

# INSPECTION REPORT

## **FORNCETT ST. PETER CHURCH OF ENGLAND PRIMARY SCHOOL**

Forncett St Peter, Norwich

LEA area: Norfolk

Unique reference number: 121117

Headteacher: Mrs G Ottewell

Reporting inspector: Mr P Edwards  
21069

Dates of inspection: 14<sup>th</sup> – 17<sup>th</sup> January 2002

Inspection number: 243332

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4 – 11 year
Gender of pupils:	Mixed
School address:	Aslacton Road Forncett St.Peter Norwich Norfolk
Postcode:	NR16 1LT
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Farrant
Date of previous inspection:	15 <sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21069	Mr P. Edwards	Registered inspector	Mathematics Information and communication technology Equal Opportunities Special educational needs	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9224	Mr M. Vineall	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?
27899	Mrs G. Beasley	Team inspector	The Foundation Stage Science Art and design Geography Music	
31453	Mrs J. Hill	Team inspector	English Design and technology History Physical education	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Forncett St. Peter Church of England Voluntary Aided Primary School serves the local community but a significant number of pupils travel from further afield. The number on roll has risen since the previous inspection and there are now 68 pupils on roll with two children attending the Reception class on a part time basis. This is smaller than the average primary school. All pupils are from white ethnic backgrounds and none are learning English as an additional language. The percentage of pupils eligible for free school meals (6.6 per cent) is below average. Thirty five per cent of the pupils are on the school's register of special educational needs and this is above average. Around ten per cent of pupils have statements of special education need and this is well above the national average. Attainment on entry to the school varies considerably from year to year but for the current Reception year is broadly average. At the time of the inspection, two teachers (half of the staff) were newly qualified and a third was temporary, covering the illness of another member of staff.

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

This is an effective school that continues to improve and gives satisfactory value for money. The headteacher provides good leadership. The National Literacy and Numeracy Strategies have been implemented effectively and teaching in these two areas is good throughout the school, enabling the pupils to achieve well. Satisfactory teaching in most other areas of the curriculum enables the pupils to achieve standards in line with national expectations. Standards in information and communication technology are not as high as they should be. Relationships between pupils and between staff and pupils are very good.

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

- The pupils' attainment in National Curriculum tests is above average in English and science and well above average in mathematics.
- The provision for developing the pupils' speaking and thinking skills is good, resulting in the pupils communicating with confidence.
- The teaching of English and mathematics is good, enabling most pupils to achieve well in these subjects.
- The procedures for monitoring the pupils' progress in English and mathematics are good.
- Pupils with special educational needs make good progress.
- The pupils' behaviour is good and they enjoy learning. The relationship between pupils and between staff and pupils is very good.
- The school makes very good provision for the pupils' spiritual, moral and social development.
- The parents think highly of the school and support their children's learning effectively.
- There are very good links with partner institutions.

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

- Standards in information and communication technology at the end of both key stages.
- Some pupils could achieve higher standards in science.
- The use of assessment information to match work more closely to the needs of the pupils.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in September 1997 and satisfactory improvements have been made since then. The capacity for further improvements is good. The small amount of unsatisfactory teaching that was present at the time of the last inspection has been eradicated through effective monitoring, and teaching in English and mathematics is consistently good. The headteacher provides good leadership and most issues identified in the previous report have been addressed effectively. Standards in history and design and technology are better, although the school has not yet addressed the issue of standards in information and communication technology. The curriculum now meets statutory requirements. Plans are well-advanced for improving the accommodation.

## 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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	E	B	C	well above average    A above average        B average                 C below average         D well below average    E
mathematics	E	C	A	A	
science	E	E	B	C	

The table above shows that the pupils' performance in the 2001 National Curriculum test at the end of Key Stage 2 was above the national average in English and science and well above average in mathematics. In comparison with similar schools, the school's results were average in English and science and well above average in mathematics. The 2001 results are above those of 2000, and overall the trend of improvement in the school's National Curriculum results is above the national trend. Pupils in Key Stage 2 are achieving well overall. The 2002 literacy and numeracy targets for the Year 6 pupils are challenging and the school is on course to achieve them. On the evidence of the inspection, the attainment of pupils in the current Year 6 is in line with national expectations in English, mathematics and science. The difference between the test results and the inspection findings is due to the very small number of pupils in classes and the number of pupils with special educational needs in certain classes. On occasions, a small number of more able pupils are not achieving the standards of which they are capable in science due to the teachers not expecting sufficient of them and a lack of challenge in their work. Pupils with special educational needs make good progress overall due to the quality of teaching and the very good support provided by the classroom assistants.

In 2001, the National Curriculum test results for seven-year-olds were well below average in reading, below average in writing and average in mathematics. When compared with similar schools, the test results are well below average in reading and writing and below average in mathematics. Inspection evidence shows that the standards attained by the current Year 2 are broadly average. Again the differences between the inspection findings and test results is



due to the size of classes and the number of pupils with special educational needs. Improved teaching and better assessment of the pupils' progress are, however, raising standards. Standards in information and communication technology are below national expectations at the end of both key stages and most pupils do not make the progress of which they are capable. Whilst the pupils are beginning to develop secure word processing skills, the lack of opportunity to practise regularly on reliable machines results in unsatisfactory progress. The teachers do not yet plan systematically to use computers to support learning in other subjects. Standards in most other subjects are broadly average by the end of both key stages, except in music where they are above average due to the good teaching and design and technology at Key Stage 1 where the good provision now enables the pupils to achieve above average standards.

When children enter the Reception class their attainment is broadly average. Most make at least satisfactory progress and are on course to achieve the Early Learning Goals in personal, social and emotional development, communication language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development by the time they enter Year 1.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. The pupils enjoy school, work hard and show good levels of interest in all activities.
Behaviour, in and out of classrooms	Good. Most pupils behave well in and out of the classroom. A small number of pupils exhibit challenging behaviour but are managed effectively by the staff.
Personal development and relationships	Opportunities for personal development are very good. Pupils are involved in the daily routines of the school. There are good opportunities for older pupils to work with younger children and they take responsibility for helping with games activities at lunchtimes. Relationships between pupils and with adults are very good.
Attendance	Very good. The attendance rate is above the national average. Most pupils are punctual and lessons start promptly.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Satisfactory	Satisfactory

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

Teaching in Key Stage 1 and Key Stage 2 is satisfactory overall. In the best lessons, the teachers plan lessons well and have a good subject knowledge. They share lesson objectives with the pupils, enabling the pupils to have a good understanding of what they are to learn and the work is usually well matched to the pupils' level of ability. Occasionally the more able pupils need to be presented with work that is more challenging. The teachers are very effective in meeting the needs of the less able pupils. Work is very well matched to their needs and they are provided with good support from classroom assistants who are knowledgeable and well briefed and ensure the pupils learn well.

The basic skills of literacy and numeracy are taught well and are resulting in higher standards of achievement amongst the pupils. The teachers are confident in teaching English and mathematics and they work hard to promote literacy skills by researching other curriculum areas, for example work on ancient Egypt. Numeracy skills are also developed through other subjects such as science and design and technology. The teaching of information and communication technology is unsatisfactory and the pupils do not make the progress of which they are capable.

Teaching in the Reception class is good. The children are taught effectively enabling them to make good progress in communication language and literacy, personal and social development and physical development. This provides them with a secure start to their education. Reading and speaking and listening skills are particularly well taught and the pupils make significant progress in these areas. There is a good mix of adult led tasks and those that the children choose themselves, encouraging them to develop their independent learning skills. Occasionally, there needs to be a clearer focus on exactly what it is the children are expected to learn.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Satisfactory overall. The children in the Reception class are provided with an appropriate curriculum based on the Early Learning Goals. A good range of out-of-school activities, visits and visitors enhances the curriculum in Key Stages 1 and 2. However, the information and communication technology curriculum is unsatisfactory.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are identified early and the school makes very effective use of classroom assistants to ensure they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' spiritual, moral and social development and satisfactory provision for their cultural development.
How well the school cares for its pupils	Procedures for child protection are good. There are good procedures in place for monitoring the progress of children in the Foundation Stage and for monitoring the pupils' progress in English and mathematics. Procedures are satisfactory elsewhere. The use of assessment to plan further work is generally satisfactory but the needs of the more able pupils are not always met effectively.

There are very good links with the parents who are very supportive of the school. There are a good number of social and educational events which are well-attended by the parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides effective leadership and has a clear educational vision for the school. She is well supported by staff and governors. The small number of teachers means that all have to shoulder considerable responsibilities but they do so willingly and effectively.
How well the governors fulfil their responsibilities	The governors are very effective in fulfilling their responsibilities. They have a good understanding of the strengths and weakness of the school and the committees enables them to fulfil their duties effectively. The governors look very carefully at expenditure and the principles of best value are applied rigorously to ensure they get the best possible services.
The school's evaluation of its performance	Good. The headteacher has worked very well with staff, parents and governors to review current provision and how things might be improved. Priorities for development are very relevant and have been set out clearly in the school improvement plan.
The strategic use of resources	Good. Appropriate use is made of specific grants, with money being used effectively to support pupils with special educational needs. The school has accrued a small underspend due to staff changes and additional grants being made available by the authority. However, the underspend will reduce significantly when building work is carried out and new computers are purchased.

