

# INSPECTION REPORT

## **ALL SAINTS CE VA PRIMARY SCHOOL**

Winfarthing, Diss

LEA area: Norfolk

Unique reference number: 121128

Headteacher: Mrs E M Rollin

Reporting inspector: Dr M Bradshaw  
6169

Dates of inspection: 2<sup>nd</sup> – 4<sup>th</sup> July 2002

Inspection number: 244615

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Mill Road  
Winfarthing  
Diss  
Norfolk

Postcode: IP22 2DZ

Telephone number: 01379 642767

Fax number: 01379 642767

Appropriate authority: The governing body

Name of chair of governors: Mr F Paice

Date of previous inspection: 15<sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6169	M Bradshaw	Registered inspector	Science Art and design Geography Physical education The Foundation Stage	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9334	J Mynett	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?
16408	C Rhodes	Team inspector	English Information and communication technology Music Special educational needs English as an additional language	How well is the school led and managed?
2756	M Barron	Team inspector	Mathematics Design and technology History Equal opportunities	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

H & G Associates  
2 Mead Road  
Cranleigh  
Surrey  
GU6 7BG

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>16</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>22</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>30</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This small primary school in the village of Winfarthing, four miles north of Diss, Norfolk, has 103 pupils who attend full-time from Reception to Year 6. The school is larger than at the time of the previous inspection. At the time of this inspection, seven children were not of statutory school age. The numbers of boys and girls are about equal. Children enter Reception part-time either in September or January in the year in which they are five. Within a few weeks of starting, children become full-time. The school's roll changes during the year; over ten per cent of children leave or join at other than the normal time. The school also loses some pupils to private education after Year 2. These pupils have usually gained high standards in the Year 2 National Curriculum assessments. Virtually all pupils (98 per cent) are from a white ethnic background, and none has English as an additional language. Ten pupils (about ten per cent) claim free school meals; this is close to the national average. The figure fluctuates from year to year. Pupils come from the local community and the surrounding area, including some from Diss. The background of pupils is about average overall. The number of pupils identified as having special educational needs is average; 22 pupils (21 per cent) are on the register of special educational needs. One pupil has a statement of special educational needs. Attainment on entry varies from year to year; it is wide and broadly average overall. There are close links with the nursery school on site, but some children come from other pre-school settings. During the past two years, the school has been affected by extensive staff changes; except for the headteacher, all current staff have joined the school in the past three years. Building work this year has affected the school's ability to deliver parts of the curriculum, especially aspects of information and communication technology (ICT).

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

All Saints CE VA Primary School provides its pupils with a good quality of education. The quiet, determined leadership of the headteacher and very good support from the governing body have resulted in significant progress. Children have very good attitudes to school and their learning and progress are good, because of mainly good teaching. Attainment has improved and is now about average, or better, in English, mathematics and science by the end of Years 2 and 6. A very good ethos for learning is evident. Teaching observed during the inspection was good overall, and much was good or better. Assessment and tracking of pupils' progress are very good. Pupils with special educational needs are well supported. For a small school, the income per pupil is not excessively high; it uses its resources well and provides good value for money.

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

- Leadership of the headteacher and governing body has resulted in significant progress.
- The quality of teaching is good overall and, for children in Reception, it is very good. This is leading to good learning, which has a positive impact on achievement and standards of attainment.
- Pupils' enthusiasm for school and their behaviour are very good. Relationships between pupils and teachers, and between pupils themselves are of a high quality.
- Assessment and tracking of pupils' academic progress are very effectively organised.
- Pupils with special educational needs are assessed systematically, well supported and make good progress throughout the school.
- Provision for pupils' personal development, especially the social and moral aspects, is very good.
- There are positive links with parents, who contribute greatly to the life of the school and to their children's education.

### **What could be improved**

- The role of co-ordinators is not developed sufficiently, and the monitoring of teaching and learning by the headteacher and co-ordinators is not extensive enough.
- The quality of spelling in pupils' work is often not of the required standard.
- The geography curriculum is not yet organised in a way that ensures the systematic development of pupils' knowledge and skills, as a result, pupils' attainment in geography is not high enough.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

All Saints CE VA Primary School was inspected in September, 1997 and found to have areas of strength, but a number of weaknesses. Very good progress has been made since then. The areas of weakness identified in the previous report have been dealt with, in most cases successfully, and the strengths maintained. Teaching and learning remain mostly good, and attainment has tended to improve at a rate similar to that found nationally. The clay work in art and design continues to be of a very high quality. Attainment in design and technology, ICT and music now matches that found in most schools. The planning for the curriculum has improved, but is not yet good enough in geography. All recommendations in the previous audit report have been acted upon and the school development plan is linked more closely to the budget and specific success criteria. All staff have relevant job descriptions, and systems of appraisal and performance management are in place. These help to inform plans for in-service training. The governors have developed their monitoring and evaluating roles well, and have detailed procedures to assess the school's value for money. The health and safety concerns regarding the heaters in the hall have been dealt with. All subjects are referred to in the written reports sent home to parents about their children's progress.

### **STANDARDS**

For individual years, detailed analysis of results is unreliable because of the low number of pupils, the variations of attainment on entry and the fact that a number of pupils leave the school after Year 2. Over the period from 1999 to 2001, the school's results, at the end of Year 6, have been above average in English and science, and below average in mathematics. This year, there are eleven pupils in Year 6, and their attainment is about average in English, mathematics and science. In English, attainment in reading is better than writing. Comparisons with similar schools are difficult because of the low pupil numbers but, generally, the school achieves standards that are similar to or better than comparable schools. Pupils' progress since they were in Year 2 is at least satisfactory, and often good. Taking account of the nature of each group of pupils, the school sets suitable targets for the proportion of pupils to achieve Level 4 in English and mathematics. Over the period from 1999 to 2001, at the end of Year 2, results in reading, writing and mathematics have been just above the national average. This year, pupils in Year 2 are achieving above average standards in reading, writing and science, and about average in mathematics. In other subjects, attainment tends to be about average by Years 2 and 6. They are better than this in art and design, particularly for three-dimensional clay work. Attainment in geography is not high enough. Spelling is not sufficiently accurate through much of the school. Children in Reception are making good progress and are likely to attain, or exceed, the standards expected by the time they enter Year 1. Their progress is especially good in aspects of English, science and creative work. Physical development is limited by a lack of suitable wheeled vehicles.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They are very enthusiastic, well motivated and keen to be involved. They think their school is really good, and enjoy the lessons and clubs. They like the fact that it is small, <i>'so that you know everyone, and everybody is very friendly'</i> .
Behaviour, in and out of classrooms	Behaviour is very good in lessons, assemblies, at lunchtimes and playtimes, and there is no oppressive behaviour. Pupils are extremely well mannered and helpful. They are very polite and welcoming to visitors.
Personal development and relationships	Pupils' personal development is very good. They respond very well to the good opportunities offered for them to show initiative and take responsibility for their own learning. Pupils have many opportunities to develop in maturity and confidence. The way they care about and help each other adds considerably to the outstanding school ethos. They undertake their roles of responsibility conscientiously and, through the school council, feel that pupils' views are taken into consideration and that <i>'they have a voice'</i> . Relationships are very good and pupils are very respectful of others.
Attendance	Attendance is just above the national average. Pupils are prompt in the mornings and lessons start on time.

Pupils show initiative and take on responsibility around the school. They are very polite and friendly. There are no significant weaknesses.

## TEACHING AND LEARNING

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

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

The quality of teaching is similar to the good standard described in the previous inspection. Virtually all teaching observed was at least satisfactory, about two-thirds good or better, and over a quarter very good. Good teaching was seen in each class. Children in Reception are taught very well and experience a good start to their school life. The teaching of English and mathematics is good for pupils in Years 1 and 2, and satisfactory for older pupils. The use of subject experts is leading to good teaching in science. The very effective organisation and use of parents led to very good teaching in the art and design session observed for Classes 1 and 2. In most lessons, basic skills, particularly aspects of literacy, are taught well, although more attention needs to be given to the quality of pupils' spelling. Resources, including support staff, are used to good effect. Occasionally, not enough attention is given to meeting the needs of the full range of age and ability within a class. Marking is quite variable. It is not always accurate and too many spelling errors are not noted. The lack of comments does not give guidance on how pupils can improve further. The good teaching is helping to ensure pupils' learning is good. Pupils show interest and concentrate well. Those

with special educational needs are well supported by teachers and other staff and, as a result, their progress is also good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum. It is broad and balanced, and enhanced by the inclusion of French.
Provision for pupils with special educational needs	Provision is good and the assessment of pupils with special educational needs is very well managed. Individual education plans are of very high quality. The match of pupils' work to their ability is better in English, mathematics and science than in other subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good, especially for the moral and social areas, which helps to promote high levels of understanding, respect and caring. Spiritual development is promoted well. The good provision for pupils' personal development has a significant impact on their attitudes to school and achievements whilst there. Pupils' cultural development is also well promoted, but there is not sufficient focus on preparing pupils for life within the multicultural society of the United Kingdom.
How well the school cares for its pupils	Staff know pupils very well and provide a caring, supportive and orderly environment in which pupils flourish. The procedures for ensuring the health, safety and welfare of pupils are very thorough. It is an extremely caring, family school, which provides very effectively for pupils' health, safety and welfare. Pupils respect the teachers who they find both <i>'fair and friendly'</i> , and feel encouraged to <i>'work hard and try their best'</i> . Assessment and tracking of pupils' progress are very good, and good use is made of the data obtained.

The school involves the community fully in its provision, and works very well with partner institutions. Personal, social and health education is good and organised effectively. A very good range of extra-curricular activities enhances the curriculum. The school involves parents in its work very effectively and provides them with very good information about their children's progress. The curriculum meets statutory requirements, but for geography it is not organised systematically.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management of the school are good. The headteacher leads the school very effectively, calmly and with determination. She has set a very clear direction for the school's future development and works in close partnership with staff and the governing body.
How well the governors fulfil their responsibilities	The governing body is very effective. Governors are very well organised and play a full and active role in setting the school's future direction.

<b>Aspect</b>	<b>Comment</b>
The school's evaluation of its performance	The school uses the results from National Curriculum tests and other assessments very well to track pupils' progress and its own performance. Co-ordinators are not involved enough in assessing the quality of teaching and learning in their subjects.
The strategic use of resources	The school makes satisfactory use of its resources. Grants, especially those for special educational needs, are allocated wisely and specialist staff for science, art and design, physical education and music are used very effectively in Classes 3 and 4.

The level of staffing is appropriate for a school of this size. Although the building has been much improved, the hall is too small for assemblies and for physical education in the older classes. The overall level of resources is adequate but there is not enough equipment for children in Reception to develop their physical, social and creative skills in the outdoor area. Principles of best value are applied very well. Resources for ICT, geography and music are inadequate. Governors have very good systems for evaluating best value.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Children's progress and behaviour are good.</li> <li>• Teaching in the school is good.</li> <li>• The school is approachable.</li> <li>• The range of activities outside of lessons.</li> <li>• They are generally well informed about their children's progress.</li> <li>• The school expects children to work hard.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> <li>• Children are helped to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework set.</li> </ul>

Inspectors support parents' positive views of the school. Children do like school, they behave very well and become mature and responsible. Their progress is good because of good teaching. Most pupils are expected to work hard. Teachers are very approachable and work closely with parents. The headteacher and governors provide very good management and leadership. Inspectors consider that the school sets suitable homework, and that the amount is similar to that in most primary schools.

