

# **INSPECTION REPORT**

**ALL SAINTS CHURCH OF ENGLAND  
(VA) PRIMARY SCHOOL**

Great Ryburgh

Fakenham

LEA area: Norfolk

Unique reference number: 121145

Headteacher: Mr Richard Perry

Reporting inspector: Mr David Cann  
20009

Dates of inspection: 20<sup>th</sup>-21<sup>st</sup> May 2002

Inspection number: 230844

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Station Road Great Ryburgh Fakenham Norfolk
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Telephone number:	01328 829228
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Susan Pearson
Date of previous inspection:	7 <sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

All Saints Church of England (VA) Primary School, Great Ryburgh has 147 pupils on roll, aged 4-11 years. The school is on two sites with the pupils from Reception to Year 2 at Stibbard and the pupils from Year 3 to Year 6 at Great Ryburgh. As well as drawing its pupils from these two rural communities, nearly a third of pupils come from the surrounding villages and the outskirts of Fakenham. Pupils are drawn from a wide range of socio-economic backgrounds and their attainment on entry is broadly average. Currently only 2 per cent of pupils are eligible for free school meals, which is below the national average. Nine per cent of pupils are on the special educational needs register, which is also below average. No pupils come from ethnic minority backgrounds but two pupils are supported in learning English as an additional language. Although staffing is generally settled, one teacher joined the school in September 2001 and the deputy headteacher joined in January 2002.

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

All Saints Primary School is a very good school. The headteacher is highly respected by governors, staff, parents and pupils and gives strong and sensitive leadership to the school. By the time pupils reach Year 6 they make good progress in English and very good progress in mathematics and science achieving results which are often well above the national average. Teaching is good and helps pupils to develop mature and willing attitudes to their work. Pupils take part eagerly in all the activities which the school offers them. In spite of the limitations of its accommodation, the school is highly effective and represents very good value for money.

#### **What the school does well**

- The headteacher provides a very good example to staff and pupils with his own personal energy and pursuit of high standards.
- Pupils attain very good results in mathematics and science by Year 6 and good results in English. They make good progress at all stages of learning in the school.
- The quality of teaching is good throughout the school with some very good and excellent lessons observed. Teachers know the pupils well and monitor their progress closely. Teachers and classroom assistants are good at challenging pupils' thinking and effective in supporting those with special educational needs.
- The school provides a very stimulating range of learning experiences which develops pupils' understanding of art and their skills in music. Pupils benefit from a range of first hand experiences in visits, trips, extra-curricular activities and working with visitors.
- Pupils develop very good attitudes towards school and are given clear guidance on how to relate to others, what is expected of them in terms of behaviour and what is right and wrong. They are keen to take responsibility for their learning.

#### **What could be improved**

- The planning of a wider range of writing activities to develop the literacy skills of older pupils;
- The systems for monitoring teaching and planning to improve the school's approach to self-evaluation and the sharing of good practice;
- Greater urgency in scheduling the building of new accommodation.

*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 1997 when eight areas were identified as in need of development. The school has made good progress in key aspects such as raising pupils' attainment but the recommended improvements in accommodation have not yet been completed. The school still has to operate on two sites, two miles apart with significant limitations on space and facilities at both sites. Although a grant has been allocated to build new accommodation, this is not likely to be completed until 2004. In order to minimise the shortcomings of the facilities staff use immense energy and initiative and successfully maintain a high quality of education. In physical education, outdoor play areas are used as often as possible, pupils travel to other sites for gymnastics, as well as swimming, and outside instructors are deployed to extend pupils' learning. The school recently won an award from the Football Association for their success in promoting soccer skills among boys and girls. The school has improved teaching and

learning by developing and implementing aims and policies which are well understood. Planning is detailed and effective across all subjects and improvements in investigative science have raised standards. Pupils' understanding of other cultures has been much improved. The school development plan contains clear and realistic objectives which are measured against agreed criteria. However, systems for the monitoring of teaching and planning do not involve all subject managers nor place enough emphasis on reviewing effective practice. Staff work closely together to identify the school's strengths and weaknesses and are in a strong position to continue raising standards.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	C	C
Mathematics	A	A*	A	A
Science	A	A	A*	A*

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

A\* indicates that results were in the highest 5 per cent of schools.

