

INSPECTION REPORT

HEVINGHAM PRIMARY SCHOOL

NORWICH

LEA area: Norfolk

Unique reference number: 120817

Headteacher: Mr Simon East

Reporting inspector: Mr D J Cann
20009

Dates of inspection: 17th-18th September 2001

Inspection number: 230812

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: New Road
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Hevingham
Norwich

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Appropriate authority: The governing body

Name of chair of governors: Mr Jeff Clarke

Date of previous inspection: 29th June 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
D J Cann 20009	Registered inspector	English Art and design History Music Religious education Equal opportunities	The school's results and pupils' achievements How good are the curricular and other opportunities offered to children? 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?
C Henderson 23742	Team inspector	Mathematics Science Physical education Special educational needs	How well are pupils taught?
S Gatehouse 26945	Team inspector	Information and communication technology Design and technology Geography Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hevingham Primary School is a school for pupils aged 4 to 11 with 85 pupils on roll (44 boys and 41 girls). Pupils live mainly in the village and are drawn from a wide range of socio-economic backgrounds. Pupils' attainment on entry varies widely from year to year, but is often just below expectations. Currently 9 per cent of pupils are eligible for free school meals which is in line with the national average. Twenty-four per cent of pupils are on the school's special educational needs register, which is above the national average, but no pupils have Statements of Special Educational Need, which is below average. There are no pupils for whom English is an additional language. From 2000, the headteacher and senior staff have given support to another local school, Marsham Primary, and since May 2001 the headteacher has been also acting headteacher at Marsham.

HOW GOOD THE SCHOOL IS

Hevingham Primary School offers pupils a sound quality of education in a supportive and friendly atmosphere. It is well supported by governors and by the community which it serves. The headteacher gives sensitive and purposeful leadership which provides the school with clear direction. He and all staff are committed to improving pupils' attainment and enthusiasm for learning. Pupils generally achieve the expected standards in English, mathematics and science, but they are not yet making adequate progress in information and communication technology. The school copes well with the limitations of its accommodation, which it is planning to enlarge. It offers sound value for money.

What the school does well

- The leadership and management of the headteacher, senior staff and governing body provide the school with clear direction and a commitment to improve standards.
- There is good teaching and learning at the Foundation Stage, for pupils under seven and older pupils at Key Stage 2.
- The school gives pupils a clear understanding of right and wrong and how to relate with one another.
- Teachers know their pupils well and help them to develop positive attitudes to learning.
- There are good relationships in the school between pupils and between pupils and staff.
- There are strong links with the community and with parents who are well pleased with what the school provides and how it has improved over the last few years.

What could be improved

- Raise pupils' attainment in information and communication technology.
- Challenge higher ability pupils in mathematics and science to help them to improve their progress.
- Establish consistent expectations of attainment and behaviour across all classes at Key Stage 2.
- Plan ways of developing pupils' learning, especially their literacy and numeracy skills, across all areas of the curriculum.
- Organise the accommodation and resources for children at the Foundation Stage to give them improved learning experiences.

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 October 1999 and was judged to provide an acceptable standard of education. Four main areas for improvement were identified and the school has made sound progress in addressing all but one of these. The programme of accelerating pupils' progress in information and communication technology (ICT) has been started, but has not yet been fully implemented as a result of delays in installing appropriate equipment. Pupils are being taught the skills which they need for using computers, but do not yet have sufficient access to them as part of their learning. There have been important improvements in the quality of pupils' writing, although literacy skills are not yet fully developed across other subjects. Subject leaders now keep a closer check on pupils' attainments, especially in

literacy and numeracy where teachers have clear plans for continuing to raise standards of teaching and learning. However, there is still a need to give time to developing other subjects such as design and technology, music, history and art, especially in monitoring teaching and pupils' progress. The school appoints and deploys staff well to meet the needs of pupils. The school has made important improvements in developing pupils' capacity to listen, answer and ask questions and to work co-operatively and independently. Generally pupils take considerable pride in their progress and achievements. The school is in a good position to maintain and raise the quality of education which it provides.

STANDARDS

Because the number of pupils taking Key Stage 2 tests in 2001 was less than 20, no table of results is published.

The results of tests in 2001 for pupils in Year 6 indicate that their attainment was in line with the nationally expected standards for their age in English, mathematics and science. This is a significant improvement since the last inspection and continues the school's rising trend of results since 1999. The number of pupils in each year group is too small for reliable comparisons to be made with national figures and results can vary widely from year to year. Current pupils in Year 6 are generally achieving levels below those expected, but they are making satisfactory progress. On entry to the school, pupils often have skills which are lower than average yet they achieve most of the expected Early Learning Goals¹ by the age of five and progress well in their personal and social, language and mathematical development. Their progress in developing their knowledge and understanding of the world is significantly hampered by the limitations of the accommodation. Good progress is evident by the time pupils reach the end of Year 2, where results in tests and assessments indicate they achieve the expected levels in reading, writing and mathematics. The amount and quality of pupils' work in the Years 3/4 class shows that pupils' progress has not been maintained at a satisfactory level, especially among higher ability pupils. New teaching arrangements in this class are raising expectations of behaviour and attainment, but they are not consistently applied. Pupils' attainment in information and communication technology is below expectations. The teaching of skills and knowledge has improved since the last inspection, but they still do not have enough opportunities to put them into practice.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are enthusiastic, well motivated and work hard, but a few do not always settle to learning in a co-operative and helpful manner.
Behaviour, in and out of classrooms	Good in play-time and normally in class, but where lessons do not hold their attention a small number become distracted and interrupt the work of others.
Personal development and relationships	Pupils are learning to show initiative and independence in their learning and in the way they help around the school. Relationships are good.
Attendance	Good

¹ Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.

TEACHING AND LEARNING

Teaching of pupils in 23 lessons:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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

Teaching is good at the Foundation Stage, in Years 1 and 2, and in Years 5 and 6. The quality of teaching varies in Years 3 and 4, although it is satisfactory overall. The quality has improved since the last inspection in 1999. The teaching of English and mathematics is improving pupils' literacy and numeracy skills, although teachers do not always extend these skills in other subjects. Teachers plan lessons well and share objectives and expectations in a way which helps to give a focus and pace to learning. They know the pupils well as individuals. With the valuable assistance of learning support staff, they provide tasks and guidance which is effective in helping lower ability pupils. However, teachers do not always challenge higher ability pupils sufficiently to ensure they progress well, especially in mathematics and science. Teachers are particularly good at prompting pupils' thinking in discussion sessions and this has a positive effect on their speaking and listening skills. Unsatisfactory learning occurs where teachers do not establish consistent routines and expectations of how pupils should behave and do not set clear goals for them to complete.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Meets all current requirements and places an appropriate focus on literacy and numeracy. There are insufficient opportunities to develop these and computer skills through subjects like art, music and design and technology. The programme for pupils' personal and social development is good and having a challenging impact on making pupils think!
Provision for pupils with special educational needs	Pupils are well supported and make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Teachers give pupils good guidance on moral and social issues and develop their spiritual and cultural awareness satisfactorily.
How well the school cares for its pupils	Good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and his assistant work very closely with all the staff to maintain the school's record of improvements and ensure continued progress.
How well the governors fulfil their responsibilities	Governors are very active in supporting the school. They are well informed and have helped the school to raise the quality of education, which they monitor closely.
The school's evaluation of its performance	The school is very effective in evaluating its performance.
The strategic use of resources	Good with plans to develop the accommodation to meet the identified shortcomings.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixteen parents attended a meeting held before the inspection and 36 questionnaires (43 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 make good progress in school.• Behaviour in the school is good.• The school expects my child to work hard and achieve his or her best.• The school is well led and managed.• The teaching is good.	<ul style="list-style-type: none">• More activities outside lessons.• Closer contact with parents.

The inspectors consider that communications with parents are good and in a small school the range of extra-curricular activities is appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2001, pupils' attainments by Year 6 were in line with those expected nationally. In English, mathematics and science pupils' attainment has risen steadily since 1999 and the upward trend was maintained in 2001. The trend in the school's results has risen at a higher rate than that achieved nationally and this represents a significant improvement. Current pupils in Year 6 are progressing satisfactorily in all subjects except information and communication technology. There is a significant number of pupils on the special educational needs register which is likely to lead to lower than average results by the end of the year.
2. With small groups of pupils, results in any one year can vary widely but, in 2000, pupils in Year 6 achieved results in English which were in line with the average achieved nationally and the average achieved in similar schools. Results were similar in 2001 and 8 out of 19 pupils achieved the higher Level 5². In mathematics in 2000, pupils achieved results which were well below both the national average and that achieved in similar schools. However, the results in 2001 were much higher with 15 out of 19 pupils achieving the expected level. In science in 2000, 12 out of 14 pupils achieved the expected level and in 2001, 17 out of 19 pupils achieved the expected level. The number who achieved the higher Level 5 in the 2001 tests was notably higher in English than in mathematics and science, although numbers rose in all subjects. There was no significant difference in the attainment of boys and girls.
3. The rise in pupils' attainments reflects the improved quality of teaching which was observed during the inspection. Since the 1999 inspection, teachers have maintained the overall standards in reading, but have improved writing skills considerably. Pupils write with confidence in a variety of styles and their speaking skills are well developed. There are not enough opportunities for pupils to write widely in subjects like history and religious education, although teachers are beginning to set activities which exploit pupils' improved skills. In mathematics, teachers teach the National Numeracy Strategy well and are particularly improving pupils' mental number work. Pupils' interest and enthusiasm for the subject reflects their growing confidence and they are given clear guidance on how to improve their attainment. However, pupils need more opportunities to apply their number skills in subjects such as design and technology and science. In science, the school makes very good use of national subject guidance to provide pupils with practical investigations. This stimulates an enthusiastic and interested approach which helps to develop their skills and knowledge.
4. While pupils progress well in Years 5 and 6, there is some unsatisfactory progress among pupils in Years 3 and 4. The quality and quantity of the work completed indicates that pupils, especially those of higher ability, do not achieve all they could. In their written work, Tasks are not always completed and spelling is below expectations. In mathematics, teachers do not regularly challenge more able pupils to offer a different explanation or think more deeply about how to tackle a problem. In science, pupils know that a test must be fair, but do not consider ways to achieve this. Class routines and expectations of behaviour are not clearly established and consistently applied.
5. By the time children are five years old, they make good progress in their personal and social development, communication, language and literacy and in their mathematical development. Most achieve the Early Learning Goals in these areas and many achieve them in their physical and creative development, although progress is hampered by the limitations of the accommodation. Children's knowledge and understanding of the world is significantly affected by the accommodation and currently they make unsatisfactory progress towards achieving the expected

² At Key Stage 2 the nationally expected level for pupils to reach by the end of Year 6 is Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

level by the end of the reception year. They have few opportunities to expand their experiences through play or as part of a structured series of activities planned by the teacher. Similarly, children's experiences of creative and physical activities are restricted since they cannot express their feelings spontaneously during the course of the day by painting or using large apparatus.

