can be seen in the current Year 6. Standards in 2001 were below average, but are now in line with national expectations.
91. Pupils acquire a secure foundation for mathematics, especially for basic number work, in Years 1 and 2. Higher attaining seven-year-olds understand place value to hundreds, tens and units, have begun to work with numbers up to 1000 and can recall table facts to 3, 4 and 5 times mentally. Pupils of average ability use numbers to 100 confidently and understand place value to tens and units. Most Year 2 pupils can identify common two- and three-dimensional shapes. They recognise odd and even numbers, and use doubles and near doubles to solve addition problems.
92. **Mental mathematics** is a particular strength of the school. Brisk mental warm-up activities teach pupils to count on and back accurately, to become confident with multiplication, to look for pattern in numbers and develop a variety of ways to calculate. As one Year 2 pupil remarked, '19 + 19 seems hard but not when you know how!' These mental activities increase in difficulty as pupils move through the school. They play a large part in developing, reinforcing and testing pupils' knowledge, skills and understanding. Year 5 pupils quickly gave 2,400 as a 'rough answer' to  $51 \times 47$  and were able to double fractions and decimals with speed and accuracy.
93. Pupils' **learning** in Years 3-6 is good overall. Standards of work in lessons and an analysis of work show that most pupils are achieving well, particularly in Year 3 where the previous year's below average attainment has been improved to average standards. This is due in part to the rigorous way in which the teacher evaluates her own planning and how well the pupils are learning. Difficulties and areas of success are clearly identified so that the next block of work meets pupils' exact needs. In a Year 3 lesson about direction, pupils used appropriate mathematical language, for example, 'grid', 'angle' and 'square'. They have learned to refine their instructional language as they realised the need for accuracy, for example, in the exact number of paces or angle of turn. Pupils were excited and motivated throughout the session. They were

intellectually challenged, learned from their own mistakes and celebrated their success. In Year 4, the majority know the characteristics of two- and three-dimensional shapes, and can draw and interpret simple bar charts accurately. By Year 5, pupils calculate positions using co-ordinates and understand lines of symmetry correctly. Year 6 pupils have been taught a balanced mathematical curriculum, and have learned to use their understanding of number to calculate accurately in problem-solving situations.

94. The quality of **teaching** is good overall, with examples of very good teaching. Where teaching is best, teachers communicate their enthusiasm for the subject, inspiring pupils to greater effort and getting across a feeling that mathematical learning is fun! The school has implemented the National Numeracy Strategy successfully and all teachers are using the suggested structure very well. For example, there is very effective mix of whole-class teaching and group work in every class, and lessons start with a brisk mental 'warm up'. The quality of teachers' planning is good overall, and very good in Years 3-6. The purpose of the lesson is almost always shared with pupils as soon as the session begins. In the most effective classes, these objectives are also referred to by the teacher throughout the lesson and are used to involve pupils in the evaluation of their own learning at the end of the session.
95. Relationships are consistently good. Teachers know their pupils well and there is evidence of appropriately challenging work being provided for the higher attaining pupils. These factors, together with the good support provided for pupils with special educational needs, underpin the positive improvement in the teaching of mathematics. Pupils have very positive attitudes towards mathematics. They particularly enjoy mental warm-up activities: 'They get my brain awake ... it's fun finding quick ways to do things'. ICT is making a positive contribution to the teaching of mathematics, especially in data handling.
96. Formal procedures for **assessing pupils' progress** in mathematics are satisfactory. The best example of teachers' informal assessment arrangements influencing the planning of future work is to be found in the co-ordinator's class. The quality of marking is satisfactory overall. The best examples celebrate success and point pupils to ways in which their future learning could be improved. The school is ready to begin a process of setting mathematical targets with individual pupils, similar to the process currently used in the school for setting literacy targets.
97. The recently appointed co-ordinator is providing good **leadership** for the subject and has a clear view of the standards being attained. She has monitored the quality of planning and worked with the LEA's mathematics adviser on reviewing standards of pupils' work. However, apart from the headteacher's own observations last term, a systematic monitoring of mathematics teaching in the school has yet to be implemented and, consequently, the co-ordinator has not yet had an opportunity to assess standards of teaching and learning at first hand. This limits the effectiveness of her role, and makes it harder for her to spread good practice or support colleagues who have areas of insecurity. Resources for the teaching of mathematics are satisfactory. The school has identified current needs and allocated funding. There are clear plans for the newly appointed deputy headteacher, who is a leading mathematics teacher, to work closely with the co-ordinator in developing this programme.