## **PART B: COMMENTARY**

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

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

1. The number of pupils in each year group is often small and this makes the data for individual years unreliable. In addition, some pupils transfer to private education after Year 2; they tend to be individuals who achieved well in the National Curriculum assessments at the end of Year 2. Over the period 1998 to 2001, in National Curriculum tests, at the end of Year 6, pupils' results have generally been similar to or above the national average in English and science. In mathematics, results have tended to be about average or a little below. The overall trend since 1997 has been upwards, at a rate similar to the national improvement. Comparisons with similar schools are difficult because of the low pupil numbers. Generally, however, the school performs as well as schools with between eight and 20 per cent of pupils claiming free school meals. Inspection evidence demonstrates that standards are currently average in Year 6 in English, mathematics and science. This is confirmed by a preliminary analysis of the National Curriculum test data for 2002. The targets set for at least Level 4 attainment in English and mathematics reflect accurately individual performances. Taking into account the small numbers of pupils, there is no significant difference between the results of boys and girls.
2. Over the period 1997 to 2001, in National Curriculum tests, at the end of Year 2, pupils' average results were generally similar to or a little above the average in reading, writing and mathematics. Most pupils achieve at least the expected Level 2. The school generally achieves similar to, or better than, other schools with a similar proportion of pupils claiming free school meals. Teacher assessments in science indicated that, over the last two years, virtually all pupils achieved the expected Level 2 and, in 2001, almost a third the higher Level 3. Inspection evidence indicates that standards in reading, writing and science are above average, those in mathematics are average. Taking into account the small numbers of pupils, there is no significant difference between the results of boys and girls.
3. The previous report indicated that standards were mostly average in all subjects in both key stages. Exceptions were that in ICT by both Years 2 and 6, and in design and technology and music by Year 6, standards were below average. By Year 2, attainment in art and design was above average. Attainment by Year 2 is mostly similar to that reported previously, except that it is better in English, science, ICT and art and design. In Year 6, attainment is similar to that described previously, but better in ICT, art and design, design and technology and music. In both Years 2 and 6, attainment in geography is not as good as the curriculum is not organised with sufficient clarity.
4. Attainment on entry to the school is generally about average. Depending on their birthday, children join Reception part-time in September or January. They gradually become full-time during the first few weeks in school. These children are taught in a mixed-age class of Reception and a few younger Year 1 pupils. Children's progress in Reception is good overall, especially in the areas of literacy, science and creative development. Most children should achieve, or exceed, the standards expected by the time they enter Year 1. In communication, language and literacy, children achieve well. They listen carefully and most speak clearly and confidently. They handle books well and they know that words have meaning. Many children demonstrate good writing skills. They form their letters accurately, copy printing carefully and produce recognisable spellings of some common words. About half the children write simple sentences,

which make sense, and include capital letters and full stops. Children have a secure knowledge of numbers and most can count up to ten, or beyond. They have a good understanding of symmetry when colouring in butterflies. Children's knowledge of the world increases satisfactorily, and is likely to be at the expected level by the time they enter Year 1. They know about the characteristics of many different minibeasts and how they are found in different areas around the school. They handle the computer mouse with developing skill, and use the keyboard competently. In creative development, children's work is above the expected standard by the time they start Year 1. They use a range of media well, such as when using paint to illustrate the story of 'The Very Hungry Caterpillar'. Almost all children hold pencils, crayons, paint brushes and scissors with good control, but there are too few opportunities to develop physical skills associated with using large toys and wheeled vehicles.

5. Pupils in Year 2 are achieving above average standards in English and science, and average standards in mathematics and ICT. Pupils read accurately, with expression and a good understanding of what they have read. Writing skills of pupils are above average. They use correct punctuation and their handwriting is neat, with letters formed accurately. Speaking and listening skills are about average, with pupils able to explain their ideas to others in the class. Spelling, including some common words, is not consistently accurate. Pupils' mathematical knowledge is average. The majority accurately add and subtract numbers to 100. They know a suitable range of two-dimensional shapes. Pupils have accurate mental recall of basic number facts. Pupils' literacy and numeracy skills are developing well, and they are used satisfactorily to support learning in other subjects. In science, pupils' attainment is above average by the end of Year 2. Pupils develop particularly good scientific skills, and quite detailed knowledge of aspects of biological science. In ICT, pupils' work is average. They use the keyboard to input text, select different icons and control the mouse satisfactorily.
6. Pupils in Year 6 demonstrate attainment that is average in English, mathematics, science and ICT. Pupils' attainment in reading is good. They read with good understanding and accuracy. Writing is less well developed than reading, and is satisfactory overall. Inaccurate spelling often spoils pupils' written work. Speaking and listening skills are satisfactory. Pupils' literacy skills are used satisfactorily to support learning in other subjects. Pupils' mathematical knowledge is average. They have sound number skills and solve most problems accurately. Pupils' mental recall of multiplication facts is accurate. They draw and interpret simple block graphs, histograms and line graphs with accuracy. Numeracy skills, such as measuring and recording results, are used satisfactorily in science. Pupils' knowledge of science and their development of scientific skills are average. They understand that the uses of different materials are a reflection of their properties, and conduct tests to investigate these logically. In ICT, attainment is average. However, owing to the recent building work and the purchase of new equipment, some of the more advanced areas of ICT have not yet been developed sufficiently.
7. Throughout the school, pupils achieve mostly satisfactory standards, or higher, in other subjects. In art and design, in both key stages, pupils develop good skills. Throughout the school, a particular strength is the high quality three-dimensional work using clay. Good use of two-dimensional media results in attainment that is well above average by Year 2, and above average in Year 6. In geography, standards are below average and limited because of the lack of a carefully organised programme. As a result, pupils' geographical skills are not developed in a systematic way. In other subjects, where there is sufficient evidence, pupils achieve broadly average standards.

8. Pupils' achievement during their time in school is good because of the quality of teaching, which is good overall. Progress throughout the school is mostly good, but has tended to slow to satisfactory for pupils in Years 3 to 6. This is partly due to the difficulties of coping with the mixed-age classes. Recent staff changes are helping to improve the rate of progress for these older pupils. In the best lessons, teachers effectively challenge all pupils in the mixed-age classes because work is carefully planned, but there are still a few occasions when this is not the case. The use of specialist staff in science, music and physical education is helping to improve learning. The large number of parents, and other adults, is making a significant contribution to learning in the three-dimensional work in art and design. The school analyses the outcomes of National Curriculum and other tests carefully in order to identify the differences in performance between different groups of pupils. This enables the special educational needs co-ordinator to check her own estimates of how well pupils are doing and to set realistic targets for them in their individual education plans. The school's knowledge of its youngest pupils is extensive and means that children with particular needs or gifts can be identified at an early stage. Generally speaking, pupils with special educational needs make good progress, especially in English, mathematics and science. This is an improvement since the previous inspection. The progress of these pupils is illustrated by the fact that most achieve at least the expected Level 2 in reading, writing, mathematics or science by the end of Year 2 and, this year, virtually all achieved the expected Level 4 in English, mathematics and science by the end of Year 6. These pupils' good progress is associated with good teaching and effective support provided by classroom assistants. On occasions, the withdrawal of pupils for short spells of individual support can have a negative effect, as they are not integrated well back into the lesson on their return. Their progress is unsatisfactory in geography. No significant variations were evident in the attainment of boys and girls.

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

9. Pupils' attitudes to school and their learning are very good. They are happy and enjoy school. Some Year 5 pupils reported, *'everyone is really friendly'*, *'the education here is really, really good'*, and *'we like everything about the school'*. Pupils particularly enjoy practical lessons, where they are enthusiastic, eager to contribute and keen to participate in the different tasks and activities. During the craft afternoon, pupils eagerly applied themselves to new learning experiences, such as ironing 'bondaweb' pictures and cooking 'snail' biscuits. Pupils are equally enthusiastic about the out-of-school activities, such as rugby and the green club, with many of these activities over-subscribed. Parents are particularly pleased at the high expectations of staff, which promote pupils' personal development, and help their children to become mature and responsible.
10. The youngest children in the Reception class are developing very confident attitudes to school and their learning. They show a very positive approach both to work and within their relationships with each other. Good social skills are being developed as they explore new learning opportunities and engage in their different lessons and games. The children generally work and play well together sharing their resources. However, during the inspection, limited opportunities were offered to develop skills of co-operation through role-play. When they have opportunities to work independently, the children respond well, but few occasions were observed during the inspection week.
11. The standards of behaviour in and around the school are very good and have been well maintained since the last inspection. Parents commented on the high standards set, they feel that pupils know what is expected and any problems are resolved sensitively. The school has an orderly atmosphere and pupils are well aware of the school's rules

and ways of behaving. Pupils' respond positively to the reward system, which they feel acts as an incentive – *'it's good, if you work hard you get a certificate'*. Pupils are exceptionally polite and friendly, happy to talk about what they are doing and show their work to visitors. They report that the school is a happy and secure place with few incidents of bullying. If there is a problem, they know who to go to and are confident it would be dealt with properly. There is an absence of oppressive behaviour and a high degree of harmony exists between pupils of all ages. There have been no exclusions in the school.

12. Relationships in the school are very good, both between staff and pupils, and amongst the pupils themselves. Older pupils are very caring of the younger ones. The school works hard to promote tolerance and kindness for each other to ensure pupils do not feel excluded. Pupils with special educational needs are particularly well integrated into school activities. There are frequent chances for pupils to work together in pairs and small groups. Pupils co-operate well, and this harmonious atmosphere promotes a good working environment and makes a positive impact on learning. Pupils were observed interacting well when working on the computers, collaborating in music or practising their skills in physical education lessons.
13. The personal, social and health education programme identifies many opportunities for pupils to talk about important issues. This promotes a good moral code, enabling pupils to share their views and feelings, values and beliefs. The school promotes value and respect for each other, which is reinforced by the good role models of the staff. Opportunities to promote pupils' personal development are good but not consistently implemented. Lessons are frequently teacher focused with insufficient opportunities given for pupils' personal initiative. However, when situations are offered, they respond well. Pupils willingly undertake roles of responsibility around the school, such as acting as class monitors. In Year 6, pupils have wider responsibilities, such as acting as playground buddies and helping others or organising games. They help set up the hall for assemblies and look after the younger pupils during wet lunch and play times. The school council provides a valuable opportunity for pupils to air their views and become involved in the decision-making processes of the school. Pupils feel, *'they have a voice', 'we see things from a children's point of view... and can take ideas from pupils forward'*. They have seen definite results ensue from their ideas. An excellent fund-raising venture, involving a stationery stall organised by the pupils, helped to generate sufficient money to purchase the soap dispensers they wanted.
14. In most cases, pupils with special educational needs contribute fully to the whole-class teaching sessions because teachers take care to include them in their questioning, and learning support assistants quietly encourage them to think about the lesson and to offer answers. They try hard in their work groups, especially when the level of challenge is appropriate or when they are working directly with the teacher or another adult. Individual pupils also try hard when working one-to-one with a learning support assistant in the library. However, examples were seen during the inspection when pupils returned to the main lesson and were not included back into the group, and watched rather than joined in the rest of the lesson. Occasionally, they resent being withdrawn because they feel that they are missing an exciting part of the lesson. Gifted pupils have very positive attitudes to their work because they are actively encouraged to work hard, and teachers use the possibilities within mixed-aged classes to group them with older, more able pupils. Higher attaining pupils do not work enthusiastically when the work they are given is well within their capacity and they are not moved onto more challenging activities fast enough. The strong relationships between pupils with special educational needs and other members of the class are a particular strength of the school.

15. Attendance levels in the school at 94.8 per cent, with few unauthorised absences, are good, and slightly higher than those found in similar schools nationally. Many of these absences are as a result of parents taking pupils on holiday in term time. Punctuality in the mornings is good with most parents bringing their children to school on time. Attendance and punctuality are well monitored and the registration process provides an orderly start to the day.