6. By Year 2, pupils' attainment is in line with national expectations in all subjects except in information and communication technology where they attain levels below expectations. In tests in 2001, pupils attained levels in reading, writing and mathematics which were in line with expectations. Standards have been maintained since the last inspection in reading and mathematics and improved in writing and speaking and listening. On entry to the school, many pupils have lower than average skills. Results of Year 2 tests have fluctuated from year to year, but are rising and indicate that most pupils make good progress. The achievements of higher ability pupils, however, is not always satisfactory in mathematics. In Year 2 tests, the proportion of pupils who achieve the nationally expected Level 2 is in line with the national average. The proportion who achieve higher than Level 2 is below national average. Attainment in science meets the national average. Current pupils in Years 1 and 2 benefit from teaching which is well planned and paced. Pupils receive plenty of encouragement in clearly structured activities. They are given opportunities to speak and contribute to discussion and number sessions in a way that is very effective in developing their confidence.
7. Pupils attain levels in information and communication technology which are below expectations by ages 7 and 11. Standards have risen since the last inspection, especially in word processing, but they are still not high enough. Pupils do not have enough opportunities to write extensively in subjects such as religious education, history or geography. By Year 6, they are beginning to learn data handling skills, but do not yet apply these by regularly incorporating graphs or charts in mathematics and science. There is insufficient teaching of control technology to extend pupils' knowledge in this area as yet.
8. There was insufficient evidence to make a judgement on pupils' attainment in design and technology. In all other subjects pupils make sound progress and attain standards which are in line with expectations. This indicates that levels of attainment have been maintained since the inspection in 1999. The school is setting appropriate targets for pupils to achieve in Year 6 English and mathematics tests. In 2000 and 2001, these have been achieved. The targets are lower for the current Year 6, but reflect pupils' prior attainment and the number of pupils with special educational needs.
9. The school provides effectively for pupils with special educational needs. Their needs are assessed as early as possible and reviewed at least once each term to give a clear focus to their learning. Teaching and support staff work closely together to ensure that these pupils are soundly supported. Pupils make good progress in meeting their learning targets in their individual education plans in Years 1 and 2. They make sound progress overall in meeting their targets in Years 3 to 6. This helps them to achieve standards in line with their ability.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school and their learning are good. Parents are particularly pleased that the school expects their children to work hard and achieve their best. Their children like school. Pupils are generally enthusiastic, well motivated and keen to participate and contribute, both in lessons and other school activities. However, in some lessons teacher's expectations of behaviour are not high enough. They do not challenge minor disruptive behaviour quickly enough and insist the pupils listen and attend. This can result in pupils becoming restless and distracted.
11. The pupils under five in the reception class show a mature and confident approach to work and in their relationships with each other. They concentrate well on their tasks and

activities even though they are confined quietly to the small reception area for extended periods when the other Years 1/2 class is having literacy and numeracy lessons. This sometimes means that their natural enthusiasm has to be suppressed so they do not distract the other class. The children are developing good social skills and are eager to investigate, exploring new learning opportunities. They work and play well together, happily sharing the equipment and toys.

12. The behaviour of pupils in the school is sound. This was an area of concern in the previous inspection. Since then the school has focused on promoting good behaviour in and around the school. Behaviour is good when expectations are high and pupils are well focused and engaged in their tasks and activities. Parents feel that behaviour is generally good. However, there is a small minority of pupils who can become disruptive when lessons are less well managed, and their behaviour interrupts learning for the rest of the class. The application of the behaviour strategy generally controls the situation. Pupils take notice of the colour-coded strategy and behave better when they see they are moving down the chart towards the red area. They took an active part in formulating the code of conduct and are aware of the boundaries, which they respect. Pupils are generally courteous and polite. They are happy to talk about what they are doing and share their work with visitors. Behaviour is good at lunchtime and in the playground with pupils interacting well together. There were no incidents of bullying and oppressive behaviour during the inspection. Pupils feel safe and are confident that if they do report incidents they will be taken seriously, and the matter dealt with promptly and effectively. They feel things have improved over the last few years. There have been no recent exclusions from the school.
13. Relationships in the school are generally good, both between staff and pupils and amongst the pupils themselves. This helps to promote a good working environment and makes a positive impact on learning. The pupils play well together, with different ages joining in games at lunchtime. The older girls frequently take care of the younger ones. On the odd occasions there are some gender disagreements, for instance in a games lesson when the boys were not passing the ball to the girls. The school seeks to foster an atmosphere of inclusion, and pupils with special educational needs are satisfactorily integrated into school activities. When opportunities are presented in the personal, social and health education programme pupils listen to each other and are happy to talk about their feelings, respecting others' opinions, values and beliefs. This promotes pupils' confidence and self-esteem, often providing a good moral foundation for their discussions. Pupils interact well in paired and group activities. The Years 5/6 pupils were exploring the area of rules and how the appropriateness of various rules is affected by different circumstances. This led to a lively debate as pupils negotiated effectively to come to a consensus. In a class 1 philosophy lesson, the pupils maturely discussed the moral issues relating to Peter Rabbit trespassing in Mr. McGregor's garden.
14. The school has sought to improve the opportunities for pupils to take responsibility for their own learning and develop their initiative. This is being achieved satisfactorily by giving pupils more choice of resources; providing circumstances when they can evaluate their own work and progress, and identify targets for improvement. Pupils are encouraged to take on roles of responsibility such as acting as class monitors. Older pupils are given increased responsibility and are aware that as Year 6 they 'have lots to do' and are 'viewed as role models for other pupils'. They raised money for two class guinea pigs and take turns in feeding and cleaning the cage and taking them home at the weekends. They also take turns in acting as playground 'buddies' for the new reception children, looking after them at lunchtime. The school is also investigating the possibility of establishing a school council, to enable pupils to air their views and feel part of the school's decision-making processes.
15. Attendance levels in the school are good and above the national average, with few unauthorised absences. Pupils are prompt into school and lessons start on time.

Registers are maintained correctly. Attendance and punctuality are monitored effectively by the school.

16. Pupils with special educational and behavioural needs are included in the full range of learning activities. They are given sound and often good individual support by staff and other pupils. This encourages them to retain a positive and co-operative attitude to their work and relationships.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is good overall throughout the school. It is good at the Foundation Stage, in Years 1 and 2, and in Years 5 and 6. The quality of teaching varies in Years 3 and 4, although it is satisfactory overall. In all 23 lessons were observed throughout the school and teaching was good in 14, very good in one and unsatisfactory in another. The remainder were judged to be sound. The quality of teaching has improved since the last inspection in 1999. The teaching of English and mathematics is good. It is improving pupils' literacy and numeracy skills, although teachers do not consistently challenge pupils to apply and extend these skills in other subjects. There was insufficient evidence to make an overall judgement on teaching in science, art and design, design and technology, geography, history, information and communication technology, music and religious education. Improvements in teaching are promoting higher standards, particularly in Years 1 and 2 and Years 5 and 6, although these are not consistent throughout the school.
18. Teachers plan their lessons in detail. They identify specific learning objectives which they share with their pupils. This gives a clear focus to the lesson and enables pupils to know what they are trying to achieve. Teachers make good use of the Literacy and Numeracy Frameworks to identify the key skills to be developed for each year group in mixed-age classes. This enables pupils' skills to build effectively on prior knowledge and understanding. Teachers do not always identify ways in which the more able pupils can be challenged to apply and extend their skills and achieve consistently high standards.
19. The present teacher at the Foundation Stage is temporary. The quality of teaching for the reception children is good. There are some very good features, such as the management of behaviour and the fast pace of a range of activities in literacy and numeracy sessions. The teacher provides interesting and stimulating activities at these times which enable children to develop their concentration and listening skills. The teacher has made short-term plans in consultation with the permanent reception teacher and the Years 1/2 class teacher who is also the co-ordinator for the Early Years. She is aware of the new curriculum guidance for the Foundation Stage and her planning reflects her knowledge and understanding of the 'stepping stones' guidelines and levels. She has informed the parents of the children's forthcoming work in a welcoming newsletter. The contribution of the village pre-school group 'Plus Fours' is acknowledged as a strength, as is the quality of the records they pass on to the school which include clear references to the stepping stones levels. The close links with the pre-school group are an asset. At the time of the last inspection, standards in the Foundation Stage were judged to be close to the expected level. This remains the case, although there are strengths in communication language, and literacy and mathematical development. The restraints imposed upon the curriculum by the accommodation are significant.
20. Teachers know their pupils well and use a good range of teaching strategies to capture pupils' interest and encourage their active involvement. In a Years 1 and 2 mathematics lesson, the teacher maintained a lively challenging pace to her introductory mental number work. She ensured that that all pupils were fully involved and focused by frequently changing the activity. For example, the teacher suddenly required the pupils to stand up for a short time to exercise their bodies as well as their brains. She maintained

a dynamic and enthusiastic style to which pupils readily responded. They were all keen to participate and contribute to the activity. Pupils clearly enjoyed the learning atmosphere created by the teacher and were keen to succeed. Teachers use a good range of questions to check on pupils' knowledge and understanding before building on and extending their skills. In a Years 5 and 6 science lesson, the teacher questioned pupils about how evidence could be used by different people, such as police and archaeologists. This then led to a more detailed consideration of how early scientists tried to gain evidence to show that the earth was round and rotated on its axis. This enabled pupils to improve their understanding of scientific enquiry and how observation and recording skills were important for scientists to prove their theories. Teachers effectively adapt their questions and the tasks they set to challenge the learning of pupils with special educational needs.

21. Where teachers have high expectations of pupils' work and behaviour, pupils respond readily. For example, in a Years 5 and 6 numeracy session, the teacher organised pupils to work in groups and use a challenging mathematical number game. This required them to apply the multiplication grid-system which they had just been taught in the introductory part of the lesson. Pupils settled quickly and were keen to succeed. One group found the system quite difficult to apply. Following discussion, they modified the game to enable them still to use their multiplication knowledge successfully. Good teaching, on occasions, challenges more able pupils to apply their knowledge, for example, when Year 3 pupils were 'time detectives' in history. However, teachers do not always ensure that the more able pupils are required to extend their knowledge and understanding. For example, in introductory numeracy activities, teachers used questions effectively to encourage individual pupils' involvement. The pace of the activity, on occasions, slowed due to the time taken for the pupil to respond. Teachers did not use the opportunity to challenge more able pupils either with another question or require them to give an alternative answer or explanation. This did not ensure that pupils were consistently applying their knowledge to achieve higher than average standards.
22. Teaching is unsatisfactory when teachers do not manage pupils' behaviour consistently. This disrupts the lesson and restricts the amount and quality of the work which pupils complete. For example, in a Years 3 and 4 lesson, the teacher did not control the noisy behaviour of a small group of pupils effectively. This led to other pupils having difficulties sustaining their concentration. The teacher spent most of her time trying to reduce noise levels and was not able to support and advise other groups. Too few pupils achieved the standard of work of which they were capable.
23. Teachers use homework effectively to consolidate and extend the work covered in school, particularly in literacy and numeracy. Most make good use of the reading record to check that pupils read regularly at home and at school. Teachers mark pupils' work regularly and most use good constructive comments to reinforce pupils' knowledge and improve the quality of their work. For example, in marking Year 3 numeracy work, the teacher focused the pupil's attention by commenting, 'remember the crocodile sign < eats the biggest numbers' to consolidate her understanding and use of the correct symbol. Teachers use pupils' skills in information and communication technology to support work in some other subjects, for example, graphs in science and multiplication in mathematics. However, they do not provide enough opportunities for pupils to extend these skills and raise their standards of attainment.

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

24. Curricular planning has been well developed since the last inspection, although progress in developing teachers' use of information and communication technology has been delayed awaiting the installation of new equipment. The teaching of English and mathematics has been strengthened by improvements in implementing the National Literacy and Numeracy Strategies.

Teachers are also now making good use of the guidelines from the Qualifications and Curriculum Authority, which they have introduced in all subjects. These they are adapting to meet the needs of the mixed age classes. Pupils also benefit from a good programme of personal and social education which teachers are implementing imaginatively. This is having a beneficial impact on their speaking and listening skills as well as training them to think widely about issues which are important to them.