There is a satisfactory number of appropriately qualified teaching and learning support staff. The accommodation is generally satisfactory although the lack of a hall restricts the opportunity for physical education. Learning resources are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children make good progress.</li> <li>• Their children like school.</li> <li>• The behaviour of the children.</li> <li>• The teaching is good and staff are approachable.</li> <li>• The leadership of the school.</li> <li>• The family atmosphere at the school</li> </ul>	<ul style="list-style-type: none"> <li>• The homework provision</li> <li>• The number and range of out of school activities.</li> </ul>

The inspection team agrees with the parents' positive views. The amount of homework is appropriate to the age of the pupils. The number and range of out of school activities is good given the size of the school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

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

1. The attainment of most of the children when they start school in the Reception class is broadly average. The children make satisfactory progress overall although they make good progress in personal, social and emotional development, communication, language and literacy and creative development. By the time they start Year 1, most will achieve the Early Learning Goals in all areas of learning. The children make secure progress in the Reception class because the curriculum is planned according to the individual children's needs. Occasionally, learning objectives are not explicit enough and it is not always clear what it is the pupils are expected to achieve.
2. In 2001, the National Curriculum test results for seven-year-olds show attainment is well below the national average in reading, below average in writing and average in mathematics. When compared with similar schools, the test results are well below average in reading and writing and below average in mathematics. The results show there has been a slight improvement in standards in all three areas from the previous year. However, the National Curriculum test results need to be treated with caution. The very small number of pupils taking the tests each year results in significant variations. In addition, the higher proportion of pupils with special educational needs results in the school's average points score being relatively low. The inspection findings show that the current Year 2 pupils are achieving standards that are broadly average in reading, writing and mathematics. Pupils with special educational needs are well supported and, together with more able pupils, are achieving well.
3. The pupils' speaking and listening skills are above average. This is due to the good questioning by the teachers and the good opportunities for the pupils to respond at length to such questioning. All pupils, including those with special educational needs, make good progress throughout Key Stage 1 in this aspect. Good progress is made in reading, writing and mathematics by the majority of pupils and those with special educational needs also make good progress because of the good level of support provided. The 2001 National Curriculum Key Stage 1 teacher assessments in science show standards to be well below average. Inspection evidence shows standards are improving and the pupils who are now in Year 3 are attaining broadly average standards. The difference between test results and the inspection findings is due to the fact that the school was too cautious in determining that pupils had achieved the higher level (Level 3). Overall, pupils make satisfactory progress in science in Key Stage 1 and achieve broadly average standards.
4. The 2001 National Curriculum test results for eleven-year-olds show that standards in English and science are above the national average and well above average in mathematics. When compared with similar schools, attainment is average in English and science and well above average in mathematics. Standards are improving from year-to-year. As in Key Stage 1, caution needs to be exercised when comparing results from year-to-year. The high percentage of pupils with special educational needs in the small classes result in considerable fluctuations. The inspection findings show the pupils in the current Year 6 are attaining broadly average standards in English, mathematics and science. The pupils achieve well in both English and mathematics but the occasional lack of challenge for the more able pupils in science is an issue that needs to be addressed. The pupils' attainment in English and mathematics is due in part to the satisfactory and occasionally good teaching that takes place. It is also due,

particularly for the less able pupils, to the high quality support provided by the classroom assistants. They are well briefed and know what the pupils are capable of achieving, providing them with good guidance.

5. Pupils' literacy skills are average and they are improving. A significant minority of pupils in Key Stage 2 need support when reading worksheets to help them comprehend what is being asked. This restricts their understanding in other subjects as well, and the teachers, aware of this, do provide appropriate support. The teachers provide the pupils with opportunities to develop their literacy skills, for example researching information about ancient Egypt as part of their history work. These opportunities could be extended further, particularly for the more able pupils. Numeracy skills are broadly average for the majority of pupils in both key stages. The teachers are providing them with some opportunities to practise their mathematical skills in other subjects but these could be extended further.
6. Standards are improving in both key stages. The end of Key Stage 2 literacy and numeracy targets are sufficiently challenging and the school is on course to achieve them.
7. Standards in information and communication technology are below average at the end of both key stages. The pupils are beginning to develop satisfactory word processing skills but the lack of reliable computers has hindered their learning. In Key Stage 2, the pupils do not make sufficient use of computers for handling data and for controlling equipment. Some use is made of computers to support learning in other subjects but the planning is not systematic and consequently the pupils do not make the progress of which they are capable.
8. The emphasis placed by the school on English, mathematics and science has resulted in less attention being devoted to other subjects. However, the pupils' attainment is in line with national expectations by the end of both key stages and the pupils, including those with special educational needs make satisfactory progress in all other subjects. However, the pupils' singing skills and instrumental playing skills are above average and all pupils make good progress in these aspects of music. There is no significant difference in the attainment between boys and girls.

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

9. As at the time of the last inspection, the pupils' personal development is very good. The teachers provide the children with good opportunities to develop their personal and social skills as soon as they start in the Reception class and this ensures they settle quickly to the school routines. Activities are interesting and the children enjoy the good range of activities on offer. The children have the freedom to choose from a wide range of focussed tasks and happily go to an adult-led activity when appropriate.
10. The relationships between pupils and between staff and pupils are very good. The development of these relationships is pivotal to much of the good practice seen during the inspection. The heart of much of the personal development is delivered through 'philosophy' sessions, 'circle-time' and in everyday dealings of all staff with the pupils. Teachers deal with misbehaviour in a quiet and explanatory way and those pupils with special educational needs are encouraged to work with their peers. The effectiveness of the strategies is shown by the pupils' confidence in sharing really quite intimate thoughts with their peers. The pupils are keen to help their peers. In particular, more able pupils are willing to share their ideas with others and this helps all to develop confidently.

11. Pupils have good attitudes to school. They come to school enthusiastically and are eager to get involved in their work. Many take part in other activities in the school and discussion with them reveals that many also have multiple activities outside school. Behaviour is good both in lessons and around the school. In the playground, there is much noisy and boisterous activity with boys and girls playing happily together. The pupils clearly respect one another. In one class, there are several pupils who demonstrate challenging behaviour but their interest in work and the quality of supervision, enables potentially disruptive situations to be managed effectively. This was well illustrated in a physical education lesson where the class was transported to a school they had never visited before, to a hall of limited size. By quickly getting into the detail of the tasks to be performed, the teacher soon engaged all pupils in real effort and learning with scarcely a diversion. There have been no exclusions. The style of behaviour management, based on responsibility and choice, keeps all pupils positively focussed. The pupils welcome and are offered responsibility. Work is in progress to involve pupils in a School Council. Individual pupils are respected and never 'pressured'. This was well demonstrated in an assembly, where the good efforts of one class were being highlighted by the pupils to the whole school. One boy did not wish to read his, nor have it read. He was praised for his work and the assembly moved on, with no fuss or embarrassment.
12. Attendance is very good, well above national norms and the school is aiming for further improvements by attempting to reduce the proportion of time lost through holidays in term-time. Attendance is very well monitored and the community aspect of the school is reflected in the rare need to enquire about reason for absence. There is no unauthorised absence and a clear 'culture of attendance'.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

13. During the inspection, two of the 26 lessons observed were very good, 14 were good and 10 were satisfactory. There was no unsatisfactory teaching. Based on the evidence from the analysis of pupils' work, together with evidence from observing lessons the overall quality of teaching is satisfactory throughout the school, although in English and mathematics it is frequently good. This is an improvement since the previous inspection, when six per cent of the lessons were judged to be unsatisfactory and also in the quality of teaching in mathematics that was previously judged to be just satisfactory.
14. In the Reception class, the quality of teaching is good and the staff work very well together, providing the children with an appropriate curriculum. The children are encouraged to take part in planning lessons and this is particularly effective in enhancing their personal development. There is an appropriate balance between teacher led and pupil chosen activities, although occasionally there is insufficient clarity as to what the children are expected to learn. Reading and speaking and listening skills are well taught and the skills the children gain support their learning in other areas. As a result of the teaching, most children are likely to achieve the Early Learning Goals in all areas.
15. The quality of teaching and learning is satisfactory overall in Key Stages 1 and 2. The teachers manage the situation of mixed aged classes and the broad ability span effectively, generally planning work that matches the ability of the different groups of pupils. Their management of pupils is good and they have a secure understanding of the subjects to be taught. The teachers are good at sharing the lesson objectives,

ensuring the pupils have a clear understanding of what they have to achieve by the end of the session. They assess the pupils appropriately and generally use this information to plan learning to meet the needs of the pupils carefully. This is particularly so for English and mathematics where improved teaching is helping to raise standards. The relationship between adults and pupils is very good and this enables lessons to be taught in a relaxed and friendly atmosphere.

16. Teachers ensure that work for pupils with special educational needs is matched to their prior attainment. This is particularly so in Key Stage 2 where in one class there is a very high proportion of pupils with special educational needs. The classroom assistants are very effective. They are well-briefed and have a clear understanding of what it is the pupils are expected to learn. As a result of their intervention and support, these pupils are kept on task and make good progress. The pupils are also encouraged to work co-operatively and are included in all activities. The support provided for the pupils with special educational needs also ensures the teachers are able to devote sufficient time to other groups of pupils, ensuring that they also make appropriate progress.
17. The teachers are confident about teaching English and mathematics and the National Literacy and Numeracy Strategies have been implemented effectively in all classes. The teaching of literacy and numeracy skills is generally good. In the best lessons, the teachers work hard to promote the pupils' literacy skills across the curriculum and as a stimulus for other subjects. For example, after reading 'My Dream Box', the pupils' interest in design and technology was stimulated. There are good links with history, the pupils writing an account of the day in the life of a Roman soldier and making comparisons between Roman and Celtic soldiers. More able pupils have produced good pieces of writing on the validity of an account of Boudicca's revolt. Opportunities for the pupils to use numeracy skills in other subjects are satisfactory with measuring and counting skills being developed through science and design and technology. The teachers' planning needs to identify more opportunities when this can happen.
18. The teaching of science is satisfactory throughout the school with suitable opportunities for the pupils to learn through practical investigations, particularly in the better lessons. The teachers are not secure in the standards that can be attained by the most able. Consequently, the work for this group of pupils is not always sufficiently challenging and these pupils could achieve more. The teaching of information and communication technology is unsatisfactory overall. The teachers generally have good skills in using computers but are less secure in how to make the best use of the equipment to develop pupils' learning. Although some opportunities are taken, for instance in researching information about ancient Egypt, the opportunities are not planned for, resulting in missed opportunities and underachievement by the pupils. The pupils' learning has also been hindered by the lack of reliable computers, a situation that is in the process of being rectified.
19. The teaching of art and design, geography, history and physical education in both key stages and design and technology at Key Stage 2 is satisfactory. The pupils' learning in these subjects could be better if more attention was devoted to them. Good teaching in music ensures the pupils make at least satisfactory progress, particularly in singing and playing instruments. At Key Stage 1 the teachers provide the pupils with a good range of activities to help develop their design and technology skills and as a result they make good progress. The teachers make satisfactory use of homework, mainly in English and mathematics, to support what is taught in school.
20. The pupils' learning is satisfactory overall. Throughout the school, the pupils show interest in what they are doing and concentrate well. They acquire a satisfactory range

of skills overall, although in English and mathematics they achieve well because of the good quality teaching. The good practice by teachers of sharing with pupils what it is they are expected to gain from the lesson ensures the pupils have a secure knowledge of their own learning.