## SCIENCE

98. Evidence from pupils' work in lessons and in their books as well as through discussion indicates that **standards** in Year 2 and Year 6 are in line with those expected nationally. This is similar to findings in the previous inspection, but represents an improvement over the results attained in the 2001 national tests for eleven-year-olds. Standards have risen steadily over the past five years.
99. A significant **improvement** since the last report is the 'curriculum map' that now underpins teachers' planning. There is no longer a four year rolling programme of topics but a plan more suitable for the stage of development and abilities of different groups of pupils. A new recording system, recently introduced, is good and allows teachers to show whether a pupil has encountered a concept, is familiar with it or has achieved/understands it. These are both good improvements made since the last inspection.
100. **Teaching** was good overall in the lessons observed. Teachers plan effectively and use good quality resources. In the best lessons, the purpose of the lesson is shared and discussed in detail so that pupils are quite sure what they are expected to learn. Teachers achieve a good balance between direct teaching and opportunities for investigation, and allow time at the end of the session for a plenary in which they draw together the various elements of the lesson and discuss what has been learned. Stimulating activities allow pupils of all abilities to take part, including those with special educational needs, who often excel in the practical sessions. Work excites the pupils who are managed skilfully.
101. Teachers' knowledge and understanding of the subject is variable which results in some areas of science being taught in depth while others are taught more superficially. In lessons observed during the inspection and through an analysis of the books, there is confidence in teaching about life processes and living things, materials and electricity. There is, however, not enough depth in the teaching of the physical processes such as 'forces and motion', 'light and sound', 'making and detecting sounds', as well as insufficient opportunities for pupils to apply their knowledge in practical situations.
102. Younger pupils have a secure understanding of life processes and living things. Year 1 pupils know about the parts of a plant and are able to talk about the roots, stem, petals and leaves. Year 2 build on this knowledge and talk confidently about the stamen, stigma and pollen while in Year 3 pupils consider the importance of leaves and of water. Work on electricity is well taught. Pupils in Year 4 can build electrical circuits using a variety of switches and by the end of Year 6 pupils can draw and build a circuit, know how to modify it to make a light dimmer or brighter and learn about the effects and uses of different thickness of fuse wire. Similarly work related to materials is soundly understood. Year 1 pupils are able to group and sort materials and determine which is the most suitable for using as an umbrella, while Year 6 learn about solutions and in particular those that will dissolve and those that will not. Overall progress in these aspects of the science curriculum is satisfactory.
103. The work done on **scientific investigation**, and the standards pupils attain in this area, are weaker than in other aspects of the subject. The pupils in Years 3-6 are not explicitly taught a scientific approach to guide their work and lack a framework for considering what they are testing, what their hypothesis is, how to ensure that the test is 'fair' and a consideration of their outcome against their hypothesis. Similarly pupils do

not use a range of methods to record their findings in tables, bar charts, or graphs so the opportunity to interpret their findings is limited. The use of ICT has been affected by the lack of hardware, which has limited the use of computer programs to record, present or analyse data.

