

INSPECTION REPORT

MARSHAM PRIMARY SCHOOL

NORWICH

LEA area: Norfolk

Unique reference number: 120831

Acting Headteacher: Mr Simon East

Reporting inspector: Mr D J Cann
20009

Dates of inspection: 19th-20th September 2001

Inspection number: 206087

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: High Street
Marsham
Norwich
Norfolk

Postcode: NR10 5AE

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Appropriate authority: The governing body

Name of chair of governors: Mrs Moira Stansfield

Date of previous inspection: 15th September 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
D J Cann 20009	Registered inspector	English Science Art and design History Music Physical education Religious education Equal opportunities	The school's results and pupils' achievements How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?
J Mynett 9334	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?
S Gatehouse 26945	Team inspector	Mathematics Information and communication technology Design and technology Geography Foundation Stage Special educational needs	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Marsham Primary School is a school for pupils aged 4 to 11 years with 27 pupils on roll (17 boys and 10 girls). Pupils live mainly in the local village and are drawn from a wide range of socio-economic backgrounds. Pupils' attainment on entry is often below expectations. Currently half of the pupils are on the special educational needs register, which is well above the national average, and one pupil has a Statement of Special Educational Need. Forty-three per cent of pupils are eligible for free school meals, which is also well above the national average. There are no pupils for whom English is an additional language. The headteacher has just retired as a result of ill health after being absent since October 2000. In January 2000, the school entered into a partnership with Hevingham Primary School in order to obtain support in a number of areas. Since January 2001, the headteacher of Hevingham has also been the acting headteacher of Marsham.

HOW GOOD THE SCHOOL IS

Marsham Primary School offers its pupils a welcoming and supportive environment in which they acquire positive attitudes to learning. Good quality teaching encourages pupils of all abilities to apply themselves willingly. Pupils' attainment at the ages of 7 and 11 has improved significantly since the last inspection and they now make good progress. The staff have shown a high level of commitment, determination and skill to overcome the many problems that the school has faced recently. However, management structures have not yet been formalised to provide a secure basis for the school's development. The school provides a good standard of education but it does so at a very high cost per pupil. It represents satisfactory value for money.

What the school does well

- Pupils have very good attitudes towards the school and their work. They acquire self-esteem and confidence in the small classes and the friendly, 'family' atmosphere that all staff help to create.
- Good teaching helps pupils to apply themselves to learning and make good progress.
- Teachers provide pupils with very good moral and social guidance, which encourages excellent relationships between pupils and staff.
- Parents have very good views of the school and how it has improved recently.
- Support for pupils with special educational needs is good.
- The school has established very good systems for promoting pupils' good behaviour, which it implements very effectively.

What could be improved

- Raise attainment in information and communication technology in all subject areas.
- Establish the precise responsibilities of senior staff.
- Determine the personnel and define their roles regarding responsibility for developing the curriculum.
- Agree and implement a school development plan with particular attention to improving the school's cost-effectiveness.
- Examine all avenues for improving the accommodation and facilities for physical education and the Foundation Stage.

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 1998 and several areas were identified as being in need of improvement. With the subsequent ill health of the headteacher and changes in staffing, other priorities have arisen. The school has made good progress in addressing the recommendations of the last report and has also significant improvements in other important areas. Pupils' attainment in literacy and numeracy has improved considerably and their progress is now good. Pupils' attitudes and behaviour are now very good and this contributes enormously to their willingness to learn and the interest and enthusiasm that they have

for school. Planning has been significantly improved to provide balanced learning in the mixed age classes but still needs refinement. Pupils' speaking skills are well developed through a variety of activities that give them confidence and practice. While the use of information and communication technology is improving, pupils' attainments are still not in line with expectations. Teachers mainly mark work with pupils and give them valuable guidance as to how to improve their achievements. Pupils show an independent attitude to learning that is commendable and they are aware of the targets set for them. The presentation of pupils' work is inconsistent and requires attention but the quantity has been increased. Pupils' attainments in religious education are now in line with expectations. Planning for children's learning at the Foundation Stage has not been addressed yet but during the inspection there was only one part-time pupil in this class, whose particular needs were being met very effectively within the limited support available. The support and targets for pupils on the special educational needs register are good and have been considerably improved since the last inspection. Reports for all pupils are satisfactory and parents are pleased with the information they receive on their children's progress. Multicultural resources have been improved. All this represents a significant improvement in the quality of education, achieved by the hard work and dedication of very few staff. By developing the partnership with Hevingham, the school is in a favourable position to continue its programme of development.

STANDARDS

Because the number of pupils taking Key Stage 2 tests in 2001 was less than 10, no table of results is published.

Current pupils in Year 6 are achieving levels in line with those expected in English, mathematics and science. This is a marked improvement in attainment over previous years' results. With very small numbers of pupils in each year group, it is unreliable to make statistical comparisons with those achieved nationally or in similar schools. Wide variations can occur from year to year. Between 1997 and 2000, there was a steep decline in Year 6 pupils' results, especially in English and science. In 2001, there were only two pupils who underwent the tests and their results indicate that they progressed satisfactorily. In Year 2, test results indicate a slow decline in attainment from 1997 to 2000. Four pupils sat tests and assessments in 2001 and achieved appropriate levels for their age. Current pupils in Year 2 achieve good levels in their literacy, numeracy and science. Pupils of all abilities make good progress. Throughout the school, pupils are learning skills in information and communication technology but do not yet attain the nationally expected levels. It was not possible to judge the attainments of pupils at the Foundation Stage but accommodation is very limited for pupils to develop all the expected areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and have very positive attitudes to learning.
Behaviour, in and out of classrooms	Pupils behave well both in class and at playtime and previous problems have been addressed very effectively.
Personal development and relationships	Excellent. Older pupils are very caring of younger ones and staff and pupils work together very happily, displaying a very high level of mutual respect.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils in 15 lessons:	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Teachers know the pupils well as individuals and are skilful at using strategies to motivate them. They give them praise, rewards and clear guidance as to what is expected of them and how they can improve their work. They share objectives with the pupils and encourage them to become partners in the learning process. Pupils respond very well and show a high level of independence in the way they apply themselves. As a result, pupils take a real pride in their achievements and learn to support one another in co-operative activities. Lessons are well planned and their effectiveness evaluated carefully. Help for pupils with special educational needs is well managed and makes good use of the important contribution of support staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum effectively develops pupils' skills in literacy and numeracy and gives them good opportunities to apply them across the full range of required subjects.
Provision for pupils with special educational needs	Pupils make good progress and are well integrated into all activities in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good moral and social development is reinforced by good opportunities to extend pupils' understanding of spiritual values. Cultural development is good.
How well the school cares for its pupils	There is a very caring and supportive environment in which teachers know and guide their pupils sensitively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher provides the school with valuable support and this has helped the school to meet its immediate staffing problems. However, the precise responsibilities of the senior staff are not sufficiently well defined to ensure that administrative and curriculum management is carried out as effectively as possible.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and meet their statutory responsibilities. However, at a very important stage of the school's development they are not sufficiently active in planning the school's future.
The school's evaluation of its performance	The acting headteacher and staff are well aware of the school's strengths and weaknesses but have not yet formulated a coherent development plan.
The strategic use of resources	The school makes good use of its resources but space limitations restrict learning opportunities for pupils at the Foundation Stage and in physical education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Five parents attended a meeting held before the inspection and 14 questionnaires (56 per cent of those distributed) were analysed.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• Good progress and high expectations.• Good behaviour and children are encouraged to become mature and responsible.• Good teaching and the right amount of homework.• Parents feel comfortable about approaching the school and are well informed about their children's progress.• The school is well led and managed.	<ul style="list-style-type: none">• Closer links with parents.• More activities outside lessons.

The school's partnership with parents is a very strong feature. Inspectors judge that the school is working well to establish close links with all parents and staff are very accessible and responsive to their comments. The extra-curricular activities provided by a small school are appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment by the end of Year 6 is currently in line with that expected nationally in all subjects except information and communication technology. Attainment since the last inspection has improved considerably and pupils progress well. Between 1998 and 2000, results were consistently well below average in English and mathematics. In science, results were more variable but declined to well below average. However, statistical comparisons are very unreliable as there were five or less pupils in each of these year groups and a high proportion of them had special educational needs. In the last year, there has been a complete change in teaching and support staff and the assistance given to the pupils with special educational needs is now good. Teachers know their pupils very well as individuals. They adapt learning activities and targets very effectively to pupils' needs and successfully challenge those of higher and lower ability. The very good attitude and behaviour of pupils contribute to a very positive learning environment.
2. At the end of Year 2, current pupils attain levels that are in line with those expected in English, mathematics and science. Pupils enter the school with skills that are often below expectations and a high proportion are identified as having special educational needs. Attainment has improved since the last inspection and pupils make good progress. Since 1998, pupils' results in tests at Year 2 have been below average. Results in tests in 2001 were significantly better than in previous years and as with current pupils, progress is good. Currently, pupils attain levels in line with expectations in all subjects except information and communication technology.
3. In comparison with schools where there are a similar number of pupils eligible for free school meals, attainment in Years 2 and 6 has been well below average. Again, with such small numbers in each year group, statistics are misleading. Attainment has been lower than expected for pupils with special educational needs but progress was judged to be sound at the last inspection. Current pupils with special educational needs are progressing well and attaining levels that are close to national expectations. More able pupils are well challenged in both classes with pupils on line to achieve the higher levels in tests at the end of the year. The number achieving the higher levels has been well below average in the past but, as in the last inspection, progress is satisfactory. The targets set for pupils of all ability levels provide an appropriate challenge to their thinking. There is no major difference between the attainment of boys and girls. There are no pupils from ethnic minorities or pupils who have English as an additional language.
4. It was impossible to judge the attainment of children at the Foundation Stage. There is only one part-time pupil on roll and teaching met her learning needs very effectively. However, the amount of space and facilities for children at the Foundation Stage are very limited. The school accepts that it is difficult for teachers to provide children with learning experiences across all the expected areas of development. There are plans to extend the school's accommodation in order to provide adequate space. This is an important element for inclusion in the school's improvement plan, given the lower than average skills that children often have on entry.
5. Pupils with special educational needs make good progress and reach satisfactory standards. On entry to the school, assessments are carried out to establish their skills in literacy and mathematics, how they manage to cope socially in different situations and whether they have had good opportunities to develop physically. The records for the school have been systematically gathered and stored annually only since September

2000. They indicate a wide range of abilities in each cohort. Results also indicate that some pupils' achievements are such that teachers have to plan individually to meet their particular needs. The school takes a strong stance on providing as best it can for pupils with special needs and support is well organised so that individual plans can be drawn up to meet identified targets.