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

21. The school has made good progress since the last inspection and the curriculum is satisfactory. It now meets National Curriculum requirements in all subjects. Schemes of work are more detailed and contribute to developing continuity and progression within subjects. Co-ordinators have a rolling programme of monitoring planning and lessons. The National Literacy Strategy and National Numeracy Strategy have both been effectively implemented. The curriculum for the Foundation Stage is in place and is based on the six key areas of the Early Learning Goals. Statutory target setting is in place.
22. Planning cycles are being developed in the foundation subjects to ensure a balance of coverage and to ensure topics in mixed age classes are not repeated. Medium term plans are identifying the work that should be provided for pupils with differing abilities although this is not always matched to short term planning. Staff are beginning to moderate work in some subjects and this is helping to improve the teachers' knowledge of National Curriculum levels and raise teacher expectations. The balance of time given to different subjects is appropriate. History and geography alternate termly to give an overall balance for both subjects. Time is allocated to the development of speaking and thinking skills through philosophy and circle times and this has a very positive impact on the pupils' confidence in speaking in group and class situations.
23. The provision for pupils with special educational needs is good. The school provides support to meet the various needs of individual pupils, and particularly effective is the support from classroom assistants where pupils are taught alongside their classmates. Individual education plans are of a good quality and contribute to the effective provision. The school ensures that the provision outlined in pupils' statements of special educational needs is in place and is reviewed annually in line with the recommendations of the Code of Practice.
24. There is a good range of enrichment activities. The school is part of a supportive local cluster of schools. This brings many good opportunities of sharing training, bringing in expertise and shared use of other schools facilities. There are opportunities for inter-school sports. A physical education teacher has recently been shared between the schools, helping to raise standards. The local high school is used weekly for gymnastics and swimming. There are very good links with the pre-school playgroup. Some children join the Reception class for three afternoons each week and this helps them to become familiar with the school routines before they commence school full-time.
25. The school is good at using local resources and the school takes advantage of the good opportunities that exist for coaching activities such as rugby, football and tennis. A number of extra curricular clubs are on offer through external groups and parents. These include drama, recorders, violin, French and a half termly environment club.
26. Visits are effectively linked to the curriculum. Egyptian and Roman exhibits have been visited at the nearby Castle Museum in Norwich, giving good opportunities for hands on



experience. In geography, a contrasting locality and school have been visited in Norwich. A bi-annual residential trip to Kingswood contributes to curriculum enrichment in information technology and outdoor adventurous activities. The local church is used to celebrate Christian festivals and this enhances the pupils' spiritual development.

27. As part of the close links with the high school, students on work experience spend time in classes. Students from the City College are placed at the school for work experience in the younger classes. 'Friends of Forncett' often link community events with other local village groups. This further forges the relationships between parents and school and between school and the community.
28. The school's arrangements for personal, social and health education are good. The Governing Body has an agreed policy on sex education. A draft drugs policy has also been agreed. The school is part of the Healthy Schools initiative. Through this, access to drinking water has been introduced during class time, staff yoga and a school council. Although the School Council is still at an early stage of development it has already contributed to improving lunchtimes through the introduction of family tables. A 'table of the week' award has helped to reduce noise at lunchtimes.
29. Overall, the provision for the spiritual, moral, social and cultural development of the pupils is very good. This very good provision makes a significant contribution to the pupils' positive attitudes and their good behaviour and personal relationships.
30. There is very good provision for the pupils' spiritual development. Each day the pupils share an act of collective worship that provides them with opportunities to think about the world around them and the consequences of the things they do. The pupils are positively encouraged to contribute to discussions in class and in assemblies. For example, they consider the contribution they can make in caring for our environment. Very good opportunities exist for personal reflection in philosophy sessions. The pupils are asked to think critically about how they would respond to different situations and communicate these to other pupils and the class. They consider the wonders of life through their learning in subjects such as literature, science, art and music
31. The provision for pupils' moral development is very good. There is a supportive atmosphere in the school where mutual respect between the adults and pupils is well cultivated. Those in the school community value honesty and fairness; the pupils are taught to distinguish right from wrong and to consider others less fortunate than themselves. In lessons, the school fosters self-awareness and open-mindedness by offering the pupils good opportunities for moral and social responsibility. There are high expectations of the Year 6 pupils who play a significant role in helping and supporting the younger ones. Almost all of the pupils appreciate the need to share and to help one another. Whole school and classroom rules reinforce the values laid down in the school's aims and make the pupils aware of the importance of a calm, orderly environment where everyone is valued. 'Good choice' tickets are given out at lunchtimes for a range of positive behaviours, for example being helpful or demonstrating good ways of playing.
32. The provision for the pupils' social development is very good. Pupils are encouraged to work together purposefully and to be responsible, by for example acting as monitors, taking registers to the office and supervising games activities at lunch and breaktimes. They behave responsibly when being supervised by a parent helper. Pupils' social awareness is further developed through visits to other schools where they participate in a range of activities. Pupils respond positively to visitors to the school.

33. The provision for the pupils' cultural development is satisfactory. The school promotes appreciation of other cultures through literature, music and art. Through their work in religious education, pupils are provided with opportunities to compare customs, traditions and beliefs from different religions. The pupils join with other Norfolk schools for an annual half-day multicultural festival, which helps them to begin to appreciate the cultural diversity of the society in which we all live.

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

34. The very good relationships within the school help to create a very caring ethos. There are good procedures to ensure pupils' welfare. Procedures for promoting good behaviour and avoiding oppressive behaviour are good and are enhanced through the theme of mutual responsibility. A variety of schemes were seen to reinforce positive behaviour including 'choice tickets', 'golden time' and 'celebratory assemblies'. All pupils are aware of their scheme and show pride in being rewarded. Procedures for monitoring and improving attendance are particularly good. Absences are followed up and parents are encouraged to ensure their children attend regularly and punctually. As a result the attendance rates have improved.
35. The school has been accepted as 'A Healthy School' and works within this scheme to develop good practice for healthy living. Sex education and drugs education policies are currently being reviewed, but are taught effectively through circle time, religious education and science.
36. Health and safety issues are well addressed, with governors taking a particular responsibility in this area, carrying out regular inspections. Good records are kept by the school secretary of all critical procedures on fire drills, accidents and first aid. Child protection procedures are well established and understood by all staff who are clear as to who has overall responsibility.
37. Procedures for assessing how well pupils perform are good. There are detailed records kept for English and mathematics, which give good information about how well pupils are doing in these subjects and allow the school to monitor progress closely. Regular tests measure how well the pupils are doing in relation to their previous attainment and also provides useful comparison with other pupils' attainment of the same age nationally. The school has compiled portfolios of pupils' work in English and mathematics and all teachers have been involved in agreeing the levels of attainment these represent when matched to national curriculum level descriptors. A similar portfolio is currently being developed in science to support teachers' assessments in this subject and when completed the procedure will be extended to other subjects of the curriculum to ensure the teachers are aware of what pupils are capable of achieving. Procedures for assessing the children's attainment in the Reception class are good and provide useful information about their personal, social, literacy and numeracy skills, which is used to plan suitable activities for the children. Teachers evaluate the learning of pupils at the end of each lesson and take the information into account when planning the next steps in learning for individuals and groups of pupils. This information is used more effectively to plan learning for pupils with special educational needs than for higher attaining pupils at present. The procedures for monitoring the progress of pupils with special educational needs in all subjects are good and give good guidance and information to adults working with them in the classroom. Support from outside support services is used effectively by the school and has a positive effect on learning.

38. The use of assessment information to guide curriculum planning is satisfactory. The school has started to analyse how well the pupils have answered different questions in the national tests and this information is now being used well in mathematics to set more challenging work for higher attaining pupils. The use of assessment information to support learning in other subjects is satisfactory except in information and communication technology where its use is unsatisfactory. The ongoing training for teachers is beginning to address this weakness and more planned opportunities to use computers to support learning in all lessons are being developed as a result.
39. The use of assessment information to monitor pupils' progress and to guide their learning is satisfactory. Pupils are given regular feedback on how well they are doing in English and mathematics and this leads to relevant targets for improvement being identified. The school is investigating the use of targets for groups of pupils in their English and mathematics and when these have been established and monitored for their usefulness, procedures will be extended to other subjects. This is wholly appropriate, as assessment information is not yet used well enough to match work closely to the needs of higher attaining pupils in subjects other than mathematics. Assessment procedures for subjects other than English, mathematics and science are satisfactory although the school recognises more effective collection of information will improve the pupils' progress.
40. The procedures to monitor pupils' personal development are good. Pupils' involvement in activities is noted and steps taken to make sure any reticent pupils are included through direct questioning or targeted adult support. Suitable activities are planned to develop individual's confidence when required such as giving identified individuals responsibility for a particular job or helping to care for younger pupils. The pupils' own ideas are used for playtime activities, which are very popular. Adults work well with the pupils at this time and lend ideas and support for their co-operative and imaginative play and games. Relationships are very good and this supports the pupils' personal development very well. Reports to parents are detailed and contain useful information about each pupil's progress.

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

41. Parents' views of the school are mostly very positive and the school has very good links with parents. The findings from the parents' questionnaire show the majority of parents are very supportive of the school and of its aims and objectives. Some parents feel that the range of out of school activities and the homework provision could be improved. The inspections findings are that there is a good range of extra activities, both sporting and other. The homework policy is clearly spelled out by class teachers and some work is set.
42. Parents feel that the teachers are good and that the school is well managed. The information provided by the school through the prospectus and the governors' report to parents is very good. Information provided to parents through regular newsletters is of a high standard and the annual academic reports cover the areas which a pupil has been studying together with detailed target areas for development in literacy and numeracy. All classes send an informative curriculum newsletter home each term giving clear insights into the work that will be undertaken by their children.
43. All parents have been invited to enter into a home/school agreement which is designed to promote improved relationships between the school, parents and children. The school operates an open door policy and the Headteacher is determined in her efforts

to further improve the relationship between parents and the school. This development of home/school relationships takes many different forms but the most significant is the way in which the Headteacher and her staff offer a wide range of pastoral support and care to both children and their parents. The majority of parents also help with their children's education at home by listening to them read and by helping them with occasional project work although this could be developed further.

44. The school has good arrangements in place for the introduction of the children to school and this includes the joint Reception class and playgroup sessions that take place regularly. The teachers are readily available to the parents and carers to discuss any day-to-day problems and regular evenings are arranged to discuss the progress made by the children. The 'Friends of Forncett' group is supportive in assisting the school to improve its facilities. A number of parents help in the classrooms on a regular basis.
45. The teachers inform parents at an early stage if there are problems with a child's learning. They are fully involved in procedures for the formal assessment of special educational needs and in the annual review procedures.