Pupils' attainment has improved since the last inspection. Over the last three years, pupils' results in Year 6 tests have been well above average in mathematics and science against both the national average and the average achieved in similar schools. They are often well above average in English, although in 2001, results were in line with both the national average and the levels achieved in similar schools. Current pupils are attaining results which are well above those expected in mathematics and science and they make very good progress. In English, results are above average and pupils achieve well but their experience of writing for a range of different purposes is not always widely developed. Pupils have a considerable enthusiasm for mathematics and are keen to identify and explain the patterns in number. They are very confident in carrying out mental and paper calculations. In science, pupils have a good understanding of all aspects of the subject and know how to carry out tests and investigations independently. Pupils achieve good results in information and communication technology, music and art. By Year 2, pupils' results are well above average in writing and above average in reading and mathematics. They make good progress. At the Foundation Stage, children are in line to achieve the goals expected for them in all areas of learning and benefit from a good start to their education. They respond well to the high expectations which adults set for them in both their learning and behaviour. Throughout the school, pupils with special educational needs and those learning English as an additional language make good progress and respond well to the support given to them. The school achieved the challenging targets which it set for Year 6 pupils last year and is likely to achieve higher standards this year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very positive about school and talk enthusiastically about all the activities, which they enjoy.
Behaviour, in and out of classrooms	In lessons and at play, the vast majority of pupils behave very well but a few individuals have to be reminded about how to be co-operative in class.
Personal development and relationships	Pupils relate very well with each other and adults. All play their part in the day-to-day running of the school and Year 6 pupils have special responsibilities, which they fulfil reliably.
Attendance	Good.

## TEACHING AND LEARNING

Teaching of pupils in 14 lessons:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching and learning is good at all stages of the school. There were some very high quality lessons observed and none were unsatisfactory which is a significant improvement since the last inspection. In nearly all classes, teachers have very good relationships with their pupils. They create a very positive atmosphere and are very good at questioning pupils and encouraging them to propose their own ideas. Teachers have high expectations of what pupils can do and do not hesitate to challenge the way they answer to help them go further and explain their thinking with precision. In the best lessons, teachers create a sense of fun and excitement as pupils discover things and strive to achieve the goals set for them. Pupils respond well to teachers' humour and make the most of opportunities to discuss their ideas with adults and one another. Teachers are good at developing pupils' literacy skills through regular reading, research and writing in different styles although writing skills are not always fully used in subjects like science, history and geography. Numeracy skills are very well taught through mental arithmetic sessions and the regular use of mathematical knowledge in subjects like art, design and technology, information and communication technology (ICT) and science. Teachers are very good at developing the learning of high attainers, particularly in numeracy, and provide a good level of support for pupils with special educational needs. Teachers make good use of the valuable contribution of classroom assistants who help pupils to focus on specific learning targets to improve their work. Support for the pupils learning English as an additional language is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is an impressively broad learning experience for pupils in all classes with a good emphasis on art, music and personal education. Pupils are encouraged to take part in a wide range of extra curricular and first hand experiences which extend their knowledge and confidence.
Provision for pupils with special educational needs	There is sensitive attention to the individual needs of these pupils who receive much assistance from teachers and support staff.
Provision for pupils with English as an additional language	Pupils are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is a very good programme for developing pupils' personal education and their appreciation of spiritual, moral and social issues. The range of cultural activities for pupils is particularly strong and introduces them to a variety of literature, art and music from around the world.
How well the school cares for its pupils	Teachers know pupils very well and monitor their academic and personal development well.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong guidance which is much valued by staff and pupils. He works very well with all staff in promoting high standards. All teachers have responsibilities for subject management but systems for monitoring lessons and teachers' planning are not formally organised to ensure that they fully participate in sharing and reviewing good practice.
How well the governors fulfil their responsibilities	Governors play an active role in monitoring the school's performance and fulfil their responsibilities well.
The school's evaluation of its performance	The headteacher, staff and governors are good at evaluating the school's strengths and weaknesses and take appropriate action to sustain improvements.
The strategic use of resources	The school makes best use of its resources but the limitations of accommodation place an undue burden on teachers' ingenuity and energy in several areas of learning.