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

16. Pupils are taught well; this is helping to ensure good achievement and pace of learning. Virtually all teaching observed was at least satisfactory, about two-thirds was good or better and a quarter very good. The quality of teaching is similar to that described in the last inspection report.
17. The teaching for Reception children is very good. They are taught in a class with a few pupils from Year 1. The two teachers, who share the teaching of the class, form an effective team. They work very closely with the learning support assistant to ensure that children progress well, and that their learning is carefully monitored. Careful attention is given to ensuring the needs of all children are met. Very good planning helps to ensure children's progress, as does the interesting ways in which the teachers introduce work. Learning becomes relevant as the teachers make strong links between different parts of the curriculum. In one literacy lesson, the teacher made very effective use of the book 'The Very Hungry Caterpillar'. Children's personal, social and emotional development is given good emphasis. In particular, carefully planned opportunities are provided for children to work on tasks without direct adult support. This encourages the development of co-operation. As a result, children concentrate and usually share resources well. However, during the inspection, there were insufficient opportunities for children to make choices about what to do or to engage in role-play. The teachers provide a wide range of activities, which effectively promotes learning in all areas. Especially good attention is given to the development of early reading and writing skills. Mathematical concepts, such as number and an awareness of mathematical terms, such as symmetry, are introduced systematically. A particular strength is the introduction of science activities that help to develop skills such as careful observation. Displays, such as a range of household items from the present day and the past, help to develop children's awareness of how changes have occurred over time. Good use is made of the assessments made of children shortly after they start in Reception. As children grow older, these are regularly added to. The very effective assessment and recording by the learning support assistant, for instance during whole-class activities, help to develop a clear picture of each child.
18. The quality of teaching in Years 1 and 2 is good, and that for pupils in Years 3 to 6 satisfactory. In most lessons, teachers meet the needs of the majority of pupils in the mixed-age classes effectively, but there are occasions when more able pupils need a greater challenge, or where more thought needs to be given to the needs of the youngest in the class. The teaching of English and mathematics is good in Class 2, which contains pupils from Years 1 and 2, and satisfactory for the older pupils in Classes 3 and 4. In other subjects, teaching in all classes is never less than satisfactory. It is good in science throughout the school. In the art and design afternoon for pupils in Classes 1 and 2, comprising Reception children and pupils in Years 1 and 2, teaching was very good. The specialist teaching of physical education was effective for the oldest pupils. The strengths of teaching are similar throughout the school. Pupils' learning in the lessons observed was good or better. This was because of the high proportion of good teaching which ensures pupils' good progress. Teachers' subject knowledge is usually good, and specialist knowledge of staff in science, music and



physical education is helping pupils' progress. Lack of depth in teachers' geographical knowledge limits development in this area. Mostly good planning helps to challenge pupils, but there are examples in most classes where more thought needs to be given to how to meet the needs of the wide range in each class. Literacy and numeracy are usually taught satisfactorily, or better, although not enough attention is given to ensuring that pupils' spelling is accurate. Literacy is used well in some other subjects, such as science, with a good emphasis on writing, as well as speaking and listening. The teaching of mathematics has been assisted by the introduction of the National Numeracy Strategy. Numeracy skills are, on occasions, used well in science where pupils collect and display data, although there are not enough opportunities for the interpretation of data. Opportunities to use numeracy skills are much less well developed in subjects such as geography. Expectations of pupils, in relation to behaviour, are high, and the management of pupils is good. In lessons that are satisfactory, expectations about the amount of work to be completed could be made more explicit.

19. A range of methods is used well, with examples of good cross-curricular links being made. Teachers use questions well and encourage discussion effectively. The high quality relationships between staff and pupils are strengths of many lessons. The pace of lessons varies and is usually satisfactory or better. Teachers know their pupils very well and there are many examples of the effective use of assessment during lessons. The quality of marking is satisfactory overall, but it is not developed sufficiently to help pupils understand how they can improve. This is especially evident for the oldest pupils. Expectations regarding careful and accurate spelling are not made clear, and many spelling errors are uncorrected. Occasionally, the corrections made by the teacher are not accurate. Homework, often linked to English or mathematics, is organised satisfactorily and helps to reinforce learning.
20. Pupils with special educational needs are taught effectively when teachers plan carefully for their needs and enable them to make good progress towards their targets. This is particularly the case in literacy, numeracy and science lessons where work is set at different levels. Work in other subjects in Years 3 to 6 is not so well graded and pupils are required to do as much as they can rather than being given tasks that have been set at the correct level of difficulty. Some pupils are reluctant to produce much written work, especially if they are aware of problems with their spelling or handwriting. All adults work well as a team to support these, and other, pupils. These pupils are usually supported effectively in the whole-class part of lessons and in small group work. Although the support given to pupils when they are withdrawn for additional help is effective, these pupils are not always integrated effectively when they return to the whole class. With this exception, all pupils are included in the wide range of activities offered. As a result, all pupils learn well and make good progress. There is good liaison between teachers and support assistants in whole-class lessons, and with the special educational needs co-ordinator in writing individual education plans. Learning support assistants provide a good balance of help and challenge. Individual education plans are well written and contain very precise, practical and relevant targets for each pupil to achieve. The standard of individual education plans has risen considerably since the previous inspection. The physical and learning targets within a formal statement are particularly well constructed and focused. Teachers recognise the needs of the gifted and talented by setting work at a higher level, and often enable them to work with older pupils.
21. The good teaching in the school is helping to promote good learning. As a result, most pupils make good progress by the time they reach Year 2. Similarly, after allowing for the pupils who leave after Year 2, pupils progress well by Year 6. Pupils invariably

concentrate well and work hard. Acquisition of new skills and knowledge is good across virtually all subjects.

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

22. Overall, the school provides a broad, balanced and relevant curriculum, which offers a good quality and range of learning opportunities to pupils and is enhanced by the inclusion of French. The provision for pupils with special educational needs is good throughout the school. Sex education is provided as part of a broader programme of personal, social and health education. Work in most subjects is usually interesting and varied, but sometimes does not challenge the full range of pupil abilities.
23. The previous inspection reported that, although the school provided a broad curriculum, there were gaps in teaching the full National Curriculum statutory Programmes of Study in some subjects which were not always taught in sufficient depth. The school has worked hard in the ensuing years to address most of these concerns, even though the variable number of pupils in each year group has been a limiting factor in ensuring subjects are taught in sufficient depth.
24. A suitable curriculum is in place for children in the Reception class. It covers all the areas of learning for children under six. They have good access to the curriculum and benefit from a wide range of activities. As pupils from Year 1 are also in the class, careful consideration is given to ensuring that Reception children have learning activities well matched to their needs. This means that, on occasions, they work on their own and, at other times, in mixed groups of Reception and Year 1. Good arrangements ensure that, after whole-class introductions, they generally have their own adult support, or tasks are so well organised that they can work independently, which promotes their personal development. The teachers give a strong emphasis to personal development. Aspects of physical development are limited owing to a lack of sufficient large ride-on toys, but all children attend swimming lessons during their time in Reception.
25. For pupils in Years 1 to 6, the school now offers a broad and balanced curriculum in all subject areas with one exception, geography, where the curriculum is not yet organised to ensure the systematic development of pupils' knowledge, skills and understanding. This affects the achievement of pupils in this subject. With this one exception, the quality of the curriculum and the range of learning opportunities offered to the pupils are good overall. The present curriculum provides a clear framework for the academic and personal development of pupils, and strategies for teaching numeracy and literacy skills are effective. The match of teachers and support staff to the demands of the curriculum is satisfactory overall and this assists most pupils to make at least sound, and often better, progress in most subjects as they move through the school.
26. The school successfully endeavours to ensure equality of access to the curriculum for all pupils so that they are included in all activities as far as possible and this is evident in the good provision for pupils with special educational needs. Individual education plans are well written in plain English and contain precise steps for improvement that pupils can achieve with effort. Plans are reviewed on a regular basis with parents and, where relevant, professional colleagues, so that the school can be sure that individual needs are met in the most effective way. The match of pupils' work to their ability is better in English, mathematics and science than in other subjects. Pupils generally have full access to the whole curriculum, although pupils feel that they miss important parts of lessons when they are withdrawn for brief periods of individual help with literacy or numeracy. In the best taught lessons, teachers take care to make sure the pupils catch

up quickly on their return, but this is not always the case. The curriculum and wider provision set out in a formal statement are fully implemented. The pupil concerned makes measurable progress against the targets and is fully included and welcomed in all aspects of the curriculum including physical education, sport and drama.

27. The provision for personal, social and health education is good overall. Pupils' personal development is very good. During the inspection, pupils were very polite and eager to be of assistance. They respected others and enjoyed each other's company and would happily help other pupils if the need arose.
28. The provision for extra-curricular activities is very good overall. Pupils have opportunities to take part in a wide range of activities, including residential and non-residential visits and also an extensive number of after-school activities, including guitar club, recorder club, sewing club and rugby club. During the inspection, pupils played rock and roll music on guitars with enthusiasm (and volume!) when taking part in an after-school club, and their enthusiasm and playing skills were evident even in the adjoining classroom.
29. The contribution of the local community to pupils' learning is very good. A local farmer lets the school use part of his land as its playing field. The school is looked on as an integral part of the community as a whole and plays a full part in village life, both in the villages of Winfarthing and Shelfanger, by working closely with parents, the church and other local groups. The school takes an active part in, for example, the Shelfanger flower show, and the headteacher attends Winfarthing parish council meetings on the school's behalf and is involved with the village hall committee.
30. Relationships between the school and partner institutions are very good. The school belongs to a cluster of local schools. The headteachers meet twice per term and teaching staff from the schools involved unite for in-service training. In addition, the schools join together for funding bids and have recently provided in-service training for learning support assistants in the use of ICT. Strong links exist with the John Innes Institute in Norwich, which are helping to extend pupils' work in science. There are close links with the nursery school that help children transfer confidently into Reception.
31. Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' spirituality is sensitively promoted through religious education lessons and the daily acts of worship. These provide a good foundation for pupils' spiritual development. As a church school, there are good links with both Winfarthing and Shelfanger churches where pupils regularly attend services and special events. The pupils have a good knowledge of Christianity and other major world religions, such as Judaism and Hinduism. Opportunities for reflection and the promotion of awe and wonder are developed and successfully promoted across the curriculum. This was seen in the pupils' pleasure at being able to create a ladybird on their computer screens, or their delight in seeing the hedgehog brought into the green club by the 'hedgehog lady'.
32. The school makes very good provision for pupils' moral development. Good standards of behaviour are expected in and around the school, together with a respect for others. Pupils help devise the class rules, which are prominently displayed in each classroom. These emphasise good behaviour and personal responsibility. The school aims to develop the children's spirit of co-operation with positive reinforcement. This is achieved through the awarding of certificates and stickers and the recognition at the weekly achievement assembly. Adults in the school provide good role models for pupils.

33. The provision for pupils' social development is very good. The school encourages pupils of different ages and abilities, including those with special educational needs, to mix and work together. This is particularly important in mixed-age classes. Social issues are considered within different areas of the curriculum. As part of a geography project, pupils considered environmental issues and then undertook a waste paper audit. This resulted in the school council voting to spend their funds on extra recycling bins rather than new music stands. Pupils help collect money and have undertaken sponsored events for charities, and the older pupils sing and play their recorders at the Diss Blind People's Social Club. This gives them an awareness of those less fortunate than themselves. Extra-curricular activities, such as the rugby club, help to develop pupils' team spirit, as well as their skills and abilities. Year 6 pupils enjoy attending a residential stay in Derbyshire with another school. This promotes their confidence and self-esteem and enables them to meet pupils they will be working with when they transfer to their secondary schools.
34. The good provision for pupils' cultural development is promoted both during lessons, and through various visits and visitors. These have included musicians and theatre and puppet groups. Pupils have the chance to learn to play a musical instrument and the choir has sung locally. Visits to theatres, museums and historic sights support many subjects across the curriculum. Pupils are fortunate in being able to learn both the French language and study aspects of French culture throughout the school. Some projects explore other European countries and pupils have attended a multicultural afternoon at another school. However, there is insufficient focus on preparing pupils for life within the multicultural society of the United Kingdom. The school has introduced a suitable policy for promoting racial harmony.

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

35. The school continues to provide a very caring and supportive environment. Its provision for pupils' health, welfare and guidance is very good and makes a significant contribution to their personal and academic development. Parents speak very highly of the school. They find the small family environment very friendly and feel that pupils are well supported and encouraged to develop their individuality. Teachers and their support staff know the pupils very well. They effectively monitor pupils' personal development and will act quickly when they see a need. The school seeks to ensure that pupils have equal opportunities. There are good systems in place to support the academic and personal development of pupils with special educational needs, and pupils make good progress.
36. Procedures for monitoring and promoting discipline and good behaviour and eliminating any oppressive behaviour are very good. This is reflected in the very good behaviour and orderly atmosphere in the school. The comprehensive behaviour policy provides clear guidelines and procedures for promoting good behaviour and dealing with any disruptive pupils or incidents of bullying. There is a good balance of rewards and sanctions, with staff offering a consistent approach to behaviour management. Pupils are involved in devising the rules and boundaries and know what is expected of them. They respond positively to the weekly achievement assembly where their successes, both inside and outside school, are recognised.
37. Procedures for monitoring and improving attendance are very good and reflected in the good levels of attendance in the school. Parents are regularly informed about their responsibilities regarding the need to ensure their children attend school regularly and promptly. They call in at the start of the day to inform the school when their children are

away ill. Appropriate links have been established with the education welfare officer who gets involved in following up cases where necessary.