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

46. Leadership overall is good which is a similar picture to the time of the last inspection. Within this, the headteacher gives effective leadership. She has provided a clear vision and a distinct educational direction for the school. She combines her teaching commitments with her leadership duties very well. She has been successful in developing an agreed sense of purpose amongst the staff. All have a very strong desire to improve and a good capacity to succeed. This has resulted in an effective school. The headteacher has ensured that the school's priorities for development are appropriate. The successful implementation of the literacy and numeracy strategies, the monitoring and evaluation of teaching and the introduction of the philosophy session are successful examples of the priorities that have had an impact on standards and achievement.
47. The school improvement plan is a good document that takes account of the previous report and demonstrates a clear vision for raising standards. Achievable goals have been set, timescales are realistic and methods of monitoring progress towards the goals are clear. Specific grants awarded to the school are used well and linked to expenditure outlined in the school improvement plan.
48. The governing body is supportive in many ways. The Chair of the Governors is fully committed to, and involved in the life of, the school. She visits often, supports the teachers and engages in professional dialogue with the headteacher on regular occasions. A number of other governors visit the school and support aspects of the curriculum. All governors have a very good understanding of the strengths and weaknesses of the school and are closely involved in the production and evaluation of the school improvement plan. They also have an appropriate longer-term vision for the school, a significant part of which centres around improving the accommodation and providing before and after school care for the pupils. The governors are very effective in fulfilling their statutory duties.
49. The headteacher has been involved in the monitoring and evaluation of teaching. Feedback has been provided and the outcome of the observation discussed with the teachers. This has been effective, as the quality of teaching has improved since the

previous inspection. The analysis of pupils' work and the examination of the teachers' planning is also undertaken systematically. The school needs to determine how it will effectively monitor the quality of teaching and learning in subjects other than English, mathematics and science as priority has rightly been given to these core subjects.

50. Being a small school with two newly qualified teachers means that the remainder of the teaching staff shoulder a heavy burden. The school has rightly concentrated on the development of literacy and numeracy over the last two years, but most other subjects have been given sufficient attention. There is currently no co-ordinator for information and communication technology and the school has appreciated the support given by the local education authority. It recognises the need to improve planning to ensure that teachers make more effective use of computers to support learning.
51. The special educational needs co-ordinator has put in place good systems and procedures and these have a good impact on the pupils' learning. The systems are monitored well, ensuring that there is consistent practice across the school.
52. The school's staff has a good range of complementary experience and skills which and they work effectively as a team. . The newly qualified teachers are provided with good support by teaching colleagues and the well-planned in-service training and good relationships that exist ensure these staff are utilised well. The excellent support provided by classroom assistants enables the teachers to work more effectively. These support staff are well trained and briefed and have a particular influence on the progress made by those pupils with special educational needs.
53. The accommodation in the school is satisfactory. There is no hall and assemblies are therefore crowded. The pupils are required to travel to another school for inside physical education lessons. Although small, the Reception class has adequate space and the teachers makes the best possible use of the space to enable all the areas of learning to take place. Plans are in hand to create additional space. Storage space is restricted in the school and is not always ideal.
54. Learning resources are satisfactory overall with those for English generally good. The library is well stocked. Information and communication technology resources are not currently satisfactory with too many old and unreliable computers. Several new computers have been ordered. A shortage of atlases was noted in geography.
55. Careful financial planning supports educational developments well. The school uses the money at its disposal wisely and the headteacher and Governing Body are aware of the need to get the best value for its pupils. For example, additional classroom assistants are employed with a view to raising standards. The Governors monitor this situation to determine the impact the additional staff have on the overall attainment of the pupils. The quality of financial control and school administration through the school secretary and finance committee is very good. The governors take a keen interest in how the school is perceived locally and are aware that marketing the school is important. The management systems now in place, including the effective leadership of the headteacher, dedicated team of teachers, support staff and governors, have ensured a number of improvements since the previous inspection. The school provides satisfactory value for money and is well placed to introduce further improvements.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

56. The headteacher, staff and governors should now:

- 1) raise standards in information and communication technology by:
  - improving staff expertise through increased training;
  - ensuring teachers' planning identifies opportunities for using information and communication technology;
  - ensuring computers are used regularly by all pupils;
  - ensuring there are sufficient computers and an appropriate range of software.

*(Paragraphs 7, 18, 50, 54, 82, 90, 98, 103, 109, 115, 120 – 125)*
  
- 2) raise standards in science by:
  - ensuring teachers plan work that is appropriate to the pupils' level of ability, particularly the more able.

*(Paragraphs 3, 4, 18, 92 – 98)*
  
- 3) Improve the use of assessment information by:
  - ensuring teachers use the data when compiling short-term plans.

*(Paragraphs 37, 39, 83, 98, 109)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	14	10	0	0	0
Percentage	0	8	54	38	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 one three percentage points

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	68
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	23

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	3
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.8

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*



As there were fewer than 10 girls or boys in the year groups taking the tests at both key stages, only total school figures are published

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	7	6	13

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	92 (80)	92 (80)	92 (100)
	National	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	11	10
Percentage of pupils at NC level 2 or above	School	85 (60)	85 (50)	77 (20)
	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)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	4	7	11

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	10	11
Percentage of pupils at NC level 4 or above	School	100 (50)	91 (70)	100 (70)
	National	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	9	11
Percentage of pupils at NC level 4 or above	School	100 (60)	82 (60)	100 (70)
	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	62
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)	5
Number of pupils per qualified teacher	13.6
Average class size	17

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

Total number of education support staff	3.4
Total aggregate hours worked per week	117.7

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	212,528
Total expenditure	200,960
Expenditure per pupil	2,577
Balance brought forward from previous year	29,778
Balance carried forward to next year	41,346

### **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
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	68
Number of questionnaires returned	29

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	18	7	3	0
My child is making good progress in school.	52	35	7	3	3
Behaviour in the school is good.	63	28	3	3	3
My child gets the right amount of work to do at home.	55	35	3	7	0
The teaching is good.	69	24	0	7	0
I am kept well informed about how my child is getting on.	41	41	7	7	3
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	65	28	0	7	0
The school works closely with parents.	52	41	3	3	0
The school is well led and managed.	72	18	7	3	0
The school is helping my child become mature and responsible.	72	17	3	3	5
The school provides an interesting range of activities outside lessons.	17	24	45	14	0

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

57. The satisfactory provision reported in the previous inspection has been maintained and the school continues to make further improvements so that the provision for pupils' personal, social and emotional development and their communication, language and literacy skills is now good. This, and the good teaching in these two areas, ensures that the children make good progress and are keen to try out new activities with which they are presented. The children from the local play group continue to attend on three afternoons a week and this helps them to establish strong relationships and become familiar with the routines before they start school full time. Due to these good induction procedures, transition to the reception class is smooth.
58. There are currently seven children in the Reception class all but two of whom attend full time. The children start school in the September following their fourth birthday. They attend part time to begin with and as soon as the parents and school feel that they are ready, begin school full time. The very good relationships with parents ensure that they feel welcome in the classroom and those parents, who are able, come into school to support the children's learning. Parents help groups of children develop their computer skills and raise their familiarity with particular games. The regular help of grandparents is welcomed and the children look forward to sharing books and talking about favourite stories with them.
59. Although there is a range of attainment, overall children enter school with average attainment. There is a good range of suitable activities securely based in structured play activities and these enable all children to make good progress so that by the end of the Reception year the majority are attaining the Early Learning Goals in all the areas of learning.
60. The quality of teaching is good overall. The adults in the reception class work very well together to make sure that the children receive a suitable curriculum and that they take some responsibility for their own learning. The planning session is well organised so that the children are fully involved in planning their own activities for the various areas of learning in the classroom and is particularly beneficial to their personal development. The children are keen to suggest ideas for the sand and role play areas for example and are genuinely disappointed when their previous idea must come to an end. They launch into the new activities with enthusiasm however and are soon busy designing different doors to build into their houses and other buildings constructed in the building role-play area or building bridges from sand for their toy animals to cross. Although there is a suitable balance between teacher lead and self-chosen activities, there is not always enough focus on what it is the teacher wants the children to learn. This is an area that the school is already addressing through further development of its planning procedures. There are good assessment procedures in place that ensure those children with special educational needs are identified at an early stage.

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

61. The quality of teaching is good. Good opportunities are planned to promote the children's personal, social and emotional development and, by the end of the Reception year, the majority exceed the Early Learning Goals in this area of learning. All adults working in the Reception class provide very good role models and work very well together to provide opportunities for the children to develop their social skills. They give

them gentle encouragement to share and take turns when playing with toys and the children always behave well as a result. The children are gaining good levels of independence and are able to find their own resources when taking part in self-chosen activities. They are careful to return things to their rightful place and are quick to tidy things away when asked. All are able to find their own coats and put these back carefully at the end of playtime reminding each other that their side of the cloakroom is always the tidiest.

62. The children are confident learners. They are always prepared to have a go at anything new and join in enthusiastically with all planned activities. They play together very well when outside on the playground and are careful when playing on the adventure playground apparatus showing care for the safety and feelings of others. Due to the very good relationships with each other and with adults, the children are happy to approach adults and older pupils with suggestions for games to play or when they require help with anything.

### **Communication, language and literacy**

63. Children enter school with satisfactory communication, language and literacy skills and due to the good teaching overall, the majority of children exceed the Early Learning Goals in this area of learning. Very effective teaching in their early reading and speaking and listening skills ensure that the children make good progress in these aspects and achieve higher than expected levels. The children are encouraged to speak openly in a group discussion and always receive a positive response for their contributions. They therefore express their opinions confidently and if they are unsure about any aspect of their learning ask questions for clarification. Their good speaking and listening skills support their learning in all other areas of learning. All adults reinforce the rules of conversation quietly whenever there is a need and as a result the children listen well to each other and only interrupt when invited to contribute, usually whenever they put up their hands. Imaginative language is particularly well developed due to the good opportunities for the children to take part in role-play. Adults play alongside the children, modelling language, making suggestions and asking for reasons for a particular action or comment. This allows the children to think about what they are doing and also extends their vocabulary.
64. The children in the Reception year take part in the daily literacy lesson and enjoy the fun phonic activities. They have already learned to identify the first and last sound in a word and are beginning to listen for these in spelling activities. They can say how many sounds there are in simple words although as yet they are not all able to identify all the letters that are needed to spell the word correctly. During group reading sessions, the children are gaining confidence in developing a number of reading strategies. When prompted by their teacher, they use the pictures or the first letter sound to help them to recognise unfamiliar words. They all know that words can be read and the higher attaining children can follow each word with their fingers as they are read.
65. Early writing skills are developing to a satisfactory level. The children are able to hold pencils correctly and make good attempts when forming letters. The work in their books shows that most are able to write the letters they have learned in 'Jolly phonics' when asked and many of these are formed correctly. Most can write their own name and the higher attainers are already making attempts to write simple sentences. These are not always successful but they always know what they have written and can read back what they have written so that the teacher can write the correct words beneath.