The school is effective in obtaining best value from its spending.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-two parents attended a meeting prior to the inspection and there were 64 responses to the questionnaire (44 per cent of those distributed)

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like school and behaviour is good</li> <li>Children make good progress and are encouraged to become more mature</li> <li>The school is well led and managed</li> <li>Teaching is good and parents feel well informed about their children's progress</li> <li>Parents feel the school works closely with them and they are happy about approaching the school with a problem</li> </ul>	<ul style="list-style-type: none"> <li>Some parents felt there was too much homework</li> <li>Parents wanted more extra-curricular activities.</li> </ul>

Inspectors agree with the parents' positive comments. They consider homework to be appropriate in quantity and judged that the school provides a good range of extra-curricular activities for older pupils although those for younger pupils are limited.

## **PART B: COMMENTARY**

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

**The headteacher provides a very good example to staff and pupils with his own personal energy and pursuit of high standards.**

1. The school benefits from the energetic leadership of the headteacher who is highly respected by staff and pupils as well parents and governors. His personal example and commitment to high standards is a major strength of the school and he works closely with staff to communicate his vision of how he wants the school to develop. Under his guidance the school accurately analyses its strengths and weakness and has set up clear objectives to raise pupils' attainment further. He provides sensitive support for staff and carries out regular reviews with them to aid their professional development. Performance management is well organised and is used to identify areas for staff training, linked to the school's own priorities for development.
2. The school has clear aims and values that permeate its work. Staff are highly effective in promoting high attainment and this is reflected by the progress which pupils make through the school. The very good relationships in the school and the attitudes of pupils testify to the strong guidance which teachers give and which is much appreciated by parents. Responsibilities for subject management are effectively distributed and communications are well managed by regular staff meetings attended by all staff at one site or the other. The teachers have a good range of expertise and this is augmented by contributions towards music, physical education, art and behaviour management from classroom assistants and outside specialists. The recent appointment of the new deputy headteacher has added further skills in information and communication technology and in design and technology to the staff team. She and the special educational needs co-ordinator, appointed in September 2001, have already had a positive impact on extending staff confidence and skills.
3. The school has well developed policies for guiding teaching and learning and these are reviewed according to a five year rolling programme which ensures that all areas are regularly updated. The annual management plan reflects these priorities and is also developed out of an analysis of school results and whole staff discussion. These are discussed and agreed by governors and targets, training needs and costings are identified in the plan. Areas are prioritised and appropriate criteria are established in nearly all areas but deadlines and opportunities for evaluating and planning further action are not specifically detailed in the plan. Nonetheless, because the staff work so closely together, school developments are well monitored and have moved the school forward well since the last inspection.
4. The headteacher monitors teaching and learning effectively but does not share this responsibility sufficiently with his colleagues. He makes good use of outside visitors such as other headteachers and LEA advisers to help in this. The newly appointed deputy has not yet had a chance to take much part in this but it is normally part of the deputy's role for which she is receiving training.
5. The governors fulfil their responsibilities well and are active in monitoring both the curriculum and finances. They are knowledgeable and use a variety of methods to measure how well the school is performing. They supplement statistical data and contact with parents by a regular programme of visiting classes and meeting staff. Governors are closely involved in agreeing the school development plan and link spending closely to agreed priorities. Governors are properly involved in setting budgets and in ensuring that best value principles are applied to spending and staffing. Day-to-day finances and general administration are efficiently managed, although problems with the current information and communication technology software presents unwelcome extra challenges to financial administration. The efforts of the staff successfully minimise the problems of communication which arise from operating on two separate sites.

**Pupils attain very good results in mathematics and science by Year 6 and good results in English. They make good progress at all stages of learning in the school.**

6. In tests and assessments at Year 6 in 2001, pupils attained standards that were well above average in mathematics and science and in line with the national average in English. By the age of eleven, current pupils attain levels which are above those expected in English and well above those

expected in mathematics and science. Pupils' attainment has been very high in all three main subjects since the last inspection and indicates that pupils make very good progress in mathematics and science and good progress in English. Current pupils speak well and read at a level which is well above average. Their writing is good but they do not always have enough opportunities to practise these skills to achieve the very high levels that they reach in mathematics and science. Pupils' attainment in information and communication technology is in line with expectations and attainment in art and music is above expectations.