104. Pupils speak and listen effectively and can respond confidently to challenging questions and tasks. In Year 2 some pupils know that ‘plants use all the bad air and turn it into good air’. These lessons contribute considerably to pupils’ spiritual, moral and social development. There is a real sense of awe in examining plants, matched with real excitement when, using a hand lens, it was possible to detect a spider inside a tulip. Pupils delight in completing electrical circuits. They approach science lessons with great enthusiasm, show a keen interest in their activities and generally behave well, working in co-operation with each other.
105. There is insufficient evidence in pupils’ books of the teachers **assessing** the pupil’s prior knowledge before the start of a new section of work. This results in pupils repeating some concepts with which they are already familiar rather than their learning being extended. The benefits of assessing the pupils’ prior knowledge was well demonstrated in one lesson where the teacher had already tested the pupils’ knowledge of the vocabulary used when investigating electricity, their ability to draw a circuit and understanding of the symbols. Misconceptions were addressed at the start of the lesson. This resulted in teaching and learning being closely matched. Similarly purposeful marking in one class showed good use of assessment in helping pupils to understand how they could improve their work.
106. The curriculum co-ordinator **manages** the subject adequately, ensuring good quality resources and a plan of work to be covered. There is presently, however, no monitoring of the work through direct lesson observations, scrutiny of books or of teachers’ planning. This makes it very hard for the co-ordinator to have a clear picture of current strengths and weaknesses, spread good practice or support staff who find aspects of the subject challenging to teach. Resources in general are good, accessible and very well stored. The pond in the Millennium Green is a wonderful resource and is used well in the study of plants and wildlife.

## ART AND DESIGN

107. As timetabling arrangements allowed only one lesson of art and design to be observed during the inspection, evidence for judging standards was gathered by looking at teachers’ planning, sketchbooks, displays and through discussions with pupils. Attainment in Year 2 is in line with those found nationally but is below in Year 6 because pupils do not have enough opportunities to study and apply the full art and design curriculum in sufficient depth. This represents a change since the previous inspection when attainment was in line at both key stages.
108. Pupils in Years 1-2 use good quality prints to study and copy the styles of famous artists. Thus younger pupils use pastels to express their own ideas in the style of Mark Rothko, and demonstrated their ability to blend and block colours. Year 1 pupils know how to take rubbings to investigate texture. These are taken from around the school and stimulate pupils’ interest by trying to determine where in the school the rubbing is from. Year 1 have produced bold pictures of plants, while Year 2 reproduce pictures of flowers using pastels, chalk and charcoal. This allows pupils to combine these different media and produce high quality work. Older pupils have produced vibrant collages in

the style of Matisse. Pupils learn how to make observational drawings of the school building using a soft pencil, while the use of line is explored through work on art programs using computers.

109. Not enough lessons were observed to make an overall judgement about the quality of teaching. Standards were satisfactory in the one lesson observed. Pupils demonstrated their ability to represent a three-dimensional aerial view of a locality in a two-dimensional form using tissue paper. Sketches had been made in preparation for the lesson, but sketchbooks are, in general, not well used. There is a lack of understanding of their purpose to practise techniques, experiment with mixing colours, or collect examples of textiles or prints to use as stimuli to develop pupils' ideas in their own work. The technique for making observational drawings is taught well and is based on pupils' own experiences. This is an improvement since the previous report. Images of the school feature strongly, and objects seen on visits to The Castle Museum are replicated in pencil crayon drawings. These are good.
110. The opportunity to employ a range of methods or approaches is limited. There are wonderful wall hangings using textiles made to celebrate the school's 150<sup>th</sup> Anniversary displayed in the entrance hall. However, no evidence was available during the inspection to show a wider range of work relating to textiles, printing or three-dimensional work or of the good work in observational drawings being explored through other media. Not enough use is made of sketchbooks.
111. Pupils have a very positive attitude to art and design, and clearly enjoy the opportunities they have. The work is planned to allow all pupils to take part and enables special educational needs pupils to make good progress in Years 1-2 and sound progress in older classes.
112. The curriculum co-ordinator has specialised knowledge of art and design and, although supportive of colleagues, is not allocated time needed to be more proactive in her role. This is especially noticeable during the current term as she is also carrying a number of other temporary responsibilities. The effect is that weaknesses in curriculum provision go unsupported. The school has adopted government curriculum guidelines but the advice has not yet been adapted and supplemented enough for the non-specialist teacher. The co-ordinator is aware that the additional guidance is a priority.
113. The resources for the subject are satisfactory and are easily accessible. Work carried out by pupils is displayed in the local community and the wall hangings made by the pupils for the entrance foyer complement two others made by members of the village. A local resident runs a pottery club as an extra-curricular activity. These community links enrich the work carried out in the school and help to give it a sense of purpose. Art continues to contribute effectively to pupils' social, cultural and spiritual development.