## **Mathematical development**

66. Children make satisfactory progress in their mathematical development and are likely to attain the early learning goals in this area of learning by the end of the Reception year. Teaching is satisfactory overall but due to the particular emphasis placed on counting rhymes and games, the children make good progress in counting and number recognition activities and these aspects are taught well. Teaching would be better if there was a clearer focus on what the children would be able to do by the end of the lessons. The children take part in a daily numeracy lesson and follow the objectives outlined in the National Numeracy Strategy. The activities are practical and help the children to develop a sound understanding of numbers to 10 ready for problem solving activities at a later date. The children work in small groups and this helps build their confidence. It also gives the adults working with them good opportunity to probe their understanding individually and to ask questions to take this learning of number forward. The children make good attempts at estimating the number of coins on a plate and finding the matching numeral for their guess. They counted accurately the number of coins afterwards to say whether their estimate was correct, too big or too small. This activity developed the children's understanding of more and less as well as helping them to consolidate their recognition of numerals 1 to 10. Many children are now ready to use these skills to solve simple problems.

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

67. The curriculum to develop the children's knowledge and understanding of the world is broad and relevant and coupled with satisfactory teaching, the children make appropriate progress in this area of learning and the majority attain the early learning goals by the end of the Reception year. The craft table has a good range of materials from which the children choose to make their planned pictures and models of the week. They access the materials freely, planning and designing their own imaginative gardens, this week's planned activity. They use scissors with care and cut out accurately the required sized material for their pictures. Pupils learn about different faiths through suitable practical activities and this helps them to fully understand the meaning behind the practices of various religious groups. Their knowledge and understanding of buildings is appropriately developed through the very busy and well used role play area, a popular choice among the children who busily build different buildings to suit their specific purpose. This week's planned task is to design and build different types of doors, an idea thought of by the children themselves thus sparking their imagination even more. The children are confident when using the computer. They use the mouse to select and move the correct item to its designated place when solving a counting or shape game. During the inspection the children were not using the keyboard and there is little evidence that they use the computer for writing or making graphs. More planned opportunities need to be taken to develop this aspect of teaching and learning.

## **Physical development**

68. The teaching is good and the children make good progress in their physical development. By the end of the Reception year the majority attain the early learning goals in this area of learning. The children climb and balance with confidence during their regular access to the adventure playground at play times. The outdoor area is used regularly to develop the children's awareness of space. When riding the tricycles, they are learning a growing awareness of the safety of others using the same space for other activities. The children decide for themselves what they want to learn during these times and this week it is trying very hard not to run over the garden indicating a

growing awareness of the need to care for the environment. Pencil skills are good. The children have a firm grip and accurately colour between two lines. They have good control when using brushes and scissors and are developing suitable pincer grip when holding and sticking pieces of material to paper.

### **Creative development**

69. Satisfactory teaching ensures that the children make sound progress so that by the end of the Reception year the majority attains the early learning goals in their creative development. There are good opportunities for the children to mix their own colours when painting and consequently most know the most common colours. Some can say what colours they need to mix to make mix orange and purple and through exploring the colours available are developing their understanding of how to make darker and lighter tones. Opportunities for the children to dance are limited by the accommodation but these skills are developed when possible. The children take part in all school musical and drama productions and their performance skills are good as a result. They sing confidently and in tune and have a growing repertoire of songs that they know well. The children are provided with good opportunities to develop their imaginative language through well-planned role-play activities, which are supported well by adults who pose questions and set up situations for the children to act out.

### **ENGLISH**

70. Inspection findings indicate that by the end of both key stages pupils' overall attainment in English is broadly in line with national expectations for reading and writing with strengths in speaking and listening. The results of the end of the 2001 Key Stage 1 National Curriculum tests show that attainment is well below the national average in reading and below average in writing. When compared to similar schools attainment is well below average in reading and writing. At Key Stage 2, results of the 2001 National Curriculum tests show attainment in English is above the national average and is in line when compared to similar schools. All pupils achieved the average level for the end of Key Stage 2, although few pupils achieved the higher level (Level 5).
71. Although trends in both reading and writing are improving over time standards achieved in both key stages in the national tests vary from year to year. This is because the percentage of pupils with statements is well above the national average and class sizes are very small.
72. Progress since the last inspection has been satisfactory. The National Literacy Strategy has been successfully implemented. Statutory targets are set. Training has been completed on the Early Literacy Strategy and pupils have been identified for further support. A catch-up reading programme is in place giving early indications of success in raising standards in reading. Reading records across both key stages for guided reading have helped to clarify teaching objectives further, as well as identifying the next steps for development. Staff have clarified National Curriculum levels within writing and received further training on guided reading, spelling and the teaching of phonics. The marking policy has been rewritten and is beginning to underpin assessment in a more focussed way. There have been opportunities to moderate and level work. There is a growing awareness of the needs of more able pupils. A focus on the New Opportunity Funded information technology training has been on the use of information technology within the literacy hour. All these initiatives have contributed to raising standards over time and the school is well placed to continue to raise standards further.

73. Pupils make good progress in writing throughout the school. By the end of Key Stage 1 higher attaining pupils are able to make good use of capital letters, full stops with occasional speech marks. Letters are accurately formed and writing is joined. Higher attaining pupils are able to communicate clearly and are beginning to write in a range of styles. Lower attaining pupils are not yet joining up consistently and all letters are not yet correctly formed. Simple words are spelt correctly.
74. By the end of Key Stage 2 lower attaining pupils are joining their writing and are writing simple sentences in short passages with a limited range of vocabulary. Higher attaining pupils are using correct punctuation and spelling. Writing is clear, organised and adapted to tasks. A greater range of vocabulary is used. Ideas are developed effectively. Higher attaining pupils achieve good note taking skills and are able to expand text from these notes. Good strategies are in place for encouraging pupils to attempt their own spellings.
75. As pupils move through the early part of Key Stage 2 there is a very good range of opportunities for writing. Personal writing is developed through poems and descriptions. There are few opportunities for more extended writing. The 'writer of the month' display in the entrance highlights two pieces of writing from each class. This helps to give writing a high profile and standards to aim for. There are satisfactory opportunities for pupils to use writing across the curriculum. Pupils' book reviews are clearly displayed in the library. Early in Key Stage 2 higher attaining pupils are able to write clear instructions on how to tie-dye in design and technology as well as communicate their designs through words. At the end of Key Stage 2 pupils are using research skills to write about a person in the Roman army. In history there are good factual accounts from higher attaining pupils.
76. Pupils' attainment in speaking and listening is good across both key stages. Pupils in Key Stage 1 share ideas, give explanations and are able to reach and explain collaborative decisions. Pupils are confident in answering questions as well as talking and listening to each other and are able to express their own views. They listen carefully to stories and they clearly enjoy listening to others.
77. By the end of Key Stage 2, pupils are very expressive when discussing books and authors they have enjoyed, work in other subjects and reasons why they enjoy other subjects. They express themselves confidently when they answer questions in class. Other pupils listen well to each other after lunchtimes when the teacher collects good choice tokens. Pupils are interested in knowing why pupils have been awarded tokens.
78. Pupils are encouraged to develop their speaking skills across the curriculum. In design and technology, Key Stage 1 pupils confidently read aloud questions about toys. Other pupils respond confidently. There are good opportunities to talk in pairs in philosophy sessions and in front of larger groups during assembly. Pupils in Key Stage 2 are confident in offering answers and vocabulary relating to life on an island in geography. At the end of Key Stage 2 pupils are making confident use of mathematical vocabulary. Pupils are confident in speaking aloud and reading in assembly. There is a whole school approach to the use of circle time and philosophy and this has a positive effect on developing confidence in expressing opinions, feelings and thinking skills. A drama club further develops speaking skills.
79. Pupils make good progress in reading. At the beginning of Key Stage 1 they are aware of title and author. They are aware of initial sounds and letter sounding strategies needed to approach new words although they are not always able to put these into



practice. Good use is made of picture cues. Pupils can read simple words and by the end of Key Stage 1 pupils can talk about stories and answer questions about story, setting and characters. More able pupils read fluently and confidently taking different parts in reading a story aloud. Pupils with special educational needs are appreciative of the guidance given by support assistants. They respond well and make good gains in their acquisition of reading skills.

80. Pupils in Key Stage 2 are expressive about books and authors they enjoy. They recap automatically and well. Whilst they prefer fiction to non-fiction they are aware of, and use a range of texts. Higher attaining pupils are aware that fables are stories with a message and they read confidently and with expression. Lower attaining pupils are able to recall stories and characters and make simple predictions.
81. Pupils respond well to English. They listen well to each other and are keen to answer questions. They enjoy their work and the standard of behaviour in most classes is very good. Those pupils with special educational needs respond very well to the support provided by the support assistants and this has a good impact on their progress.
82. The quality of teaching and learning is good across both key stages. Teachers have good subject knowledge, which enables them to give clear explanations with appropriate vocabulary and their planning is satisfactory. Teachers make good use of reading books as a stimulus and link to other subjects. The reading of 'My Dream Box' in Year 1 developed the interest of the pupils for work in design and technology. Teachers have clear expectations of behaviour. Where behaviour might affect a lesson teachers have a range of strategies to gain the attention of the class and ensure pupils remain on task. Teachers share learning objectives with pupils, ensuring the pupils know what it is they are to learn and be able to do by the end of the lesson. Effective use is made of classroom assistants to enable pupils with special educational needs to make good progress. Questioning is used effectively to involve all pupils. Occasionally the balance of teacher time to pupil activity needs to be adjusted to provide the pupils with more time to carry out their task. Work is marked well, with targets set for further improvement. In Key Stage 1 selected pieces of pupils' writing are used to pose questions to challenge pupils further. Occasionally homework is used to support lessons. Information and communication technology is used to produce newspaper articles and pupils use spell checkers within class. Pupils have used the Internet to support research, particularly in history. Occasionally computers are used as a reward rather than planned for and as a result they are not used effectively by all pupils to develop their literacy skills. There are satisfactory links to other areas of the curriculum. For example, higher attaining pupils have produced good pieces of writing on Boudicca's revolt and pupils have written about a day in the life of a Roman soldier.
83. The newly appointed co-ordinator has a good overview of the subject. She is aware of strength and areas for further development. Monitoring is satisfactory As well as national initiatives a 'catch-up' programme for reading has been initiated. Pupils' progress is measured well. However, assessment opportunities are not always used effectively to target groups of pupils or to plan effective action to improve school performance. There is good support for pupils with special educational needs. Classrooms are well resourced with a range of dictionaries for different subjects, thesauri and encyclopaedias. There is a good selection of reading books both within classrooms and the school library. The library also contains a range of group readers and reference books.