7. In analysing the results of 2001 tests, pupils of above average ability made particularly good progress. The number achieving the higher Level 5 was very high in science and well above average in mathematics. In English, the number achieving high levels was below average in 2001. In the current Year 6 group, a high proportion of pupils are set to achieve Level 5 in science and mathematics and the number likely to achieve Level 5 in English is above average. Pupils on the special educational needs register make good progress and nearly all are achieving the nationally expected levels. They receive good support and benefit from clear targets to help them focus on improving their attainment. Girls' results have been significantly higher than boys' in recent years. The school has taken steps to address this and attainment among current pupils is more balanced between genders. Last year the school set ambitious targets for pupils to achieve in Year 6 which were reached. It is in line to improve on these this year and exceed the agreed targets.
8. Pupils are drawn from a wide range of backgrounds and locations. About half have pre-school experience and the skills measured in entry tests indicate that these are in line with those found nationally. At the Foundation Stage, children make good progress and experience learning in all the expected areas. They are in line to achieve the Early Learning Goals in all areas. They learn to relate well with adults and other children and work together harmoniously. Lunchtime is a good social occasion. In language and literacy the children speak confidently and voice their opinions readily and clearly. *'We work very hard in Reception'*, a small child informed the inspector without prompting. Children also write for a number of purposes, as when they describe fish, their own intentions when they grow up or a letter containing information on nocturnal animals. Pupils write unaided as well as under guidance and acquire a good knowledge of letter shapes and sounds. Children's number skills are well developed through a range of practical activities and parents are encouraged to help their children's learning and know what their targets are. Pupils develop their knowledge and understanding of the world well. They learn about hot and cold countries, which materials are waterproof or not and discuss their own family trees. Their creative development is particularly good and learning is often well linked to making and painting activities. Children learn about shapes, sizes and colours in making tissue paper mobiles. They are encouraged to write about Cinderella by making clay slippers to help them think about the story. As well as dyeing textiles, pupils have worked with a visiting artist on willow sculptures and making articles and models out of fabric. They discuss their well displayed work with understandable pride. Pupils' physical development is good when they can get outside to use the playing field but the lack of indoor play space limits opportunities in poor weather.
9. By Year 2, pupils attained levels in 2001 tests which were well above average in writing and above average in reading and mathematics. Current pupils are in line to achieve good results in tests again this year. Pupils of all abilities progress well and work with great application in lessons. Higher attaining pupils do well in mathematics and writing. They are prompted to think of sophisticated ways of expressing their ideas in describing a story. They respond well to the challenge and write both at length and with a good command of vocabulary. Pupils on the special educational needs register are well supported by classroom assistants and are given work which is very well matched to their abilities and learning needs. Pupils progress well although their attainment is below national expectations. The two young pupils learning English as an additional language make very good progress and receive assistance which helps them to acquire confidence in expressing themselves.
10. Pupils' skills in speaking and listening are good throughout the school. They are keen to suggest their ideas and discuss their work and talk confidently to visitors. Teachers lead discussions well and encourage pupils to explain themselves coherently. In Year 2 in history, pupils reviewed the main elements of the Fire of London recalling the problems of wooden houses in narrow streets and the lack of a fire brigade. They used the suggested vocabulary which the teacher displayed for them and developed their command of words such as 'flee' and 'nightshirt'. In Years 3 and 4, pupils were eager to debate the feelings of a villain as he planned a kidnapping. In Year 5, pupils worked

together well in locating information on Greek theatre and in Year 6, pupils worked in groups to resolve the challenge of making a burglar alarm system. In talking with each other, pupils are good at listening to the viewpoints of others and respond to arguments and ideas thoughtfully.

11. Reading skills are well developed through the school. Pupils in Years 1 and 2 read regularly at home and at school and have a positive interest in books. They develop a good command of letter sounds and the more able pupils read very expressively. All pupils discuss the stories which they like and recount the main elements with pleasure. Guided reading sessions for all classes are well organised on a regular basis after lunch. Pupils take full advantage of these times to concentrate on their books or work in small groups with an adult often examining text for new words or to identify certain structures of interest. In Years 3 – 6, pupils are competent in using the library for research and groups from Years 4 and 5 worked independently to locate information on the Ancient Greeks. The school has recently introduced a range of new books, both fiction and non-fiction, which are judged to have a greater appeal to boys. These have been well presented to pupils and are available in a separate book box in the library. Pupils of both genders read them with enthusiasm! There is well organised and effective support for weaker readers who make good progress. Learning support assistants effectively use the additional literacy strategy with pupils in Years 3 and 4. In other classes, they ensure that group reading activities are pitched at the right level for pupils' learning. There is a regular exchange of information between school and parents through the reading diaries which maintains an effective link between home and school.
  