6. Pupils are given a good grounding in literacy skills. In speaking and listening, pupils attain levels that are in line with expectations by Year 2 and exceed them by Year 6. Teachers hold regular discussion sessions in class and with the relatively small numbers of pupils, they ensure that all participate. They encourage discussion of predictions and methods in science, extend pupils' personal and social education in circle¹ time and, at the end of lessons, ask pupils to report to the class about their work. Pupils are learning to write in a number of styles using their literacy skills to describe visits, their work in science, to write letters and create imaginative accounts of events in history.
7. The teaching of numeracy is well organised and is raising pupils' attainments in both classes. Progress is good for all pupils including those with special educational needs. Teachers give pupils plenty of opportunities to develop their confidence in mental calculations. Pupils are eager to learn, show interest in the subject and work enthusiastically. They enjoy their lessons and tasks because teachers move lessons along at a brisk pace and make them interesting and fun. Teachers and classroom assistants work well together to give pupils a high level of individual assistance.
8. In science, teaching makes good use of the school's rural location to develop pupils' knowledge of Life and Living Processes. Pupils' attainment in Years 2 and 6 is in line with national expectations but pupils in Years 3–5 are achieving results that are often above expectations. The programme of teaching is well organised and places a good emphasis on experimental and investigative activities.
9. Pupils' attainment in information and communication technology is below the levels expected for their age in Years 2 and 6. They make satisfactory progress from lower than average skills in word processing, but do not cover all aspects of the subject fully. Standards have improved since the last inspection but have suffered from insufficient investment, training and planning. Currently, all pupils have regular access to computers and standards are rising because these have been targeted as a priority by the co-ordinator. However, the school does not presently provide enough teaching in all aspects of the subject such as data handling, modelling and controlling programmable robots. The co-ordinator has improved pupils' basic skills, especially in word processing, but her time as a specialist teacher is limited under the current programme.
10. In religious education, pupils attain levels that are in line with the locally agreed syllabus. Pupils make satisfactory progress, including those with special educational needs. Pupils in Year 2 are introduced to Christianity through stories about Jesus and how he was a friend to children. They know the major Christian festivals and participate in school services with understanding. Pupils in Year 6 have a satisfactory understanding of the beliefs and rituals of Christians, Jews and Hindus. They have studied the history, development and festivals of the three faiths. Pupils understand the importance of religion to people and have a high respect for each other's values and beliefs.
11. In all other subjects of the curriculum, pupils make satisfactory progress although the levels of attainment could not be judged in music at Key Stage 1.

¹ A discussion time in which pupils talk about relationships, aspects of life and air things ~~that~~^{which} concern them.

Pupils' attitudes, values and personal development

12. Pupils enjoy school and demonstrate very positive attitudes both to school and to their learning. These high standards have been encouraged through sensitive teacher support and encouragement over the last year, which has helped to raise pupils' self-esteem and confidence. Pupils are highly motivated, enthusiastic, and eager to contribute and participate both in lessons and other activities around the school. They are well focused on their tasks and concentrate profitably for extended periods. Parents are particularly pleased by the way in which the school encourages pupils to work hard and achieve their best, so helping their children to become mature and responsible. Even the youngest pupils' show a very confident and mature approach both to work and in their relationships with each other. They listen attentively and are developing good social skills as they engage in their tasks and activities. Pupils work and play very well together, happily sharing books, rubbers and other resources.
13. The standards of behaviour in the school were judged to be good at the time of the last inspection. However, difficulties over the intervening years led to very disruptive and sometimes violent behaviour. The successful implementation of a revised behaviour strategy has brought about a significant improvement in pupils' behaviour, which is now very good. The sensitive introduction of a merit award system has raised pupils' feelings of self-worth and improved behaviour dramatically. Parents recognise these improvements and now comment very favourably on the school's atmosphere and pupils' thoughtfulness towards one another. The school has an orderly atmosphere and pupils are well aware of the rules that they have helped devise. Pupils are very friendly and polite, happy to talk about what they are doing and very willing to show their work to visitors. Pupils felt that the school was a happy and secure place with no recent incidents of bullying. There is an absence of oppressive behaviour and a high degree of harmony exists between pupils of all ages.
14. Relationships in the school are excellent, both between staff and pupils, and amongst the pupils themselves. The school works hard to promote tolerance and kindness and ensure pupils feel included. The older pupils are very caring and look after the younger ones. Pupils with special educational needs are particularly well integrated into school activities. Pupils work well together in both pairs and groups. This harmonious atmosphere promotes a good working environment and makes a positive impact on learning. In a Years 4 and 5 tennis lesson, pupils worked well in two teams supporting and encouraging each other in a short, competitive game. Pupils worked collaboratively and successfully in a science lesson investigating the different amounts of air in soils and gravels.
15. Pupils identified as having special educational needs are generally as positive in their response to learning as other pupils. Most persevere and take care in completing their work. They are polite and courteous, show respect for resources and behave well towards each other.
16. The personal, social and health education programme provides an encouraging forum in which pupils talk about important issues such as friendship and bullying. This promotes pupils' understanding of a moral code, enabling them to share their views, feelings, values and beliefs. This was very evident in the mature and perceptive elegies pupils had written regarding the recent terrorist attack in New York. The care and encouragement shown by pupils for those with special educational needs are excellent. The clear aims and ethos of the school promote pupils' respect for each other and are reinforced by the good role models of the staff.

17. Opportunities to develop pupils' personal development are very good and have been significantly improved since the last inspection. Strategies have been developed to offer pupils more choice and the chance to take responsibility for their own learning. In Years 1 and 2, pupils are given a choice of activities and resources, which helps them to explore a variety of different materials as well as helping to develop their initiative. In Years 3-6, pupils are encouraged to develop their investigative skills and evaluate their results through independent learning. Where these activities are offered, pupils respond enthusiastically and are well focused on their tasks. Pupils willingly undertake roles of responsibility around the school. They take turns to act as class monitors, whilst older pupils have wider responsibilities. These include running the tuck shop, re-shelving the borrowed books in the library and looking after the younger children by managing a table at lunchtime. The school is currently investigating the procedures necessary to establish a school council. This will provide a valuable opportunity for pupils to air their views and become involved in the decision-making processes of the school.
18. Attendance levels in the school are satisfactory. Whilst the attendance figure of 93.4 per cent for the last academic year was below the national average, this mainly related to a small minority of pupils with medical problems and the pupil who was excluded. Most other pupils have good levels of attendance. Pupils generally arrive promptly and lessons start on time. Attendance and punctuality are well monitored by the school.

HOW WELL ARE PUPILS TAUGHT?

19. Seventy-five per cent of teaching was good or better during the inspection. Twenty-five per cent of teaching was very good, 50 per cent was good and 25 per cent was satisfactory. This is a considerable improvement since the time of the last inspection when only 39 per cent was judged to be good or better and 4 per cent was unsatisfactory. After a lengthy, unsettled period the school has undergone a complete change of staffing. Parents refer to low morale among staff and poor behaviour among pupils that led to many pupils leaving the school. The current views of parents are, however, very positive. All parents judge teaching to be good and promoting high standards.
20. Teachers' planning is strongly supported by the National Strategies for Literacy and Numeracy. These lessons have a clear framework and stimulate pupils' learning. Literacy is well taught in lessons but not enough use is made of information and communication technology. Numeracy skills are well developed, especially mental activities, but they are not sufficiently developed, for instance, in information and communication technology or geography, history and science. The quality of teaching in information technology is good when lessons are taught by the specialist co-ordinator, but only satisfactory otherwise because teachers lack appropriate training and the hardware at present is unreliable. Teachers are soon to undergo training in the use of the new computers.
21. The common factor in the most successful lessons is that of very good knowledge of pupils by teachers. They know their pupils' potential and past achievement. They have assessed, formally and informally, what standards they can reasonably be expected to reach. Lessons have clear objectives and teachers give straightforward explanations and instructions. Teachers manage pupils' behaviour very well by ensuring that lessons have a strong sense of purpose with a good pace. Lessons are well balanced across a range of different activities.. In the best lessons, this structure maintains pupils' interest and promotes concentration. Positive personal relationships generate mutual respect, courtesy and trust. Pupils are eager to learn and work hard, spurred on by teachers' praise and appreciation of their efforts. For instance, in a very good literacy lesson supporting pupils with special educational needs, the teacher insisted, gently but firmly,

that pupils gave her eye contact, 'Look at me and listen', before she explained and instructed.