## **MATHEMATICS**

84. The school has worked hard to improve the pupils' attainment in mathematics and, overall, most pupils achieve well. The school has effectively managed the issue of pupil mobility and staff changes and has made satisfactory progress in the subject since the previous inspection.
85. The 2001 National Curriculum test results show that pupils' attainment was average at the age of seven years compared to all schools and below average when compared to similar schools. The present group of seven year olds are also achieving at this level and inspection evidence shows that attainment is average by the end of Key Stage 1. However, cohort sizes are small and there is an above average number of pupils with special educational needs in the class. This means that fewer pupils than is seen nationally will achieve at a level above national expectations. However, pupils achieve well and most pupils, including those with special educational needs, make good progress. This is because the teachers know the pupils well and ensure that work is set at the appropriate level.
86. The 2001 National Curriculum tests for eleven-year-olds show that attainment was well above the national average and the average for similar schools. The assessment data shows that these pupils, who have now left the school, made very good progress based on the results they achieved as seven-year olds. Inspection evidence shows that the present Year 6 pupils are attaining in line with national expectations. However, given the high proportion of pupils with special educational needs in the class, they are achieving well and making good progress.
87. By the age of seven, pupils have a satisfactory knowledge of place value to 100 with the more able pupils able to solve problems with numbers up to 1000. All pupils make reasonable estimates of length and capacity but only average and more able pupils can confidently and accurately use standardised units of measure. The pupils' understanding of the properties of two-dimensional and three-dimensional shapes is secure and higher attaining pupils are working towards making generalisations about the relationship between the number of corners and sides. They can perform addition and subtraction using practical apparatus as well as pencil and paper methods with numbers up to 99. They are beginning to write these calculations in a good variety of ways. They have confidence in their knowledge of multiplication as a combination of 'sets of' and of division as repeated subtraction. They have a satisfactory understanding of simple fractions related to parts being equal and can calculate half of an equal number of beads or counters.
88. By the age of eleven, most pupils have a satisfactory understanding of place value to tens of thousands and the most able are confident when working out problems involving millions. This provides the foundation for their ability to work confidently with the relationship between fractions, decimal fractions and percentages and to solve problems using long multiplication and division. They can identify and measure the perimeter of a variety of polygons. Pupils interrogate a number of different types of graphical representation and construct their own bar charts. They have limited understanding related to which type of graph might best represent a particular set of data. This is because they are given limited opportunity to collect, represent and then interrogate any information gathered. Average and more able pupils use tables to accurately convert metric measurements to imperial. Most pupils have a secure knowledge of percentages and the more able pupils have a good understanding of probability.
89. The quality of teaching and learning is satisfactory overall and there were examples of good teaching during the inspection. Mental and oral starters are usually used

effectively to develop the pupils' mental arithmetic skills and the pupils are presented with challenging activities. For example, in a good Year 5/6 lesson, the teacher gave all of the pupils mathematical activities that were well matched to their level of ability, one higher attaining pupil solving problems that involved numbers going into millions. The lower attaining pupils are able to take a full part in the lessons and achieve well due to the good support provided by the classroom assistants. The teachers' planning ensures they are well briefed and know exactly what it is the pupils are expected to achieve. Occasionally, there is an imbalance between the amount of teacher talk and the work the pupils do. As a result the pupils do not achieve as much as they might in these sessions. The teachers make good use of number fans and whiteboards to develop the pupils' numeracy skills. In a good Year 2 lesson, the pupils learned quicker ways to add together single digit numbers. The teacher developed their skills by encouraging them to reverse the order when adding a single digit number to a two-digit number and the pupils used their whiteboards to speed up these skills. All teachers manage the pupils well and as a result little time is lost. A small number of pupils have known behavioural problems but these are managed efficiently and are not allowed to impinge upon the quality of the lesson. Overall, the pupils' attitudes towards mathematics are very good and this is a significant reason why they make good progress. Opportunities are taken to develop the pupils' understanding of what is acceptable behaviour and thus improve their moral understanding. The teachers mark the pupils' work well, giving them targets for improvement and homework is used effectively to develop the skills that have been learned in class. Very occasionally, even more challenging work could be provided for the most able pupils.

90. Satisfactory use is made of numeracy skills in other areas of the curriculum. For example, measuring skills are developed in Year 2 when pupils record the distances travelled by toy cars in a lesson looking at forces and friction. The teachers do not make sufficient use of information and communication technology to develop the pupils' mathematical skills. Occasionally, programs are used to develop addition and subtraction skills, but planning does not identify how information and communication technology can be used systematically in the subject. Some teachers make good use of technology for teaching purposes, for example the use of an 'overhead calculator' enables the pupils to follow the teacher's demonstrations more easily.
91. The co-ordinator has a good knowledge of the strengths and weaknesses in the subject. Time is taken to analyse National Curriculum test papers and to identify areas of the curriculum that need to be improved upon. There is regular assessment in mathematics to see what pupils know, understand and can do. The information gathered is used effectively to identify and address areas of weakness. The use of information to predict and track pupils' progress and attainment is good. There has been monitoring of teaching and learning in conjunction with the numeracy consultant. This has led to an improvement in the quality of teaching and learning.

## **SCIENCE**

92. Satisfactory progress has been made since the previous inspection. Standards in science have risen in line with the national trend over the last four years and in the national tests at the end of Year 6 in 2001, standards were above average when compared to schools nationally and average when compared to similar schools. This improvement is because of the support given to pupils with special educational needs who make good progress and are enabled to achieve at least the average level. Inspection evidence indicates that this year standards are in line with national expectations and the pupils make satisfactory progress in both Key Stage 1 and Key

Stage 2. Pupils with special educational needs are well supported in the classroom and this helps them to achieve well. Higher attaining pupils make satisfactory progress but could achieve more. The school is beginning to address the needs of these pupils by planning more challenging activities for them to take part.

93. Teacher assessments in 2001 indicated that standards at the end of Year 2 were well below average. No pupils were assessed attaining the higher Level 3. This was due to the lack of evidence on which the school could base its assessments last year. The school erred on the side of caution and did not award higher levels for this reason. Inspection evidence indicates that this group of pupils who are now in Year 3 is attaining average standards overall. An appropriate number of pupils are achieving at above average standards due to the more challenging well-planned activities presented by the class teacher. Pupils are now making good progress and achieving well in their current class. Lesson observations, looking at work and talking to pupils in Year 2 indicate that they are making satisfactory progress and achieving average standards overall.
94. By the age of seven, the pupils have a satisfactory knowledge and understanding of scientific facts because there is an appropriate range of work and it is organised effectively to build on their previous learning. Pupils in Years 1 and 2 are developing a satisfactory understanding of the animals and plants that live in the immediate environment and good use is made of the school's environmental area to expand the pupils' knowledge. The younger pupils recognise the names of familiar plants and animals and can explain some of their features and their usefulness to the plants and animals in question. By the end of Key Stage 1, the pupils have a secure knowledge of electrical circuits and understand what will happen if there is a break in the circuit. The teachers use appropriate terminology and this helps to develop the pupils' scientific vocabulary.
95. Pupils in Years 3 and 4 build on the knowledge gained in Key Stage 1 to enhance their learning about the similarities and differences in a range of soils, which are found in the local environment. They develop their observational skills, for example through the use of microscopes, and note differences in texture and appearance. Some higher attaining pupils are beginning to identify possible reasons for this in terms of different habitats for plants and animals. By the end of Key Stage 2, the pupils have a satisfactory knowledge and understanding about sound and understand that lengthening and shortening tubes and strings can alter the pitch. Through effective co-operation, they improve their ability to identify specific features of the investigations, for example, what happens when they hit a drum in the centre and then at the side. They demonstrate good skills in predicting what might happen during investigations. Whilst the activities enable most pupils to make satisfactory progress, the more able pupils need to be presented with more challenging tasks. These pupils work hard on the tasks they have been given but they could do even better. They need more opportunities to plan their own investigations and to determine how they should record their findings. The teacher has good subject knowledge developing pupils' scientific vocabulary well through questioning and repeating the pupils' responses using correct vocabulary. This scientific language is reinforced further by classroom assistants working with groups of pupils, including those with special educational needs to make sure that they all understand the technical terms being used.
96. Pupils in Years 5 and 6 are developing their knowledge and understanding about sound through a series of small investigations into how the volume and pitch can be changed. They work well together to identify significant observations about what happens when they hit a drum firstly in the centre and then at the side. They measure the height that

raisins jump to compare the impact of their beats. While these measurements are not precise, they do allow the pupils to note the changes that occur and to begin to draw conclusions about the size and frequency of the vibrations caused when the drum is beaten. They are fascinated by what is happening due to the practical nature of the task. Careful questioning by the class teacher focuses the pupils' thinking and helps them apply previous knowledge and understanding about the way that sounds are produced. Therefore those pupils questioned in another group can relate the pitch of a sound to the length of ruler vibrating.

97. The quality of teaching is satisfactory across the school. The teachers have good subject knowledge and develop the pupils' scientific vocabulary well through questioning and repeating the pupils' responses using correct vocabulary. This scientific language is reinforced further by classroom assistants working with groups of pupils, including those with special educational needs to make sure that they all understand the technical terms being used. During the inspection some good teaching was seen and this is beginning to have an impact on learning, particularly in developing pupils' scientific enquiry skills. Suitable opportunities are planned for the pupils to learn through practical investigation and this brings learning alive and helps them to understand what is happening. For example, pupils in Year 2 were finding out about forces and friction. The teacher questioned the pupils effectively to collect their ideas. The pupils then tested out their ideas by finding out which vehicle travelled the furthest when rolled down a slope, measuring the distance each one travelled. This well structured learning developed pupils' scientific enquiry skills well. The pupils are encouraged to predict what they think may happen before finding out for themselves whether they were right and are beginning to draw conclusions from the results they have collected. Some pupils are beginning to plan and organise an investigation to test out their own ideas but this needs to be developed further. The work is generally matched to the pupils' ability but occasionally the teachers underestimate what the more able are capable of and as a result they do not achieve as well as they should.
98. The co-ordination of the subject is satisfactory. The co-ordinator has written a comprehensive improvement plan, which addresses the issues raised and identifies appropriate priorities for the development of science across the school. There has been a complete review of the curriculum so that the scheme of work covers all aspects of science and ensures that pupils learn the necessary skills to develop their scientific knowledge and understanding. There has not been enough time for these improvements to be fully implemented and so the impact on standards is not yet apparent. The school is presently compiling a portfolio of pupils' work to support teachers' assessments and this will be used to help teachers plan more appropriate activities matched to the learning needs of all pupils, particularly the more able pupils. The levels of work have been agreed by all teachers and are matched to the relevant level descriptors in the National Curriculum standards of attainment. As yet, there are no examples in the portfolio of higher levels of attainment and this is something the school plans to address. Information and communication technology is not yet used well enough to support learning in the subject.