38. The school has very good systems in place for child protection and ensuring pupils' health, safety and welfare. The school has appropriate procedures and guidelines for child protection and there is a named governor for this area. The headteacher has designated responsibilities for child protection and has undertaken recent updating training. Other members of staff have been similarly updated on changes to the legislation. Well-established systems are in place to take care of pupils who have minor accidents or fall ill during the day and there are effective procedures to meet the medical needs of pupils. All staff are suitably qualified to provide first-aid treatment.
39. There is a comprehensive health and safety policy, and appropriate procedures in place to address the issues of safety and security of pupils in and around the school. The headteacher and a governor from the premises committee undertake regular health and safety checks and risk assessments, and a recent external health and safety check was undertaken following the completion of the building works. Health and safety concerns identified during the previous inspection, and those relating to the car parking arrangements, have now been satisfactorily addressed. The governors undertake their responsibilities for health and safety conscientiously.
40. Teachers know their pupils very well, and care is taken to support all those who have special educational needs, including those who are gifted or talented. The provision for the pupil whose special educational needs are formally recorded in a statement is outstanding. Staff work very closely with external agencies and parents to ensure that the pupil concerned is happy in school. The greatest care is taken for the welfare, health and safety as well as for the academic, physical and social needs of this pupil. Care is taken to record the pupil's own view of the provision. The level of challenge is high, and staff make sure that the physical demands made are fair, realistic and in strict compliance with the requirements of the statement. The school's systems for assessing and identifying pupils with special educational needs are very good, and meet with the full requirements of the Code of Practice.
41. Assessment and tracking of pupils' academic progress are very effectively organised. Assessment procedures have been improved significantly since the previous inspection, which concluded that assessment procedures were unsatisfactory and record keeping erratic. The school has now developed a manageable assessment policy and presently has very good procedures for assessing pupils' attainment and progress in the core subjects of English, mathematics and science. These systems are used consistently and effectively throughout the school and have contributed to the maintenance and, in some cases, the improvement of standards by ensuring that any inferred weaknesses in pupils' achievements in English, mathematics and science are quickly identified and planning amended as a result. Although satisfactory, there is less emphasis on the use of formal assessment in other subject areas, for example history and geography, and this is an area for future development. Target setting is now well established and aids pupil achievement as it enhances assessment and allows pupils to gain some idea of their own learning. Systems employed by the headteacher to track pupils' progress as they move through the school are very good.

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

42. Parents have very positive views about the school. The school's partnership with parents continues to be very good and is one of the major strengths of the school.

43. The quality of information provided for parents is very comprehensive. Information regarding the school and its activities is detailed in the school prospectus and governors' annual report to parents. Regular contact is maintained with the parents through weekly newsletters, keeping them updated on forthcoming events and activities. Curricular information, including details of projects and topics to be covered, is displayed outside classrooms but is not always sent home. Parents appreciate the open door policy and the fact that the school is approachable and listens well to any suggestions or concerns. Parents are particularly pleased at the good teaching skills of staff, who treat pupils as individuals and recognise their strengths and needs. Parents have trust in the staff, and feel if they have any complaints these would be handled sensitively. Parents reported that they are kept well informed about the progress their children were making. The only concerns raised by a few parents relate to an inconsistent approach to homework. Parents of pupils with special educational needs are generally very complimentary about the support and help their children are receiving. The school actively involves the parents of those pupils who have special educational needs in the reviews of their progress. They are fully consulted whenever changes are made in the level of provision, and several are in at least weekly contact with the school.
44. Parents have frequent opportunities to speak with staff. There are informal times at the start and end of the day when teachers are in the playground. Parents of children in Class 1 are invited into the classroom at the start of each day. They are encouraged to share a book or join in an activity with their child before school. The consultation meetings with parents during the autumn and summer terms are always well attended. This enables class teachers to share with parents how well their child is doing, particularly at the summer meeting when the annual reports are discussed. The format of the annual reports is currently being revised to provide a clearer indication of what has been covered, pupils' progress and attainment. This is in relation to what is expected of a child that age, national averages and identifying targets for improvement. Details concerning the science curriculum and the National Numeracy and Literacy Strategies have been made clear to parents through workshop sessions.
45. The outstanding partnership with parents is promoted through the 'Partners in Learning' scheme. The significant contribution of parents who have become involved in their children's learning is having a positive impact on pupils' progress. The school warmly encourages parents to help out in the school, and is very fortunate in having a large number of committed adults who are volunteering to help in the classroom, with various group activities around the school or during school trips. Parents are well briefed for their tasks. Parental skills are sought to bear in such areas as sporting activities, leading painting, sewing or handicraft groups during the craft afternoons or helping with the computers. The large number of parents who are listening to pupils read on a regular basis is contributing significantly to the good standards of reading in the school. Parents are very supportive of the school and regularly attend assemblies on a Friday or other school functions such as plays and sports days.
46. Parents' involvement in the school through the Home and School Association (HSA) is making a valuable contribution to the school. The HSA is very effectively run by a committed group of parents, and successfully runs a number of fund-raising and social events each year. These are very well attended, and generate significant additional funds for the school. The money generated recently from the summer fete and Christmas Bazaar has been used to help complete the car park and purchase additional resources and equipment for the school. The revenue from the monthly cake sales helps to fund theatre outings for the pupils.

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

47. The school is well led and managed. The headteacher leads very effectively. She has been very successful in creating a clear vision for the school's future development and securing the commitment of the staff, governing body and parents to its achievement. Her style is calm, receptive but determined. She has managed recent staffing changes very effectively and is building a high performing team. She leads by personal example through her own teaching and her responsibilities for the co-ordination of work in English and special educational needs. The school's aims and values are strongly reflected in its daily work, and can be seen particularly in the high quality of relationships and improving attainment of all pupils.
48. The headteacher's past responsibilities for a class and the recent building work have limited the amount of time she has had available for aspects of her management role. Although she has observed each teacher at least once a term, she has not had enough opportunity to monitor the real quality of teaching and learning, especially in Years 3 to 6. Variations of practice, in marking and spelling for example, have gone unnoticed. She has also not been able to release other key staff to develop their roles in assessing standards, support colleagues by working alongside them, spread good practice or improve areas of weakness. As is inevitable in a small school, all staff carry several responsibilities in addition to their work with their own classes. This also limits their ability to give as much time as is ideal for monitoring and evaluating the school's performance in their areas of responsibility.
49. The governing body carries out its responsibilities very effectively. It now meets all of its statutory responsibilities, including those for staff appraisal and performance management. The minutes of the full governing body and committee meetings indicate that governors conduct their business in a well-organised and effective manner. They play an important role in shaping the school's future direction, and work very closely with the headteacher and staff to match the budget to agreed priorities for improvement in the school development plan. The plan has improved considerably since the previous inspection, although some of the success criteria are more concerned with producing policies than assessing the impact of their successful implementation on the quality of pupils' learning. Governors now have a very good understanding of the school's strengths and weaknesses through their meetings, and individual visits to the school and to classrooms.
50. The school has addressed all of the management concerns included in the previous report successfully. The recommendations in the auditor's report have been implemented, and the school is making effective use of a new computerised finance system. The headteacher and governors have monthly financial statements and match the budget closely to planned expenditure in the school development plan. Financial management is prudent and has included an appropriate carry-forward in the current year so that the impact of staffing costs can be spread over a full academic year. Governors have developed very efficient systems for ensuring that the school gives value for money. Specific grants are used wisely for their designated purposes, and the school is active in seeking additional sources of income with which to enrich its provision.
51. The school is effective in its use of new technology. The new office systems are in place, and the school's efficient secretary makes good use of computers and other equipment to make sure that the administrative systems run smoothly. She always has time to greet visitors and talk to pupils who come with messages, and plays an important part in projecting the school's positive image. The school makes appropriate use of modern security devices.

52. The headteacher acts as the co-ordinator for pupils who have special educational needs. She carries out the management and administrative responsibilities of the role very effectively and ensures that the provision is an integral part of the school's overall drive to provide the best quality education for each of its pupils. She knows all the families well and quickly establishes a fruitful partnership with the parents or carers of pupils who need additional support. She is supported very capably by an experienced member of the governing body who visits the school regularly, is involved where appropriate in the reviews, and reports formally to governors twice a term. Implementation of the new Code of Practice has been delayed due to staff illness at County level. Learning support staff are sufficient in number and have, or are receiving, appropriate guidance and training in order to fulfil their roles effectively. The main school accommodation is suitable for those whose mobility is restricted, and the school has been successful in acquiring specialist equipment to enable pupils to make good physical as well as academic progress.
53. There is an appropriate match of teachers and support staff to the demands of the curriculum. Pupils' learning, particularly in Years 3 to 6, benefits from specialist teaching in science, art and design, physical education and music. The arrangements for teachers' professional development are now well organised and all staff have job descriptions. The accommodation has been much improved since the previous inspection but the hall is too small for whole-school events, especially if parents are also invited, and for physical education by the older pupils. The heaters are now properly protected. The staffroom is inadequate because it is too small for teachers and support assistants to meet together. Although the overall range of learning resources is adequate, those for music, ICT and geography fall below requirements. Owing to the building work, it has not been possible to make sufficient use of new ICT equipment purchased recently.
54. The school is effective and provides its pupils with a good quality of education because pupils' achievements, attitudes and behaviour are good or better, the teaching is good overall, the quality of leadership and management is good and the school has improved considerably since its previous inspection. Despite the relatively high income per pupil, the school gives good value for money. This too is an improvement.

#### **WHAT COULD BE IMPROVED?**

55. The role of the co-ordinators, including the monitoring of teaching and learning by all staff, is not developed sufficiently. Standards of spelling are not high enough. The geography curriculum has not been systematically developed, and pupils' attainment is below the level expected. Marking and its use are not good enough, especially in Years 3 to 6. It has not yet been possible to use the new ICT resources sufficiently. The resources to promote Reception children's physical development, especially large toys and wheeled vehicles, are not adequate. Pupils' awareness of Britain's multiethnic society is not developed sufficiently.