22. In the best lessons the learning intention is made crystal clear with teachers setting out what lies ahead and writing the objectives on the board. At the end of the lesson, teachers refer to these: 'Have we reached our goal? What have we learnt? Have we got there?' Teachers have high expectations and create a strong sense of purpose to which pupils respond well. Teachers use the correct vocabulary such as 'modify', 'tempo' and 'operation' and they present challenging work to be done in a specified time. They adapt activities well to pupils' abilities and set tasks that, although demanding, are achievable.
23. Teachers use questioning to good effect. Lessons often begin with short, brisk question and answer sessions when teachers check past learning and understanding, using the time to gain pupils' full attention. For example, they ask questions such as 'Are there any other words that mean...?' During the course of lessons, further questioning shows whether pupils are listening to and understanding the content of the lesson. For example, 'How did you reach your answer?' or 'Who can describe another way of reaching the answer?' or 'Can anyone tell us what to do if...?' Direct questioning also sets expectations for particular pupils' input and their levels of behaviour. For example, 'Who in Year 6 can give the answer?' or 'How many of you are going to get a star for listening hard today?'.
24. Some aspects of teaching were less successful. Sometimes the pace of a lesson slackened and pupils' effort and concentration wavered slightly. These features were most often evident in the main part of literacy and numeracy lessons when pupils were working at tasks either in groups or individually. Pupils sometimes worked on one activity or the same type of task for a long time when a change to another activity might have been more effective in maintaining attention.
25. The school has a shared marking policy but the scrutiny of work shows that this has not yet been fully embedded in practice. Marking is mostly appreciative with remarks denoting teachers' praise, such as 'Good!' and 'Well done!' However, there are few remarks that tell pupils how they can improve their work. The scrutiny of work also shows that pupils' presentation is not always as good as it should be especially that of the oldest pupils. Also, given the time allocation for subjects on the timetable, pupils do not always cover enough ground in lessons in recording their work. These were issues at the time of the last inspection.
26. A number of pupils with special educational needs are withdrawn regularly on a weekly basis for literacy teaching of a very high order. The work is very well planned and specifically targeted to meet pupils' needs. The teacher adjusts her methods carefully to promote good progress during the session, resulting in visible improvements. Together the teacher and pupils review and celebrate what has been done during the lesson. This provides pupils with a strong sense of achievement and raises their self-esteem. 'I started there and did all that!' commented a pupil as he stored away his writing with a real sense of pride. The teacher has established close liaison with teachers and support staff to ensure that pupils practise their tasks during the following days to consolidate learning and secure progress. Her planning and records are meticulously maintained so that her teaching is finely tuned to match pupils' needs.
27. In their pre-inspection questionnaires, 50 per cent of parents felt strongly that pupils get the right amount of homework. Fifty per cent tended to agree. The school operates a weekly homework club after school, which is open to all pupils. Ninety-two per cent felt that children made good progress and 100 per cent felt that children worked hard and

were expected to do their best. The recently improved quality of teaching has certainly had an impact!

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

28. The curriculum is good. The school provides a range of interesting opportunities for learning both within the school timetable and outside the school day. Teaching is particularly effective in developing pupils' literacy and numeracy skills. Since the last inspection there has been an improvement in the quality of teachers' planning and they are good at sharing objectives with pupils. Pupils also now have good opportunities to practise their speaking skills in well planned, discussion activities. The curriculum for information and communication technology has been improved but has not yet had a profound impact on raising pupils' attainment. All aspects of the subject are covered but teaching does not provide pupils with enough opportunities to practise their skills. Teachers still do not identify where and how to develop these skills when planning their teaching in other subjects. Teaching fulfils the requirements of the National Curriculum and the programme for religious education identified in the locally agreed syllabus. The proportion of time allocated to each subject is in line with other primary schools but the length of the teaching day is slightly less than recommended.
29. Teachers have put in considerable work to ensure that all subjects and aspects of the National Curriculum and religious education are covered in the mixed age classes. The current programme is particularly effective in meeting all the requirements of the science syllabus in a way that meets the different needs of pupils from Year 3 to Year 6. Pupils receive a very good programme of personal, social and health education, including teaching about matters concerning the misuse of substances. The teaching is supported where appropriate, by members of the community, such as a police constable talking about drugs to older pupils. Sex education is provided at a satisfactory level and pupils are also introduced to the healthy and unhealthy aspects of diet.
30. Teachers organise a satisfactory learning programme overall, which is planned to develop pupils' learning skills according to their different ages and needs. However teacher's responsibilities as curriculum managers are not fully defined and understood. The pupils with special educational needs benefit from a good level of support from teachers, classroom assistants and the specialist advisory services. Individual learning plans are designed to meet the needs identified by the school or outside specialist staff. Additional learning support is well used to help these pupils to make the most of their abilities. Attention is given to identifying pupils who are particularly talented or gifted and tasks are successfully adapted to challenge them. All pupils are encouraged to take a full part in every aspect of school life and those with disabilities are given a good level of support by adults and other pupils.
31. Children at the Foundation Stage are taught in the same class as the pupils in Years 1 and 2. During the inspection there was only one part-time pupil under five in attendance and teaching gave her a good level of personal attention, which was appropriate to her needs. Nonetheless, the accommodation available for children of this age is poor and provides only limited opportunities to extend children's learning across all the required six areas of development. The school is well aware of the restrictions that staff levels and space impose on what they could offer the under-fives and have firm plans to extend accommodation in the near future.
32. There is a suitable variety of extra-curricular activities that includes computers, art and craft, music tuition on the violin, football and a homework club. The partnership with Hevingham Primary School provides pupils with opportunities for sport such as football training, swimming and developing games' skills at local facilities. The two schools go on

joint educational visits and are planning an annual residential trip for older pupils. Instruction in cycling proficiency is available at Hevingham to pupils from the two schools. Links with the local secondary school are good and teachers and pupils visit to prepare older pupils for transfer. In addition, the local community supports the school in a variety of ways from providing direct help with the maintenance of the school wildlife pond to giving pupils instruction in handbell ringing.

33. The provision for spiritual development is good. Teachers promote pupils' awareness of Christian values and beliefs through discussion in class and during daily acts of worship. Bible stories and learning about other faiths make a good contribution to this aspect of pupils' development. In discussions about the importance of faith, pupils showed a sensitive appreciation of other's values and beliefs. They understand why prayer is important to Christians, Hindus and Jews and why people create special buildings and places for worship. Teachers introduce pupils to an understanding of the spiritual content of music and paintings and to the forces of nature in their study of Life and Natural History.
34. The school is very effective in encouraging pupils to understand the difference between right and wrong. This is supported by a system for encouraging correct behaviour in the classroom and support for one another in the playground. Pupils were closely involved in creating the school's code of conduct and systems for encouraging good behaviour. They take the agreed guidelines very seriously and are aware of the meaning of the red and yellow cards as warnings. Most importantly, pupils are active in promoting considerate behaviour in their own school community and in extending this into their attitudes to others outside school. Their writing on the recent tragedies in America reflected a very sensitive treatment of the complex moral, social and spiritual aspects that pupils wanted to explore.
35. The pupils' social development is very well supported by giving them opportunities to make a real contribution to both the school and village communities. The issue of maintaining the countryside is a particular focus for this involvement and pupils are knowledgeable about aspects of conservation. The good relationships between staff and visiting adults present very good examples for the pupils. The two partnership schools work well together in combining resources to enhance their pupils' sports experience and extra-curricular activities.
36. The school offers pupils a satisfactory range of cultural experiences through their study of literature, music and art. Pupils develop a good appreciation of their locality and the history and geography of the village. They benefit from close contact with members of the community, like the policeman and postmistress as well as with local writers and artists. Pupils are presented with an insight into other faiths and non-European cultures by looking at artefacts and pictures and listening to music. They read from a range of stories from different cultural traditions. They join with pupils from Hevingham in visiting an annual exhibition of multicultural activities and crafts.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school provides a very caring and supportive environment. Its provision for pupils' health, welfare and guidance makes a significant contribution to their personal and academic development. Pupils are very well supported and encouraged to develop their individuality. Parents spoke very highly of the school. They find it very friendly and supportive, and reported that staff promote a sense of community where everyone is valued. In such a small school, teachers know their pupils very well. Teachers closely monitor pupils' personal development and work sensitively to challenge and support their individual needs. Pupils know how well they are doing and are involved in identifying and reviewing their own targets both at an academic and personal level.