## **DESIGN AND TECHNOLOGY**

114. Standards are in line with those found nationally for pupils at the age of seven and eleven, and are similar to those observed during the previous inspection. Insufficient lessons were seen during the inspection to make a judgement on the quality of teaching. Evidence of the school's provision and the quality of the pupils' response has been gleaned from scrutiny of work on display, in books, through discussion with pupils and with the subject co-ordinator.



115. Year 2 pupils learn how to join materials together with a simple running stitch to make a finger puppet, and have designed packets for seeds in conjunction with their work on plants in science. Cars have been designed and made using card, balsa wood and plastic wheels. Pupils know why designs should be changed and modified, and added plastic washers to stop the wheels from slipping. Standards of work are at appropriate levels for the age of the pupils. There are good cross-curricular links with work in science on forces. Younger pupils in Years 3-6 have considered how to make a sandwich, and have designed and made photograph frames and stands. They used a variety of skills to design a box to hold a meringue. This gave them a valuable opportunity to use their mathematical understanding of the 'net' of a solid shape in order to make their cuboids. They also gave careful thought to the packing inside the box to ensure that the meringue was kept whole.
116. Links with other subjects are a strength of the teaching. Pupils used their knowledge of list making from literacy lessons to set out the requirements for their design and their understanding of electrical circuits to design a burglar alarm. The work contained very good opportunities to consider the kind of switch to use in the designs. Year 6 pupils have designed, made and tested structures as part their work in history on the use of air raid shelters in Second World War, and constructed working models of a volcano linked to geographical work on mountains. Refining the designs for the air raid shelters required several tests of supports, such as triangular prisms or cylinders made from cardboard, to strengthen the structures. Volcanoes were made to 'explode' by using fans, motors and electrical circuits. Through discussion with pupils, it is evident that pupils are encouraged to design and evaluate their work but there was little supporting evidence of recorded work.
117. Pupils' attitudes are very good and they clearly enjoy the subject. Year 3 pupils are able to discuss in detail the process they follow to design, construct and evaluate their meringue boxes, while Year 6 speak with animation and enthusiasm about the process followed in designing, building, testing and evaluating their air raid shelters.
118. The co-ordinator works closely with colleagues and has supported them in teaching the new programmes of work based on national guidelines. However, she has a number of other responsibilities and the time available for her to develop design and technology is limited. Not much evidence was seen of teachers' comments on pupils' designs suggesting ways of making improvements, but teachers do evaluate the pupils' work at the end of each unit of study identifying those who have exceeded expectations, those who meet the objectives and those who had problems. The level of resources is appropriate with a good supply of construction kits and tool kits, consumable resources and recycled materials, all of which are stored safely.
119. Work completed since the previous report on the Millennium Green is very good. Pupils' designs helped to influence the construction of the play area and the 'fox and rabbits' sculpture, a very good example of the school working with the local community to enrich the curriculum.

## **GEOGRAPHY**

120. Standards are in line with those found nationally at the age of seven and eleven, a similar position to that reported at the time of the previous inspection. Progress by all pupils, including those with special educational needs, is satisfactory. Pupils in Year 2

have a very good understanding of map co-ordinates and could identify the various man made or natural features on 'Katie Morag's Island'. They know that symbols can be used to represent trees, mountains or buildings, and invented their own for additional sites on the island. They understand that parallel lines on a piece of paper represents a road in real life, which should go right to the church if people are to get in, and that the play park should be near to the houses. This is a considerable intellectual achievement for pupils of this age. They are aware of environmental issues, especially the wasteful destruction of the rain forests.