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

56. In order to improve standards further, the headteacher, staff and governors should:
- (1) Develop the role of subject co-ordinators and the headteacher, in particular in relation to the monitoring and evaluation of teaching and learning by:



- a) reviewing the arrangements by which staff monitor the subjects for which they are responsible;
- b) establishing procedures by which co-ordinators are able to monitor and evaluate learning through the systematic review of pupils' work and by the observation of teaching.  
(Paragraphs 48, 79, 85, 97, 105, 107, 115, 119, 123)

(2) Raise standards in spelling by:

- a) introducing a clear range of procedures by which spelling is taught;
- b) encouraging pupils to use correct spellings in all their written work;
- c) ensuring that marking helps to raise pupils' awareness of their errors in spelling;
- d) consistently using the guidance provided by the National Literacy Strategy.  
(Paragraphs 5, 6, 18, 19, 20, 48, 74, 75, 78, 79, 90)

(3) Improve pupils' attainment in geography by:

- a) establishing a systematic geography curriculum which gives careful attention to the development of both knowledge and skills;
- b) developing a scheme of work, or other suitable planning material, to ensure that geographical knowledge and skills are developed as pupils move through the school;
- c) identifying opportunities in geography to promote the development of pupils' literacy and numeracy skills;
- d) providing in-service training to ensure that teachers' subject knowledge is sufficient;
- e) monitoring the impact of the revised curriculum in relation to the impact on pupils' geographical attainment.  
(Paragraphs 3, 7, 8, 18, 25, 41, 53, 65, 103, 104, 105)

Minor areas for consideration within the governors' action plan include:

- Ensuring that the quality of marking is better, and that it is used to help pupils understand how they can improve.  
(Paragraphs 19, 48, 73, 75, 77, 79, 83, 90, 92)
- Monitoring the use and impact of the recently purchased ICT resources on pupils' attainment.  
(Paragraphs 6, 53, 59, 65, 86, 102, 110, 111, 114, 115)
- Providing a greater range of resources to promote Reception children's physical skills.  
(Paragraphs 4, 24, 57, 61, 66)
- Improving the multicultural education of pupils to prepare them more effectively for life in Britain's multiethnic society.  
(Paragraphs 34, 93, 105)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	12	9	1	0	0
Percentage	0	26.7	40.0	30.0	3.3	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 three percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		103
Number of full-time pupils known to be eligible for free school meals		10

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		22

#### 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	4
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	5.4

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	15	16
Percentage of pupils at NC level 2 or above	School	100 (85)	94 (85)	100 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	12	15
Percentage of pupils at NC level 2 or above	School	100 (85)	75 (92)	94 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	100 (100)	50 (88)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	83 (88)	50 (100)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

\* Data omitted as there were fewer than 10 boys and girls in Year 2, and fewer than 10 pupils in Year 6.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	93
Any other minority ethnic group	2

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	22.4
Average class size	25.8

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

Total number of education support staff	5
Total aggregate hours worked per week	105

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.2
Number of teachers appointed to the school during the last two years	4.5
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

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2000/2001
	£
Total income	245,082
Total expenditure	239,938
Expenditure per pupil	2,580
Balance brought forward from previous year	26,873
Balance carried forward to next year	32,017

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	103
Number of questionnaires returned	51

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	0	2	0
My child is making good progress in school.	49	47	4	0	0
Behaviour in the school is good.	41	55	4	0	0
My child gets the right amount of work to do at home.	35	41	18	4	2
The teaching is good.	63	31	2	0	4
I am kept well informed about how my child is getting on.	39	45	12	2	2
I would feel comfortable about approaching the school with questions or a problem.	65	29	6	0	0
The school expects my child to work hard and achieve his or her best.	67	29	4	0	0
The school works closely with parents.	49	39	10	2	0
The school is well led and managed.	75	22	2	0	2
The school is helping my child become mature and responsible.	55	33	8	0	4
The school provides an interesting range of activities outside lessons.	45	39	12	2	2

## **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 previous report indicated that children made good progress in all areas, and achieved, or exceeded, the expected standard. This was due to consistently good teaching. Two teachers share responsibility for the class containing Reception children. The previous strengths have been maintained, and many areas improved further. The previous weakness relating to the number of wheeled vehicles remains. Reception children are in a class containing four Year 1 pupils. The exact balance varies from year to year owing to the variable number of Reception children entering the school. Reception children join the school part-time in either September or January, gradually becoming full-time over a period of a few weeks. At the time of the inspection, there were 21 children in Reception, including seven who were not of statutory school age at the beginning of the term. The school has made good progress in implementing the requirements of the Foundation Stage. Teaching is now consistently good, and much is very good. This results in children making good progress in most areas of learning, particularly in literacy, creative development and personal, social and emotional development. Almost all the children have attended nursery or other pre-school settings; many join the school from the nursery school situated very close to the school. Good links have been established with parents, with good opportunities for parents and children to join in Reception activities before they start. Daily contact is maintained once children start in Reception, and is aided by the use of homework and the support parents give at the start of the day. Children are familiar with the school before they start and they settle in easily.
58. Attainment on entry varies from one year to the next. Assessments, completed shortly after children start in Reception, show that attainment is average for children of their age. Well-organised, interesting activities, matched to the needs of the children, and sensitive support provided, mean that children make good progress across the majority of areas of learning. By the end of the Foundation Stage, the majority of children in Reception are likely to meet or exceed the Early Learning Goals.
59. The building work, which was finished only shortly before the inspection took place, has affected some areas of the curriculum, especially the use of ICT. As pupils from Year 1 are also in the class, careful consideration is given to ensuring that Reception children have learning activities well matched to their needs. This means that, on occasions, they work on their own and, at other times, in mixed groups of Reception and Year 1. Careful attention is given to children's levels of attainment in deciding these groups. This means that a particularly able Reception child joins in some challenging English work with the older pupils. Good arrangements ensure that, after whole-class introductions, they generally have their own adult support, or tasks are so well organised that they can work independently, which promotes their personal development. Partly as a consequence of the building work, there were relatively few opportunities observed for children to exercise some choice in their activities and to learn through structured play. The teachers give a strong emphasis to personal development.
60. Teaching is very good overall, and none less than satisfactory was seen during the inspection. The vast majority was good or better. The teachers are very skilful in meeting the needs of all the children in the class. Good arrangements ensure that Reception children have an interesting range of experiences. In all areas of learning, teaching is at least good. The teachers have good expertise and work together as a very effective team. They have a clear understanding of the needs of young children, and of



the national guidance. They are assisted by the positive contribution of a learning support assistant and, on occasions, such as the art and craft afternoon, by a large number of parents and other adults. The basic skills of literacy are very effectively taught; numeracy skills are taught well. The calm, quiet manner of both teachers helps to develop children's confidence at school. Firm management and high expectations of behaviour are also evident. The learning support assistant is an integral part of the provision and she supports children's learning very effectively. She is especially effective in contributing to the very good procedures for assessing children's progress. Children who have specific learning needs are identified and catered for within the teachers' planning. As a result, they have full access to all areas of the curriculum and make good progress in each area.

61. Accommodation has improved with a new area for activities such as painting and sand work having been established. The hall, which is used for indoor physical education, is quite small. Children have access to an outside area, which includes an adventure playground. There are not enough large toys or wheeled vehicles to promote the development of the associated physical skills, or those of sharing, co-operation and awareness of others. Apart from this, resources are satisfactory. The very good teaching and range of learning experiences prepare children well for the remainder of their time in the school.

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

62. When children enter the school, their attainment in this area is usually similar to that of most children of their age. Children's personal, social and emotional development is emphasised to good effect. They make good progress and almost all are likely to achieve, and in many cases exceed, the Early Learning Goals. This helps to ensure that pupils' attitudes in the remainder of the school are a significant strength. The good progress is due to very well-organised teaching and well-planned opportunities for children to work independently. Children are encouraged to take turns and work with a partner, including with older pupils, which they do confidently. Occasionally, such as when using the computer, children do not work as well together. Owing to interesting tasks, and a good range of resources to support the planned activities, children concentrate and persevere very well throughout the day. During direct teaching activities, the teachers use questions effectively and invite children to contribute their own ideas. When sitting on the carpet, children are encouraged to listen carefully to both the teacher and other children. Children behave very well and have positive attitudes to school. Following a religious education session in which children heard about Noah, the flood and God's promise after the flood, children produced their own promises. These showed a good awareness of how their actions can impact on others, especially those in their own family.

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

63. On entry to the Reception class, children's communication, language and literacy skills are similar to those of most children of a similar age. Teaching is very good in this area and children are supported very well. Children make very good progress and, by the end of the Foundation Stage, all will attain the Early Learning Goals, and many will exceed them in reading and writing. Children's speaking skills are about average, but most listen better than this. Good opportunities are taken by the teachers and other adults to increase the range and use of children's vocabulary when they are completing the wide range of tasks planned. This development of vocabulary extends within all areas of learning. The learning support assistant often discusses and explains words related to the work being done with the children in her group. Through the effective use of story

time and individual sessions with books, children make very good progress. They handle books carefully, know that the pages are turned from right to left and understand the difference between words and pictures. All children know that print carries meaning. They know a range of letter sounds and recognise them at the start of, within or at the end of a word. They use pictures well to sequence a story they have heard. About half the children read simple sentences well, talk about what they have read and build up words from the initial sounds. All children can write their own name. Most children copy letters and words written for them when they start school. They make good progress so that, by the end of Reception, many children write simple, understandable sentences, with spellings that are recognisable. The higher attaining children write complex sentences, and include some correct punctuation, such as capital letters and full stops. Assessment information is used well to organise activities. The arrangements for teaching literacy are very good. Whole-class teaching introduces children to important areas such as stories, words, letters, sounds and simple punctuation, and these are then emphasised in some of the small group activities. The teachers have carefully planned the literacy sessions so that children are well prepared for starting the more formal National Literacy Strategy early in Year 1.

### **Mathematical development**

64. When children enter Reception, their attainment is mostly average compared with that of children of a similar age. There is little high attainment. Provision for the development of mathematical skills, including number and associated language, is good. Teaching is good and the use of effective resources aids learning. Children make good progress and all should achieve the Early Learning Goals by the time they enter Year 1, and a few will exceed them. Through good teaching and well-organised practical activities, such as colouring in a butterfly to create a symmetrical pattern, children make good strides in their knowledge of mathematics. Simple counting and comparing numbers help children develop an understanding of numbers to ten and, for higher attaining children, beyond this. Counting songs and rhymes help this process. Children recognise and extend repeating patterns involving numbers, shapes and colours. Most children recognise flat shapes such as a square, rectangle and triangle. Effective use is made of mathematical language associated with length, height and symmetry.

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

65. Provision and teaching for children to develop knowledge and understanding of the world around them are good, and very good within the area of science. Children enter Reception with attainment that is about average compared with that of children of a similar age. They make good progress in most areas and, by the time they reach the end of Reception, most should attain the standards expected. In science, standards will exceed those expected. Through stimulating teaching, based on the story 'The Very Hungry Caterpillar', children gained a good understanding of growth, change and the variety of different organisms. The stick insects and caterpillars in tanks in the classroom help children understand that living things change as they grow. The outdoor area, with its wildlife garden and pond, is used very well to stimulate interest in nature. A good display of artefacts of household objects from the past and the present day help children understand that there have been many changes in the recent past. Geographical skills are being less well developed. Scrutiny of children's work did not reveal any plan drawings or simple map work. The journeys of 'Barnaby Bear' introduce children to locations away from their immediate environment. However, the postcards sent by Barnaby are not displayed next to an appropriate map. The building work has limited opportunities to use computers. Displays demonstrate good mouse control when producing pictures of snails. Children using the computer during the inspection

had a good awareness of the computer keyboard and the use of the shift and delete keys.

### **Physical development**

66. Teaching of some aspects of physical development is good and, by the time they reach the end of Reception, children achieve the Early Learning Goals related to handling scissors, pencils, crayons and paintbrushes. An outdoor area, immediately outside the Reception classroom, is available and used for independent activities, including riding on wheeled toys. During the inspection, inclement weather meant that no outside activities could be observed and there was no indoor physical education planned during the period. There are not enough large wheeled toys and ride on vehicles, and this restricts opportunities for children to co-operate, to become aware of each other's space and to develop the associated physical skills. Dexterity is developed well through handling objects, such as sand and puzzles. Opportunities are planned carefully for children to use paintbrushes, crayons, pencils and felt pens for making marks, writing or drawing pictures. Physical development is extended as children have access to swimming lessons.

### **Creative development**

67. Good displays of artwork demonstrate that children progress very well in this area. Very good teaching encourages children to use a variety of media, including paint, pencils, crayons and recycled objects. Of particular benefit is the organisation on one afternoon a week when children in Classes 1 and 2 combine for a wide range of creative activities. Many parents and other adults assist with this work so that children are taught specific skills in small groups. The quality of products produced, such as the sewing and clay work, is very high. Children's creative skills develop well as they develop control skills using pencils, paint and crayons for colouring in shapes and pictures they have drawn. In assembly, children join in the hymns with other children, and they sing counting rhymes enthusiastically at the end of a numeracy session. Although the home corner and a puppet theatre were on display, few role-play activities were observed during the inspection.