38. The school seeks to ensure that pupils have equal opportunities. There are good systems in place to support the academic and personal development of pupils with special educational needs and they make good progress. The school also caters well for the more able pupils who are suitably challenged to develop their skills further. The entry process into the school and the later transition into secondary school, are well planned for and handled sensitively.
39. Procedures for monitoring and promoting discipline and good behaviour are very good. This is reflected in the orderly atmosphere in the school and the absence of aggressive behaviour between pupils. The comprehensive behaviour policy provides clear guidelines and procedures for promoting good relationships and dealing with any disruptive pupils or incidents of bullying. It clearly highlights the school's expectations and identifies the responsibilities of pupils, staff and parents. There is a good balance of rewards and sanctions, with staff offering a consistent approach to behaviour management. Pupils are involved in devising the rules and boundaries and know what is expected of them. This has helped to raise pupils' confidence and self-esteem. They are alert to the red and yellow card system and respond enthusiastically to the stickers and merit cards, which they feel encourage them to do well.
40. Procedures for monitoring and improving attendance are good and are reflected in the satisfactory levels of attendance of the majority of pupils in the school. Parents are regularly informed about their responsibilities regarding the need to ensure that their children attend school regularly and on time. They call in promptly to inform the school when their children are away ill. Appropriate links have been established with the education welfare officer who is involved in following up cases where necessary.
41. The school has very good systems in place for child protection and ensuring pupils' health, safety and welfare. The acting headteacher and the assistant head are the staff with designated responsibilities for child protection. Both are well aware of the processes involved and changes to the legislation. Well-established systems are in place to take care of pupils who may fall ill during the day and there are effective procedures to meet the medical needs of pupils. The Years 1/2 teacher has been trained in the appropriate physiotherapy exercises needed for helping pupils with cerebral palsy. A sufficient number of staff are qualified to provide first aid. There is a comprehensive health and safety policy and effective procedures are in place to address the issues of safety and security of pupils in the school.
42. There are good arrangements for supporting pupils with special educational needs. The co-ordinator has only recently taken up his responsibilities and is very effective in managing the systems. The Years 1/2 teacher identifies pupils with needs as part of the assessment procedures used for monitoring their progress. Individual education plans and the register of special educational needs are very well organised. Targets in the individual plans are succinct, relevant and shared with all staff and parents to ensure continuity and consistency. A good level of support is available for pupils in lessons and the quality of inter-staff relationships is high, as is the quality of the assistance provided for individual pupils. The pupil with a Statement of Special Educational Need is very well supported during the sessions she is in school. The policy and guidelines are useful documents and the co-ordinator is aware of the forthcoming new Code of Practice, which may place new demands upon the school's practice.
43. The systems used by the school to assess pupils' achievement are good. The acting headteacher has responsibility for assessment and although the systems are new, they are well used by staff. Pupils' Records of Achievement are newly in place and are already under review with the intention of making their management even more efficient.

Formal assessment procedures include testing pupils on entry to the school and administering statutory national tests at the end of Years 2 and 6. Pupils also undergo regular reading and spelling assessments to track their achievement. Data from these is analysed and used to set the pupils' and school's targets for improvement. Some pupils' work is kept in portfolios, for instance, by the information and communication technology co-ordinator, but there is not a systematic compilation of pupils' work that has been assessed according to National Curriculum levels. Thus there is no standard to which teachers can refer when assessing their pupils' attainment across the curriculum.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school's partnership with parents is very good and is one of the many strengths of the school. The quality of information provided for parents is very comprehensive. Information regarding the school and its activities is detailed in the attractive school brochure and governors' annual report to parents. Information about forthcoming events is maintained through regular newsletters and guidance on topics is circulated each term and posted on the classroom doors. This enables parents to see what their children will be covering during the course of the year.
45. Parents feel that there are now very good links with the school. They feel the school is very accessible and appreciate the fact that they are now permitted into the school at the start and end of the day. They welcome the open door policy and the way the school encourages suggestion, and takes any concerns they have seriously, dealing with them promptly. Parents reported that they are kept well informed about the progress their children were making and can easily see what pupils have been doing and talk to staff. The only concerns parents expressed related to the range of extra-curricular activities, which the inspection team considered good for a small school.
46. Consultation evenings are held regularly and are always well attended. The parents' annual reports regarding pupils' progress and attainment are very detailed. They clearly identify what pupils are able to do and set targets for improvement. Parents of pupils with special educational needs are kept well informed about their child's progress and are involved in the review processes.
47. The significant contribution of parents to their children's learning is having a positive impact on pupils' progress. The school warmly encourages parents to become involved in their children's learning by helping out in the school. Although most parents work, a small number of adults are volunteering to help with various activities around the school such as listening to reading or helping out on school trips. Parents receive details regarding the homework policy and how they can help their children at home. Where parents are regularly able to listen to their children read, this is contributing to the high standards of reading.
48. Marsham has become very much a community school where all feel involved. Parents are invited to school events and productions or assemblies are often well attended. Parents are also very supportive, offering their help in a number of ways. The Friends of Marsham is very effectively run by a committed group of parents. A number of fund-raising and social events are successfully held each year. These are well attended and generate significant additional funds to help purchase resources for the school. This has helped to provide playground apparatus and benches and equipment for the classrooms. In addition, parents provide valuable help by assisting with various maintenance tasks around the school, such as cleaning out the pond.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The acting headteacher provides the school with energetic direction and valuable administrative support. He was appointed in January 2001 and has made an important contribution to supporting the full-time staff and developing a partnership between Marsham and Hevingham schools. He works closely with staff and governors and together they have successfully addressed the many urgent problems that the school faced as a result of the previous headteacher's ill health. The systems of management to date have relied on the conscientiousness and goodwill of all staff. The school does not yet have formalised structures that:
- define the roles of the part-time, acting headteacher and the assistant headteacher;
 - provide curriculum management in all subjects;
 - utilise the full potential of the Hevingham-Marsham partnership.
50. Parents recognise the roles of the acting headteacher and his deputy but there is no clear definition of the limits of their responsibilities. The current, fluid arrangements place a heavy burden on the time and energy of both post holders and especially on the part-time acting headteacher. Job descriptions have not been drawn up for them or for curriculum managers. There is good co-ordination of numeracy and special educational needs but there is no clear co-ordination in the key areas of literacy and the Foundation Stage. Without these precise definitions, the partnership is not maximising the exchange of skills between the two schools. The monitoring and evaluation of teaching has been carried out with support from the local education authority but the school does not have its own regular programme for observing teaching across all subjects. However, systems for performance management have been set up with the co-operation of staff from Hevingham.
51. At the last inspection, leadership and management were considered to be sound and showing significant improvements. However, all teaching and support staff have changed in the last two years and this has necessitated considerable consultation and training to establish coherent working patterns. It is a tribute to the dedication and effort of all staff members that the school's ethos is so positive. It contributes enormously to the keenness and interest that pupils show in their approach to school and their work. Parents are full of praise for the accessibility of staff and the support that they give their children. They recognise the work that staff have put into raising the standards of pupils' achievements and their attitudes and behaviour. All staff have a strong commitment to maintaining and improving these. Nearly all the recommendations in the last report have been addressed and the school meets its declared aims of providing good quality experiences enabling children to be happy, successful and keen to learn.
52. The governors fulfil their responsibilities and are very supportive of the school. Importantly, they make a valuable contribution to maintaining good links between the school and the community. However, there have been many changes in personnel and new members have not yet been able to attend training courses to help them to develop their role effectively. Governors have been imaginative in grasping the opportunities presented by the Hevingham-Marsham partnership but there are many elements that need addressing. Clearly, they could not make binding decisions on the school's future until the status of the headteacher had been agreed. Nonetheless, contingency planning is at an early stage and the school has no agreed school development programme for this academic year. Governors have begun to develop their links with Hevingham. They have met with Hevingham governors but have not yet decided on a programme for closer co-operation or fully assessed the implications of a possible amalgamation under one governing body.
53. Financial and day-to-day administration is good and the school applies best value principles to purchases and service contracts. The school makes appropriate use of the local education authority financial services and grants for school improvement, training

and special educational needs are properly applied. Governors plan finances with regard to the school's agreed priorities and maintain a proper check on spending. Nonetheless, the school's expenditure per pupil is two and a half times greater than the national average. The school is examining ways of reducing the duplication of administrative time, contracts and costs, which could be shared by both schools but has not yet been able to implement them. The school makes good use of information and communication technology to simplify administration, but the systems used in the two schools are different. The school has accumulated an above average operating surplus but has plans for reducing this as soon as staffing appointments have been made.

54. The management of supporting pupils with special educational needs is good. The co-ordinator has other considerable responsibilities within the school as assistant headteacher and has only recently taken on these appointments. Building on the procedures in place at Hevingham, he has adapted many systems in a relatively short time for identifying, supporting and reviewing pupils' needs. The co-ordinator has managed these very effectively. There is well-organised documentation and staff are effectively deployed to support pupils. The team of assistants provides good assistance to pupils and the co-ordinator is aware of the need to raise awareness to the demands of the new Code of Practice.
55. In all subjects, resources are satisfactory and well used. Teaching and support staff are well deployed and provide a high level of individual support to pupils. The school makes good use of its limited accommodation and plans physical education activities well to compensate for the lack of indoor facilities on site. More significantly, the school has inadequate space for children at the Foundation Stage to experience all the areas of learning that are expected. Although there are plans to add more accommodation, the school must evaluate the extent to which this will provide a satisfactory learning environment for pupils of all ages.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to improve the standards in the school, governors, headteacher and staff should:
- develop pupils' skills in information and communication technology across all subjects;
(paragraphs 9 and 94-98)
 - define the exact roles and responsibilities of the acting headteacher, deputy and subject managers to ensure that:
 - management and administrative roles are clearly agreed and understood;
 - all subjects are managed effectively;
 - reasonable and achievable demands are made on the post holders;
 - the potential for sharing expertise between the partnership schools is fully utilised;
(paragraphs 49-50 and 52-53)
 - agree and implement a school development plan with particular attention to improving the school's cost effectiveness;
(paragraphs 52-53)
 - examine all avenues for improving the accommodation and facilities for physical education and the Foundation Stage.
(paragraphs 55 and 57-60)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	4	8	3	0	0	0
Percentage	0	27	53	20	0	0	0

Care should be taken when interpreting these percentages as each lesson represents more than six 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)	27
Number of full-time pupils known to be eligible for free school meals	12
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	14
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	6
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

No table of results is included where the number of pupils sitting end of key stage tests is less than 10.