121. Year 6 have carried out a detailed study of mountains, and know that they are formed by the movement of tectonic plates. They have made large-scale models of mountains and 'working' volcanoes, complete with climbers and huts, and describe the sequence of the water cycle to explain why it rains. They have a sound basic understanding of European geography, and have contrasted their own locality with the marshland they saw on an educational residential visit. Year 4 are aware of the effect man has on the environment, and are proud of the imaginative way in which the Millennium Green has been planted and landscaped to benefit the village but not harm the wild life.
122. It was only possible to see one lesson during the inspection. The standard of teaching was good because the lesson was well prepared with a good range of map resources. The pupils enjoyed extending their understanding of map symbols by reading co-ordinates to find where to site various places, and because they could invent their own additional features. Learning was good because the pupils concentrated hard, enjoyed the challenge and completed the task successfully.
123. The co-ordinator has no formal opportunities to monitor or evaluate standards or the quality of teaching and learning. Teachers, therefore, tend to work in isolation without guidance on their actual practice or a friendly but informed assessment of the standards they are reaching with their pupils. Long term planning has been strengthened through the adoption of government guidance. Some use is made of the Internet by older pupils to research their topics. Appropriate use is made of reference books from the library.

## **HISTORY**

124. Standards are in line with those found nationally for seven and eleven-year-olds, a similar position to that reported at the time of the previous inspection. Progress by all pupils, including those with special educational needs, is satisfactory. Year 2 pupils know that events happen in a sequence and that there are several periods in history. They know that the Stone Age followed the age of the dinosaurs, that the Great Fire of London preceded the life of Florence Nightingale. Their understanding of change has been reinforced by comparing modern hospitals with those in which Florence Nightingale worked. Pupils' understanding of basic chronology has improved since the previous inspection. They enjoy history, and were still amused to recall that Samuel Pepys buried a special cheese alongside his diary to keep both safe from the flames.
125. Pupils in Years 3-6 cover the same broad topics, but at levels that are appropriate to their ages. Pupils in Years 5/6, for example, report that they are getting far more out of their work about the Second World War because they learned the basic facts three years earlier. Pupils had a good grasp of the war as a whole, and not just isolated aspects. They know which countries were on each side, and explained Hitler's basic mistake in choosing to fight on two fronts. Pupils were enjoying researching their own topics: rationing, evacuees and the place of women are examples. They are making good use

of books, CD-ROM, and the Internet. Good links are made to their study of diaries in literature, with the lessons about Anne Frank, and to design and technology with self-designed Anderson shelters needing to withstand the impact of dropped 'bombs'.

126. Pupils in Year 3 are linking their work in history to mathematics by weighing out sugar, bacon and butter with a local resident who lived through war-time rationing so that they can see for themselves how careful people had to be. 'Mrs X', said one, 'is a primary source because she is something from those times, like pottery.' Pupils knew that copies, facsimile ration books for example, are secondary sources but useful for learning about how people lived. Year 4 used their writing skills to describe every day life in Ancient Egypt, and to write to a family member to give a 'first hand' account of Howard Carter's discovery of Tutankhamun's tomb. Discussions with pupils indicate that learning is consistently good or better because teachers make the subject relevant and alive. Progress in these lessons is good, and occasionally very good.
127. Only two history lessons were observed during the inspection, both in classes containing older pupils. The quality of teaching was good or better. Teaching was good because the teacher explained the purpose of the lesson before the teaching started, and group work meant that everyone had a chance to be actively involved in the discussions and handle an artefact. The teaching in Year 5/6 was of the highest quality. The taped transcript of a local resident's recollections of evacuees coming to the village brought history alive, and pupils were emotionally moved as they imagined aloud how 'they' would have felt so far from home and in so 'alien' a place. The teachers' good organisation of mixed ability groups ensured that everyone was fully involved, and no one held back from the history purpose of the lesson by insecure writing or literacy skills.
128. Older pupils have vivid memories of the archaeological discoveries made when the school building was extended. 'Finding fish bones', said one, 'brought back real life from those days.' Good links have been made with RAF Watton, from which staff are able to borrow a range of artefacts. However, the planned curriculum does not make full use of the rich site in which the school is placed or give pupils opportunities to reconstruct how the field on which the school stands would have looked in medieval times. The curriculum also does not make pupils aware enough of the historical origins of the many races that make up modern British society, for example, the role of soldiers from India in the Second World War.
129. The co-ordinator has no formal opportunities to monitor or evaluate standards or the quality of teaching and learning. This means that she has little idea of how well the subject is taught and has no formal opportunity to spread good practice or support colleagues in their teaching.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