25. The teaching programme for children at the Foundation Stage covers all areas of learning for children of this age but is not yet completed. There is a strong emphasis on developing their literacy and numeracy skills but the accommodation hampers their learning in other important areas. Teaching provides them with learning activities in all the expected areas of development, but their opportunities for creative development are limited. Overall, children's activities are carefully guided and monitored to ensure that they progress well. At the same time, teaching places a priority on developing children's interest and skills in communication, speaking and counting.
26. The school ensures that all pupils are fully included in all curriculum activities. Pupils with special educational or behavioural needs benefit from sound and often good individual support in class to ensure that they are involved. Their inclusion in the 'Tracks' support work is improving their literacy skills significantly. Class teachers and special needs support staff work closely together and ensure that pupils who are withdrawn from classes are covering the same subject work at a level appropriate to their needs. Generally, the provision meets the requirements of the Code of Practice³ and statutory requirements. It has been much improved recently by the efforts of the newly appointed special educational needs co-ordinator.
27. The school is fully committed to equal opportunities and has regard to all statutory requirements. Teachers ensure that all pupils have equal access to the curriculum as well other school activities. Boys and girls participate equally in music and sporting sessions and in the extra-curricular clubs. Teachers plan activities to provide for pupils with special educational needs, but do not attend sufficiently to challenging the higher attaining pupils especially in Years 3 and 4 and in mathematics and science.
28. The development of pupils' personal and social education is good and improving pupils' awareness of their responsibilities to each other and the school. Teachers are extending their skills by attending courses and applying their skills successfully. The science curriculum provides pupils with opportunities to learn about basic life-processes including elements of sex education. Pupils discuss and write about the problems of alcohol and substance abuse. The school provides worthwhile opportunities for pupils to develop their personal and social skills. Time is given to discussing class rules and how to be thoughtful and considerate to others. Older pupils act as play-time buddies and all are encouraged to reflect on their learning at the end of lessons. Pupils take part in discussing school issues such as the values of the playing field and the way a school council can help them participate more effectively in school life.
29. There are good links with the community, which contribute to pupils' learning and personal development well. The pupils are active in the wider community. For example, the football team competes successfully with other small schools and gives a good account of itself in playing against larger schools. The Years 5/6 class regularly takes part in educational visits. These include use of the local area to extend pupils' knowledge of geography and history. Visitors to school such as the poet Paul Mason have helped pupils develop an interest in writing and music. Pupils' appreciation of art and culture from other countries has been stimulated by visits to a local 'multi-cultural' fair in the last two years. Pupils have also much enjoyed taking part in plays for parents such as 'James and the Giant Peach' in which staff also performed with distinction. There is a small but valuable range of extra-curricular activities. Pupils have worthwhile opportunities to develop their special interests and talents through clubs such as French, gardening, recorder groups, orchestra and football.

³ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

30. The school encourages a valuable contact with the local playgroup which meets at the school twice per week and there are regular links with the local secondary school. Appropriate arrangements are made to help the pupils' transition to secondary education with preparatory visits in the summer term and secondary school teachers visit the school from time to time. There is an increasing link with Marsham Primary School for both sporting and cultural activities which is of mutual benefit to both sets of pupils. Joint activities include annual residential trips and weekly visits to local swimming and sporting facilities, which help to compensate for the limitations of the schools' accommodation.
31. The provision for pupils' moral and social development is good. The provision for pupils' spiritual and cultural development is satisfactory. Religious education gives pupils opportunities to reflect on the beliefs and practices of the major world faiths. Older pupils understand why beliefs are important to people and the way spirituality comes into their lives. Some are inspired to write imaginative poetry in English. Some experience awe and wonder in science when they consider the way plants grow. In discussion, they talked about the power of Nature. Assemblies are Christian in nature and pupils have opportunities to reflect and take part. Pupils act out roles and read 'moments for quiet thought'. They respond well to visitors such as the local vicar and have benefited from visiting the local church to understand the history and purpose of such buildings.
32. The school makes good provision for moral development and succeeds in helping pupils acquire a sense of right and wrong, a concern for others and the will to do what is right. Teachers place considerable emphasis on developing a code of conduct with their classes which they discuss, evaluate and reinforce. In most classes this helps to maintain pupils' awareness of their moral and social obligations. It creates the positive and supportive atmosphere which pervades the school. Staff encourage pupils to think of others beyond their families and friends and to show concern for others. Through their own behaviour staff provide good role models. In lessons they generally set clear expectations for pupils' behaviour by rewarding good conduct and valuing contributions to the school community. In assemblies, achievements are celebrated and rewards in the form of certificates and awards are distributed. Pupils show pride in the achievements of their peers and applaud good effort spontaneously.
33. The school's provision for social development is good. The personal, social and health education programme is being well developed and encourages pupils to reflect on the part they play in the community. They become aware of how they can make a contribution to their own health, the welfare of the school and people living beyond it. They collect money for a number of charities and are particularly active in raising funds for a school in Gambia where resources are very limited. They are proud of the money they have raised by organising stalls and activities on their own initiative, but with school and parental support. Pupils have responsibilities which they fulfil in class and older pupils offer support and guidance to younger ones at break times and meals. The school values pupils' contributions and helps them to participate actively in creating a positive and caring environment.
34. The school's provision for cultural development is satisfactory. Teachers help pupils to acquire knowledge of their own cultural traditions and to develop a respect for the culture of other peoples. Stories from other traditions are used imaginatively. Pupils write about the importance of conserving our planet in response to an American Indian reflection on dangers of overuse. In religious education, Years 5/6 pupils draw artefacts used by Hindus and Jews in their rituals. They develop some knowledge of painting and music from other cultures and benefit considerably from visiting a 'multi-cultural fair' where they observe decorations, dances and artefacts from around the world. The school offers a satisfactory range of books reflecting pupils' own and other cultures. Pupils' knowledge of their own environment is enhanced by studies of the village and visits to a field study centre where they have looked at wild-life, local buildings and other geographical features.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school provides a caring and supportive environment where pupils can flourish. Provision for pupils' health, welfare and guidance is good and contributes effectively to

pupils' personal and academic development. Parents commented that their children like school and that there is a good sense of community. Teachers and their support staff know the pupils well. They monitor pupils' personal development, acting quickly when they see a need, promoting pupils' personal development, and setting targets for improvement.

36. The school successfully promotes an environment where pupils have equal opportunities. There are satisfactory systems in place to promote the academic and personal development of pupils with special educational needs, and they make sound progress. The school has effective links with the local playgroup – the 'Plus Fours' – which ensures that the entry process into the reception class is as smooth as possible. The later transition to secondary school is also well managed.
37. Following recent revisions, the systems for monitoring and promoting discipline and behaviour are good. The comprehensive behaviour policy provides clear guidelines and procedures for promoting good behaviour, and dealing with any disruptive pupils or incidents of bullying. Where the behaviour strategies are being applied consistently by teachers, this is having a positive effect on raising the level of behaviour in the school. The balance of rewards and sanctions works well in most classes and pupils feel that it encourages them to work hard and respond well.
38. Attendance levels are good and clearly defined procedures are in place to monitor and promote prompt and regular attendance. Parents are regularly informed about their responsibilities and the need to ensure their children attend school regularly. Parents generally telephone the school on the first day their child is off sick. Appropriate links have been established with the education welfare officer.
39. The systems in place for child protection and ensuring pupils' health, safety and welfare are good. The school follows the local authority guidelines and procedures for child protection. The headteacher is the child protection representative with the deputy headteacher as the second reference point in his absence. They are both well aware of the recent changes to the legislation, and are due to attend updating training later this year. This will be disseminated to other members of staff during in-service training early next year. There are sufficient numbers of staff trained in first aid to deal with accidents, or take care of pupils who may fall ill during the day.
40. The health and safety policy and procedures are good. Regular health and safety checks and risk assessments have been undertaken, and the governors take an active role in fulfilling their statutory responsibilities for health and safety.
41. Pupils with special educational needs are identified early in reception or Year 1. Their needs are quickly assessed and clear and specific targets identified in their individual education plans. These targets are reviewed each term. Monthly meetings of learning support assistants enable the special needs co-ordinator to ensure that support continues to be focused efficiently on meeting individual pupils' needs.
42. The school has a wide range of systems in use for assessing pupils' attainment. These include baseline assessment, reading and spelling assessments, standard assessments in Years 2 and 6 and optional assessments in the intervening years. While assessment is good in English and mathematics, it is not satisfactorily developed in foundation subjects to ensure that pupils' progress is properly recorded and checked.
43. The headteacher is the assessment co-ordinator. He monitors how the assessment systems are used by teachers. He has established and maintains a detailed file of all data collected by the school. Staff analyse the data these provide in order to set individual targets for pupils year on year. The data is also used to set school targets for cohorts of pupils year on year. These enable the school to plot trends and to adjust planning to ensure complete coverage of the curriculum in

the core subjects of English, mathematics and science. In information and communication technology, pupils in Key Stage 2 have self-evaluation records which track their progress through the various aspects of this curriculum.