12. Pupils' attainment in writing by Year 6 is stronger in the current year than last year, although attainment is still lower than in other subjects. Pupils write in a good variety of genres and are paying particular attention to the construction of stories. They are learning to plan them in advance and use paragraphs effectively. Higher attaining pupils do this well but others do not remember or manage the breaks consistently well. Pupils often include direct speech in stories, which they punctuate accurately, although in some instances this becomes more of a play script and lacks description. In Years 1 and 2, pupils develop a good command of letter shapes and their handwriting is often good. Pupils write in sentences, working confidently and with enthusiasm. In recording the events of the Great Fire, pupils were happy to write a brief account before working on the illustrations. Spelling is sound but since pupils are attempting a wide range of challenging words some struggle to write them correctly or locate them in their word books. *'Seals' eyes are as dark as night'* wrote one pupil, while another noted *'a seal can hir haf way around the glod'*. Pupils' writing in Years 3 and 4 covers a wide range of subjects which stimulates their interest and develops their skills well. Pupils write to a local laboratory to obtain information on why plants grow better in sunlight than under artificial light. They write up their own research into their family trees or the history of their houses. They describe their many visits to places of interest such as the Eco museum or a Victorian Day at Gressenhall as well as creating stories and detailing the 10 magical things which they keep in their pockets. In Years 4, 5 and 6, pupils write persuasive arguments pitched for or against zoos or homework and are good at composing advertisements for job vacancies or places to holiday.
  
13. By Year 6, pupils attain levels in mathematics which are well above expectations. Over the last four years pupils' attainment has been consistently well above the national average and in 2001 was well above the average achieved in similar schools. Pupils make very good progress throughout the school and attainment by Year 2 is above expectations. Teachers expect pupils to achieve high standards and are particularly good at challenging their thinking in mental activities. They encourage pupils to make correct use of technical vocabulary to discuss and compare their methods of working. In Year 1 pupils talk about the lines of symmetry in regular and irregular shapes. They are good at creating complex patterns out of construction kits to make symmetrical patterns. They know and use correct terms to describe the properties of shapes. In Year 2, pupils have good computational skills. They estimate and measure the weight of objects, adding them together accurately and showing a very good command of place value. Year 4 pupils were confident in responding to questions about the seven times table in mental activities. Their skills in doubling and halving numbers were well above expectations. Year 6 pupils have a very good knowledge of the relationship between fractions, decimals and percentages. They are constantly urged to look for patterns and respond with acute observations, reflecting well-developed skills in using and applying their knowledge. Their breadth of knowledge is very impressive and pupils of all

abilities demonstrate confidence in identifying prime numbers, reducing fractions to their simplest form and working with co-ordinates to plot shapes and graphs. Pupils have a wide experience of investigative work and are learning to make very good use of information and communication technology to handle and present data.

14. Standards of attainment in science have improved since the last inspection and are now very high by the end of Year 6. Pupils attain levels which are above expectations at Year 2. They know which food gives energy and what constitutes a healthy diet. One six year old explained, *'I am not that good on vegetables but I am getting better on fruit'*. They have a good basic understanding of how to make an electrical circuit and how to switch it on and off. They also have a secure knowledge of how plants grow and describe the life cycle of plants and animals. Pupils have enjoyed measuring forces and produced graphs to show their findings. In Year 3, pupils work with an investigation planner to guide them in setting up and recording tests on materials for magnetism. They recognise where springs are used in everyday objects and evaluate their effectiveness. By Year 5, pupils have a good breadth of scientific knowledge and apply it in a number of practical activities. In design and technology, they evaluate how well torches and lamps work and apply their knowledge of how sound travels in designing musical instruments. Pupils in Year 6 enjoy consistently good teaching with plenty of emphasis on the discussion of problems and ideas. They predict and record how materials change under heat and cooling and which changes are reversible and irreversible. They have a methodical approach to carrying out tests and a very good understanding of what controls to apply. Pupils discuss their findings maturely and make good use of information and communication technology to help them present their results.
15. Pupils' attainment in information and communication technology is in line with expectations by Years 2 and 6. The subject is well managed and teachers' knowledge has been successfully extended by whole school and individual training sessions. The school has adopted new guidelines for teaching and resources are well used although connection to the internet has not yet been completed as required. Pupils' progress through the school is good and they have sufficient time to develop first hand competence. They use computers for word processing, labelling, research and in handling data and presenting their findings in mathematics. In studying perspective in art, Year 6 pupils created views on the computer which linked to their learning of space and shape in mathematics. In Year 3 pupils were astute in programming an on screen turtle to create an 'A' shape and worked out the angles required as well as learning how to use the menus available.