130. Standards at the age of seven and eleven are below those typical for their age group. However, there is strong evidence that standards are improving at a good pace across the school as a whole, and particularly in the current Year 2 and Year 3 classes. The school has only recently benefited from an increase in ICT resources as it is part of the final phase of the national initiative to extend ICT in schools. The planned computer suite is at the design stage. An extensive programme of staff development has been undertaken, but the impact of this on standards is yet to be realised.

131. Standards in communicating information are appropriate for the ages of the pupils concerned. Pupils throughout the school use their word processing skills to present some of their written work. In a Year 5/6 class, for example, pupils were re-drafting their work on Anne Frank's diary, deleting, inserting and replacing text on screen as appropriate. They had previously written their own account of 'Home in the Blitz' to support their history project on Britain in the 1940s. Other aspects of the curriculum, collecting, accessing and interrogating data, for example, or exploring patterns and relationships with the aid of ICT-based simulations are not yet secure. The school is only just receiving the training and equipment needed in these aspects, and pupils' knowledge of them is understandably below expected levels.
132. The work with pupils and staff by the support teacher, although for a very limited time each week, has had a very positive impact on the raising of standards and the confidence of both pupils and staff. He is currently employed by a cluster of local schools, and brings knowledge and zest to all his work. It is a mark of his good teaching that he can repeat the same lesson with a different set of pupils with the same level of enthusiasm and good humour. His work has a positive impact on standards.
133. Other lessons are taught by class teachers. In a Year 3 lesson, the teacher showed very good subject knowledge and the lesson was well planned to develop pupils' skills and knowledge systematically. By the end of the lesson, the pupils were sending and receiving e-mail confidently. The pupils were very responsive, enthusiastic and delighted with their new found knowledge. Their sense of wonder was plain to see: 'Isn't it marvellous how the message travels?' In a well-structured Year 2 lesson that built on a secure understanding of their previous knowledge, pupils wrote a program for the 'floor robot'. They made good progress during the lesson, their skill and confidence increased and they programmed more complex moves. Pupils are developing good keyboard skills using the new laptop computers for writing text and checking spellings.
134. The co-ordinator has a very clear and accurate view of the school's strengths and weaknesses through regular discussions with teachers and close monitoring of work in process. She has worked well with the cluster support teacher. Considerable improvements have been made since the previous inspection, particularly in terms of the curriculum plan and the development of teachers' knowledge and skill. A very detailed action plan, including the development of a computer suite and the purchase of additional computers and appropriate software has been drawn up. The co-ordinator is also responsible for two other subjects.
135. Pupils have a very positive attitude to the subject and clearly enjoy developing their skills and knowledge. The school makes very good use of the digital camera to support learning in a number of subject areas. The saved images provide pupils with an opportunity to recall previous learning and to demonstrate their knowledge and understanding. A good example is the photograph of the Diwali display in Year 3.

## MUSIC

136. Standards are typical of those found nationally by the age of seven and eleven. The evidence includes the pupils singing in assemblies as well as lesson observations. In a Year 2 lesson pupils were attentive, listening carefully to the tape and singing tunefully. They are able to sustain a given rhythm. They distinguished between the orchestral, band and original Beatle version of the '*Yellow Submarine*' and expressed their

preferences. In a Year 4 lesson, pupils were able to clap and sustain their own group's rhythm within the whole. Skilful teaching enabled the pupils to concentrate and work in collaboration, ensuring that the rhythm of one group did not dominate the others. The pupils developed their knowledge of rhythm and pulse by adapting words of a chosen nursery rhyme. The final performances were to a percussion accompaniment.