44. Assessment is used effectively by subject co-ordinators to check pupils' performance in English, mathematics and science. In these subjects, teachers also use the information well used to adjust their planning. For instance in mathematics, mental arithmetic assessment are conducted on a fortnightly cycle, marked by the co-ordinator and analysed. Work the following week focuses on all the three main areas of weakness.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school's partnership with parents is good. Parents are generally very supportive of the school, and they commented on the improvements since the last inspection. Parents feel that it has greater sense of purpose and is 'unrecognisable from what it was 10 years ago'. They respect the headteacher; feel that the school is well managed and that teaching is good. A few parents didn't feel that the school worked closely with them; and some expressed concerns regarding the amount of homework given, the lack of out of school activities offered to pupils and the degree to which parents were kept fully informed.
46. The quality of information provided for parents, particularly relating to pupils' progress, is good. General information regarding the school and its activities is detailed in the school prospectus and governors' annual report to parents. Parents have good opportunities to visit the school and meet with staff before their children join the school. There are regular newsletters to keep parents updated about what is happening in the school. Details of projects and topics to be covered each term are circulated letting parents know what their children are doing. Curriculum workshops are held to keep parents updated and suitably informed about initiatives such as the National Numeracy Strategy, computing or informing parents how they can help their children read.
47. The school operates an open door policy. Parents are invited into the school at the start and finish of each day when they bring their child to school. This enables parents to easily meet teachers or the headteacher to raise issues or discuss any concerns they may have. During the course of the year parents are encouraged to become involved in the life of the school and are invited to school productions and assemblies to see their children's performances. Twice yearly consultation evenings are well attended and provide opportunities for parents to review their child's progress and achievements. The pupils' annual reports are very detailed. They provide an outline of what has been covered, identify pupils' progress and attainment, and set targets for improvement. Parents are consulted regarding issues such as the home/school agreement. Parents of pupils with special educational needs are kept informed about their child's progress and are involved in the review processes.
48. The impact of parents' involvement on the work of the school is good. The school actively encourages parents to become involved in their child's learning. They are invited to support the homework policy, and reading books go home regularly, with parents encouraged to spend time listening to their children read. The school welcomes parents who are able to volunteer to help out in the school or on trips. Most parents are working and unable to spare the time; however, a few of these volunteers have now been recruited as paid helpers in the school. A number of parents have been able to offer valuable support and service in areas such as building and maintenance. They have helped create the garden area and pergola, or become involved with painting fences. The Friends of Hevingham School is a very active organisation running a number of social and fund raising activities over the course of the year. These events are well attended and generate significant amounts of money for the school. This has been effectively used for the purchase of various items of equipment.
49. All pupils have individual achievement folders, but these are to be reviewed to make report-writing more streamlined. Pupils' annual reports have been improved in recent years and meet requirements satisfactorily. Three-quarters of parents thought that they were well informed about their pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides good leadership and has a clear vision of how he wants the school to develop. He works well with all staff to raise the school's performance and together they have successfully maintained the improvements noted at the last inspection. The school has made sound progress in addressing the recommendations from the last report and has appropriate targets for continuing the programme of raising standards. At the last inspection, leadership was judged to be sound and developing and the headteacher and his deputy have worked hard to improve the way the school is led.
51. The headteacher, his deputy and all staff are closely involved in evaluating the school's performance and in agreeing the development plan. This is comprehensive, with timings and personnel clearly defined. The close liaison between all staff helps to reinforce the commitment to improving the quality of education. The school strives to fulfil its aims of developing the individual potential of each child.
52. The management of the curriculum is satisfactory, but changes in personnel have required the reassignment of roles. The school has placed an understandable emphasis on developing literacy and numeracy skills and has done this effectively with strong co-ordination contributing to raising standards. The headteacher and co-ordinators monitor planning and work well with staff to evaluate the effectiveness of teaching. Good use is made of local education authority advisers to help identify area for development. Science and information and communication technology are also being managed well, but responsibilities for the Foundation Stage, history and music are only assigned on a temporary basis. There are also inconsistencies in the extent to which staff fulfil their management responsibilities to the two schools in the partnership. In mathematics, science and special educational needs there are strong links and time is allocated to staff to carry out their roles, but in other subjects, most notably literacy, there is not enough time for co-ordinators to monitor teaching effectively.
53. Governors take a close interest in the school's affairs and evaluate the school's performance carefully. They have continued to develop their involvement and impact on the school, as noted in the last report. They meet regularly and keep themselves well informed of developments. Through their well-organised committee structure they are very effective in monitoring the school's finances, premises, curriculum and special educational needs provision. Governors visit the school regularly and their visits to the classrooms are appreciated as a valuable way of strengthening their links with staff and pupils. Governors have been conscientious in attending training courses and evaluate their own performance as a governing body. They help to promote the school's development and have been active in preparing the bid for funding new accommodation. The school rightly sees this as an exciting project which will address many of the limitations that currently restrict pupils' learning in physical education and at the Foundation Stage.
54. The governors monitor the development of the Hevingham-Marsham partnership carefully and seek to ensure that they get value for money out of the arrangement. While management of Hevingham is good, there are aspects of the school partnership which are not yet structured to get the greatest value out of the arrangement. The headteacher and his deputy are aware of the need to develop and define this further and take a positive view of the potential which the partnership offers.
- It extends the pool of available skills. There are clearly gains in having 'specialist' support in subjects like information and communication technology and in a joint special educational needs co-ordinator. The current teachers provide necessary instruction and technical support which are raising the quality of learning and pupils' attainments. However, opportunities to develop this further in subjects like music, design and technology or science are not yet in place.
 - It provides opportunities for professional development by giving staff experience of teaching in different environments thus increasing skills and an appreciation of good practice. While most staff are taking advantage of these opportunities, this is not formally organised and job descriptions and contracts do not specify the exact responsibilities of staff.

- There are additional funds available to help the development of joint projects, but this funding is reviewed annually and does not guarantee the future of the partnership and justify the setting up of formal structures which may have to be replaced in less than 12 months.
 - The success of the partnership owes much to the energy and conscientious approach of the headteacher and this currently represents a potentially excessive burden on him. In developing the partnership, the demands upon the headteacher's time, and to some extent that of the assistant headteacher, inevitably reduce their capacity for attending to all the requirements of Hevingham. The governors of the two schools are developing a closer liaison, but they have only just reached a position where they can make decisions to improve day-to-day administration and to co-ordinate financial management in order to reduce some elements of duplication.
55. Currently, administration of the school and its finances is very effective. The school applies good value principles in its spending and in agreeing contracts. Governors maintain a close check on finances and plan spending well to support school developments. The school has accumulated a surplus which is slightly above average in the last financial year, but the budget for the current year aims to reduce this. The school makes good use of its grants which are correctly applied to support raising standards, pupils with special educational needs and the development of the school's partnership. The school makes appropriate use of new technology in general and financial administration.
56. The provision for pupils with special educational needs is managed soundly. It is benefiting from the effective leadership of the special educational needs co-ordinator from Marsham Primary who is now responsible for co-ordination in both schools. He has used weekly visits to get to know all the pupils with special educational needs and shows a good understanding of their differing needs. He has established good co-operation with the class teachers and the visiting support teacher. They closely monitor attainment and identify any specific areas in which these pupils may require additional support, for example, word problems in mathematics. The co-ordinator has quickly and effectively established himself in the partnership role and is beginning to improve the procedures within the school.
57. Staffing levels are good in the school and meet the needs of pupils well. Good use is made of specialised teaching in developing pupils' reading and spelling skills and classroom assistants are deployed effectively to assist pupils with special educational needs. The headteacher evaluates teaching and provides sensitive support for his staff, but opportunities for other staff to observe and exchange good practice are underdeveloped. There are proper systems for performance management in the school. although the headteacher is the only mentor.
58. Resources are generally satisfactory and the school now has a good number of quality computers and is building up the range of software to an acceptable level. The library is well stocked and used to help pupils develop reading and research skills. The school's accommodation places limits on the quality of learning which can be offered to children at the Foundation Stage. Their knowledge and understanding of the world is significantly restricted and their opportunities for creative and physical development are reduced. The outdoor grass and hard play areas are not satisfactory for older pupils to learn gymnastic and games skills. By visiting local facilities for games and swimming the school is taking the appropriate steps to extend pupils' learning in these areas. Its plans to build a new hall are a necessary addition to improve pupils' experience.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to continue to raise pupils' attainment and the quality of education, the governors, headteacher and teachers should:
- raise pupils' attainment in information and communication technology by identifying where pupils' skills can be applied in every subject and by incorporating these into teachers' planning; (*paragraphs 1, 6-7 and 105-111*)

- challenge higher ability pupils in mathematics and science by ensuring teachers plan specific extension activities appropriate to their learning and needs; (*paragraphs 21, 85 and 90*)
- establish consistent expectations of attainment and behaviour across all classes at Key Stage 2 by encouraging an improved awareness of standards and practice among all staff and monitoring and evaluating the success of behaviour management strategies; (*paragraphs 4, 10, 22, 74 and 79*)
- plan ways of developing pupils' learning and especially their literacy and numeracy skills across all areas of the curriculum by:
 - developing writing opportunities, pupils' understanding and use of specified vocabulary and their application of numeracy skills;
 - ensuring there is appropriate time for co-ordinators to observe teaching and share good practice; (*paragraphs 52, 76, 81, 83, 88 and 104*)
- organise the accommodation and resources for children at the Foundation Stage to give them the full range of learning opportunities especially to further their knowledge and understanding of the world and their creative and physical development. (*paragraphs 5 and 70-71*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	1	14	7	1	0	0
Percentage	0	4	62	30	4	0	0

Care should be taken when interpreting these percentages as each lesson represents more than four 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)	85
Number of full-time pupils known to be eligible for free school meals	8
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	30
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	2

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 2 (Year 6)⁴

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	11	8	12
Percentage of pupils at NC level 4 or above	School	79 (73)	57 (73)	86 (73)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
	Total	9	10	10
Percentage of pupils at NC level 4 or above	School	64 (55)	71 (73)	71 (82)
	National	70 (68)	72 (69)	79 (75)

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

⁴ The existing guidance from OFSTED is that test and examination data should be excluded from inspection reports if the year group is 10 or fewer. This also applies to year groups of boys and girls separately.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	85
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	13.7
Average class size	21

Education support staff: YR-Y6

Total number of education support staff	5
Total aggregate hours worked per week	57

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	240,582
Total expenditure	236,139
Expenditure per pupil	2,845
Balance brought forward from previous year	4,443
Balance carried forward to next year	12,236

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	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 42.8%

Number of questionnaires sent out	84
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	3	3	0
My child is making good progress in school.	36	53	3	3	5
Behaviour in the school is good.	36	53	3	6	2
My child gets the right amount of work to do at home.	28	53	9	0	10
The teaching is good.	53	33	6	0	8
I am kept well informed about how my child is getting on.	53	28	8	6	5
I would feel comfortable about approaching the school with questions or a problem.	64	19	11	3	3
The school expects my child to work hard and achieve his or her best.	58	33	6	0	3
The school works closely with parents.	44	31	14	6	5
The school is well led and managed.	66	25	3	6	0
The school is helping my child become mature and responsible.	54	34	9	0	3
The school provides an interesting range of activities outside lessons.	36	36	19	6	3

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

60. Children enter school on a full-time basis as four year olds and transfer to the Years 1/2 class at the beginning of the year in which they become five. At the time of the inspection there were five children in the reception group. Children's attainment on entry varies widely and is often below expectations for their age, particularly in personal, social and emotional development and communication, language and literacy development. Many children have had the benefit of pre-school experience in a playgroup which has close links with the school. They arrange regular pre-admission visits and there are good links also with parents. These help to ease the transition into full-time school life. Children and their parents become familiar with school routines and parents have a better understanding of what their children will be experiencing when the time comes for children to leave the playgroup. Children settle well into their new surroundings, and get off to a good start especially in communication, language and literacy development and numeracy development. By the time children come to the end of their reception year they are well on course to attain levels in these areas which are at least in line with expectations for their age.
61. The accommodation for the reception group is unsatisfactory. It is limited to a small area screened off from the main body of the classroom used by Years 1 and 2. The liaison between teachers in timetabling activities is close, so that noise levels from the youngest children do not detract from the concentration of the older pupils. Consequently, there is a heavy emphasis on literacy and numeracy activities in the reception curriculum. The nature of the accommodation constricts the children's spontaneous access to the other areas of learning. There is not enough space for resources such as water and sand trays, or to permit imaginative and role play activities such as would be expected in a 'home corner'. Creative development is hampered as there is not enough space for painting or other associated activities such as cutting and sticking, although the school has adapted a small adjacent area where the group can be taken and supervised when necessary. There is room for a computer station, but there is very little space for investigative activities to promote knowledge and understanding of the world. The provision for physical development is satisfactory, but is situated at some distance from the children's base.

Personal, social and emotional development

62. Children make good progress in developing their personal and social skills. The teacher includes opportunities rooted in the appropriate levels of the curriculum guidance for this age group. She plans structured activities to promote personal development in literacy and numeracy games, for example, by stimulating conversation and negotiation between children. They enjoy the times when they play together, for example, when dressing up as vets, nurses or firemen. They work well together taking turns and sharing resources properly. For instance, two children worked co-operatively on the computer, one operating the mouse while the other looked on watching carefully to see what happened. When it was appropriate, the two exchanged places without fuss. Children are being encouraged to become independent: they help themselves to books and pencils and at the end of sessions help to tidy up their area. Nearly all the children speak confidently and most maintain attention for surprisingly long periods, sitting quietly on the carpet. They are beginning to recognise the need to behave sensibly towards each other. They understand the coloured code system displayed on the wall and have individually recorded the 'Golden Rules' in their books. Personal and social development is being organised well by the teacher. For example, there is a 'helper of the day' who does jobs for the group such as holding open doors and giving out reading folders. She provides the group with the chance to exercise choice as far as is compatible with the nature of the accommodation, encourages good manners and praises children when they behave well. Although the range of activities lacks richness and diversity, children are reaching the appropriate 'stepping stone'⁵ for their age, and are on course to achieve the early learning goal by the time they reach Year 1.