**The quality of teaching is good throughout the school with some very good and excellent lessons observed. Teachers know the pupils well and monitor their progress closely. Teachers and classroom assistants are good at challenging pupils' thinking and effective in supporting those with special educational needs.**

16. Teaching is good throughout the school. Of the lessons observed half were judged to be good, a further quarter were very good or excellent and none were unsatisfactory. Teachers have a good knowledge of their subjects and plan lessons with clear learning targets. They closely follow the school's teaching and learning policy which helps to establish consistent good practice. They have high expectations of what pupils can do and do not hesitate to challenge the way they answer to help them go further and explain their thinking with precision. In nearly all lessons, teachers create a purposeful atmosphere which promotes pupils' concentration and application. They share the learning objective with pupils at the beginning of lessons and refer to this to focus learning and progress. Lessons are well paced and pupils are often reminded of what they need to complete and the time available.
17. Where teaching is very good or excellent, teachers have very good relationships with pupils and no time is lost in maintaining their attention. They set out clear expectations of what they want pupils to achieve and how they want them to behave. In the best lessons, teachers help to create a sense of fun and excitement as pupils strive to find things out and achieve the goals set for them. Pupils respond well to teachers' humour and jokes and apply themselves energetically to meeting the challenges given to them. Teachers make good use of resources such as well chosen texts in English, computers to aid learning in science and mathematics, plus books and pictures to bring

history alive and aid pupils' research. They challenge pupils' thinking by giving them puzzles to solve in science or facts to find in history. Teachers are very good at questioning pupils and respond to their contributions with enthusiasm, which raises pupils' self-esteem. *'How did you get ahead of me, you rotter?'*, protested the headteacher when a pupil made an astute connection in working out a mathematical problem. Above all, teachers encourage pupils to participate, propose their own ideas and feel valued. Year 6 pupils are pressed to explain how they carried out a calculation and to share their methods with others. *'Is there a better way of doing it?'*, they are asked. Where pupils can see a relationship in a number sequence, they are asked to describe it and consider whether this helps them check answers or accuracy. Similarly in science, pupils' methods and hypotheses are subjected to general discussion and scrutiny. Teachers are very good at relating learning from one subject to another and help pupils to link this to first-hand observations on visits to the Isle of Wight or the theatre. The marking of books is often very good and teachers reward pupils' efforts and indicate areas for improvement.

18. Teachers know pupils very well and maintain a close check on their progress, recording attainment regularly against National Curriculum levels. The school has introduced target setting for individuals which is helping to focus their attention on how to improve. This is working well in most instances but where pupils have two or three targets as well as the lesson objective to think about they sometimes lose sight of their key personal target. Teachers work closely with parents but the procedures for agreeing, sharing and monitoring progress towards personal targets is not yet fully developed. Where pupils are on the special educational needs register, parents and pupils are well aware of the individual learning objectives and pupils progress well. There is a very good level of communication between teachers, classroom learning assistants, parents and pupils which promotes a good partnership for developing specific skills. Throughout the school, teachers have high expectations of all pupils and a close knowledge of those who are higher attainers. They provide them with extra challenges in language, number and investigative work and are good at questioning them and proposing new areas in which to extend their learning. Teachers set homework which is appropriately challenging and encourages pupils to continue their learning with pleasure at home.
19. Teaching is good at the Foundation Stage with many strong features. Children's learning is very well planned and successfully balanced between directed and free choice activities. Children's skills are well assessed on entry and their progress is monitored closely throughout their learning. In this way, adults have a good knowledge of children's abilities and interests and introduce them to activities which extend their knowledge and skills. They question children about their activities and encourage them to use correct phrases and vocabulary in their answers. Role play activities are well organised to build on children's learning in language and number as in the 'shop' where children interact well. Creative activities are particularly varied and well organised to extend pupils' imagination, experience of different materials as well as their language and mathematical knowledge. The display of children's work is very good and encourages them to take pride in what they have done as well as to discuss their own work and learn to respect what others have achieved.
20. Where teaching is satisfactory rather than better, this arises out of a lack of pace and involvement for pupils whose attention span is limited. In small classrooms, the organisation of pupils' movements were sometimes over complex and did not help them to participate in activities which kept them fully occupied. The expectations of how pupils should behave were not consistent, so they were asked not to call out at one time and then encouraged to do so at another. In the main, classroom assistants are very well deployed and make a valuable contribution to the learning of all pupils not just those with special educational needs. However, where pupils lack concentration, strategies to maintain their attention are not always well co-ordinated between class teacher and support assistant.