Ethnic background of pupils

Exclusions in the last school year

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	27
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

	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	2	1
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)	2.5
Number of pupils per qualified teacher	27
Average class size	13.5

Education support staff: YR - Y6

Total number of education support staff	3
Total aggregate hours worked per week	36

FTE means full-time equivalent.

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	2
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)	0

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	136,367
Total expenditure	130,571
Expenditure per pupil	5,223
Balance brought forward from previous year	7,147
Balance carried forward to next year	12,943

Results of the survey of parents and carers

Questionnaire return rate: 56%

Number of questionnaires sent out	25
Number of questionnaires returned	14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	72	21	7	0	0
Behaviour in the school is good.	57	43	0	0	0
My child gets the right amount of work to do at home.	50	50	0	0	0
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	79	14	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	72	14	14	0	0
The school is well led and managed.	64	36	0	0	0
The school is helping my child become mature and responsible.	64	36	0	0	0
The school provides an interesting range of activities outside lessons.	36	14	36	0	14

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

57. During the time of the inspection, one pupil with a Statement of Special Educational Need attended school on a part-time basis. Classroom support was provided during the ten hours that she attended school in the afternoons when she is as fully integrated in the activities provided by the teacher as possible. It is not appropriate or possible to make judgements about the six areas of learning.
58. The quality of teaching and assistance provided is very high. Continuous support with language provides opportunities to acquire vocabulary such as 'red' and 'wheel' and some links with numeracy are also developed by counting the number of wheels. The teacher provides opportunities for social and personal development because time is available to sit as part of a group for very short periods, with the support of the assistant.
59. There is close liaison between the teacher and the support assistant who is well briefed about activities. Assessment is an on-going process with the assistant reporting back to the class teacher on a daily basis.
60. Accommodation available for children of this age is poor. There are no facilities in the class for the full range of creative and physical development. For example, it is not possible to provide areas and equipment for spontaneous play in dressing-up or home corners, whilst access to large play apparatus is situated too far away to be feasible as a regular part of physical development. The room is too small to allow facilities for creative development to be available as it should be for children of this age. The computer stations are conveniently situated within the classroom.

ENGLISH

61. By the end of Years 2 and 6, pupils are currently attaining levels in line with those expected nationally. Results in tests, for pupils in Year 6, have been consistently well below average over the last four years. However, it is unreliable to compare these results with national averages when there were very small numbers taking the tests and a high proportion of the pupils had special educational needs. Whilst the trend in the results has declined since the last inspection, the attainment of current pupils is in line with expectations and reflects sound progress when compared to their previous achievements. The school has undergone a total change in staffing in the last two years. Pupils at both key stages respond very well to an encouraging environment where expectations are high and they are expected to apply their literacy skills across a range of subjects.
62. In Year 2, pupils' results in tests have been well below average in reading and mainly well below in writing. The trend since the last inspection was declining until 2001, when results improved significantly. Whilst national comparisons for 2001 are not yet available, pupils' results are in line with those achieved nationally in 2000. Their attainment indicates good progress, since pupils enter the school with skills that are often below expectations. Current pupils are achieving standards that are in line with those expected from pupils of their age. They are prepared to apply themselves for sustained periods and take a real pride in their completed written work. They share it with adults and other pupils with an understandable sense of achievement.
63. Pupils' listening and speaking skills are in line with those expected at the end of Year 2 and slightly above expectations at the end of Year 6. This is a marked improvement

since the last inspection when they were considered to be below average. Teachers place a considerable emphasis on developing pupils' ability to follow instructions, exchange views in class discussion and communicate their ideas fluently. They take full advantage of the small numbers in each class to encourage all pupils to participate in discussion. In Years 1 and 2, pupils are asked to talk about things that worry them. Through good questioning, the teacher explores their views on coping with the dangers involved in speaking to strangers. Pupils also talk openly about other people who cause them anxiety and relate their experiences of bullying in previous schools. The topic has immediate relevance to pupils and they are keen to explain themselves. They listen sympathetically to one another and take turns. Adults assist by careful questioning and suggesting ways of defining and expressing their feelings. In Years 3–6, pupils are confident about talking to the class and adults. They are used to participating in informal exchanges about their work and expressing their ideas. Teachers have a sensitive approach to class discipline that pupils respect. They feel confident to comment but do not take advantage of the 'freedom' granted. They put their hands up and wait until it is appropriate to speak. In a lesson on past tenses, the teacher was careful to stress the ways of saying things in Standard English but acknowledged the dialect words that some used on the playground. Pupils appreciated the differences and learned when and where such usage was appropriate. In whole-school assemblies, pupils are used to participating formally and informally. They perform as actors and with readings as well as offering their own comments and examples when given the opportunity.

64. In reading, most pupils attain the levels expected for their age in both Year 2 and Year 6. This is an improvement on the levels attained at the time of the last inspection. Pupils use fiction and non-fiction books naturally and with interest and as they mature, they become confident about finding references in order to carry out research. Pupils' reading records are well maintained and there is good liaison between school and home. More able pupils are reading regularly and fluently and their reading books are appropriate to their level of comprehension. Less able pupils are developing their ability to recognise sounds and thus work out their meaning. There is a very good support programme for these pupils. They receive assistance in class from learning support assistants who work very closely with the teachers. This is extended by weekly sessions with a visiting teacher who uses a commercial scheme that focuses on pupils' reading, spelling and writing problems. Very good teaching in these sessions is complemented by the high level of assessment, record keeping and communication that all parties maintain. Whilst the levels that these pupils attain is still below those expected from pupils of their age, tests show that they are making good progress and developing their interest, confidence and skills.
65. In writing, pupils attain levels that are in line with expectations by Year 2. Teachers make good use of activities like a trip to the beach and sea-life centre and make this a starting point for writing descriptions in simple sentences. Younger pupils in Year 1 are still copying phrases and words and learning to create their own accounts. Pupils in Year 2 are checking spellings and adding words to their wordbooks to build up their knowledge of spellings. Three more able pupils created simple poems in an English lesson, where they not only thought about rhyming words but also attempted to create an appropriate rhythm. With a good level of support, less able pupils composed their own sentences including words that rhymed with pin. They drew on prompt cards to help them to spell correctly and were proud of their achievements, which they shared with others in the class. Handwriting is satisfactory in the class-work but in both handwriting exercises and in previous work, presentation and letter shapes are not in line with expectations. In Years 3 and 4, pupils continue to make good progress and the support for less able pupils is very effective. Pupils follow whole-class instruction with a high level of attention and interest. Teachers use questions well to prompt thinking and pitch these at the appropriate level to obtain responses from pupils of all abilities. Working under the close

supervision of the learning support assistant, less able pupils completed a well-organised activity, extending their knowledge of the past tense. In Years 5 and 6, pupils write for a range of different purposes and develop their command of vocabulary and style well. They write to their local MP about the needs of the village and the local conservation agency about preserving the environment. They use their literacy skills to describe differences between localities in geography and compare life in India under the Victorians and now. They have written about aspects of religion in India and also produced their own fables stimulated by stories read to them. Although pupils do undertake extended stories and produce some good examples of imaginative and descriptive writing, they do not think in detail about the structure and draw up story plans. The use of information and communication technology is also limited.

66. Teaching is good at both key stages. Teachers have a good understanding of the National Literacy Strategy and plan their lessons to ensure that tasks are well matched to the different levels of pupils' ability. Teachers know pupils very well and adapt both their questions and tasks well to provide the right sort of challenge for them. Teachers use their learning support assistants well to assist younger pupils and those with special educational needs. The range of writing tasks is well balanced across all subjects and this is effective in extending pupils' vocabulary and styles of writing. Teachers are good at linking pupils' speaking and listening activities to learning and this is building their confidence and interest in the subjects that they study. Pupils' application and willingness to concentrate are generally very good and this is having a very positive impact on their learning. Marking is satisfactory but does not always give written comments on how pupils might improve their work.

MATHEMATICS

67. Standards in mathematics are rising with more pupils achieving higher levels of attainment at the end of Year 6. Attainment at the end of both key stages is in line with national expectations. At the time of the last inspection, standards were judged to be below national standards so this represents a considerable improvement in the school's results. These achievements are the result of good teaching in both classes and pupils' very keen attitudes. This is true for the many pupils who have been identified as having special educational needs.
68. Assessment indicates that the majority of pupils enter Year 1 with levels of attainment that are below those expected nationally. They require support and carefully graded numeracy work. By the time they are seven years old, many pupils work confidently with large numbers including hundreds and counting in fives and tens past the 100 threshold. They enjoy doing sums involving addition and subtraction such as $92 + 10$ and $413 + 522$. They have opportunities to solve problems presented in words. For example, they calculate how many sweets are left if 19 are eaten out of a bag containing 30. They measure lines accurately using centimetres and make up different amounts of money using a range of coins. They estimate the weights of a range of familiar items such as scissors, before recording their actual weights and identifying which is heaviest and lightest. They compare the heights of members of their class but they have fewer opportunities to record their knowledge and understanding of two and three-dimensional shapes, or recording information in the form of block graphs or tally charts. The scrutiny of work indicated that there were very few occasions when information and communication technology was used to exemplify mathematical investigations.
69. By the end of Year 6, pupils have covered a wide range of mathematical work. Pupils have a good understanding of place value and number patterns including multiplication tables, but there are few opportunities to incorporate information and communication technology into their work. They apply their knowledge of number when recording

international time zones using the 24-hour clock and accurately calculate the length of journeys from local railway timetables. They show a clear understanding of the relationship between addition and multiplication when calculating perimeter and area when using the formula 'l x b'. They have a good understanding of the geometric aspects of mathematics such as rotational symmetry and a thorough understanding of the properties of two and three-dimensional shapes. Their knowledge and understanding of angles is impressive but they are less confident when discussing the meaning of mean, median and mode.

