

# INSPECTION REPORT

## **BACTON FIRST SCHOOL**

Bacton, Norfolk

LEA area: Norfolk

Unique reference number: 120781

Acting Headteacher: Mrs. J. Edwards

Reporting inspector: Mr. R. Fry  
21073

Dates of inspection: 25 - 27 November 2002

Inspection number: 248173

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

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## **Glossary**

Baseline assessment – tests for pupils when they join the school or in their first year.

Booster classes – extra classes provided for pupils in English and mathematics to help pupils to do better in the SATs tests.

Co-ordinator – teacher in charge of organising a subject, such as English or physical education.

Curriculum – everything the school teaches pupils in and out of class, such as English, science and health education, visits and visitors.

ICT – information and communication technology.

Key Stage 1 – pupils aged 6 to 7 years old.

Key Stage 2 – pupils aged 7 to 11 years old.

Multi-cultural education – for example, the study of the beliefs of different ethnic groups within the United Kingdom.

National averages – refer to National Curriculum test results and teachers' assessments in English and mathematics where there are national comparisons with all schools and similar schools in Years 2 and 6.

National expectations – most pupils are expected to reach Level 2 in all National Curriculum subjects at the age of 7 years and Level 4 at the age of eleven.

National tests – sometimes known as SATs, tests for all pupils 7, 11 and 14 years old.

Pupil – term used for a child of compulsory school age.

SATs – national tests for pupils aged 7, 11 and 14.

Scheme of work – courses of lessons in eg. English, for teachers to use when planning lessons. The school uses national guidance provided by the Qualifications and Curriculum Authority (QCA) to help them plan lessons for some subjects.

School development plan – set of plans that show how the school will improve over the coming year or longer, what its priorities for action are and how it will spend its money.

'Similar' schools – Schools are placed in groups for the purpose of comparing SATs results with other schools, based on the proportion of pupils eligible for free school meals. For example, one group covers schools who have 8 – 20 percent of pupils who are eligible for free school meals.

Tracking – word used to describe a method of recording individual pupils' progress.

## INFORMATION ABOUT THE SCHOOL

|                              |                                   |
|------------------------------|-----------------------------------|
| Type of school:              | First                             |
| School category:             | Community                         |
| Age range of pupils:         | 4 - 8                             |
| Gender of pupils:            | Mixed                             |
| School address:              | Walcott Road<br>Bacton<br>Norfolk |
| Postcode:                    | NR12 0EY                          |
| Telephone number:            | 01692 650240                      |
| Fax number:                  | 01692 650240                      |
| Appropriate authority:       | Governing body                    |
| Name of chair of governors:  | Mr. R. Seel                       |
| Date of previous inspection: | April 1997                        |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                      |                      | Subject responsibilities  | Aspect responsibilities  |
|--------------|----------------------|----------------------|---|--|
| 21073        | Roger Fry            | Registered inspector | Equal opportunities<br>Mathematics<br>Science<br>Information and communication technology<br>Geography<br>History<br>Physical education | What sort of school is it?<br>How high are standards? The school's results and pupils' achievements<br>How well are pupils taught?<br>How well is the school led and managed?<br>What should the school do to improve further? |
| 11439        | Jill Moore           | Lay inspector        |   | Pupils' attitudes, values and personal development.<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents?   |
| 22058        | Christine Richardson | Team inspector       | Special educational needs<br>Foundation Stage curriculum<br>English<br>Art<br>Design and technology<br>Music<br>Religious education     | How good are the curricular and other opportunities offered to pupils?   |

The inspection contractor was:

Lincolnshire Inspection Team

37 Park Drive  
Grimsby  
DN32 0EG

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## 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  |           |
| <br>  |           |
| <b>PART B: COMMENTARY</b>   |           |
| <b>HOW HIGH ARE STANDARDS?</b>  | <b>11</b> |
| The school's results and pupils' achievements   |           |
| Pupils' attitudes, values and personal development  |           |
| <b>HOW WELL ARE PUPILS TAUGHT?</b>  | <b>14</b> |
| <b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>                         | <b>16</b> |
| <b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>  | <b>18</b> |
| <b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>                                      | <b>20</b> |
| <b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>  | <b>21</b> |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>23</b> |
| <br>  |           |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>   | <b>24</b> |
| <br>  |           |
| <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b> | <b>29</b> |

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

### **INFORMATION ABOUT THE SCHOOL**

Bacton First is a school for boys and girls aged between four and eight years. The school educates pupils from Bacton and the surrounding area. It has 49 pupils on roll, including five children currently of reception age. Children's attainment on entry to the school is a little below that typical of young children nationally. Thirty three per cent of pupils have special educational needs, which is above average. Some pupils, for example, need extra help with reading, writing and mathematics skills. Twelve per cent of pupils are eligible for free school meals, which is a low average proportion. All pupils speak English and no pupils have English as an additional language. During the term of the inspection, the school was led by an acting headteacher.