**The school provides a very stimulating range of learning experiences which develops pupils' understanding of art and their skills in music. Pupils benefit from a range of first hand experiences in visits, trips, extra-curricular activities and working with visitors.**

21. The school provides a good range of learning opportunities for its pupils, motivating them to enjoy lessons. The curriculum is well balanced in all areas of learning at the Foundation Stage and makes very good use of the limited facilities available. At Key Stage 1 and 2, teaching concentrates on literacy and numeracy in the morning but links learning well to other subjects. Thus in science,

pupils make very good use of numeracy skills in measuring and recording results in tests on forces in Year 2. Their results are presented using information and communication technology to create tables and graphs. Pupils use literacy and numeracy skills well in planning how to make musical instruments in design and technology in Years 4 and 5 and write detailed evaluations of their work in food preparation. In geography pupils use co-ordinates in mapping, and skimming and scanning skills in locating information on India.

22. Activities in art are very varied and introduce pupils to a wide range of media and experiences. They work alongside visiting artists with clay modelling, sculpture and observational drawing. Pupils have studied the work of Henry Moore and worked together to produce sculptures in his style. In addition, pupils worked to design murals for the school courtyard which have been very well executed during a recent 'Activities week'. Pupils' appreciation of the work of other artists starts young with some very good work on Monet at the Foundation Stage. This is continued with work on other artists which includes studies of the work of Mondrian using computer graphics very effectively in Year 2.
23. The programme for developing pupils' awareness of the arts is ambitious and very well planned. It covers circus skills, an understanding of other cultures, such as African and Indian music and artists, as well as visits to the theatre in Norwich and theatre workshops linked to pupils' study of Ancient Greece. The school makes very good use of every opportunity to extend pupils' learning by visits and visitors which provides them with invaluable first hand experiences. As well as an annual residential trip, pupils develop their knowledge of history, geography and religious education by visiting sites, churches and museums.
24. Music skills are well developed and singing is above average throughout the school. Nearly a quarter of the pupils are learning to play a tuned musical instrument such as keyboard, recorder, clarinet, violin or flute. Pupils participate in a wide range of activities which particularly stimulates their performing skills. Instrumentalists and the school choir give a number of concerts to parents and outside groups such as the local old people's home or take part in inter-school performances. In addition, the school prepares a regular production for parents at Christmas and in the summer.

**Pupils develop very good attitudes towards school and are given clear guidance on how to relate to others, what is expected of them in terms of behaviour and what is right and wrong. They are keen to take responsibility for their learning.**

25. In nearly all lessons, pupils work hard and have high levels of concentration and commitment to their work. Teachers generally maintain quiet and well ordered routines in which pupils settle to work sensibly and quickly. In many instances, pupils are encouraged to organise their own resources and materials independently and without fuss. In whole class sessions pupils take turns to speak politely and are keen to contribute their ideas and ask questions. In plenary sessions they are good at listening to what each other has produced and celebrate others' achievements very supportively. Naturally, there are instances when pupils are not so angelic but this mainly arises out of activities which do not hold their interest. Throughout the school, pupils are keen to talk about what they are doing and share their ideas with adults. They take a pride in the school and generally behave very well both in lessons and play-time. Lunch-time is well supervised and pupils settle easily and sociably to enjoy their food.