70. Progress in lessons, for all pupils including those with special educational needs, is good. The structure of lessons gives them good opportunities to develop their confidence and agility in mental calculation. In the main part of lessons, pupils are required to record their calculations individually, in pairs or groups. At these times the pace of progress tends to relax but teachers are alert to this and spur pupils on using comments such as, 'Five minutes more'. Pupils are eager to learn, show interest in the subject and work enthusiastically. They enjoy their lessons and tasks because teachers move lessons along at a brisk pace and make them interesting and fun. For instance, in Key Stage 1, pupils were delighted to beat their teacher and the classroom assistant in a fast-paced game to calculate answers using mental recall. The teacher used her knowledge of individual pupils to set challenging questions. Some added or subtracted in ones, whilst others had to calculate using tens or even hundreds. Afterwards they carried out similar calculations that were carefully planned to consolidate past learning as well as providing new tasks to extend the more able pupils. Pupils were very well supported during these times because the teacher visited each of them frequently to provide encouragement and praise. The classroom assistant worked alongside a small group to ensure that they understood their work fully. Close attention was paid to accuracy; for example, when figures were sometimes written the wrong way around, pupils were asked to look again to correct their work. At the end of the lesson pupils shared their learning, counted in fives and tens around their circle and enjoyed singing the 'Caterpillar Song', from *One and One are Two*, in doubles up to 'sixty-four and sixty-four are one hundred and twenty eight'.
71. The same positive attitudes are evident in Key Stage 2. Pupils enjoyed demonstrating their mental skills when playing 'Follow me', an oral game that involved all of them calculating answers and rounding up to the nearest ten or hundred at speed. There were good opportunities here for pupils to make use of their literacy skills: reading, speaking and listening. The teacher drew on his good knowledge of individual pupils when distributing the cards. Pupils were given suitable challenging questions to calculate. This is sensitive practice enabling all pupils whatever their age or ability to achieve success and enjoy the game fully. In the main part of the lesson pupils were set tasks that were well adapted to their attainment and age. Years 3 and 4 pupils worked in pairs using computers to consolidate addition and subtraction facts up to fifty. Older pupils were posed a series of increasingly difficult problems in words involving the four operations of addition, subtraction, multiplication and division. These ranged from multiplying 36p by 10 to calculating the total amount of weekly pocketmoney received in six months. The final challenge was to calculate the price of football boots that had a 10 per cent reduction from the original price of £44. At the end of the lesson, pupils enjoyed looking at real posters from a well-known supermarket describing 'Special Offers' and discussing whether the offers were real bargains or not. The teacher sustained their interest by explaining all the methods of payment available: cash, a selection of cards and a real cheque that was carefully torn up into very small pieces afterwards.
72. Pupils' behaviour in lessons is very good because they are interested in their work and know exactly what to do. Teachers encourage pupils to use their initiative and illustrate their independence by collecting their resources such as pencils, rubbers and counting squares without fuss and settling down quickly. Pupils concentrate well and persevere,

willingly correcting their work as requested. Sometimes they help each other when comparing their work – 'Look, you've put a "p" there instead of a "9", haven't you?'. Pupils work alongside each other happily, co-operate well and show consideration for one another, for example, sharing resources such as rubbers generously. In Key Stage 2, they watched and listened carefully when one of the group demonstrated his working out on the whiteboard. The scrutiny of exercise books indicates that pupils' presentation of work is not as good as it should be and some in Key Stage 2 the work does not cover enough ground in lessons. The more able pupils could be producing a greater quantity of work given the length of lessons currently timetabled. In discussion and group work, pupils appreciate and celebrate the success of others showing an unusually mature generosity of spirit. At the end of lessons they tidy resources and work away properly, sharing the jobs with a strong sense of responsibility.

73. Teachers have a good knowledge of their subject and understand their pupils very well. Their planning is very good. It is derived from the National Numeracy Strategy, with clear written lesson objectives and different work detailed for differently aged pupils. All pupils are fully included in activities. The targets for pupils with special educational needs are very well documented in individual education plans. Teachers make lesson objectives explicit, consequently lessons have a real sense of purpose. Lessons are well managed and generally conducted at a good, brisk pace. However, when pupils work as a group the pace sometimes slackens. The fine-tuning of lessons is having a considerable impact upon standards because pupils are being appropriately challenged. However, there are instances when older and the more able pupils could work at a greater speed and cover more ground. Teachers assess how well their pupils are achieving through conversations during the lesson and close observation of how the task they have set is being done. They provide encouragement and praise, which raises pupils' self-confidence and self-esteem, using comments such as 'You are fantastic!' Often teachers mark pupils' work alongside them in lessons. Marking includes praise and comments such as 'Well done!' but marking does not always include targets for pupils to aim at next time or suggestions for how they could improve their work. Classroom assistants are very well briefed about their part in the lesson. For instance, the maths co-ordinator took time explaining to an assistant how an activity involving counting money was to be managed. This means that assistants can play a full part in supporting pupils because they understand the purpose of the activity. Teachers manage pupils extremely well. Behaviour is very good and relationships are excellent. For example, remarks such as 'Come on, let's *dazzle!*' serve very well to promote a suitable ethos in which pupils respond by trying their hardest.
74. The co-ordinator has been a positive influence on the development of the subject, and the numeracy strategy is securely in place. There are very good assessment systems including individual targetsetting and recordkeeping all of which are well maintained. She works alongside staff on a regular basis and has provided very good support for teachers' planning. However, the use of information technology is not developed enough and there are some aspects of data handling that are not entirely secure. The co-ordinator is aware of these gaps and intends to take appropriate action in the near future.

SCIENCE

75. Pupils attain levels in Years 2 and 6 that are in line with those expected for their age. This is an improvement on the standards observed at the last inspection when attainment was below average. Pupils' results in Year 6 tests have varied widely but with such small cohorts, statistics are unreliable. The trend in results has been declining but the number of pupils in the school with special educational needs has been above average. The current Year 6 have a sound understanding of the subject and the attainment of pupils in Years 3–5 is often above expectations. At Year 2, pupils have a good range of knowledge and are attaining the levels expected nationally. Results of assessments at Year 2 were below the national average in 2000, but in line with the average in 2001. The improved attainment throughout the school reflects a better organised programme of teaching and greater emphasis placed on experimental and investigative activities. Only one lesson took place during the inspection and no judgement on teaching is possible.
76. Pupils at Year 2 have a good understanding of life processes and living things. They know parts of the body and record the differences in people's eye and hair colour. They have studied ways of making sounds and how we hear them. They have an appreciation of why food is essential to animals and what constitutes a healthy diet, looking at and recording foods that contain salt, sugar and fats. They have grown sunflowers and also considered the conditions in which plants grow best. The majority of pupils can make sensible predictions about what might happen during an experiment, basing their ideas on previous learning and their general knowledge about materials and their properties. They have examined different metal objects like coins and paper clips as well as different textiles to identify from which sources they are derived. They have carried out simple experiments to identify the forces working on objects running down a slope. They checked on the effect of raising the angle of the slope and also on changing the direction of the slope. Pupils were interested in varying the tests and also came up with some good suggestions as to how to record their results effectively. The more able pupils know that the materials and methods of investigation have to be the same to ensure a fair test. Pupils' drawings are accurate although their accounts of the stages of their investigations tend to be brief. There is good support for pupils with special educational needs and they achieve satisfactory standards. Overall, pupils' ability to plan and analyse their own experiments is better than at the time of the last inspection.
77. Pupils at Year 6 have a sound understanding of how to set up and conduct an experiment. In a lesson analysing soils they worked in groups with a high level of concentration and co-operated sensibly. They discussed their suggestions on methods and agreed what role each one would undertake in recording, measuring or handling materials. As a class, they compared predictions about how much air they would find in the soil samples and explained their thinking. After the investigation, pupils talked about the problems they had encountered and how they might improve their methods. Led by the class teacher, they made pertinent observations about the results. In writing up experiments, pupils use a useful set of guidelines to structure their recording. These include processes, methods and how to make a test fair, but do not include space to ensure that pupils record their hypotheses and compare them with the results that they obtain. Pupils complete a satisfactory amount of written work and develop their literacy skills in the process. However, the quality and tidiness of presentation varies and is not always good enough.
78. Pupils in Years 3 and 4 develop a broad knowledge of materials and their properties through their study of metals that conduct electricity and those that do not. They classify objects according to whether they are opaque, transparent or translucent and can define and use these terms accurately. They talk about objects that are breakable or unbreakable but do not have a way of defining this and have no understanding of how to

set up a test to prove such a classification. When working on their own in a mixed age class, younger pupils apply themselves with sustained concentration and show an impressive degree of independence. Nonetheless, the speed of their learning is slowed by the lack of adult direction. Pupils read and copy definitions of materials without really extending their understanding of them.