## ART AND DESIGN

99. Standards in art and design are similar to those reported in the previous inspection and are in line with national expectations at the end of Year 2 and 6 with all pupils including those with special educational needs making satisfactory progress throughout the school. Pupils in both key stages learn an appropriate range of art techniques, including painting, printing, sketching and collage and develop a sound understanding of two and three-dimensional work. They gain an appreciation of the work of famous artists such as Van Gough.
100. By the end of Key Stage 1, the pupils have a good knowledge and understanding of how to mix and use colour when creating paintings and Year 2 pupils can describe which colours are mixed to create other colours. They use these skills to produce paintings in the style of different artists. They know how to graduate tone through using appropriate amounts of white and black paints with their original colour. They demonstrate good skills in producing pictures from collage, using appropriate materials for particular parts of the picture. For example, portraits of Henry the VIII's six wives created by Year 2 pupils showed how well the pupils used collage techniques to recreate the costumes in fabric designs and colours which were accurate to that period in history.
101. Painting and drawing skills are developed further throughout Years 3 to 6 and work on display demonstrates a sound understanding of colour and pattern in pupils' work about the Egyptians and the Romans. The pupils have satisfactory skills in working with clay and other media to make three-dimensional pots and sculptures. Photographs showing the pupils' pots made during a topic on Africa, reflect the care taken in designing and painting them, using designs found on a piece of fabric as a stimulus to their ideas. The recent work in science on habitats and the environment provided good context for the pupils to create pictures from natural materials. They used leaves, seeds, bark and grasses to make faces after studying a painting, which used a similar style. Much artwork is done through other subjects such as history, music and design and technology. Mosaic techniques were used to create designs for Roman flooring from paper. Although the results using coloured paper were of an acceptable standard, there was a missed opportunity for pupils to work with clay to create a more realistic finished product.
102. The quality of teaching is satisfactory. Teachers' planning indicates suitable emphasis given to the pupils learning skills and techniques of drawing, painting and sculpture. Although pupils in Year 6 are not able to recall any works created by different artists, they do recognise the names of a number of artists due to the range of work with which they are presented to help guide their own ideas. The good opportunities for pupils to express their likes and dislikes about a range of artists' work also helps them to evaluate their own pictures and sculptures and make suggestions for further improvements. Teachers have secure subject knowledge and give suitable guidance to help pupils improve their brush techniques and to develop their ideas and designs. They question and prompt ideas and guide them to further improve the quality of finished pieces of artwork.
103. The co-ordination of the subject is satisfactory. The school development plan outlines further improvements planned for the subject over the next few years. A creative arts policy links art and design successfully with music, dance and drama and emphasis given to the development of this area planned to make appropriate improvements overall. Due to the recent emphasis given to implementing the literacy and numeracy strategies and the school's commitment to implementing other initiatives, the planning

of art and design has relied on special events to provide its enrichment. While this has not helped provide a progressive curriculum, it has ensured that the subject makes a good contribution to pupils' cultural development. The school has a suitable scheme of work to make sure that pupils' skills are developed systematically and provide a broad and relevant curriculum. The use of information and communication technology to support learning in the subject is unsatisfactory as there are too few planned opportunities to use computers and other hardware identified in teachers' planning.

## **DESIGN AND TECHNOLOGY**

104. Inspection findings indicate that standards in design and technology are in line with national expectations by the end of both key stages and the pupils make satisfactory progress throughout the school. Good progress has been made since the last inspection in developing the curriculum. The national guidelines for design and technology have been adopted with additional material as required. There are now more opportunities for pupils in Key Stage 2 to plan before they make and opportunities to evaluate their designs. There is access to a wider range of resources.
105. Pupils at the beginning of Key Stage 1 have a growing awareness of how mechanisms work. Higher attaining pupils are able to draw diagrams with labels identifying moving parts. By the end of Key Stage 1, pupils are aware of how different materials are joined and suitable materials to use for joins. Pupils have good cutting skills, use sharp scissors safely and are able to thread needles and use a running stitch to sew puppets. In making moving vehicles, the pupils demonstrate a satisfactory understanding of where an axle should be placed. They are able to measure, saw, use a drill and fix the axle to the wheels with satisfactory skill. Pupils have personalised their basis chassis design – for example, by adding a steering wheel. Using a limited range of resources, the pupils have designed good marble runs. In food technology pupils have made a fruit salad showing a clear understanding of the most appropriate fruits. Pupils in Key Stage 1 clearly enjoy design and technology tasks and make good progress in the acquisition of skills. They listen well and are absorbed in activities and there are good opportunities for collaborative work. The pupils need more opportunities to evaluate their work and the opportunity to improve it.
106. Key Stage 2 pupils are given good opportunities to investigate how bags are made for different purposes and higher attaining pupils are able to identify features to make a successful bag. The pupils' making skills develop satisfactorily and they are able to apply their knowledge to design their own bags. The pupils sew using a range of stitches as well as using a sewing machine. The pupils are encouraged to be creative and experiment with different decorative techniques. They reflect on their finished product and consider any possible changes. As pupils progress through Key Stage 2 they are given further opportunities to investigate different types of packaging before designing their own. Although the final product has been based on chosen designs, the pupils have made the best use of decorative techniques to personalise their boxes. Insufficient attention is given to the evaluation aspect and the pupils need to be given more opportunities to determine how they can improve their design.
107. There are good links with history, the pupils decorating Egyptian collars as part of their work on ancient Egypt. By the end of Key Stage 2, pupils are able to design, plan and measure, and assemble components to create a good quality finished product over a period of time. They use a range of materials and tools including drills, saws, hammers to plan, design and make. Pupils have used control technology to operate traffic lights, cooked a small range of food and linked circuit work in science to making lighthouses.

Pupils at the end of Key Stage 2 talk enthusiastically about the practical side of design and technology and make satisfactory progress.

108. The teaching of design and technology is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers recap well on previous work and share learning objectives. Clear explanations are given with step-by-step guidance in a positive and encouraging manner. Good links are made with other subjects such as history or English, for example, in the reading of My Dream Box in Key Stage 1 to stimulate discussion. There is an emphasis on safety issues in the safe handling of tools. The pace of lessons, however, can be slow on occasions and the balance of time between teacher talk and pupil activity restricts the time pupils spend on activities.
109. The newly appointed co-ordinator has a good overview of the subject. Monitoring is satisfactory. A clear curriculum map is beginning to address progression through the school and ensures activities are not duplicated in mixed age classes. This map covers a good range for design and technology over time making use of a range of materials and tools with opportunities to plan, design and make. Assessment is beginning to be linked to unit plans. Medium term planning identifies clear learning objectives and activities are planned for pupils of different abilities. A portfolio is developing well as a record of achievement. Resources are being developed on a rolling programme focussing on the plans for the next term. Further work in design and technology needs to focus on developing greater opportunities for evaluation and developing further links with information and communication technology and other subjects.

## **GEOGRAPHY**

110. By the end of Key Stage 1, the pupils have made satisfactory progress in geography and attain average standards. By the time they leave the school in Year 6, the pupils have continued to make satisfactory progress and achieve average standards. Standards have been maintained since the previous inspection.
111. By the end of Key Stage 1, the pupils have a good knowledge of the local area and are able to use appropriate vocabulary to make observations of the physical features of their surroundings. For example, they use a large-scale map to identify various local features and are able to plan a route from home to school. They have satisfactory skills in comparing the similarities and differences of places far away. The pupils use plans of the school and classrooms to develop their understanding of scale and direction. They use atlases to accurately locate the main towns of the United Kingdom as well as some of the major cities and countries of the world. Pupils learn geographical skills, knowledge and understanding through practical enquiry and this structure allows them to achieve to a satisfactory level. Higher attaining pupils in Year 2 have a good general knowledge and can recognise a map of the British Isles correctly naming the several countries with which it is made up.
112. By the end of Key Stage 2, the pupils have developed a good understanding of keys and can add one to a local map of Forncett identifying and labelling the main features of the area. Most pupils show satisfactory skills in locating countries quickly on a map of the world and recognise rivers, oceans, equator and tropics. The pupils have good general knowledge and older pupils know the capitals of many European countries. They develop a satisfactory understanding of similarities and differences between places and how human and physical processes affect the inhabitants. For example,



they compare the Isle of Coll and their own village, and can explain how transport, shopping and land use are different.

113. Pupils with special educational needs make good progress due to the good support they are given in class by very well informed classroom assistants. They work closely with these pupils checking their understanding and making sure they know what to do. They support them with their research and consequently pupils have a satisfactory knowledge of geographical facts and know how to locate maps in an atlas and to find places on these maps in turn.
114. The quality of teaching is satisfactory overall. There is a structured scheme of work, which supports teachers in their planning. Lesson planning is satisfactory and there are some good links with other areas of the curriculum. For example, literacy activities provide the pupils with opportunities to write about life on an isolated Norfolk farm. The teachers make good use of the local area to develop the pupils' geographical skills such as when the pupils located their own houses on a large-scale map. Suitable opportunities are given for pupils to ask geographical questions which they do with confidence using the correct geographical language. This is due to the self-confidence that they have developed since starting school. During a lesson to identify the similarities and differences between the Isle of Coll and Forncett, pupils identified the physical features. Lessons are planned in a structured way to build on pupils' previous learning. For example, in a Year 5 and 6 lesson, the first in a series about Mountain ranges, pupils' knowledge and understanding of continents, countries and mountains was collated and discussed before embarking on suitable research activities which extended their learning. This allowed those who were already familiar with some mountain ranges to work with those that were less well known, while others located the most familiar ones on a simple map. The teachers are enthusiastic this helps to spark the pupils' interest. Pupils are well motivated and often ask if they can finish their research as homework.
115. The co-ordination of the subject is satisfactory. The coordinator has completed an audit of the subject's priorities for development and these are appropriate. There has been little focus given to developments in geography in recent years due to the many national initiatives introduced. The school is now ready to devote more time to developments and plans to start with improving the use of information and communication technology to support learning in the subject, which is currently unsatisfactory.