## **WHAT COULD BE IMPROVED**

### **The planning of a wider range of writing activities to develop the literacy skills of older pupils.**

26. While pupils use writing skills in a range of styles such as narrative, descriptive and poetry, they are not always expected to write regularly and at length in history, geography and science. The work of older pupils shows few written records in history and geography and they have insufficient opportunities for producing factual accounts and using the technical terms linked to these subjects. In science, pupils' investigations and experiments are recorded in brief notes. This does not encourage them to explain their activities succinctly and in a methodical way. There are some good examples of pupils using technical terms but when pupils only write short, and sometimes dictated, notes, they do not develop confidence in using specialised vocabulary. In design and technology, there are again some good examples of pupils' planning and evaluations. However, this is not always the case for pupils in Years 5 and 6. They discuss what they have completed and carry out simple evaluations regarding finish and colour. They do not write evaluations in depth which require them to reflect on how well their designs measure up to agreed and challenging criteria or how their design and methods of construction might be improved.

### **The systems for monitoring teaching and planning to improve the school's approach to self-evaluation and the sharing of good practice;**

27. The responsibilities of subject management are well defined and understood by staff who all have areas for their attention. However, while time is allocated to staff to fulfil their roles as subject leaders, they are not regularly involved in monitoring teaching and planning. The current arrangement does not give staff an opportunity to use their expertise to the full nor to develop their skills in observation. While they have good access to training, formal structures to help them evaluate and share good practice are not well established.

### **Greater urgency in agreeing the plans for new accommodation and completing the building.**

28. The shortcomings in the current accommodation were noted at the last inspection. Plans have been agreed in principle but under current predictions, it is unlikely that new building will be completed until 2004, seven years after the initial recommendations. While the school does very well to minimise the impact of the limitations of accommodation, the extra burden placed on staff is unreasonable. Classrooms are cramped for the number of pupils in afternoon sessions at Key Stage 2 and this limits the ease with which activities can be organised. Pupils have to travel to a neighbouring school to have adequate indoor facilities for physical education. Playing fields for older pupils are at a distance from the school building and reached only by walking along a busy main road. Movements are thus hazardous and require special systems of supervision at lesson times and lunchtime. The provision of toilets is unsatisfactory at Stibbard and pupils have to go outside from the mobile classrooms to reach them. Facilities for children at the Foundation Stage do not allow pupils to experience the full range of outdoor play as is desirable.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to improve the very good standards in the school, governors, headteacher and staff should:

- plan a wider range of writing activities for older pupils in subjects such as history, geography, science and design and technology linked to developing specific literacy skills;

*(Paragraph 26)*

- formalise systems for monitoring teaching and planning to involve all staff and improve the approach to self-evaluation and the sharing of good practice;

*(Paragraph 27)*

- apply as much pressure as possible to implement and complete the plans for building new accommodation.

*(Paragraph 28)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	3	8	2	0	0	0
Percentage	7	21	57	14	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	147
Number of full-time pupils known to be eligible for free school meals	3
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	14
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	5.0
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	11	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	12
	Girls	10	11	10
	Total	21	24	22
Percentage of pupils at NC level 2 or above	School	88 (89)	100 (95)	92 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	10	10	10
	Total	23	22	23
Percentage of pupils at NC level 2 or above	School	96 (95)	92 (95)	96 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	12	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	14
	Girls	12	11	12
	Total	21	22	26
Percentage of pupils at NC level 4 or above	School	81 (95)	85 (95)	100 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	14
	Girls	12	11	12
	Total	20	22	26
Percentage of pupils at NC level 4 or above	School	77 (95)	85 (95)	100 (95)
	National	72 (70)	74 (72)	82 (79)

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

**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	147
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21
Average class size	24

**Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	143

*FTE means full-time equivalent.*

**Recruitment of teachers**

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

*FTE means full-time equivalent.*

**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.*

**Financial information**

Financial year	2000-2001
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	£
Total income	336,823
Total expenditure	316,039
Expenditure per pupil	2,052
Balance brought forward from previous year	23,793
Balance carried forward to next year	44,577

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

### **Questionnaire return rate 43.5%**

Number of questionnaires sent out

147

Number of questionnaires returned

64

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	17	2	0	0
My child is making good progress in school.	72	28	0	0	0
Behaviour in the school is good.	70	25	2	0	3
My child gets the right amount of work to do at home.	59	33	5	3	0
The teaching is good.	86	14	0	0	0
I am kept well informed about how my child is getting on.	57	41	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	92	6	2	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	65	30	2	0	3
The school is well led and managed.	81	11	3	0	5
The school is helping my child become mature and responsible.	73	25	0	0	2
The school provides an interesting range of activities outside lessons.	58	27	9	0	6