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

Bacton First School provides an effective education for its pupils. The acting headteacher and staff have maintained the school's good provision during the period without a permanent headteacher. The school continues to be well managed by the teaching and support staff. The teaching is good and pupils learn well in lessons. Pupils' standards of work in English and mathematics over the last three years have been slightly above the national averages overall. Pupils in Year 2 this year are on course to attain above average standards in both subjects. Pupils with special educational needs make good progress with their work. The school makes sure it includes all pupils in everything that it does. Within the context of small schools, the school provides good value for money.

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

- Pupils' standards of work in English and mathematics over the last three years have been slightly above the national average overall.
- Pupils make good progress in lessons and achieve well.
- The teaching and learning are good.
- The acting headteacher and staff have maintained the school's good provision.
- Pupils' moral and social education is good.
- Links with parents are good.

### **WHAT COULD BE IMPROVED**

- Boys do not achieve as well as girls in, for example, reading and writing.
- The school's policies for discipline and special needs do not work well enough with a few pupils.
- The school does not have a permanent headteacher. Governors have had limited influence in some areas of the school's work, such as in forward planning.
- The school lacks termly plans in some parts of the curriculum, such as pupils' religious and multi-cultural education, for teachers to follow.

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

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

The school was last inspected in 1997 and progress with the key issues identified then has been good. Teachers keep better records of pupils' progress now when they hear them read. Many parents take an active part in helping their children to learn to read at home. The system for classifying books in the library has been made simpler and pupils have access to the library. The length of the school day has been increased and the proportion of time spent on different subjects is similar to national recommendations. Pupils of like age have equal access to all subjects. Planning of the curriculum has improved, but there is still work to do in developing detailed termly plans for ICT, religious education and pupils' personal, social and health education. The latest curriculum for young children has been put into action well.

There are other improvements. For example, the teaching is better and many lessons observed during this inspection were taught well. The school is better equipped for information and communication technology lessons. Teachers have put the many new school initiatives, such as the literacy and numeracy strategies, into place effectively.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

| Performance in: | Bacton compared with |      |      |                 |
|-----------------|----------------------|------|------|-----------------|
|                 | all schools          |      |      | similar schools |
|                 | 2000                 | 2001 | 2002 | 2002            |
| Reading         | B                    | C    | C    | C               |
| Writing         | D                    | B    | C    | C               |
| Mathematics     | A                    | B    | C    | D               |

| Key                |   |
|--------------------|---|
| well above average | A |
| above average      | B |
| average            | C |
| below average      | D |
| well below average | E |

Pupils' performances have varied considerably in the last three years. It is common for results to fluctuate from year to year in small schools because of the small numbers of pupils who take the tests, so the results in the table need to be treated with some caution. In National Curriculum tests in 2002, Year 2 pupils' standards of work in English were average compared with all schools and similar schools. In mathematics, results were average compared with all schools nationally and below average compared with similar schools. Teachers' assessments of pupils' knowledge in science showed standards were high. The table appears to show a decline in standards, particularly in mathematics. Last year's results (summer 2002) were not quite as good as those in 2000 and 2001 and they reflect the capabilities of pupils from year to year. Pupils mostly meet their targets set by teachers each year. Overall pupils achieve well. An important reason why pupils achieve well has been the effective way that teachers have used the national strategies for English and mathematics.

Pupils' work in Year 3 that was observed during the inspection matched the standards expected nationally in English and mathematics. Pupils were found to be making the progress typical of pupils nationally. Girls' standards of work are higher than those of boys, particularly in writing. Most pupils with special educational needs make good progress with their work throughout the school and they attain the targets in their individual education plans. Year 2 pupils' standards of work observed exceeded national expectations in English and mathematics and they are already making good progress. Pupils' work in all other subjects met national standards in all years or was higher. For example, swimming standards in Year 3 are good. In the Reception and Year 1 class, children attain standards close to those of children nationally and make good progress in all the 'Areas of Learning' they study. Young children become more confident and continue to learn many important skills, such as how to settle to tasks and to read and write.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Good. Pupils show a keen interest in school life and enjoy discovering new things. Most pupils listen attentively to teachers and to each other during lessons. Pupils' work is often well presented.            |
| Behaviour, in and out of classrooms    | Good. Most pupils behave well in lessons and at playtimes. Pupils work well together on shared activities. Movement around the school is also good. A few pupils tend to disrupt lessons on occasions in Year 3. |
| Personal development and relationships | Good. Pupils share their feelings and thoughts confidently. They enjoy the duties and tasks they have to do. Most pupils establish good relationships with everyone.   |
| Attendance                             | Satisfactory.  |



## TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 |
|------------------------|-----------|-------------|---------|
| Quality of teaching    | Good      | Good        | Good    |

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

The teacher's attention to young children's individual needs in the Reception and Year 1 class is good. Activities are varied, well planned and pupils learn to co-operate when they play together. Teaching takes full account of children's emotional and social needs. The teacher provides, for example, good practical activities in creative lessons and interesting lessons about counting in mathematics.

There is a purposeful atmosphere in classrooms. Teachers question pupils well during the oral parts of lessons and use this method to revise pupils' knowledge and to stimulate them. The basic skills of English and mathematics are taught well in literacy and numeracy lessons in all years. Pupils of similar capabilities are grouped effectively in Years 1, 2 and 3, for example, in mathematics lessons. They have different work that challenges them in most lessons. Pupils are usually managed effectively. However, at times, the discipline policy does not work well enough and lessons can be disrupted in Year 3, affecting some pupils' quality of learning. Pupils with special educational needs learn well because teachers and support staff meet their academic needs quickly, often in small groups. Support staff make an important and positive contribution to the teaching in all lessons. Teachers in the Year 2 and Year 3 classes share their expertise effectively by teaching the subjects they are expert in to the other class, so ensuring that pupils' education is continuous and coherent.

Pupils' capacity to learn is extended well in most lessons and their needs are met. Pupils were observed learning how to change the present tense into the past in their writing, consolidating how to test ideas fairly in science in Year 3 and playing imaginatively in Reception and Year 1.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | Satisfactory. The school gives high priority to teaching the basic skills of English and mathematics. Local studies about Bacton are interesting and informative. Pupils learn about a wide range of art and music. Several subjects do not have detailed termly plans. There are very few extra-curricular activities.  |
| Provision for pupils with special educational needs   | Satisfactory. Pupils make good progress towards the targets in their individual academic education plans. Support staff help pupils effectively in lessons and in small groups with their work. Pupils with behavioural needs do not always have their needs met.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. Pupils' moral and social education are strengths. All pupils have the opportunity to take part in everything that the school does. The social and moral tone of acts of collective worship is good and pupils learn, for example, how to say, 'Thank you.' Studies of the cultural diversity of Britain are limited.                                       |
| How well the school cares for its pupils  | Good. Pupils are well cared for each day. There are agreed procedures for assessing and recording pupils' knowledge and understanding in most subjects. The school helps pupils to develop as young people effectively. The school has good plans to adopt a more assertive approach. The school does not record health and safety matters in sufficient detail. |
| Partnership with parents  | Good. Many parents take a positive interest in the school.   |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Satisfactory. The school does not have a permanent headteacher. The acting headteacher and staff have maintained the school's good provision well. The prospectus is informative and helpful and there are many helpful policy statements.   |
| How well the governors fulfil their responsibilities             | Satisfactory. Many governors take an active role in helping to develop the school and are 'critical friends.' The chair of governors understands the school's strengths and what still needs to be done and has a wide ranging vision for the school. Governors have not been closely involved in preparing the school's development plans in the past and some health and safety records have not been completed. |
| The school's evaluation of its performance                       | Satisfactory. The acting headteacher and staff have accurately identified most of the areas that the school needs to improve. The school's development plan is used to check progress towards targets, but the priorities and costs within it are not always clear. The programme for checking teaching and learning has been limited this term.   |
| The strategic use of resources                                   | Good. The school has made good use of the money available to it and 'best value' is found for many purchases. There is a very good ratio of adults to pupils, which helps pupils make good progress. The school has a very small overspend that it intends to compensate for next financial year.  |