## **ENGLISH**

68. Overall standards are above average in Year 2 and are in line with national averages in Year 6. Standards vary considerably year-on-year as the size of the groups is often very small, and is the reason why the standards in the current Year 6 do not appear to be as high as those obtained in National Curriculum tests in the past few years. The majority of pupils have achieved the expected Level 4, and a few exceeded it. The current group of eleven-year-olds has improved on the standards in writing achieved in national tests four years ago when they were in Year 2, and have maintained above average standards in reading. This is commendable because they have had several changes of teacher and other disruptions. Standards in Year 2 have improved since the previous inspection. All pupils, including those with special educational needs or who have particular gifts with language, make good progress. This is an improvement since the previous inspection. The quality of individual education plans is much higher and pupils are fully included in all aspects of the work.
69. Standards of speaking and listening are in line with national expectations. Pupils in Year 2 talk confidently and clearly, and are developing an appropriate oral vocabulary. They usually listen carefully and reply suitably to questions. Pupils in Year 6 talk and listen confidently in a range of contexts. They take careful note of the views of others in

discussions. Standards of speaking and listening are strengthened through the school's approach to teaching French. Pupils listen intently because the teacher insists on accuracy in their replies and uses French as the language of instruction. Pupils make good progress in the lessons because they are intellectually challenged, there is a good variety of activity that keeps them alert and interested, and learning is fun.

70. Standards in reading are above average in Year 2 and Year 6, and have improved since the previous inspection. Higher attaining seven-year-olds read confidently, and correct their own errors as they go. They enjoy books, understand the difference between fiction and non-fiction and have made good progress during the year. Above average standards are maintained as pupils grow older. Pupils in Year 4, for example, read expressively and have a good understanding of the texts. Those with a particular gift for reading are actively encouraged to read challenging materials, but teachers ensure that the experience remains positive and enjoyable. Pupils in Year 6 also read at above average levels. They have a good understanding of the sounds letters make and tackle unfamiliar words confidently. Higher attaining pupils are mature adult readers, able to identify crucial features in a text when drawing conclusions and are developing very good research skills.
71. Standards are rising because pupils are taught basic reading skills effectively, are well supported at home and enjoy reading and talking about books. This was especially noticeable among the oldest pupils, all of whom are enthusiastic readers. Older, lower attaining pupils are encouraged to develop their reading through participation in drama. A good example was seen in Year 6 when a pupil who has difficulty in reading text was successful in reading his part in the play. He glowed and went on to improve his 'performance' in a later reading. Standards are also rising because pupils start each day with a short period of concentrated work on reading. This is very effective in the small groups working directly with the teacher or other adults, but is less so where unsupervised pupils have no real focus to their reading and tend to glance over the pages rather than work steadily to achieve a clear objective.
72. Standards in writing are above average in Year 2 and in line with national averages in Year 6. Seven-year-olds develop their ideas logically in a series of sentences, and enjoy writing stories and factual accounts about their discoveries, for example, in science. Capital letters and full stops are usually used accurately, and pupils are developing an appropriate range of interesting words to use in their speech and writing. Older pupils are reaching the standards expected for their ages. Year 4 pupils' books, for example, include interesting accounts of a visit to the Norfolk Show, good examples of persuasive writing about a proposed by-pass and amusing alternative endings to the story of Goldilocks. Pupils in Years 5 and 6 are developing a good range of imaginative vocabulary. Descriptive work on 'Creatures of the Deep', including a wide range of imaginative adjectives, and their poetry showed an awareness of poetic form and an enjoyment of words. Year 6 books do not contain many examples of the use of paragraphs, but most pupils use complex punctuation correctly and accurately.
73. Handwriting is practised regularly and pupils in Year 2 are making appropriate progress towards forming a neat, joined script. However, several pupils do not maintain the standard seen in practice books in their other work and some presentation is untidy. Standards in Year 6 are satisfactory and most pupils write in a fluent, joined and legible style, however handwriting practice books are often left unmarked.
74. Standards of spelling are not high enough in all parts of the school despite regular teaching sessions. Recent tests for seven-year-olds indicate that only two-thirds of pupils are reaching expected standards, compared with 95 per cent reaching the overall

standard for writing. Simple words are spelt correctly, but pupils are often careless, copy words incorrectly from one part of a worksheet to another or are content to get the word almost right rather than completely right. Teachers are effective in teaching new technical words, in science for example, but do not insist that these are learned and spelled correctly in the written work. Teachers use word and sentence work satisfactorily to reinforce accurate spelling of individual words, but pupils do not consistently transfer this knowledge to their other writing.

75. Pupils' spelling books indicate that pupils of different abilities or ages in some classes are given the same words to learn. Several examples were seen in older classes where pupils were required to use the word they had learned in a sentence in order to show that they understood its meaning. This is sound practice, but the standard of spelling in several of the sentences showed that middle and lower ability pupils had made basic mistakes in spelling words that were simpler than the target word from the spelling list. A typical example was 'I predict the futer said the magician.' In several cases, words that had been set for learning were spelled incorrectly in the test answers, but had been marked as right by the teacher. Other careless spellings, 'buisness' for 'business' for example, had also been marked as correct. This is unsatisfactory and does not help pupils to improve. The school's agreed policy is not followed in all classes because some staff have been appointed since it was agreed. There is no agreed policy for pupils to learn from their own errors, and pupils in Year 6 say it is over two years since they had a regular system for learning from their own mistakes.
76. The quality of teaching is good in Years 1 and 2, and is satisfactory overall in Years 3 to 6 where there was a very small amount of unsatisfactory teaching. The National Literacy Strategy has been introduced effectively, although some teachers are not making the best use of the extra time for reading that has been made available at the beginning of each day. In the best examples of the 'literacy hour', teachers make sure that the lesson moves along at a brisk pace by varying the activities and keeping pupils alert and interested. Paired work enables pupils with special educational needs to contribute ideas through the help of a friend, and higher attaining pupils spark ideas off each other, as when a Year 2 pupil rhymed 'antique' with 'week'. Older pupils are managed very skilfully with a mixture of firmness and good humour. They respond positively and get on with their work quickly. The standard of planning varies too much from class to class. In the best examples, the work matches the ages of the pupils as well as their levels of ability, but in other less successful examples, the planning is the same for all three age groups and pupils do not have achievable targets that they understand. Teaching is not effective when higher attaining pupils have to complete unchallenging exercises before moving onto more difficult work. Teaching is unsatisfactory when pupils have to sit and listen inactively for too long and pupils are unclear of what is required of them.
77. The quality of learning varies but is at least satisfactory and often good. Pupils learn effectively when they are intellectually or creatively challenged, as in the Years 1 and 2 lesson about rhyme. Pupils with special educational needs learn effectively when working with adults and when the tasks are set at a suitable level of difficulty and help them to achieve the targets in their individual education plans. The quality of marking varies too much from class to class. In the best examples, it is detailed and contains brief comments that praise pupils or suggest ways in which they can improve. In contrast, several older pupils' books contain examples of unmarked work or just a simple tick. This is unsatisfactory because the pupils do not know how well they are doing or what they should do to improve.

78. With the exception of the need to focus more on aspects of spelling, good use is made of the National Literacy Strategy to promote the development of pupils' literacy skills. They make good use of the skills they have learned in literacy lessons in other areas of the curriculum. Younger pupils, for example, have set out their own promises for improvement as part of the work in religious education and have written detailed observations of snails and other mini-beasts in science. Older pupils linked their artwork on the sea to poetry and stories of pirates. Appropriate use is made of ICT. Year 3 pupils learned to make compound words by cutting and pasting examples on screen and highlighting the different parts in alternate font colours, and Year 6 started to produce a three column leaflet for a production of *A Midsummer Night's Dream*. The curriculum makes a good contribution to pupils' personal development, especially in introducing them to some great literary works, poetry and in encouraging pupils to reflect on what they have read.
79. The subject is co-ordinated effectively by the headteacher. She has developed a very good range of strategies for measuring individual pupils' progress. These include careful analysis of test results and a file for each pupil in which one piece of work is placed each term. This gives teachers a very good indication of individual progress and helps to make target setting more accurate. However, her teaching and other commitments have not given her enough time to monitor and evaluate standards of teaching and learning in other classes in depth, or to make sure that school policies are followed in each class. This has led to different approaches in the various classes, particularly towards planning, spelling and marking. There is a good policy for English, based securely on national guidance. Resources are adequate.

## **MATHEMATICS**

80. Standards of attainment in mathematics at the end of both Years 2 and 6 are in line with national averages and the achievement of all pupils, including those with special educational needs, is satisfactory at the end of Year 2 and good at the end of Year 6, even though the standards of attainment of this age group have not risen in comparison to their previous attainment. The school, however, loses more academically successful pupils to private schools, especially after Year 2, and the remaining pupils achieve well. Most of this has been achieved because the school has successfully implemented the National Numeracy Strategy and this has resulted in the quality and range of learning opportunities for pupils in mathematics being good overall.
81. Standards have therefore been maintained, and in some ways enhanced, since the previous inspection, which reported that pupils made sound progress overall and that standards were then in line with national expectations at the end of both Years 2 and 6. In 2002, virtually all pupils in Year 6 achieved the expected Level 4. A few attained the higher Level 5.
82. Pupils are given regular opportunities to build up skills, knowledge and understanding in all relevant areas of mathematics as they progress through the school. Most pupils in Year 2 use mental strategies well to solve number problems and use standard units to measure length and mass correctly. They use common mathematical names to describe two- and three-dimensional shapes and gather information and record findings using simple lists, tables and block graphs. Some pupils work with simple fractions and recognise when two such fractions are equivalent. Most work contains evidence of a satisfactory to good level of understanding of, for example, recognising number sequences and inverse operations. During the inspection, Year 2 pupils were observed using mental recall successfully to add and subtract numbers up to 20. The class teacher also used analogies well in a number story about going to a bank to get more

money (addition) and then going shopping to spend it (subtraction). This aided learning and reinforced pupils' understanding of inverse operations.

83. Standards of work at the end of Year 6 are satisfactory overall. Nearly all pupils have a sound understanding of place value and solve number problems using the four operations of multiplication, division, addition and subtraction correctly. Most add and subtract decimals to two places and can use simple fractions and percentages to describe approximate proportions. The higher attaining pupils use brackets appropriately and also simple formulae involving up to two operations. From the scrutiny of pupils' work, however, it became evident that, even though work on shape, space and measurement was quite comprehensive, pupils had been given relatively few opportunities to develop their understanding of, for example, data analysis and the role of estimation in mathematics. There was also only limited evidence that a majority of pupils could interpret graphs and diagrams and draw conclusions. Even though pupils' work was usually of a good standard, marking of pupils' books was of variable quality and there was evidence of work sometimes being marked as correct when wrong.
84. The quality of teaching observed during the inspection ranged from satisfactory to very good. It was good overall, and consistently good in Years 1 and 2. In nearly all lessons, planning was effective, and resources used well. When teaching was very good, the subject knowledge and understanding of teachers were very secure and lesson planning included matching tasks to the differing abilities of pupils. Expectations were high and higher attaining pupils were sufficiently challenged. An example of very good teaching was observed during a lesson to Year 1 pupils on describing symmetrical patterns. Planning was detailed and the content of the briskly paced session was linked well to the previous experience and knowledge of pupils. The class teacher structured the lesson very well and her introduction to the topic was very clear and this aided pupils' understanding of both the content of the lesson and the nature of the tasks they were about to undertake. Good use was made of the very effective teaching assistant to help pupils who needed support and, by the end of the session, lesson objectives had been achieved, learning had taken place and pupils' work reflected this.
85. All classes contain pupils of mixed ages, sometimes from three different year groups and it was evident that, in some other observed lessons, pupils were sometimes either insufficiently challenged or found some aspects of their work too difficult. This led to missed learning opportunities and affected the overall progress of pupils and also had a negative effect on achievement. The subject is led and managed in a sound manner by the mathematics co-ordinator. The present scheme of work and related Programmes of Study are linked well to the National Curriculum. In many ways, they reflect the needs of the pupils and maximise the expertise of the staff, several of whom have been given recent opportunities for further professional development in teaching mathematics. Through group work and examples of mathematical investigations, the subject makes a satisfactory contribution to pupils' personal development. The co-ordinator monitors delivery of the subject only on an informal basis and does not presently observe lesson delivery. The school's assessment and pupil tracking systems are very good indeed. The whole-school system for the assessment of pupils' progress is used to both predict future targets and support pupils' learning and gives clear ideas as to standards. These very good assessment systems are being increasingly used to inform planning effectively.
86. Resources for teaching mathematics are adequate and cover all aspects of the National Curriculum Programme of Study. They are easily accessed and used well by all staff. Some of the more popular resources are very well used and are beginning to look their age! Pupils' attitudes towards mathematics are good throughout the school and they

enjoy learning about various aspects of the subject. The use of ICT to support the teaching of mathematics is limited. Although the school has programs to aid the development of some areas of mathematics, resources to cover other areas adequately are still developing.