⁵ The stages of development expected for Foundation Stage children.

Communication, language and literacy

63. Children are making good progress in developing their speaking and listening skills, and in acquiring the skills they need to read and write. They are achieving the appropriate stepping stone level and are well on course to attain the early learning goal by the time they enter Year 1.
64. In spite of the constraints of the accommodation, the teacher provides many chances for children to speak, to offer opinions and to give answers because she engages them as a group in a wide range of games. For instance they enjoy guessing items in a bag and reply confidently when it is their turn. They are keen to share their views and comments and listen attentively to others, for example, when describing the events of the weekend. In free play times, they engage happily in conversation when dressed up as firemen, vets or nurses. 'Is it time for your injection yet?' the 'vet' asks, brandishing a plastic hypodermic syringe. 'This might sting a bit at first.' They enjoy discussing their heights and how many shoes they have all together, taking turns to speak and listening to each other's replies courteously. When using the computer they use correct vocabulary confidently, such as 'mouse', 'click' and 'drag'.
65. Teaching ensures children develop their reading skills at an expected rate. They handle books confidently and with pleasure. All know where to find the title, which is the back and front and where the story begins and ends. They recognise and use the conventional terms such as 'cover' and 'title', 'line' and 'word'. The teacher also regularly reinforces these habits at story-times by using the same terms. Children have access to a good range of books and there is a selection of 'Big Books' on display for children to see and use. They handle their books with care turning the pages properly, looking closely at illustrations. They are keen to spot letters and words they know. All the children have book folders which they use confidently on a daily basis. The school is keen to establish parents' support in regularly helping at home. Children are willing to read and eagerly take part in the group activity, matching words to pictures correctly. The teacher is careful to engage their attention fully before she begins the game. 'Show me you're ready to learn. Are you looking?' and provides encouragement and praise, using comments such as 'Brilliant – you are so quick this morning!' Consequently, children complete their tasks with a strong sense of achievement and raised self-esteem. Most write their names correctly and all recognise the letters of their names in different texts. They know the letters of the alphabet, singing through from A to Z confidently. They have learnt to control their pencils in completing lines of patterns requiring concentration and precision. Good use of information technology reinforces children's knowledge of the alphabet.

Mathematical development

66. Children make good progress because the teacher plans and directs a wide range of fast paced activities to engage attention and stimulate interest. These also provide a thorough foundation for the sort of work required by the National Numeracy Strategy. The current group of children are achieving the appropriate stepping stone and are well on course to reaching the early learning goal. The restricted accommodation denies them the opportunity to experiment with sand and water, to play with large building blocks and to investigate the properties of three-dimensional shapes such as packages. It also prevents them playing at 'shops' or otherwise using the 'home corner' in activities which fully develop number skills. Currently children are not enjoying a full range of mathematical experiences based on real-life situations.
67. The teacher uses opportunities during everyday routines to reinforce number, for example counting the number of children present and using terms such as 'first', 'last', and 'second' as children line up. A series of fast-paced games consolidates children's knowledge and understanding of counting up to five confidently and challenges more able children to go further. Children have practised writing the numerals one to five and enjoy arranging numerals in order. They accurately construct towers of blocks to match the cards they are given. They talk confidently about their work. 'If I have one more there'll be 14 in my tower.' The teacher questions children well, 'If I take two away, how many will you have left then?' Children are learning a range of mathematical terms such as 'pair', and know and understand 'counting on' and 'counting back'. Children develop their knowledge and understanding of addition and subtraction. For instance they follow the story of 'Ten in the bed' and use their fingers to show the right number left in the bed. They have used cubes to measure the length of their feet, and their friend's feet, and have

recorded their findings using words such as *shorter*, *shortest*, *longer* and *longest*. Children enjoy the activities that the teacher has organised and are eager to learn.

Knowledge and understanding of the world

68. This area of development is significantly hampered by the accommodation and the proximity and needs of the adjacent Years 1/2 class. Children are currently making unsatisfactory progress towards achieving the expected level by the end of the reception. The teacher is planning activities as best she can, given the constraints. For instance, children have all looked at themselves and each other and used collage materials to construct their self-portraits. In their books they have correctly labelled parts of the body such as *head*, *knee* and *arm*. They have noticed similarities and differences in hair and eye colour, and realised that some are taller or shorter than others and older or younger than others. They are beginning to appreciate that different families do different things at weekends and that there are different places to shop in their neighbourhood. They show an understanding of the work of a vet, a nurse and a fireman when dressing up and show care and concern when administering an injection. They talk fluently about their activities and show appropriate delight when working successfully on the computer, correctly assembling various parts of a parrot, house or igloo. However, they have few opportunities to expand their experiences spontaneously, through play or as part of a structured series of activities planned by the teacher. For example, they are denied acquiring an understanding of forces by experimenting with sand and water because these facilities are unavailable in their present situation.

Physical development

69. Children are currently making satisfactory progress towards achieving the expected level by the end of their reception year, but progress is limited by the constraints of the accommodation. The outdoor play area is situated at some distance from the area set aside for the reception class. This means that its use cannot be a matter of spontaneous day-to-day activity. The teacher makes good use of the area on a timetabled basis. There are satisfactory facilities for climbing and jumping, imaginative role play in a chalet and a selection of large-wheeled toys. Children develop close control when writing or using the mouse and the computer keyboard. They also have opportunities for limited movement when engaged in musical activities. However there are few chances for the systematic development of co-ordination or for the discipline and self-control necessary when using large apparatus.

Creative development

70. Children are making satisfactory progress towards achieving the expected early learning goal. They are making satisfactory progress in music. They have regular timetabled periods in the mobile classroom where they use musical instruments and have enough space for them to move around freely. They enjoy singing and play the accompaniment enthusiastically on a range of percussion instruments. They know the names of musical instruments such as tambourine, stick, drum and beater. They discuss what an orchestra is and follow a graphic score energetically but accurately. Children have a very positive attitude towards music and movement. They enjoy their activities, work hard and concentrate well. Their behaviour is very good. They move appropriately during the song 'This is the way we go to school', jumping, hopping and skipping. Children move into a small area adjacent to their area for painting, glueing and sticking activities. This is adequate, but does not enable children to express their feelings spontaneously during the course of the day. Opportunities for drama and imaginative play are limited.
71. The teaching of pupils with special educational needs is sound overall and frequently good. Class teachers and learning support assistants, together with the 'Tracks' support teacher, work closely together to ensure that individual pupils are given good support in meeting their learning targets. For example, literacy weaknesses are clearly identified and word lists drawn up and targeted for improvement. Teachers know their pupils well. Most adapt class work to ensure that these pupils are included in learning activities and achieve success.

ENGLISH

72. Attainment is in line with the levels expected nationally for pupils at the end of Year 2, but below expectations for the current pupils in Year 6. In 2001, results in tests at both Years 2 and 6 were in line with the national average and this reflects the improvements in teaching which the school has introduced. The current Year 2 pupils are attaining levels which are appropriate for their age and they progress well from lower than average skills on entry to the school. The current Year 6 pupils are few in number and several are on the special educational needs register and their overall level of attainment is lower than average. By the end of Year 6, pupils make sound progress, but in Years 3 and 4 the quality and quantity of their work is not satisfactory, especially among higher ability pupils. Stimulating and well organised teaching helps them to catch up in Years 5 and 6 to attain the standards expected of them.
73. Current pupils in Year 2 listen well to both teachers and each other and their skills in speaking are above expectations. They benefit from well focused discussion sessions in which adults encourage pupils' comments and observations. In a very good philosophy lesson, pupils discussed maturely how parents should react to their children's misbehaviour. They understood the need for 'telling off' but emphasised the importance of explanation rather than shouting. Under skilfully managed guidance from the teacher, pupils listened carefully to one another and responded with their own ideas. They were good at taking turns and maintaining their attention to the discussion. Pupils are confident in expressing their ideas in front of the class, with each other and adults. They use a sound range of vocabulary consistent with what is expected of pupils of this age.
74. By the end of Year 6, pupils' listening and speaking skills are in line with expectations. However, in the Years 3/4 class, pupils' attitudes and attention span are not as helpful to discussion sessions as in the Years 5/6 class. This arises out of inconsistencies in the way this class is managed and in the way activities are organised to hold pupils' interest. Class routines regarding taking turns to speak and not shouting out are not securely established nor consistently enforced. In a lesson looking at different verbs for 'said', the text chosen did not hold pupils' interest sufficiently and the positioning of the overhead projector made viewing difficult for many pupils. In planning oral activities in this class, teachers do not always identify exactly the vocabulary they want pupils to learn and practise. Thus all pupils do not focus on the new words or concepts and develop confidence in using and applying them. In a Years 5/6 discussion of class rules, pupils responded to a well structured question and answer session and were challenged to explain their own ideas. The teacher arranged group discussions well. She appointed Year 6 pupils as leaders and gave clear guidance to the group members as to their roles and the expectations she had of them. In this way pupils participated fruitfully and produced some good quality contributions in the feedback session. In English lessons, pupils were also encouraged to develop speaking skills through performing simple but effective 'playlets' demonstrating stage instructions in their work on script writing.
75. Pupils' standards in reading are in line with those expected. Throughout the school there is a well-maintained home-school reading programme and pupils change their books regularly. Comments in pupils' diaries indicate that parents support the programme well and pupils take a lively interest in fiction. Teachers encourage a positive attitude to reading and make good use of the wide range of big books to develop younger pupils' enthusiasm. Younger pupils know the letters of the alphabet and most know how to sound out and build up words. They correct misreadings with reasonable confidence and most use pictures, context and meaning to help them. Teachers monitor the progress of pupils' skills effectively through shared reading activities and maintain good records of the material covered. Pupils with special educational needs are well supported in group sessions which focus on their identified needs. Lower attainers receive valuable assistance in sessions with a trained teacher who takes pupils through a well-structured programme of developing their recognition of words and sounds. All pupils make use of reference books and research information from the library, which is well stocked and

accessible. In Years 3 to 6 pupils develop a satisfactory knowledge of how to find references using indexes and contents pages. However, they have only limited experience of using the internet and information and communication technology based encyclopaedias.