79. Teaching makes good use of the school's rural location to interest pupils in the way plants grow and helps them to appreciate the habitats of animals around them. Pupils talk confidently of food chains, predators and prey and benefit from studying insect life in the school pond and conservation area. They have carried out tests to find the preferred habitats for woodlice and have compared the best growing conditions for plants. Their work shows a satisfactory command of technical vocabulary like stamens, petals and roots. Teaching extends pupils' understanding into aspects of food and personal hygiene through a study of micro-organisms such as yoghurt and also human infections. Appropriate instruction is also given about animal and human reproduction. Teachers' knowledge is good and they use scientific terminology well to encourage pupils to understand and explain concepts accurately. Teachers know pupils very well and use good questioning to prompt the thinking and learning of individuals in a way that challenges more and less able pupils. The programme of study is developing their knowledge well, even in mixed age classes.

ART AND DESIGN

80. No art lessons took place during the inspection and judgements are based on discussions with pupils and staff and a scrutiny of pupils' work and teachers' planning. Pupils' attainment is broadly in line with the standards expected in Years 2 and 6. This is the same as was reported at the last inspection. By Year 2, pupils experience a satisfactory range of activities that enable them to investigate and use a range of materials. They have satisfactory pencil control and sketch from real life at a sound level. They know how to mix paint to obtain the shades and colours that they want in painting pictures of special friends. Last year's pupils have looked at textiles and made their own felt material. They have learnt simple stitching techniques to create puppets that they have decorated to their own designs. In addition, pupils have created designs for T-shirts and learned methods for printing them. By Year 6, pupils have developed their knowledge of printing to make cards, drawing their inspiration from their observation of trees and flowers. They apply their knowledge of painting and drawing to illustrate the dress of the Ancient Egyptians and Tudors. Whilst in religious education they have drawn symbols and artefacts in their study of the Jews and Hindus. Pupils understand some of the conventions evident in religious paintings of Jesus and his followers. The paintings do not show teeth as these were often in a poor state and the followers are painted in reverential attitude as a mark of their respect for Jesus. They have visited a local art gallery and worked with the artist in residence to develop their understanding of painting techniques. Pupils make use of computers to develop their design skills. Teachers maintain brief assessments of pupils' progress, which they use to guide them in planning activities and ensure that pupils are extending their knowledge and skills satisfactorily.

DESIGN AND TECHNOLOGY

81. Only one lesson was timetabled during the inspection. Judgements, therefore, are reached on the scrutiny of work, discussions with pupils and displays around the school. All pupils, including those with special educational needs, make satisfactory progress and attain the expected standards by the end of each key stage in the 'constructing' aspect of the subject. There is no evidence to support the 'designing, planning and evaluating' parts of the process. This reflects the judgements made at the time of the last inspection.

82. In Years 1 and 2, pupils are developing previous work when they construct a variety of vehicles using small construction apparatus of interlocking blocks and shapes. They are experimenting with different types of wheels and axles made from a range of materials. They are investigating how effective their axles are in supporting the weight of their vehicles. In Key Stage 2, pupils have begun to investigate how shoes are constructed so that they can develop a plan and design for a slipper of their own. Their drawings show attention to detail although they have not yet used their numeracy skills to record measurements. In the past, pupils have investigated packaging by taking apart packets and boxes in order to see the shapes needed before designing and making their own packaging. Projects that had been of particular interest were an investigation of different kinds of bread: pupils had written recipes, made dough and baked bread that was then evaluated by being eaten. Another popular project had been the construction of a scale model of the school in card and wood; sadly no evidence was available in any form. However, pupils could recall how they had had to adapt their design when the painted card walls began to flop.
83. The links between design and technology and other subjects are not recorded, although in discussion, pupils were able to recall that accurate measurements in centimetres were essential. Working as a group also required them to listen and speak carefully to each other. Pupils' social and personal development are enriched because they work together well, helping each other to achieve their goals. They share resources and take turns patiently. They are developing independent skills in collecting their own resources, deciding for themselves what they need to do next and tidying away conscientiously using their initiative. In Key Stage 1, they read special words linked to their activity: 'axle', 'chassis', 'modify' and 'attached'. Cutting, gluing, twisting and turning all contribute to the development of the aspect of fine motor control in pupils' physical development. However, links with information and communication technology are lacking.
84. Pupils have enthusiastic attitudes towards the subject. They work with concentration and stay on task busily. They talk to each other and adults about their work: 'I don't think these axles are strong enough – or maybe they're too long?' They use tools such as scissors carefully and look appreciatively at each other's buggies. They are determined not to give up even when they have difficulty when screwing the tip of the wooden axle into the hole of the cardboard wheel. A relieved look of satisfaction lights up their faces when they finally succeed. They are spurred on to greater efforts by their achievement.
85. The quality of teaching is good. Teachers are secure in their subject knowledge and their interest in the subject is catching. They demonstrate carefully and provide clear explanations and instructions. Lesson objectives are made very plain and a strong sense of purpose is generated. The quality of classroom assistance is high and children with special educational needs are very well supported. Opportunities to expand pupils' vocabulary are seized and very good questioning skills enable teachers and assistants to assess how thoroughly the pupils understand their tasks. Teachers have high expectations and very good relationships with their pupils; behaviour is very good.

GEOGRAPHY

86. No lessons were timetabled during the time of the inspection. Very little evidence was available in pupils' books but judgements about attainment are based on this, a discussion with the oldest pupils and a scrutiny of teachers' planning.
87. Pupils, including those with special educational needs, make satisfactory progress in geography and are on course to reach satisfactory standards by the end of Year 6. Pupils demonstrate a clear understanding of the points of the compass and name towns and features that are north, south, east and west of Marsham confidently. They recall the

names of the continents and oceans and know some of the capital cities of some of the countries in Europe, for example France. They recount the features of the water cycle using appropriate geographical vocabulary; 'evaporation', 'condensation', 'estuary' and 'bank'. However, they do not know what 'meander' means and are not certain why rivers twist and turn on their journey to the sea. They confidently explain why we have seasons and describe how the earth travels around the sun on its tilted axis. They show an awareness of environmental issues such as pollution of the sea and global warming.

88. Pupils are very interested in geography and discuss what they know enthusiastically. In the very limited sample of work available, they take care with colouring in features of a settlement by a river and complete a table describing what would be needed by the settlers and why. For example, the settlers would need fuel for their fires so the proximity of a forest would be important. Pupils show an understanding of a 'key' to denote different features of a map; for instance, meadowland for the stock, forest for fuel and building material for the houses.
89. Some individual topic books have maps of India and drawings of the 'Taj Mahal', whilst others represent individual work on the River Nile. These contain good links with literacy as, for instance, a pupil describes a walk in a forest: '... the sun was beaming down at me through the dark, sending shafts of sunlight through the darkening forest'. Pupils show an awareness of how places change; they have arranged a series of pictures of a town and recorded the changes they notice between 1886 and 1950. However, there are no links with information technology.
90. It is not possible to make a judgement on the quality of teaching since no lessons were observed and documentation, including the school's policy, is out of date. This was the case at the time of the previous inspection. The school is aware of the need to review and update a number of policies including the documentation for geography.

HISTORY

91. No lessons took place during the inspection and evidence is based on discussions with pupils and staff and an observation of pupils' work and teachers' planning. The attainment of pupils is in line with nationally expected standards by the end of Year 2 and Year 6. This indicates that pupils are continuing the progress that was reported as being satisfactory at the last inspection.
92. By Year 2, pupils appreciate their own personal history and record their stages of development. They have compiled records of the ages at which they could feed themselves and started to crawl and walk. They have studied the toys that they use and those that parents and grandparents enjoyed. They have carried out simple research by talking to their families and have compared toys from the last 50 years. By the end of Year 6, pupils have a satisfactory understanding of the way people lived in the past, though their studies of the Ancient Egyptians, Tudors and Victorians. They have looked at the ways people travelled at different times in the past and know that communications were much slower and more arduous. A pupil was proud to display a model penny-farthing he had made and described the difficulties of using one and how it would be unsuitable in modern traffic conditions. Pupils have carried out research on the development of railways and explained how to use books, encyclopaedias and the Internet to find information. They had some good ideas about finding evidence but did not have a clear idea of how to assess the reliability of the sources available to them. They knew that pictures, artefacts, archaeology and buildings could help them but had not really considered that history could be misrepresented.

93. Although the sample of current pupils' work contained only a small amount of their own writing, more able pupils had completed well-expressed personal accounts of the living conditions in Tudor times. Pupils had developed their knowledge of geography in studying the Egyptians and were able to distinguish between the problems caused by living in a different climate and those that occurred from living at a different time. Pupils are enthusiastic about the subject and communicate their ideas and observations confidently. They are keen to take part in discussion and combine information from different sources intelligently. Teaching has encouraged pupils to speak confidently and receptively about the subjects they have studied. This is reflected in the pride and interest that pupils have in talking about their school and its history.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. During the inspection there was little direct teaching of the subject. Judgements are based on a scrutiny of pupils' work, the co-ordinator's documentation and discussions with pupils and staff. Pupils' attainment is below the levels expected for their age in Years 2 and 6. They make satisfactory progress from lower than average skills in word processing, but do not cover all aspects of the subject fully as yet. Standards have improved since the last inspection but are still not high enough.
95. All pupils, including those with special educational needs, have access to computers both individually and in pairs. However, the school does not presently provide enough teaching in all aspects of the subject such as data handling, modelling and controlling programmable robots. The co-ordinator has worked with small groups of pupils and standards are rising in their basic skills especially in word processing. However, her time as the specialist teacher has been curtailed this year. She has good plans for covering all aspects of the subject but it has not been agreed how much time she will have to teach these in the current programme.
96. The development of the subject has suffered in the past from a lack of appropriate investment, training and planning. Only very recently has the school received new computers but problems still exist, for instance in matching the school's software to run on the hardware now installed. Teachers have lacked the training and confidence to manage the new computers in the classrooms in order to ensure that pupils' basic skills are transferred to all aspects of the curriculum. Training for teachers and assistants is planned for later this academic year through centrally funded teacher training programmes.
97. Pupils in Years 1 and 2 use the keyboard and mouse controls properly and confidently. They use the mouse to click and drag and are beginning to learn how to change font size and shape. Pupils who are left-handed have the use of a special mouse so that they are not disadvantaged in any way. In Year 2, pupils apply their word processing skills competently. In a literacy lesson, two pupils worked together to compose a rhyming poem about a monster with 'scaly legs, furry feet'. In a mathematics lesson, Years 3 and 4 pupils used the mouse and keyboard to 'buy' toys using a limited number of coins to consolidate their knowledge of addition and subtraction. By Year 6, pupils' attainment in word processing is in line with national expectations. Skills have been developed systematically. Pupils use fonts confidently and are beginning to combine text and pictures including photographs taken with the school's, newly-acquired digital camera. Progress has been accelerated but it has been hindered by the lack of hardware and suitable software. Until very recently, computers were not conveniently situated in the school, due to a lack of appropriate power points. As a result, pupils have not had enough opportunities to use computers to practise their skills. There is very little evidence of links with subjects such as science, history and geography. All pupils have

records of achievement detailing their attainment in basic skills and these indicate insufficient work in data-handling, research, extended writing and communication skills.