## **HISTORY**

116. Pupils' attainment in history is in line with national expectations by the end of both key stages and the pupils make satisfactory progress throughout the school. Attainment has remained in line since the last inspection in Key Stage 1. In Key Stage 2 there has been a good improvement since the last inspection. The curriculum focuses on developing historical skills as well as content, a scheme of work is in place and opportunities have been identified for assessment. There are now more opportunities to develop skills through hands on experience through linking visits to a local museum.
117. Key Stage 1 pupils show great interest in history. They have an awareness of people who lived long ago, through work on Tudor people and how people lived long ago through work on Tudor houses. During work on toys pupils are able to indicate the types of questions they would need to ask to find out more about the toys. Higher attaining pupils are able to work out the age of a teddy bear through their knowledge of the ages of parents and grandparents.

118. In Key Stage 2, pupils' historical knowledge develops satisfactorily. Pupils in the lower part of Key Stage 2 studying Ancient Egypt have a good awareness of what artefacts can tell you and what they can't tell you. Visits are used well to provide the pupils with the opportunity to think for themselves. The pupils learn about primary and secondary sources of evidence, determining what they can learn about Ancient Egypt from photos of artefacts. Higher attaining pupils are able to ask questions on what they would like to find out. Pupils have used the Internet effectively to access information about Ancient Egypt. As pupils move towards the top end of Key Stage 2 they can place events in chronological order, beginning with drawing a personal timeline and moving on to a Roman timeline. Higher attaining pupils show a clear understanding of factual knowledge and are able to describe events and consequences. Following group discussion higher attaining pupils have produced good pieces of writing on whether a version of Boudiccas' revolt is reliable and why it might not be reliable. There are some opportunities for individual research. Pupils have explored and written about the day in the life of.... selecting a member of the Roman army. Detailed comparisons have been made between a Celtic warrior and a Roman soldier enabling the pupils to learn about differences in weaponry, culture and food. Pupils are able to express their opinions as to who would win in a battle and why. Lower attaining pupils are less able to give reasons. A visit to the museum has given pupils the opportunity to try on clothes, learn how Romans cleaned themselves, use a wax tablet for writing and examine Roman coins.
119. Teaching is satisfactory across both key stages. A wide range of experiences is beginning to be offered to pupils. There are greater opportunities for hands on experience as well as enquiry and research. Teachers have used the Internet for research.
120. The co-ordinator has a good overview of the subject and has planned units of work based on the national guidelines. This planning cycle alternates termly with the geography units. The cycle ensures a wide coverage of historical units and over time should have a positive impact in raising standards further. The co-ordinator has had some opportunity to monitor planning. Resources are satisfactory and are enhanced through loans from the school library service and the museum. History could be developed further by clarifying the progression of historical skills, closer links with information technology and further work on using a range of sources for research.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

121. Attainment is below national expectations at the end of both key stages and the pupils make unsatisfactory progress overall. The pupils in both key stages are developing satisfactory word processing and publishing skills but the lack of opportunity to use computers and the unreliability of the equipment means that the skills are not as high as they should be. At Key Stage 2, pupils' skills in control and monitoring and data handling are weak. This is similar to the situation at the time of the last inspection and not enough progress has been made.
122. By the end of Key Stage 1, most pupils are familiar with the basic skills of entering text and simple editing procedures. They know how to save work and how to retrieve it to continue at a later date. Most pupils have satisfactory keyboard skills, and higher attaining pupils open and close programs although many need adult help to do so and need guidance when saving work. The pupils use programs effectively to develop their

counting and reading skills. The pupils could do better in developing their expertise in control if they had more opportunity to practise their skills across other subjects.

123. By the end of Key Stage 2, pupils create a limited range of documents, including stories and poetry using word processing facilities and most have satisfactory skills. They have begun to make use of the Internet to research information, for example when looking at ancient Egypt. They access information from a CD-Rom but teachers are not yet building these opportunities into their planning sufficiently. The pupils have little experience in manipulating and handling data using computers. There are good examples in science and mathematics lessons of data collection but the pupils' skills are not enhanced through the use of computer programs to manipulate this data. Although the pupils have used technology to control toy traffic lights, there are too few opportunities for the pupils to develop their skills in using computers to control objects or events, and the pupils make unsatisfactory progress in this aspect.
124. The small amount of direct teaching of information and communication technology observed during the inspection was satisfactory. However, whilst some staff are confident in the use of computers, others are less so. There have been problems with the reliability of some computers and staff are currently undertaking training. New computers have been purchased and this will create more opportunities for Internet access. However, the school has yet to obtain resources to help develop the control and modelling aspect of the curriculum. Effective use is made of a digital camera to record the pupils' work in other areas of the curriculum. There is evidence that computers are used regularly in most classes but teachers need guidance on how to use the limited number of computers more effectively. Good use is made of parents with expertise to help develop the pupils' computer skills. The school has also tried, with reasonable success, to utilise homework. Each pupil has a diskette that they take home in order to carry out tasks.
125. The school has made some progress since the last inspection but more needs to be done. The school's focus has been on raising standards in literacy and numeracy and less emphasis has been placed on using information and communication technology. The school needs to determine how it can more effectively use computers to develop the pupils' learning in all areas of the curriculum. The school is appreciative of the help it has received from the Local Education Authority but it needs to appoint a co-ordinator to give more direction to the subject.

## **MUSIC**

126. Standards in music are similar to those reported in the previous inspection and meet national expectations by the end of Year 2 and Year 6. The performance skills of singing and instrumental playing are above expectations and all pupils make good progress including those with special educational needs. This is an improvement since the previous inspection and is due to the good quality teaching, which makes sure that all pupils have good opportunities to perform regularly to parents and to each other. The pupils who learn an instrument outside school are encouraged to play in music lessons and during assemblies and their performances are received enthusiastically by other pupils who are very appreciative of their efforts. Pupils who learn an instrument in school make good progress and are proud to perform at school events. The video of the Christmas production opened with two violin players who confidently played a simple piece of music to set the scene for the Nativity play, which followed. The group of six recorder players gave a credible rendition of Jingle Bells, playing in two parts at one point. They managed to keep their own part going independently, keeping the pulse

at the correct speed at the same time. The confidence, with which all pupils performed, including those with special educational needs, reflects the very positive ethos created by the school.

127. Regular music lessons take place and pupils are very enthusiastic about the range of songs they know. They sing in two parts, which is a good standard for pupils of this age. Pupils in Years 3 and 4 are able to keep a steady beat and to play repeating rhythms as a simple accompaniment to the songs they are singing. Diction is crisp and all the words can be heard clearly throughout the songs. The pupils learn songs, which originate from many different countries and this range makes a good contribution to their cultural development. Songs are challenging and one calypso from Trinidad had a particularly difficult and fast rhythm thus making it more difficult for pupils to make every word heard. Year 5 and 6 pupils learned a song from Austria very quickly coming to terms with the German words, the difficult rhythms and the complicated structure of the song which required them to sing in two parts independently. The listening skills required to do this correctly were high. At one point pupils' singing skills and voices were challenged when they were required to sing a monotone on a note lower than middle C and repeat a word, which had difficult pronunciation.
128. The quality of teaching is good. Although teachers have sufficient subject knowledge and expertise to teach the subject, they successfully use the expertise of a classroom assistant when clarification is needed on technical language or formal notation. This helps to make sure that when presenting new learning to the pupils the teacher uses the correct vocabulary. This good preparation also makes sure that the pupils learn appropriate terms and use these in context to compose and perform their own simple repeating ostinato rhythms to accompany their performances. Listening skills are developed well and the pupils are able to say why they like a particular extract of music in terms of its rhythm or tune. Older pupils can recall a number of famous composers whose music is familiar to them and share the many good times they have had performing to each other in class and assemblies as well as to parents during concerts and plays.
129. The co-ordinator gives clear leadership on the development needs of the subject. There is a suitable development plan, which outlines further appropriate priorities for development. The suitable scheme of work is supplemented well by a good range of activities from a number of commercial schemes and together with good quality musical extracts and songs provides a broad and relevant curriculum for pupils. However the use of information and communication technology to support learning in music is currently unsatisfactory due to the lack of opportunities identified in teachers' planning. The two extra curricular clubs give pupils good opportunity to learn an instrument if they wish.

## **PHYSICAL EDUCATION**

130. Pupils' attainment in physical education is in line with national expectations by the end of both key stages and they make satisfactory progress throughout the school. Progress since the last inspection has been satisfactory. The school has continued to develop external links since the last inspection and a wide range of sports is offered to enhance the curriculum.
131. The infant pupils show satisfactory levels of co-ordination as they move round safely, stopping and changing direction when instructed by the teacher. They alter the speed, rhythm, level and direction of their movements and make effective use of the very

limited space. They understand the importance of warming up and have a good bank of warm-up routines. Classroom safety is considered well before a dance lesson is able to take place in a Year 2 class. They are all willing to have a go but some pupils are very excitable. Most pupils are able to move to a short dance sequence by stepping and stamping. However, pupils are not able to link sequences successfully to form a longer sequence. Lower attaining pupils need support in following directions. Despite the continuous use of a tape, which increased the pace of the lesson and introduced some lengthy sequences, pupils responded well.

132. Pupils in the lower Key Stage 2 class make a good effort and achieve satisfactory standards in gymnastics. They are good at evaluating the other pupils' gymnastic movements. In rugby, pupils demonstrate satisfactory catching skills and pass the ball with reasonable accuracy. As they move round the field, the pupils look for space and show a good awareness of the skills required for the game. Pupils enjoy physical activity and put in a lot of effort. Most pupils have a good understanding of fair play. Pupils at the end of Key Stage 2 enjoy talking about physical education. They enjoy all aspects and do not feel they are missing out due to a lack of immediate facilities. They have experienced a wide range of sports and enjoy the annual sports day. By the end of Key Stage 2 most pupils are able to swim 25 metres as a result of the regular swimming lessons that take place at a local school.
133. The quality of teaching is satisfactory overall. Teachers clarify learning intentions at the beginning of lessons and this ensures the pupils know what they have to do. In a Year 2 dance lesson references are made to earlier work and stories relating to the dance theme enabling the pupils to build effectively on skills previously learned. Safety is reinforced and lessons start with a warm up. Pupils are managed well and where they become excitable the teachers ensure that it does not detract from the quality of the lesson.
134. The co-ordinator has a clear overview of teaching and learning in physical education. A structured planning cycle is in place which makes use of a range of resources external to the school. A combination of the national guidelines and a local authority scheme supports continuity and progression. Resources have recently been audited and new resources purchased. A training day shared with other local schools within the cluster has helped to improve teachers' skills and resources are shared within the cluster. A physical education teacher has led demonstration lessons to the group of schools and this has helped to improve teacher confidence.
135. The school makes good use of the facilities at local schools for gymnastics and swimming. There are very good links with other agencies. Currently a rugby club coach takes both Key Stage 2 classes for rugby. Norwich City football club run a football club, which has a large uptake. Local links enable tennis and cricket development to take place.