76. Current pupils achieve standards in writing which are in line with their age at the end of Year 2. Year 1 pupils write their news in short recognisable phrases and their handwriting is generally well formed. They want to express their ideas and are keen to use spelling guides to write common words accurately. They use the computer to create graphics and text, which helps them develop writing and computer skills. Many pupils in Year 2 work independently, as in writing the introduction to a story or making sentences using words which rhyme. Examples of work produced by last year's pupils show that by the end of the year, they produce completed accounts in a variety of styles. They write poetry and stories about animals. They write simple persuasive explanations describing the benefits of living in the country as against the town. However, pupils do not have many opportunities to develop their writing skills in subjects like history, geography and religious education where many of the activities often involve listing items rather than writing about them.
77. In Years 3 and 4, pupils are attaining appropriate levels of writing for their age but the tasks for higher ability pupils are not carefully organised to challenge them. The quantity of the work required is not enough to develop their confidence and skills in story writing. Pupils discuss and plan their stories, but do not always complete the actual writing. Pupils have a satisfactory range of vocabulary as they demonstrated when finding synonyms for 'said'. In their descriptive writing, pupils use some good phrases such as 'the sweet warm smell of biscuits and bread' and 'fantastic colours swarmed around her like rainbows'. Handwriting is satisfactory, but spelling is often below expectations for pupils of this age. In Years 5 and 6, pupils express themselves soundly when writing in different styles. Current pupils were studying playwriting and had a good understanding of how to incorporate actions and actors' expression into stage directions. Pupils write well from their own experiences and visits and visitors are well used to stimulate their descriptive skills. A visit to the beach had provided them with a good starting point and produced imaginative writing such as 'there were multi-coloured beach huts queuing up for Summer' and 'the tide came in to chase and scare me'. Pupils had also enjoyed a visit from a poet who had read them some of his work and with whom they had written some of their own verses. Pupils used their powers of persuasion in presenting themselves as candidates for election to the school council. Pupils have a sound command of grammar and punctuation, but handwriting and presentation are inconsistent. The tasks set for pupils are well chosen to challenge higher attainers and maintain the interest of all pupils. There is sensitive support for lower ability pupils who are given individual support and guidance to help them to make good progress in the class.
78. There have been important improvements since the last inspection. The school implements the literacy strategy effectively and has identified the need to extend pupils' writing skills. The quality and use of assessment is generally good and has been the subject of whole school discussion. Teachers are taking a much closer check on how pupils' writing and spelling skills are developing and using this to set targets for themselves and pupils. They are good at sharing lesson objectives with pupils and evaluating how successful their learning has been. Teachers keep records of pupils' reading development, but the monitoring of speaking and listening skills is underdeveloped.
79. The quality of teaching is good overall with strong teaching in Years 1/2 and in Years 5/6. The arrangement of teaching in Years 3/4 has been reorganised this year and is effective, although work still remains to be done. Teachers do not have consistent expectations of

pupils' behaviour and output. As a result, pupils are not applying themselves as co-operatively and profitably as they could. Although most are progressing at a satisfactory rate, higher ability pupils are sometimes held back by the interruptions and distractions of a few pupils with behavioural difficulties. In the other classes, planning is good, the pace and expectations of pupils' work challenges all pupils well and class management is very good. The co-ordinator has had a strong impact on raising standards generally and has a clear understanding of what needs to be done to maintain improvements. Although she has had time to observe and support colleagues in the past, currently she does not have non-contact time to monitor work and help refine and raise expectations in all classes. She is well aware of the need to develop writing skills across other subjects and has very good strategies for extending pupils' confidence in speaking.

MATHEMATICS

80. Attainment is broadly in line with the levels expected for pupils aged 7 and 11 although there are inevitably variations from year to year with the small numbers of pupils. In Year 2, the proportion of pupils who achieve the nationally expected Level 2 meets the national average. The proportion who achieve higher than Level 2 is below national average. Year 2 pupils' number knowledge and skills are developing securely, although the more able are not consistently challenged to apply their knowledge to solve number problems. In Year 6, an analysis of pupils' work from the last school year confirms the improving results in recent national tests. Standards in the current Year 6 are below expectations, particularly in pupils' understanding and use of number skills. There is a significant number of pupils of lower attainment and with special educational needs in this small year group. Good teaching of the school's numeracy strategy in Years 5 and 6 is nonetheless raising pupils' achievements and they progress satisfactorily.
81. The school has implemented the National Numeracy Strategy soundly in mathematics lessons to improve pupils' number skills and knowledge, especially their mental number skills. Most pupils enjoy mathematics, particularly the opportunities to participate in lively oral sessions. Their positive and interested approach contributes to raising levels of attainment. Standards have been maintained at the improved levels reported in the school's inspection in 1999. The subject leader is making increasingly effective use of assessment information to identify weaknesses and target them in teaching plans. In the last school year, she made particularly effective use of booster classes and learning support materials to increase the number of pupils who achieved the national average at the end of Year 6. These strategies are promoting improvement. However, there is some inconsistency in the progress pupils make in their learning throughout the school due mainly to:
- significant variation in the range of ability between the small year groups;
 - the good teaching in Years 1 and 2, and 5 and 6 which is not being consistently maintained in Years 3 and 4;
 - insufficient opportunities for pupils to apply and extend their mathematical skills and knowledge in other subjects.
82. By the age of seven, pupils have a sound knowledge of number. Most Year 2 pupils accurately add numbers to 10 mentally. They know and accurately extend their addition work using two digit numbers. They apply the subtraction inverse, for example $14 + 10 = 24$, $24 - 10 = 14$, to check their answers. Some higher attainers are beginning to use their developing knowledge of multiplication, for example, the two times and five times table, to solve more challenging problems. Most are beginning to understand the place value of each digit in tens and unit numbers and correctly use the symbol to identify larger and smaller numbers. Most Year 2 pupils recognise number sequences and patterns, for example, odd and even. Some uncertainties in the place value knowledge of higher

attainers leads to inaccuracies in the way in which they add larger numbers, for example, by putting the tens digit below the hundreds digit when adding 29 to 102. Although the school has focused strongly on pupils' number skills, and this is raising standards, most have a secure knowledge of other aspects. For example, most have a sound understanding of the range of different mathematical shapes and accurately list their properties, such as the number of faces and edges. Lower attaining pupils and those with special educational needs benefit from good individual support from both teaching and support staff, for example, in the mental activities. This enables them to participate fully and make good progress in their learning.

83. By the age of 11, most pupils within the small year groups have extended their knowledge of number soundly overall. Some more able Year 6 pupils accurately worked out percentage increase and decrease on amounts of money. They used a calculator effectively to check the accuracy of their answers and attained above average standards. Most pupils build on their understanding of place value by confidently identifying the values of different digits in numbers more than a thousand, and in numbers with two decimal places. However, some average and below average pupils do not apply this knowledge successfully when writing down questions, particularly in multiplication and division. Pupils collect and handle data efficiently to produce a range of graphs. Average and more able pupils show a good understanding of such terms as mode and mean when investigating them. Pupils make use of graphs in other subjects such as comparing the foods we eat in science. However, pupils are not sufficiently challenged to extend their mathematical skills in other subjects. A high proportion of the current Year 6 have weaknesses in their number knowledge. For example, uncertainties in their mental recall of multiplication facts restrict the pace at which they work and the amount achieved. Many know how to make a number larger, as when multiplying £350 by 10. However, they are uncertain how to extend this knowledge by applying it to larger multiples, for example, when multiplying by 40.
84. Teaching is good in Years 1 and 2 and in Years 5 and 6 and contributes to raising standards. It varies in quality in Years 3 and 4, although it is satisfactory overall. Good teaching is characterised by a positive, lively and enthusiastic style and the use of a broad range of different teaching strategies. These capture pupils' attention and encourage their active participation. For example, in a Years 1 and 2 lesson, the teacher used different teaching approaches to retain pupils' interest, including the use of a range of physical activities to ensure that both their bodies and their brains were alert. She involved pupils effectively when demonstrating how to add larger to smaller numbers mentally. This ensured that pupils carefully watched as their friends were helping the teacher. The teacher then used such questions as 'Can you find a different way of adding 2 and 17?' to enable pupils to extend their mental skills. Where teachers have consistently high expectations of work and behaviour, pupils respond very positively and are keen to achieve what is expected of them. This encourages them to try to attain high standards. For example, in a Years 5 and 6 lesson, the teacher made it very clear to the pupils what the learning objective was for the lesson. She maintained a good pace with regular reminders of the time to ensure that they kept their concentration. The teacher used questions effectively to challenge individual pupils to apply their skills; for example, a Year 5 girl was asked to explain how she could use a doubling technique to check her answer to 8 times 6. The teacher used the end of lesson feedback session to check carefully on how successful the pupils had been in achieving the objective. She then used this information to inform her next lesson plan and build on the pupils' knowledge and understanding.
85. Teaching is less effective and, on occasions, unsatisfactory when teachers do not manage pupils' inattentive and disruptive behaviour consistently. When pupils persistently call out their answers to questions, distract others from their work and demand the teacher's attention continuously, this limits the amount of work achieved and

the standards attained. For example, in a Years 3 and 4 lesson, the teacher was interrupted by the noisy behaviour of a very small number of pupils. She was unable to give appropriate support and guidance to other pupils working on their group tasks. The pace of the lesson slowed significantly and most of the group did not achieve the quality of work of which they were capable. Teachers do not consistently challenge more able pupils to extend their skills, knowledge and understanding in order to achieve higher than average levels of attainment. Although they use questions successfully to encourage pupils' participation in mental activities, teachers do not always challenge more able pupils to offer a different explanation or tackle a more challenging question. For example, in a Years 1 and 2 lesson, the teacher used questions successfully to encourage individuals to apply their mental skills. The pace of the activity was, on occasions, limited by the time it took the individual pupil to respond. The teacher did not use the opportunity fully to challenge other pupils, for example, by requiring them to consider another problem or provide a possible explanation for the answer given by the other pupil. This does not always ensure that standards are as high as they could be.

86. The subject leader provides positive and enthusiastic direction, strongly focused on raising standards. This has improved considerably since the last inspection. She has completed a detailed analysis of assessment data and has identified areas of weakness. Improved procedures for monitoring and evaluating teaching and learning have given the subject leader a good understanding of teaching effectiveness. She has developed and implemented a clear action plan which is beginning to improve standards. Teachers are using information and communication technology to support numeracy skills, especially for the lower attainers and those with special educational needs. This has yet to be fully developed to contribute significantly to attainment in mathematics.

SCIENCE

87. Test results in 2000 and 2001 indicate that pupils' attainment by Year 6 has been broadly average. The current Year 6 are achieving levels which are below expectations but this small year group contains a higher number of pupils of lower attainment and with special educational needs than in previous years. Attainment in Year 2 meets the national average. Inspection evidence shows that standards are improving and are clearly reflected in the improved 2001 national test results for 7 and 11 year olds. Standards have improved since the last inspection in 1999. The school has made very good use of national subject guidance to provide an improving range of interesting and practical scientific activities. This has encouraged pupils to adopt an enthusiastic and interested approach to their work, particularly scientific investigations. Teachers, especially in Years 5 and 6, have improved their subject knowledge through staff training and by working closely with staff from the nearby high school. They have used it effectively to increase pupils' skills and knowledge, for example, in aspects of 'Physical Processes'. Pupils make sound progress in their learning. It is good in aspects of different topics, for example, studying plants in 'Life and Living Things' in Years 1 and 2 and in light and electricity in 'Physical Processes' in Years 5 and 6. Pupils in Years 3 and 4 make sound progress in their learning, although some are unclear about how to ensure a fair test in carrying out a scientific enquiry. Pupils with special educational needs benefit from good quality support, particularly in Key Stage 1, which enables them to be fully included in all scientific activities. They make sound, and often good, progress and achieve standards which are close to those attained by most other pupils of their age in the class.
88. Only one lesson was observed during the inspection so it was not possible to give an overall judgement on the quality of teaching. Teaching was good in the Years 5 and 6 lesson observed. The teacher had planned the lesson in detail. It had a clear and specific learning objective, which the teacher shared with the pupils. This enabled them to know what they were trying to achieve and gave a clear focus to their learning. The teacher managed the class effectively to ensure that they stayed focused on their activity.

He used good subject knowledge and interesting drawings to gain pupils' interest and attention and extend their knowledge and understanding of the rotation of the Earth. The teacher used questions successfully to encourage pupils' involvement, but occasionally did not give pupils time to reflect before providing them with an answer! A scrutiny of teaching plans, an analysis of work from the previous year and discussions with pupils showed that teaching does not consistently achieve high standards of learning. Pupils develop their skills in all required aspects, although they are not always effectively built on prior knowledge and understanding. For example, some Year 4 pupils know that their test must be 'equal and fair' but give no explanation as to how this can be achieved. Other Year 4 pupils showed a good understanding of ensuring that their test on absorbent materials was fair. They accurately listed eight different factors which should remain the same, including the amount of water and the time to absorb the water. Teachers do not always ensure that pupils use their literacy skills effectively to support standards in science. This leads to variation in the standards of work presentation and in the quality of the writing.