137. Pupils in Year 5/6 have a good knowledge of ballad form. This enabled them to write their own text. Their performance of 'Robin Hood' was both enthusiastic and enjoyable. During this lesson, the teaching assistant was fully involved with a small group of pupils giving them support and encouragement. As a result, all pupils were included in the 'performance'. Pupils spoke expressively, were very supportive of each other and able to sing unaccompanied with a considerable degree of accuracy. The pupils speak positively about their music lessons. They sing with enthusiasm and obvious enjoyment. They talk about their school song, 'The Carbrooke Oak', with a great sense of pride. It gives them a real sense of history and their place within the community.
138. The school has adopted government guidelines for the teaching of music. However, these have still to be adapted to fit the particular needs of the school. The class teachers teach music to their own classes. Years 1 and 2 use a good quality commercial taped programme. The music co-ordinator is the recently appointed headteacher. She has good subject knowledge and enthusiasm for maintaining the strong musical tradition of the school. Her current responsibilities for teaching a class every afternoon mean that she is never available to monitor and evaluate work in other classes or to support colleagues with their teaching. There are good opportunities for pupils to develop links with the community and to extend their performing skills in concerts and musical productions.
139. A number of pupils receive weekly guitar lessons through the LEA's music advisory service. The co-ordinator is eager to re-establish a recorder group within the school. Resources for the teaching of music are good. Further development includes the use of ICT in the teaching of music, the software for which was installed on computers just prior to the inspection week.

## **PHYSICAL EDUCATION**

140. The standard of work seen is above those found nationally for pupils aged seven and eleven. There has been a good improvement since the previous inspection. The construction of the new hall has enabled staff to teach all aspects of the National Curriculum throughout the year and lessons are no longer governed by the weather nor limited by resources. This term's focus is on games skills, and it was not possible to judge attainment across the whole of the physical education curriculum as no gymnastic nor dance lessons were currently being taught. Teachers' planning records, the guidelines used and discussions with both the subject co-ordinator and pupils show full coverage of these areas. Opportunities for swimming, where a qualified instructor teaches pupils, add to the breadth of the curriculum.
141. The pupils are taught well in all classes. Although many teachers do not act as good role models by dressing appropriately for physical education, they have a good knowledge and understanding of the subject. They make effective use of both National and LEA guidelines as a basis for their planning and structure lessons well. Resources are always well prepared and ready for activities. All pupils understand the need to

warm their bodies before exercise and this featured in all the lessons observed. In Year 1 a pupil explained that ‘without warming up you could pull a ham string’.

142. A very good progression of skills teaching for team games was seen across the school. Year 1 pupils control the direction of a ball well and use various methods to stop it with a bat. Year 2 pupils learn ball control through throwing and catching, working either on their own or with a partner. This is developed in Years 3-6 where younger pupils practise these skills further and then apply them to simple striking, fielding and invasion games while older pupils extend their skills by adding simple attacking and defending tactics. In the best lessons, suitable demonstrations are made of technique or of games that the pupils themselves have devised. Not all teachers intervene enough in lessons to give advice or develop pupils’ skills on an individual basis.
143. Pupils respond very well in physical education lessons. They work hard and show interest and perseverance. A very good feature in lessons observed in Years 3-6 was the opportunity for pupils to work collaboratively with other pupils and devise their own games with supporting rules. This helps them to consider how to apply the skills they have learned in practice, as well as practising their communication and negotiating skills. In Years 5/6 the pupils act as ‘trainers’ to small groups which fosters their own personal self-confidence and development.
144. The co-ordinator has made sure that staff have the knowledge, skills and understanding of the requirements of the curriculum and gives the subject sound leadership. She is also responsible for two other subjects, and has no opportunity to observe standards or support colleagues in the development of their teaching skills. At present, with the exception of swimming, there is no systematic assessment of the development of pupils’ skills. Resources are very good, colourful and attractive, and in good condition.
145. Staff give generously of their own time to provide a range of extra-curricular activities open to both boys and girls. Netball, football, summer games club and cricket are available while pupils can take part in Taekwondo and table tennis sessions as an optional extra run by external instructors. There is an opportunity to take part in competitive games. These opportunities add to the richness of the curriculum. Good community links exist. The Millennium Green is used for many activities, Year 6 pupils visit the local high school where they enjoy specialised coaching from members of Norwich City Football Club and a qualified parent helps to coach the netball team.