## SCIENCE

87. The low number of pupils in each year group makes the analysis of assessment data unreliable. From 1998 to 2000, at the end of Year 6, attainment recorded in National Curriculum tests was above the national average. Those for 2001 were just below the average. There has been little difference in the attainment of boys and girls. This year, attainment is about average. Teacher assessments at the end of Year 2 indicated that, in recent years, almost all pupils achieved the expected Level 2, and about a third better than this. Pupils in Year 2 currently are attaining above average standards.
88. The previous inspection found that pupils attained standards that were average overall and that teaching was satisfactory or better, although there was some lack of depth. The improvement in pupils' results has matched the national improvement. As a result, most pupils achieve the expected Level 4, and a good proportion the higher Level 5. Inspection evidence confirms this picture. Teaching is now consistently good throughout the school. This is linked to the fact that two subject specialists in science teach all the science in Years 1 to 6.
89. By the end of Year 2, pupils have developed good knowledge and understanding about the science areas covered. They also demonstrate well-developed skills for scientific investigations. They have good observation skills and describe the life cycles of a range of organisms in good detail. They label the different parts of a plant correctly. Pupils tackle scientific investigations thoughtfully and in a logical way. They understand how to make the test fair. Their observation of the speed of movement of snails led to a good investigation about the relative speeds on different surfaces. The teacher ensured that the investigation followed pupils' ideas, but in a systematic, organised way. As the snails did not move in straight lines, pupils suggested the use of string to measure how far they had travelled. Good teaching is helping to ensure pupils learn a good range of scientific skills, and use correct scientific vocabulary. Suitable use is made of pupils' numeracy skills. The discussion following the snail investigation resulted in pupils suggesting that the results could be displayed as a graph. Pupils with special educational needs are supported well by adults or other pupils, and this helps them extend their knowledge and skills. They are encouraged to record their observations in a variety of ways, including drawings.
90. During Years 3 to 6, the teacher builds well on the skills developed by Year 2. The use of a subject specialist is already having a positive impact on pupils' progress, evident in the improving depth in the work. Pupils' scientific knowledge expands satisfactorily so that by the end of Year 6, attainment is about average. With the exception of a pupil with special educational needs, all pupils have attained at least the expected standard, and almost half higher than this. Very good attention is given to developing pupils' skills. Pupils in Years 4 to 6 approached an investigation, about materials, their properties and uses, in a very systematic way. They recorded their results using a suitable table. Pupils with special educational needs make similar progress to other pupils because they are given very effective support, and organised well in groups. A pupil, with a statement of special educational needs for a medical disability, was fully involved and used her scientific skills to good effect during the investigation. The written work of pupils often contains careless spelling errors of common words, as well as scientific terms. These errors are not corrected adequately.



91. Pupils enjoy their science, whether involved in discussions or practical activities. They share resources and tasks well, for instance when observing the snails' movement and recording the distances travelled, or when conducting the experiments to investigate the properties of materials. Their very good attitudes to science are evident in the concentration, effort and co-operation in practical work. Behaviour is very good in both whole-class and group activities. Pupils are keen to contribute to discussions.
92. The quality of teaching in the lessons seen was good and this helped to promote good learning by pupils. A feature of the work in Years 3 to 6 is that the teaching now goes into greater detail. Scientific skills are also taught well. The good level of subject expertise has a positive impact on the quality of teaching. Effective use of questions and practical tasks helps to interest pupils and aids learning throughout the school. In Years 1 and 2, pupils were fascinated because of the well-planned snail investigation. Pupils' learning is aided by the teachers' enthusiasm for science. Good use of relevant scientific vocabulary helps learning. Teachers throughout the school make satisfactory use of pupils' literacy skills to promote learning in science. Pupils are managed well. Marking is sound but does not help pupils to understand how they can improve.
93. The pupils follow a broad curriculum, which helps to ensure a good balance between the development of their knowledge and skills. The school bases its work on national guidance, related to a topic framework, and its own detailed planning. At times, the level of work has not been sufficiently challenging for the oldest, and higher attaining pupils in a class. Scrutiny of pupils' work shows that this is beginning to improve. Increasing use of numeracy skills is evident, but there are not enough opportunities provided for pupils to interpret data and graphs that they have not obtained themselves. Assessment is good. Pupils' knowledge is assessed very well, and the co-ordinator is developing a similar scheme to assess skills. Pupils' work in National Curriculum tests is analysed to indicate strengths and weaknesses, but not yet in sufficient depth. Science makes a good contribution to pupils' personal development. In particular, pupils are encouraged to work together, share resources and to experience excitement when carrying out experiments. Pupils in Years 1 and 2 were encouraged to consider the snails and not to scare them during the experiment. Opportunities to develop pupils' cultural awareness are not planned sufficiently. The subject is well led and the effective use of staff expertise is helping to raise standards. The introduction of 'microscience apparatus' has extended the opportunities for pupils in Years 5 and 6 to develop their skills. Close links with the John Innes Institute in Norwich have had a positive impact on provision in science.

## **ART AND DESIGN**

94. The previous report indicated that standards were above average by Year 2, and about average by Year 6. Pupils made good progress in Years 1 and 2, but it slowed later in the school. The art and craft sessions organised for pairs of classes were seen as very effective. Art teaching was described as very good in these sessions. This remains the case. The quality of art provision has been maintained, and improved further. Standards of attainment have risen.
95. All pupils, including those with special educational needs, make good progress and achieve well in art and design. By Year 2, progress across a wide range of two- and three-dimensional media is very good and pupils achieve high standards. Glazed clay work, printing, collage and sewing all reflect this level of progress. From an early age, pupils demonstrate a good range of skills because of the emphasis given to the good use of paint. Teachers help to make art and design work relevant to other areas of the

curriculum. This was evident in the records following a visit to Lopham Fen. Good painting skills were evident when pupils used Monet's style to recreate his picture of 'Apple Trees in Blossom'. The quality of teaching in the art and craft afternoon, which involved many parents and other adults, was very good. The small groups meant that each pupil had specific, individual attention. The session also made positive contributions to design and technology, ICT and science. Pupils also clearly enjoy their art and take considerable care in their work.

96. By Year 6, pupils use a wide range of materials, such as paint, chalk, pen and ink, pastel and wax resist, to good effect, and attainment is above average overall. Although only one lesson was seen, it is clear from the mainly good quality work that teaching is better than satisfactory for most aspects of art and design. Following a visit to the Sainsbury Centre for Visual Arts, pupils produced good pictures using different media on the theme of the sea and boats. The high quality glazed, painted, intricate clay work on display is outstanding. Pencil sketching and observational drawing skills are less well developed and are satisfactory. This work, mainly within pupils' sketchbooks, shows least improvement. Pupils' work generally indicates good attitudes and interest. During a lesson, pupils in Years 3 and 4 concentrated well when producing cold or warm colour sequences. A few pupils made good use of ICT to create their colour sequences. This lesson also included the effective use of the works of Constable and Herbin to illustrate the use of contrasting colours and shapes when building up a picture. Learning is aided by an art and craft afternoon that follows a similar pattern to that seen in Classes 1 and 2. The organisation of art afternoons and the support available help gifted, artistic pupils to make good progress.
97. The art and design curriculum is good, with attention being given to a wide range of two- and three-dimensional media. The time allocated to art and design is used very effectively. Good use of art and design is made to enhance learning in other subjects, such as illustrations of life in Victorian times. Assessment procedures are satisfactory, being linked to specific objectives for each area of work. Art and design makes a positive contribution to the personal development of pupils. They consider and reflect on the work of a wide range of famous artists, such as Monet, Constable and Herbin. Pupils in Years 1 and 2 listened to Saint-Saens' 'Carnival of the Animals' and then produced paintings of some of the animals as part of a look at the use of camouflage. Pupils are introduced to art from other cultures, such as Chinese tangrams. The co-ordinator, who left the school recently, has led the subject well. At present, there is no named co-ordinator for the subject. Resources for clay work are very good. The kiln is located in a closed outside room that is very difficult for pupils to access and the school enforces strict safety measures when the kiln is in use. Resources are used well and contribute positively to the standards achieved.

## **DESIGN AND TECHNOLOGY**

98. Owing to timetabling arrangements it was only possible to observe one lesson in design and technology during the period of the inspection. Evidence drawn from both the scrutiny of pupils' work in books and on display and from a scrutiny of planning, indicates that standards of attainment in design and technology are in line with national expectations at the end of Years 2 and 6. The subject is satisfactorily covered during the course of the school year. The curriculum is planned in a satisfactory manner and most pupils, including those with special educational needs, make satisfactory progress in all year groups within the school. This represents an improvement since the last inspection, which reported that, although attainment at the end of Year 2 was in line with national expectations, overall attainment at the end of Year 6 was unsatisfactory because pupils had been given insufficient opportunities to construct and design. The

school has now met this concern in full and pupils are presently given regular opportunities to design and construct, as well as evaluate.

99. The subject is taught in a unique way in whole afternoon blocks when two classes combine to give pupils opportunities to take part in a variety of structured activities related to design and technology, art and design and science. During the inspection, Years 1 and Year 2 pupils joined Reception children in such an afternoon. Whilst groups of pupils worked with, for example, clay, designed and made models of drainpipes, baked biscuits and increased their stitching skills, other groups studied pond life and worked on painting using computer programs. The whole afternoon was very well managed and credit must go to the teaching staff involved for very good planning, organisation and delivery. Groups of pupils worked with parents, volunteers, teaching assistants and class teachers and the work that they produced, especially in modelling with clay, was of a good quality and highly impressive. In most groups, pupils were given good opportunities to design, make and evaluate their work but, in some instances, pupils just made things and sometimes teaching opportunities were missed to extend the more able pupils. Even so, the afternoon was very worthwhile and the end products provided evidence that most pupils had been given good opportunities to generate ideas, work with a range of tools and materials and also evaluate their models.
100. Pupils' work in design and technology is displayed around the school and in folders of photographs showing examples of pupils' previous work. These contained evidence that pupils in Year 3 to Year 6 had been given opportunities to build up their knowledge of construction, cookery, woodwork, sewing, collage work and clay work. Year 6 and Year 5 pupils use the design and make process in a variety of ways, and pupils' 'designing folders' contain evidence of satisfactory coverage of all aspects of the design, make and evaluate process. Pupils' attitudes towards the subject are very good and, during the one observed lesson, pupils were keen to explain and show off the things they had designed and made. They described design and technology as *'fun'* and *'really good'*. Their keenness in many ways reflected the enthusiasm of the teachers towards the subject.
101. Subject leadership and management are shared between all class teachers in the school. Teaching staff have received little in-service training in teaching the subject in recent years and use the expertise of parents and volunteers to enhance teaching of the subject. This works well and leads to overall satisfactory pupil achievement. Teachers assess pupils' progress on a regular basis and the monitoring and evaluation of teaching is carried out on an informal basis, partly because of the way the subject is taught!
102. Resources for teaching design and technology are good overall and they include a good range of construction kits. Most consumable and durable resources are located both within individual classrooms and in a central storage base. Links between design and technology and ICT are improving, and the school uses control technology although evidence of the use of computers to aid the design process was limited. Pupils are given structured opportunities to increase their knowledge, skills and understanding in the subject. The school's scheme of work, which is linked well to the National Curriculum, is comprehensive and provides a clear structure for progressive development in all aspects of the subject.

## **GEOGRAPHY**

103. The previous inspection report indicated that attainment at the end of Years 2 and 6 was about average, and teaching was satisfactory. The current position is not so positive.