89. Most Year 2 pupils have a good knowledge and understanding of aspects of 'Life Processes and Living Things'. For example, they know what plants need to grow and accurately recall their main parts, such as roots and stem. Most show an increasing understanding of different physical processes. For example, they accurately predict when an electric circuit will not work – 'the wire isn't touching the battery!' Average and above average Year 2 pupils gave detailed written descriptions of how to investigate if ice melts quickly. They made their predictions and carried out their test. For example, one pupil carefully explained that 'we squeezed it and blew hot air on it!' They recorded their findings accurately in a simple table of results.
90. These scientific enquiry skills are built on soundly in Years 3 to 6. For example, Years 5 and 6 pupils used their scientific skills very successfully when they tested the effects of exercise on pulse rates. They predicted the likely results and made careful measurements to record their findings accurately. They reinforced their knowledge effectively by looking carefully at and interpreting some heart rate graphs to confirm the impact of exercise on the body's circulatory system. Some lower attaining pupils and some with special educational needs in Year 6, benefiting from good support, had a good understanding of how and why the heart rate quickened. They also explained accurately the use of arteries and veins in carrying oxygen to keep the muscles working. Years 5 and 6 pupils talked enthusiastically about interesting activities and investigations. They recalled results of testing the qualities of different materials on water and how the texture of the fabric, especially those with small air holes, affected its properties. Pupils' recording skills are soundly developed using a generally broad range of different methods, including graphs, tables and small drawings. However, these are not consistently built on throughout the school. The frequent use of prepared recording sheets or brief descriptive notes does not always challenge pupils enough, especially the more able, to initiate and extend their own scientific ideas for testing and recording. There was no consistent expectation of high quality in work presentation and explanation of the results. For example, although pupils' numeracy and information and communication technology skills are occasionally used to support their work in science, for example, by producing bar graphs, these are not enough to promote higher standards.
91. The headteacher, in his role as subject leader for science, has improved the quality of the science curriculum and the standards being achieved. He has recently extended the procedures for assessing pupils' work by compiling detailed work portfolios with examples of pupils' assessed work. These are being used with individual recording sheets to improve teachers' understanding of the levels of attainment. As a result, work is matched increasingly closely to meet pupils' needs. The headteacher has analysed pupils' test results to provide a clearer awareness of the areas of weakness. This information is used to change teaching plans in order to strengthen pupils' knowledge and understanding.

ART AND DESIGN

92. Only one lesson took place and was observed during the inspection. Judgements are based on discussions with pupils and staff and a scrutiny of a small amount of completed work available. The quality of pupils' work indicates that progress is satisfactory throughout the school and that attainment is in line with that expected of pupils in Years 2 and 6. Pupils' skills in painting, investigation and making are soundly developed, but their knowledge and understanding of other artists is limited.
93. By the end of Year 2 pupils work effectively in a number of media. They learn how to print simple designs, use paint and pencil and also work in clay and collage. They apply their skills to designing and decorating puppets in a design and technology project. In the one lesson observed, pupils worked well under clear guidance from their teacher. They understood a range of technical vocabulary like portrait and landscape and applied themselves with interest and enthusiasm. In an activity using a frame for drawing from real-life, they demonstrated a satisfactory standard of pencil control and achieved the effects they wanted. Although pupils described their work during the activity, they had little opportunity to develop their vocabulary in the final discussion session. A certain lack of confidence in speaking about art and artists was mirrored by pupils in Year 6. Although they have looked at the work of artists, including those from Africa and India, they did not have a ready vocabulary for describing their styles. Older pupils carry out sketching to develop pencil skills, but do not make extensive use of their sketching books to build up a repertoire of effects. They use paint, pastels and pencil effectively in working from real-life. Some more able pupils have produced well-observed studies of flowers and plants. Pupils also develop their design skills in creating name plaques for the classrooms and in using graphic programs in information and communication technology. They apply their art skills well in design and technology and to a lesser extent in history, geography and in illustrating artefacts in religious education.
94. The work observed shows that the quality of teaching is at least satisfactory, but the amount of work available and on display was not extensive at the beginning of the academic year. The co-ordinator is knowledgeable and understands the strengths and weaknesses of the subject well. The school is adapting the national guidelines in the light of its evaluation of their use. The school recognises that it needs to ensure a clear development of pupils' skill and knowledge. Assessment procedures, which are informal at present, do not include a regular procedure for recording pupils' progress.

DESIGN AND TECHNOLOGY

95. No judgement can be made on pupils' attainment at the end of Year 6, but by Year 2 pupils achieve satisfactory levels. There were no lessons at the time of the inspection and there was little evidence of pupils' work in books or in displays. There is no portfolio of pupils' planning and evaluation, nor is there any photographic evidence of projects undertaken in the past. There was no judgement made on standards in the last inspection.
96. In Year 2, pupils make hand puppets using a range of decorative materials such as beads and fur. They draw a plan of their puppet beforehand to show what they intend to do and how they want to decorate it. The two pieces of fabric have been sewn together, for instance, using running stitch or stab stitch. Good personal and social development opportunities linking with Year 6 pupils were provided because the two year groups worked together in completing the puppets. By the end of Year 2, standards are satisfactory. In Year 6, pupils have investigated pulleys and levers using balsa wood and card in constructing three-dimensional toys. Some planning and evaluations have briefly been made. At neither stage is there any evidence of the use of information and communication technology.
97. The co-ordinator has only just taken up her responsibilities. She checks colleagues' planning, but has had no opportunity to organise any in-service training. The policy includes references to

safety issues and educational inclusion. Planning for design and technology is skills-based in Key Stage 1, and project-based in Key Stage 2. She intends the future focus to be on the systematic acquisition of skills in Key Stage 1 in order to develop the curriculum more effectively in Key Stage 2.

GEOGRAPHY

98. No geography lessons were observed during the inspection. Judgements are based on looking at pupils' work in books and on display, and by talking to staff and pupils. Standards in Year 2 and in Year 6 are in line with national expectations. Pupils, including those with special educational needs, make sound progress in their learning. There was no judgement made on standards in the last inspection. The school has focused strongly on raising standards in literacy, numeracy and science and this has limited the time allocated to geography. However, the school has made good use of national subject guidance to improve the coverage of all the required aspects. It has improved resources such as those relating to contrasting locations and village life in Africa. Curriculum planning has strengthened the links between geography and other subjects, especially history, science and literacy, and also makes better use of the local environment. These improvements have enabled pupils to develop their geographical skills, knowledge and understanding. The opportunities to use local study centres have extended pupils' knowledge and understanding of such aspects as coastal erosion and changes in land use. Unfortunately, due to the current 'foot and mouth' restrictions, the school was not able to offer this residential experience in the last year.
99. Years 1 and 2 pupils develop their early mapping skills soundly, for example, by making a sketch map of the playground. They have a satisfactory knowledge and understanding of the local area and talk about some of the features of the village. They explain some of the differences between living in Hevingham and living in Norwich, for example, less traffic but 'more smelly farms!' Teachers make effective use of links with literacy to extend pupils' knowledge. For example, they focused on stories of 'The Town and Country Mouse' to explain and talk about some of the differences. Pupils then prepared a small booklet to show some of the attractions of living in their area. Pupils' mapping skills are extended soundly in Years 3 to 6. For example, pupils in Years 3 and 4 use a key and a drawing of the main points of the compass to illustrate a map of their Leisure Island. They show a developing knowledge and use of mapping symbols, for example, to identify rivers and spot-heights. Some of the average and below average pupils are not always confident in accurately locating the symbols, for example, buildings are sited on a main road rather than beside it. Years 5 and 6 pupils reinforce then extend their mapping skills by using and drawing maps and diagrams with different scales.
100. Pupils have a sound knowledge and understanding of contrasting environments. They talk in detail about life for children in Gambia from the information they received from a visitor to the school. This is extended successfully by contact with a school in that country from which pupils receive further details about other children's lives. This extends pupils' knowledge more effectively than the limited understanding that many Years 3 and 4 pupils have after studying the lives of children living in the Indian village of Chembakoli. They know about the main climatic differences, but do not use this knowledge to explain how these differences affect people's daily lives. Years 3 and 4 pupils use an atlas to locate accurately the main continents, rivers, seas and oceans of the world. Years 5 and 6 extend and apply this knowledge effectively when challenged to devise a board game based on travelling to different countries. Teachers, especially in Years 5 and 6, use a good range of strategies to interest pupils and extend their knowledge and understanding. For example, they make good use of pupils' own experiences of travel and holidays to promote their understanding of the life-styles and values of different cultures, such as food and clothes. A debate based on the suggested closing of the local village shop enabled Years 5 and 6 pupils to gain a greater understanding of the value of local services and their impact on the local environment.
101. There was not enough evidence to give a judgement on the quality of teaching. An analysis of pupils' work and talking to teachers and pupils indicate that both teaching and learning are at least sound. Pupils' work shows that most use their literacy and numeracy skills effectively to develop their learning in describing their local area or drawing climate graphs. However, this is not consistently promoted and teachers' expectations of the way in which pupils present their work

varies significantly. There is no consistent expectation over the way in which written work is completed, for example the use of full sentences and writing frames. Improved resources for information and communication technology are now providing more opportunities for pupils to extend their skills, although these have yet to be fully developed to promote higher standards. Procedures to assess pupils' work and monitor and evaluate teaching and learning have not been established. This does not enable strengths and weaknesses in pupils' learning to be identified and to be targeted for improvement. The headteacher is aware of the need to develop these procedures and is planning for their improvement.

HISTORY

102. Pupils' attainment is in line with national expectations by Years 2 and 6. During the inspection, only one lesson took place in the Years 3/4 class. No overall judgements can be made about teaching, but a scrutiny of pupils' work and discussions with them and teachers indicate that pupils make sound progress in the subject. No judgement was made in the last inspection. Pupils have a good idea of elementary chronology by the age of seven as a result of studying what their parents and grandparents had as toys and the way people lived 20 and 40 years ago. By the age of 11, pupils have an insight into the different sources of evidence and have satisfactorily covered the range of topics expected in the National Curriculum.
103. By Year 2, pupils have a clear understanding that life for their parents and grand parents was very different. They have questioned their grandparents on conditions in the war and found out how they carried out domestic chores before the availability of modern electrical goods. They have studied the lives of famous people from the past such as Florence Nightingale and have some appreciation of why people acted as they did in the past. They understand how hygiene and medical knowledge have developed between then and now. Pupils have an understanding of the stages of history by creating a time-line which stretches from the dinosaurs to the current day. In a Year 3 lesson, pupils took a lively interest in examining historical artefacts. They were keen to play the role of 'time detectives' as the teacher suggests. The teacher gave pupils a clear structure to guide their investigation which she shared in general discussion at the start of the lesson. However, in working in pairs to write up their own findings, pupils' output was not always satisfactory. The pairing of pupils with lower ability meant that they spent much time in discussion and became easily distracted. They made some very astute observations, but do not complete much recorded work. The teacher did not set out her expectations precisely enough nor give them clear guidance on the vocabulary they could use. Higher ability pupils recorded their findings well and asked good questions of each other and the teacher.
104. By Year 6, pupils have acquired a satisfactory knowledge of British, world and local history through a rolling programme of topics. Teaching follows the national guidelines and introduces pupils to the expected range of skills. Pupils know where to go for information and combine descriptions which they read in books with data retrieved from computer based encyclopaedias. They make use of pictures and maps in looking at the lives of Ancient Egyptians and Vikings. They examine the experiences of evacuees during the war and have visited a living museum to gather information first-hand. Pupils' imaginary accounts of what it must have been like indicates that they have a good appreciation of conditions and difficulties at the time. One pupil commented that work in the school room was not too difficult to understand, but writing with chalk on slate was hard, and another was surprised to find the vicar not very welcoming! The amount of written work indicates that pupils do not always have enough opportunities to practise descriptive and narrative writing in the subject. They develop reading skills well in research although access to the internet is not yet regularly available in school. There is no 'permanent' co-ordinator for the subject at the present time, although the school plans to appoint someone after the staff changes in January. In view of the need to fully implement Curriculum 2000, this is a priority which the school must address.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Judgements are based on a scrutiny of pupils' work as well as observations of teaching and planning and on a discussion with the co-ordinator. At the time of the last inspection in 1999, progress in information and communication technology was judged to be slow and uneven. Whilst standards have risen, especially in pupils' acquisition of the basic skills in word processing,

standards are still not high enough and remain below those expected nationally. Although progress has accelerated, it has not accelerated quickly enough.