98. Pupils' attitudes are positive. They are keen and eager and treat the resources with respect. When working together in pairs they behave very well, show courtesy and consideration, taking turns and helping each other when needed. In the numeracy lesson they stayed on task for a long time, persevering and concentrating well because of the frequent and skilful interaction of the classroom assistant. Pupils have enjoyed using the new digital camera to take their photographs for a display in the school's entrance. The co-ordinator keeps detailed records of her teaching and has introduced all pupils to the basic skills with a clear sense of purpose and in a systematic, well-structured way. Her assessments of pupils' achievements, especially in Key Stage 2, are thorough and indicate what is needed next and she has begun portfolios of pupils' work. Her contribution to the subject has been significant and staff and pupils turn to her for advice and help readily. She has a good scheme of work to support class teachers and a good assessment system for pupils in Key Stage 2 to record their achievement. She is developing and modifying an assessment system for Key Stage 1 pupils. However, her current commitments prevent her from offering her expertise as a specialist teacher. Resources are now good but the school is not yet connected to the Internet and its web site is not fully set up. There are no video-conferencing facilities to assist in the developing partnership with neighbouring schools.

MUSIC

99. In Key Stage 2, only one lesson was observed during the time of the inspection. Judgements have been drawn from scrutiny of work, displays, documentation and discussions with pupils and teachers.
100. The oldest pupils are achieving satisfactory standards. In the lesson seen, they made good progress because the teacher had good subject knowledge and the lesson was well structured, although long. Pupils extended their understanding of rhythm. They clapped increasingly complex patterns with accuracy. They applied this to a wide range of percussion instruments, maintaining their patterns well whilst sustaining a steady pulse. Their playing is sensitive and rhythmic. Groups composed their own pieces and played one after another, producing a delicate but colourful sound that they clearly appreciated. Pupils accurately recall and define the elements of music that they have already studied: pulse, dynamics, pitch, timbre and duration.
101. Listening skills are being systematically developed as pupils listen to each other and suggest ways in which their compositions could be constructed and improved. The teacher used her questioning skills effectively to make pupils reflect upon their decisions. Pupils listened attentively to *Mars, the Bringer of War* to help them to distinguish between disjointed and 'rough' sound patterns compared with smooth sounds. A pupil clearly demonstrated his understanding of *phrasing* when playing his recorder without tonguing each note, whilst others used their beaters on tuned percussion instruments to produce a smooth shimmer of notes rather than playing individual bars. Pupils made drawings of their instruments and wrote appropriate symbols to represent their sounds carefully and accurately. These were put together to form a graphic score that they then followed with care.
102. The quality of teaching was good because the teacher has secure subject knowledge and knows the pupils well. She made lesson objectives plain and allowed pupils time to explore the various sounds that the instruments can produce. Pupils had positive attitudes and concentrated well. Their personal and social skills are developed through

working and talking together, reaching compromises and following the suggestions of others willingly.

103. The school provides music as an extra-curricular activity in a hand bell club and some pupils have learnt to play the descant recorder, reading conventional notation. A peripatetic teacher of violin visits the school weekly. The quality of teaching is very high because he has excellent subject knowledge, moves pupils' learning along at a good rate in lessons and sets clear objectives for practice between lessons.
104. Singing in assemblies is strong and tuneful. Pupils sing with clear diction and good rhythm sometimes accompanied by a portable electronic keyboard but sometimes unaccompanied. Resources are satisfactory and there are some instruments from different parts of the world, such as 'cabasas'. However, the school's portable electronic keyboard is of inferior quality and there is no suitable keyboard of quality, such as a piano, to accompany singing and playing.

PHYSICAL EDUCATION

105. Three lessons took place during the inspection, two of which were observed. Pupils attain standards that are in line with those expected by the end of Year 2 and Year 6. In spite of the lack of indoor facilities in the school, teaching gives pupils a satisfactory range of experiences across the curriculum. Nonetheless, the quantity and quality of pupils' learning is reduced by the time spent going to facilities off-site and the limitations of the village hall, which is used for gymnastics and dance. Pupils walk down the High Street to the village hall. There is no footpath so they walk on the edge of the road but teachers take great care to instil sensible and safe practices that are appropriate for pupils living in a rural setting. The hall provides adequate space but there is no fixed equipment like climbing apparatus. There is medium and small equipment in sufficient quantity, but the need to store this separately makes it difficult to use easily. No gymnastics lesson could be observed, but the space and lack of readily available resources restrict the experience of pupils at Key Stage 2. To compensate for this, the school takes pupils in Years 5 and 6 to local sports facilities for swimming and games, in conjunction with pupils from Hevingham Primary School. Pupils achieve satisfactory levels and benefit from specialist instruction in both areas, responding well to the opportunities of learning and using good facilities.
106. The quality of teaching is good and teachers have a sound knowledge of the subject. They plan activities carefully to ensure that they make the best use of the available but limited facilities. Games skills are satisfactorily developed using the hard and grass play areas of the school. In a tennis lesson for pupils in Years 3 and 4, pupils demonstrated sound control of the racket and struck the ball in a controlled fashion. They concentrated well and enjoyed an element of competition in seeing whom could manage the longest rally. Pupils related well to one another and were supportive in carrying out paired and team activities. They concentrated well and, in evaluating each other's progress, made sensitive and encouraging comments. In a dance lesson in the hall for pupils at Key Stage 1, the teacher gave clear instructions about using the space available and emphasised the need for safety. They were able to practise a variety of movements and develop their interpretation of music, played on a tape recorder. Pupils made satisfactory progress and behaved well.

RELIGIOUS EDUCATION

107. Pupils attain levels by Years 2 and 6 that are in line with those expected in the locally agreed syllabus. One lesson was observed during the inspection and a judgement on standards has been reached after talking to pupils, scrutinising their work and teachers' planning. Standards have improved since the previous inspection and pupils now have a satisfactory knowledge of both Christian and other faiths, such as Judaism and Hinduism. Teaching covers the full range of elements required in the syllabus and teachers have drawn up a programme that develops learning effectively over the mixed age classes. All pupils make satisfactory progress and those with special educational needs are effectively encouraged to participate and develop their knowledge. Teachers are good at questioning individual pupils to stimulate their thinking and assess their growing understanding.
108. Pupils in Year 2 are introduced to Christianity through stories about Jesus and how he was a friend to children. Through their lessons and attendance at collective worship they have a growing awareness of God. They write their own prayers, which they read in assemblies, and benefit from contact with local Anglican and Roman Catholic churches. Pupils know the major Christian festivals and hold their own Harvest Festival in school. In the one lesson observed, pupils discussed why friends were special to them. They thought good friends were kind and willing to play with them and talk to them. Some pupils identified adults who helped them in school. In a subsequent lesson on personal and social education, pupils were encouraged to think about keeping themselves safe and avoiding potentially dangerous adults. Teachers make good links across these areas of learning as well as reinforcing messages in assemblies where the opportunity arises.
109. Pupils in Year 6 have a satisfactory understanding of the beliefs and rituals of Christians, Jews and Hindus. They have studied the history, development and festivals of the three faiths. In discussion, they identify differences and similarities. Pupils know which foods are important to Jews and which they avoid. They know what is eaten at festivals such as the Passover and have looked at artefacts used in the synagogue. In studying Hinduism, pupils have learnt about the importance of cleanliness and the significance of keeping a special shrine for worship. Pupils appreciate that in each religion, prayer is important and relate this to their own daily acts of worship. They responded with interest and insight to a question in assembly asking, 'What is a temple?'. They defined it as a special place where one can go 'to be close to God' and understood why believers wanted to create such buildings. Pupils talk about their beliefs openly and confidently. They respect each other's views and values and are keen to reflect on what others say in lessons and assemblies.
110. Teaching is good at helping pupils to understand issues by relating them to their own experiences. Although pupils have few contacts with ethnic minorities they are given an insight into why different approaches and rituals are significant in different faiths and cultures. Teachers have organised a good range of books, pictures and artefacts that they share with Hevingham Primary School and which they use to raise pupils' awareness. Co-ordination of the subject is not formalised but the subject leader from Hevingham is aware of what needs to be done to ensure that the subject is properly monitored and supported.