## **RELIGIOUS EDUCATION**

146. Standards at the age of seven and eleven are in line with the requirements of the Local Agreed Syllabus. Discussion with pupils in Year 2 indicates that they are developing a good factual basis of the topics they have studied. They have knowledge of the major Christian festivals of Christmas and Easter. A Year 2 pupil, attempting an explanation of the crucifixion and resurrection, described it as ‘God needed Jesus to live for ever and ever as a Spirit’. Pupils were able to recount a number of miracles that Jesus performed. They emphasised that ‘if the friends hadn’t got the man down through the roof Jesus wouldn’t have healed him’. This prompted a group discussion of ‘being like Jesus and helping each other’. Pupils used the class display to recount the story of how Buddhists decorate their houses with lotus flowers at the festival of Wesah. They then talked about their own lotus flower message ‘respect living things’ and ‘think of other’s needs’.

147. In Years 3-6, pupils not only learn about religion, but also learn from it. They are able to relate events and teachings to their own lives. As part of the topic on the Lord's Prayer, Year 5/6 wrote 'My Creed'. Individual examples show a depth of thought and mature empathy with world situations. For example, 'It is better to talk about differences than fight about them' and 'We need to respect and tolerate different points of view'.
148. It was only possible to observe two lessons during the inspection. Teaching was judged to be good or very good in both. Teachers have good subject knowledge of world religions. The lessons are well planned by teachers who know their pupils well, and share the purpose of the lesson with the pupils. Teachers use questions to good effect, enabling pupils to develop their thinking and explore their own feelings. The very good teaching in a Year 5/6 lesson enabled pupils to revise their knowledge of the Hindu religion and to appreciate meditation. The timely introduction of Indian music, and the ringing of a Hindu prayer bell, established a spiritual atmosphere. The pupils responded in a very mature way, making their own 'meditation jottings' at an appropriate point. This was a very well planned lesson by a sensitive teacher who has high expectations of all his pupils.
149. In a Year 4 class, the teacher's skilful and dramatic telling of the establishment of the Brotherhood by Guru Gobind Singh, enabled pupils to develop their knowledge and insight into the Sikh religion. The pupils worked well together in their groups. They showed that they had listened closely to the story and had begun to appreciate how the five individuals must have felt as they volunteered to enter the cave with Gobind Singh. The groups' final performance in the Millennium Green amphitheatre was clearly enjoyed by all.
150. The well planned programme for religious education is based on the Norfolk Agreed Syllabus. School assemblies make an important contribution to the school's work in religious education and in the provision of a framework for the development of pupils' wider spiritual, moral and social development. For example, one assembly developed the analogy between the growth of the Carbrooke Oak tree and the story of David, who began life as a humble shepherd boy and rose to be King. Opportunities for reflection give pupils a secure framework for considering the moral and social issues that confront them in their own lives and on television. Pupils understanding of different cultures is extended through the study of other world faiths.
151. The co-ordinator is enthusiastic and has good subject knowledge. She supports staff well, particularly by ensuring that there are a good range of resources to support the teaching and learning. She does not have an opportunity to support colleagues during lesson times, or to observe lessons to monitor and evaluate the quality of teaching and learning. This limits the effectiveness of what she can do to evaluate standards or support colleagues in developing the subject further.