106. The co-ordinator has achieved her initial objective – to provide all pupils including those with special educational needs with the basic skills in word processing. This has taken time and she has undertaken this task both methodically and conscientiously. Standards are now improving in developing pupils' basic skills in word processing, for example, to produce newspapers and combining pictures or photographs within text. However, pupils have not had enough opportunities to use their skills or transfer them to other aspects of information and communication technology. Consequently standards are still unsatisfactory in the strands of data handling, modelling and control technology. This is the case in both key stages.
107. Children in the Foundation Stage have ready access to a computer, which they manage with skill and confidence. They use the mouse and the keyboard correctly, know how to click and drag, and change the screen competently. Older pupils in Key Stage 1 use painting programs to draw pictures and to write simple sentences. Pupils have experimented with line and colour and have created pictures using 'line' and 'fill'. Developing these skills further, they have designed Christmas and New Year cards. This involves changing the size of the image, such as a Christmas tree, and altering the font type, colour and size. However, they have not yet had the opportunities to write extensively, or to use their word processing skills in other areas of the curriculum such as religious education, history or geography. Their data handling skills are not sufficiently developed to incorporate graphs or charts in mathematics and science.
108. By Year 6, pupils' records of achievement indicate that they have experience of loading new software, they have consolidated their skills in using different fonts and can use tools such as spellchecker. They successfully name, save and retrieve their work. Recently they have learnt how to use a digital camera and to print out photographs of staff and each other. They are beginning to develop data handling skills and have compiled a pie chart showing how heavy they were when they were born, and block graphs to show their heights.
109. Pupils are enthusiastic and most behave very well when using the computers. On occasion, a few pupils waste time playing with the mouse instead of concentrating on their task. However, most sustain good levels of concentration and effort, show determination and are eager to complete their work. In the Foundation Stage, children regard computers with a sense of awe and wonder, squealing '*Oh look what I've done!*' with excitement when completing a puzzle by dragging various bits into their correct place.
110. Resources are well organised centrally in the library for direct teaching of information and technology, and classrooms have individual computer stations for incidental use in other areas of the curriculum. The school has recently acquired a digital camera, is linked to the Internet and is able to communicate using e-mail. The school's website is under development. However, the school has no large screen for teaching groups of pupils or adults, and no video-conferencing facility, to foster the blossoming partnership with Marsham School.
111. The co-ordinator has very good expertise and is passionate about her subject. She is ready to provide advice and help to colleagues and has arranged for staff to take part in the nationally funded training programme to improve their skills and confidence. Under her guidance pupils across the school, including those with special educational needs, have acquired basic word processing skills. The school has a very good scheme of work to support class teachers. There are good self-evaluation records for pupils at Key Stage 2 and records are being developed for Key Stage 1 pupils. There is a home-school agreement about the safe use of the Internet and e-mail.

MUSIC

112. During the inspection the only music lessons which took place were in the reception class. Judgements on pupils' attainment and the quality of teaching are not possible. In the last inspection, there was no judgement on standards in the subject. From a scrutiny of teachers' planning and from discussions with pupils and staff, teaching gives pupils a balanced experience of performing and composing music. In one assembly, Years 5 and 6 sang a song in three parts to

the rest of the school and achieved a good standard after only limited practice. Pupils voluntarily take part in a weekly recorder club and the school percussion band participates in school productions for parents. Pupils speak about music with some insight and appreciate the different traditions that exist in India and Africa. They described the qualities of 'Rap' and how repetition and beat created an atmosphere which they enjoyed. Resources are good and well used for teaching, but assessments of pupils' progress are not yet in place. The subject is currently managed on a temporary basis and the school intends to address this as soon as new staff appointments are made.

PHYSICAL EDUCATION

113. During the inspection the teaching focus was on games and dance. Standards overall broadly meet those expected nationally in Year 2 and in Year 6. There was no judgement on standards in the last inspection. Sound teaching enables pupils' skills to be developed effectively in lessons. However, they are not consistently built on throughout the school, for example, in gymnastics. Poor facilities impact significantly on standards attained. The school hall is too small to be used safely for developing pupils' games skills or for aspects of their gymnastics work. The playground is too small and the sloping surface is cracking in places. The school relies heavily on using the playground and field to enable pupils to have regular physical education activities. However, wet weather significantly restricts their use.
114. The school deserves credit for trying various ways to overcome these problems. It has successfully developed a range of other opportunities to enhance the range of learning activities. These enable pupils, particularly those in Years 5 and 6, to extend their skills and achieve expected standards in games and swimming. These opportunities include:
- use of the village hall to provide a larger indoor facility, although pupils take about 10 minutes to walk through the village to reach the hall;
 - use of the Aylsham High School swimming pool to offer weekly sessions for Years 5 and 6 pupils;
 - use of the UEA sports park to broaden the range of activities for Years 5 and 6 pupils;
 - the development of a school football team with weekly training sessions. This provides the opportunity for pupils to play competitive team sports and extend their football skills;
 - participation in other inter-school competitions – for example, the school hosted and took part in the District Sports Day last term.
115. However, pupils in other year groups, especially those in Years 3 and 4, do not benefit sufficiently from these additional activities. They do not get enough regular opportunities to extend and apply their skills, for example, in games. This does not enable them to sustain levels of performance which meet standards expected of their age.
116. Years 1 and 2 pupils enjoy physical activities and participate enthusiastically. Most know the reasons why they need to warm-up at the start of the lesson and the effect of exercise on their heart. They listen attentively and follow instructions accurately. For example, all pupils moved very sensibly and safely when changing speed and direction in the introductory activity of a dance lesson. They showed increasing control and co-ordination when using a sound range of movements to represent an 'exploding firework'. The range of 'explosive' movements was limited by the space restrictions within the hall. Pupils in each year group watched carefully as the other year performed their dance sequence. Some identified which sequences they liked and why they had enjoyed them. With some

support from the teacher, pupils identified ways in which the sequences could be improved. All pupils made sound progress in their learning, including pupils with special educational needs who were supported effectively to try to overcome their initial reluctance to take part.

117. Most pupils in Years 3 and 4 know the different types of pass to use when throwing a ball to a partner. In a games lesson, a few used a chest pass successfully, but most were not able to pass the ball accurately. Pupils were not aware of the need to adjust the technique to reflect the distance between themselves and their partners. For example, they were not able to use the bounce pass so that their partner received it easily. When pupils were required to develop their skills in a small group, competitive activity, few showed an understanding of the need to use space to send and receive the ball accurately. Almost all pupils participated enthusiastically, although the lack of success in passing the ball between teams led to some 'disagreements'. Good intervention by the teacher led to improvements in pupils' awareness of the need to move around and use the space more effectively. This improved the level of skill. These games skills are soundly extended in Years 5 and 6. In a basketball activity, most pupils showed an increasing understanding of how to use space to create passing and shooting opportunities. They are beginning to understand aspects of team tactics, for example, in trying to make it easier to receive the ball from a team-mate. However, their skills and knowledge of how to work as a team, for example to defend their goal or basket, are not developed enough.
118. Teaching was sound, with many good aspects. Teachers have good class control, even in difficult wet and windy conditions. They organise the classes efficiently to ensure that all pupils are fully aware of what is expected of them. For example, in a Years 1 and 2 dance lesson, the teacher gave clear explanations and a demonstration to enable pupils to know why she was using a percussion instrument. This allowed pupils to listen carefully and respond with a suitable movement when the teacher played the instrument. The pace of the lesson was maintained well and pupils were fully and actively involved. Teachers plan their lessons in detail to give a good structure and enable pupils to extend and apply their skills. For example, in a Years 5 and 6 games activity, pupils practised their skills successfully in small groups before being required to apply them in a competitive team activity. The teacher used her good subject knowledge to illustrate the correct technique for dribbling a basketball. This enabled pupils to focus on the position of the ball in relation to their body and improved the skill. On occasions, the teacher did not use the resources efficiently to ensure that all pupils had enough opportunities to practise their skills. For example, teams of six practised their passing skill using one ball between them. Pupils did not practise their pass more than twice before they were required to use them in a game. The use of all the available balls, for example, in partner activities, would have enabled pupils to practise their skill more often and improve its quality.

RELIGIOUS EDUCATION

119. No lessons took place during the inspection and judgements on pupils' attainment are based on a scrutiny of pupils' work and discussion with them and teachers. By Years 2 and 6, pupils are attaining the levels expected of them in the locally agreed syllabus, which is being taught effectively. No judgement was made on the subject at the last inspection.
120. Younger pupils develop awareness and appreciation of objects and people that are special to them in their own lives and transfer these attitudes towards religious artefacts from Christian and other faiths. They make Christmas and Easter cards and greetings cards to celebrate Christenings, Mothering Sunday and know why these are important. They talk about their behaviour; how they relate to others and the promises they make for

supporting their classmates. They have visited the local Church and describe the stained glass windows and decorations. They know it is an important place for Christians and explain the significance of services such as baptisms, marriages and funerals. By Year 6, pupils have learnt the key beliefs of Muslims, Hindus and Jews. They relate these to Christianity and their own beliefs and can describe what is important to them in their own lives. In considering the Hindus' use of shrines at home and on the roadside, they identify places and possessions which are significant in their own lives such as toys and gifts from others. Pupils write with insight on why worship is important to people and why some go on pilgrimages. The quantity of written work shows that there are some good links to develop writing skills and to extend learning in other areas. Pupils learn aspects of geography and history as well as understanding moral principles, which are discussed in circle time and philosophy lessons.

121. Pupils make sound progress across the school, including those with special educational needs. They deepen their own knowledge and comprehension of spiritual matters. Assembly themes are well planned and linked to aspects of classroom teaching and often give pupils further opportunities to learn about living together in peace and harmony. In assembly, pupils reflected upon the moral and social implications of being good friends to one another. Pupils are encouraged to participate in assemblies, thereby building their confidence and self-esteem. The recently appointed co-ordinator has had little chance to develop the subject as yet, but has checked on planning and resources to ensure that the school is meeting the requirements of the locally agreed syllabus. There is an improved approach to planning which ensures that pupils develop their knowledge and skills sequentially. The partnership with Marsham School has enabled more resources to be available which has helped to stimulate pupils' learning. Assessments of pupils' progress are not formalised. Teachers have a close knowledge of their pupils' learning, but do not record this to guide colleagues.