Attainment is below the level expected because the curriculum is not organised in a sufficiently systematic way. The limited amount of teaching observed was satisfactory but there is not enough specific teaching or recording of geographical knowledge and skills. Resources are inadequate.

104. By the time pupils leave the school at the end of Year 6, attainment is below average because knowledge and skills are not developed systematically. Their mapping skills are below the level expected. Although pupils know about various locations in Europe and other parts of the world, opportunities to compare and contrast different areas are not developed sufficiently. In Years 1 and 2, pupils know some detail about the building of homes and are aware of a range of European countries. In Years 3 and 4, more detailed work for pupils has led to an understanding about different habitats, such as desert and tundra, and some of the geographical features associated with them. All pupils, including those with special educational needs, do not make sufficient progress. In the lesson observed, pupils behaved well and showed interest when discussing ways of reducing waste of the world's resources. Teaching within individual sessions is satisfactory, but teachers lack the detailed guidance to ensure pupils make adequate progress. Some of the materials used are not demanding enough and planning is not sufficiently detailed. Teachers' subject knowledge is not always extensive enough to allow topics to be developed in depth. There is only limited development of literacy skills, and opportunities to develop numeracy skills by extensive work using maps, the use of scales and comparing data from different localities are not evident.
105. The school recognises that the geography curriculum is not organised satisfactorily. Teachers introduce a range of geographical topics, but there is no clear curricular guidance to ensure that pupils' knowledge and skills are developed systematically as they move through the school. As a result, the topics offered to pupils lack coherence and important skills are given little attention. Assessment of pupils' work is related to the key purposes of each topic, but there is a lack of detail. The limited nature of the curriculum limits the opportunities for geography to make a greater contribution to pupils' cultural development, although recent work on various European countries is having a positive effect. The work in Years 3 and 4 raised important social and moral issues related to the use of the world's resources and care of the environment. The co-ordinator joined the school relatively recently and, because of her other responsibilities, has not been able to move the subject forward. There are few opportunities for her to monitor and evaluate teaching and learning in the subject.

## **HISTORY**

106. Owing to timetabling arrangements, it was not possible to observe any history lessons during the period of the inspection and therefore the overall standard of teaching of the subject could not be judged. Evidence drawn from a scrutiny of pupils' work and from planning, indicates that the requirements of the National Curriculum are being met and that standards of attainment in history at the end of both Years 2 and 6 are in line with national expectations. All pupils, including those with special educational needs, make slightly irregular but overall satisfactory progress in building up knowledge, skills and understanding in the subject as they move through the school.
107. Standards have therefore been maintained since the last inspection, which then reported that pupils' attainment at the end of Years 2 and 6 was in line with national expectations and that the progress of pupils in the subject was sound. It also commented that policy documents and planning were at an early stage and that there was no structure for assessing pupils' achievements. These concerns have now been partly met. The school has a history policy and follows a whole-school scheme of work.

Formal structures for assessing pupils' achievements have still to be put in place and, presently, assessment is only carried out on an informal basis. Monitoring of the delivery of the curriculum is also only carried out on an informal basis.

108. A scrutiny of pupils' work showed evidence of a build up of historical knowledge and understanding as pupils progress through the school, although evidence of the use of the local area to stimulate a practical approach to the teaching of history was limited. Pupils in Years 1 and 2 compare farming 'a long time ago' to modern practice. They study, for example, the career and life of Florence Nightingale and compare Victorian times to the present day. The work of Year 2 pupils contains evidence of a developing sense of chronology and a recognition that they live in a different way to people in the past. When comparing a Victorian washday to the present, pupils realise why people in the past acted as they did.
109. Year 3 pupils and many Year 4 pupils study the Tudors and ancient Egyptians. Their work is limited in both quality of content and quantity, and most is worksheet based with an emphasis on colouring in pictures rather than building up knowledge and understanding of the periods involved. Year 5 and Year 6 pupils work on a variety of topic areas including the Victorians, Aztecs, Incas and Tudors. Their work shows a good level of understanding of the periods and peoples they have studied and contains evidence of a structured approach to increasing pupils' knowledge of the history of both Britain and the wider world. The quality of written work is good overall and pupils describe historical events and periods and give reasons for main events and changes. Some pupils give reasons for the causes of change.
110. The leadership and management of the history co-ordinator are sound and have contributed to the maintenance of standards since the previous inspection. Resources for teaching history are, at best, satisfactory. They are easily accessed and cover all aspects of the National Curriculum Programme of Study. The use of ICT to support the teaching of history is limited and good quality resources, such as CD-Roms, are lacking. Links between history and other subjects, such as geography and art and design, are uneven.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

111. Standards in Years 2 and 6 are in line with national expectations. This is an improvement since the previous inspection when standards were below expected levels in all parts of the school, and were identified as a key issue for particular attention. Pupils are now making much better progress, especially since the school has been able to use its new computers and link to the Internet. Progress is also good because pupils are keen to learn, and remain attentive even when the teaching conditions in large groups make it very difficult for them to see the monitor screen or to have immediate opportunities to try out new skills for themselves. Progress has been held up in recent months by the building work and the disruption caused by dust and moving the computers. Pupils with special educational needs also make good progress because much of the learning takes place in pairs where pupils learn and practise together.
112. Pupils in Year 2 are familiar with computers and basic word-processing. They understand that technology responds to commands, whether it is the TV remote control enabling them to change the programme or using the computer mouse to select colours from a palette to draw and colour a picture on screen. They use a basic ICT language correctly, explaining, for example, that their unfinished work will be 'saved' in a 'file'.

113. Pupils in Year 6 handle and present text on screen effectively. They are familiar with the Internet, use a search engine to find new websites, and send e-mails to friends and members of their families. They are beginning to use the Internet to find information, and understand how large a part it plays in their lives, including shopping at a local superstore. They know that bar-codes and the strips on credit or debit cards carry information, and how shops use the data to draw cash from customers' banking accounts and maintain stock levels. They have a clear understanding of how information is stored on disks and CD-Rom, and explain why it takes much longer to scan a colour photograph than a black and white image. Good use is made of a range of programs. One group, for example, used a paint program to add ears to a 'clip-art' horse so that it looked like a donkey.
114. It was only possible to see a few examples of ICT skills being taught. Teachers are generally secure in their subject knowledge, but teaching is not fully effective on the occasions when they attempt to introduce new software to pupils before they fully understand its basic characteristics themselves. Their lack of knowledge does not give the pupils confidence. In contrast, where teachers are familiar with the potential of the software, pupils respond enthusiastically, learn quickly and are keen to try out their new skills. The school also benefits from the help of skilled parents. This enables pupils to make good progress because they sit with a knowledgeable adult for up to half an hour, learn new skills and have time to practise. The quality of learning in Years 1 and 2 is good. It is satisfactory rather than good in Years 3 to 6 because skills are not taught to a consistently high standard and opportunities for individual learning and practice are more limited. Some pupils become frustrated when the adults in the room cannot solve their difficulties.
115. The curriculum is being extended through the purchase of a more extensive range of suitable equipment. The control aspect of the subject, a weakness at the time of the previous inspection, is now beginning to be taught satisfactorily as the new computers and software come into wider use. The school has included the use of simulations in its longer-term planning, but has not yet been able to use suitable programs in lessons. Computers are located in all classrooms. This gives teachers opportunities to include ICT in their lesson planning in all subjects. There is a sound policy and a scheme of work based on national guidelines. There is now a knowledgeable co-ordinator who is putting together an appropriate plan for the subject's future development. This is an improvement. However, she is also responsible for two other subjects, and has no release time to work alongside colleagues who are less secure than her, or to monitor and evaluate the quality of teaching and learning. Similar concerns were also noted in the previous report.

## **MUSIC**

116. Standards in Years 2 and 6 are in line with national expectations, and have improved in Years 3 to 6 since the time of the previous inspection. Progress by all pupils, including those with special educational needs, is generally satisfactory and has improved considerably since a specialist teacher became responsible for teaching the older pupils. Individual pupils make good progress in singing and when learning the recorder or guitar.
117. The quality of singing is high, especially by older pupils, but is not always evident in assemblies. Pupils respond directly to good teaching, and the quality of phrasing and ability to stay in tune improves noticeably when pupils have 'warmed' their voices, relax and start to hear their own parts within the whole melody. They enjoy singing in parts, and Year 6 pick out the descant quickly and confidently in familiar hymns and songs.

Recorder players and some guitarists sight read accurately, following the basic notation. Pupils with special educational needs take a full part in lessons and enjoy playing percussion instruments as part of a wider group of musicians.

118. Pupils listen attentively in assemblies and in music lessons. A good example was seen in Class 4 when they listened to the Overture to A Midsummer Night's Dream, a text the class has studied in literacy lessons, and recognised the effect of the silences in the score as well as the major chords in setting an atmosphere for the play. Concern was expressed in the previous report about pupils' understanding of musical composition. This is now fully planned into the curriculum and older pupils have been composing suitable background music for the Year 6 leaving concert. Good use was made of ICT; pupils used their own keyboards to create mood music, experimented with a computer program to write a score and the teacher recorded work in progress so that the instrumentalists could listen to their performances on tape and discuss how they might be improved. Music makes an important contribution to the wider life of the school. Guitar and recorder clubs are popular and enjoyable extra-curricular activities for boys and girls. There are no satisfactory places in which to store larger instruments. The range of music that pupils hear, together with the opportunities to perform, make a good contribution to their personal development.
119. No teaching was seen in Years 1 and 2 during the inspection. A very experienced music specialist teaches the older classes, and the quality of teaching is consistently good. She has extensive subject knowledge and is a confident and accomplished musician in her own right. This gives great confidence to the pupils who respond readily to her high expectations of their performance or skills in composition. She is also an effective co-ordinator, and has identified the areas that need to be strengthened, including a revised policy. She has no release time to support colleagues, or to monitor the quality of teaching and learning in other parts of the school. The current level of resources, especially tuned percussion, is very limited. Many former instruments were broken and irreparable, and have been thrown away.

## **PHYSICAL EDUCATION**

120. The previous inspection indicated that pupils' attainment was about average and that they made satisfactory progress. The present picture is similar, but the recent appointment of a physical education specialist to teach the subject in Years 3 to 6 has the potential to improve this.
121. Owing to the organisation of the timetable during the inspection, it was only possible to observe physical education being taught to pupils in Years 3 to 6. Both lessons observed were linked to athletics skills but, owing to inclement weather, only one lesson took place on the field. Pupils in Years 4, 5 and 6 completed a series of jumping, throwing and running tasks. Good teaching emphasised how to improve performance and, in particular, the technique for throwing the javelin. Pupils made good progress in their throwing style, and most achieved broadly average performance levels in sprinting and the long jump. Almost all pupils completed a 40-metre sprint in between eight and ten seconds.
122. Pupils' response to physical education activities is generally good, although younger pupils were not so good when confined within the hall. The oldest pupils organised themselves very well outside, concentrating well on the tasks of measuring time and distances, and recording the results. Very good support was given to a girl with cerebral palsy when she attempted each of the events. The quality of teaching was good, but better when the field was used. In the hall, expectations regarding good behaviour were

not always made clear enough. A feature of the teaching was that time was taken to observe and then to step in to help improve particular skills. As a result, pupils' learning and performance are enhanced.

123. All areas of the National Curriculum, including outdoor and adventurous pursuits, are taught, thus ensuring pupils have the opportunity to develop skills across all areas of physical education. These opportunities are aided by a residential trip for junior pupils. Swimming is taught from Reception. For a small school, a very good range of extra-curricular opportunities is available. A recent success has been the school's entry into a rugby competition. Assessment of physical education is organised effectively, especially for athletics and swimming. The subject makes a good contribution to pupils' personal development, such as working as part of a team and co-operating in a range of activities. The recent appointment of a part-time specialist physical education teacher to teach pupils in Years 3 to 6 showed very good use of his skills. Resources are adequate, but the hall is very small and not suitable for the class of the oldest pupils. The headteacher has been acting as co-ordinator and, because of her many other responsibilities, she has not been able to monitor teaching and learning sufficiently. The new member of staff is to take over as co-ordinator next year. The outside area around the school provides a good resource.