The accommodation is good and there are sufficient books and equipment for pupils to use in lessons. Teachers are well qualified and there is a good number of support staff, who work effectively. The caretaker looks after the building very well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifty two per cent of questionnaires were returned and 5 parents attended the meeting

| What pleases parents most  | What parents would like to see improved  |
|--|--|
| <ul style="list-style-type: none"> <li>• Children like going to school.</li> <li>• They make good progress with their work.</li> <li>• The teaching is good.</li> <li>• Most parents feel comfortable when approaching the school with a question or problem.</li> <li>• The school works closely with parents.</li> <li>• The school has high expectations of children.</li> <li>• The school helps children to mature and be responsible.</li> </ul> | <ul style="list-style-type: none"> <li>• The range of extra-curricular activities.</li> <li>• Books and equipment that interest boys.</li> </ul> |

The inspection team agrees with parents' positive views. Inspectors also agree that the range of extra-curricular activities is limited and that this aspect needs attention. Inspectors feel that the school has begun to address the needs of boys effectively and that there are adequate books and equipment for them.

## **PART B: COMMENTARY**

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

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

1. Children begin school with skills in the Areas of Learning that are a little lower than is typical of schools nationally. By the time they are five, most children have attained close to the expected standards in all areas. Those children with higher prior attainment attain above the expected standards, especially in literacy and numeracy. Children make good progress because, for example, the school has successfully introduced the recent national guidance for children of reception age. The teaching is good and pupils have work to do that matches their abilities. Young children become more confident and continue to learn many important skills, such as how to settle to tasks for periods of time and to read and write.
2. Pupils over the last three years have attained standards that are slightly above average at the age of seven in reading and writing. Pupils have achieved well. The present Year 2 are working at above average standards in all aspects of English and they are likely to meet the high targets they have been set. Standards of pupils in Year 3 this year are typical of pupils nationally. In 2002 boys' attainment in reading and writing was lower than that of girls and this has been the pattern over the last three years. Some differences between the performances of boys and girls were observed. Girls were observed working harder at times and with greater dedication. Results generally vary from year to year because of the size of the groups and because some year groups have a higher proportion of pupils with special educational needs or higher attaining pupils in them. Pupils with special educational needs in literacy achieve well because of the good teaching and support they receive. The good quality of teaching in all classes, the very good pupil to teacher ratio and the good support given to those pupils who need extra help with their work have had a positive effect.
3. Pupils' attainment in Year 2 this year in mathematics is above average and in Year 3 the standard matches national expectations. In the 2002 National Tests for Year 2 pupils, their mathematics standards were average compared with all schools. There appears to have been a decline in standards over the last three years, but there has been no decline in pupils' achievement in reality. The present Year 2 is likely to attain above average standards in 2002 and meet their high targets. Mathematics standards therefore have improved again this year in Year 2. There is, however, a significant difference between the attainment of boys and girls. Girls attain better than boys do. Overall since the last inspection there has been an improvement in the standards reached by pupils. Pupils now achieve well. The reasons for the improvement are that pupils with special educational needs receive good adult support and make good progress towards their individual learning targets. Pupils' learning is extended well in the ability groups and teachers make good use of the National Numeracy Strategy to guide their lesson planning.
4. The literacy and numeracy strategies have been implemented well. In numeracy lessons pupils write numbers in words accurately. Pupils used non-fiction books from the library during the inspection to a limited extent to find out information about other subjects. Pupils use their writing skills well in some subjects to communicate ideas. Pupils use their numeracy skills in other subjects to good effect. Pupils use dates in history lessons and study maps and measure distances in geography. Pupils use estimation and measuring skills effectively in design and technology. In science, tally

and bar graphs feature in pupils' work so that pupils can understand what they have found out better.

5. The school successfully uses ICT to support work in other subjects. Pupils are learning to use ICT as a useful tool. Pupils learn new features or processes that will help them in their work in the years to come. Year 1 pupils completed sentences and added their own ideas to a set of instructions. Pupils in Year 3 used ICT to show their results in a science lesson. Pupils put the results into a table and then used a basic spreadsheet program to graph results very clearly. In art, pupils produce attractive pictures depicting scenes from their geographical studies. They use computers to write short pieces, such as play scripts. Pupils have learnt to edit their work successfully as they write their ideas on screen.
6. Pupils' current attainment in Science in Years 2 and 3 this year is higher than the standards expected nationally and their achievement is good. In Year 2 in 2002, teachers' assessments found that pupils attained highly, and much better than in the previous year. An important reason for the higher attainment is that teachers exploit skilfully the particular interest pupils show in discovering things.
7. Standards of pupils' work in ICT match those expected nationally in Years 2 and 3 and pupils make satisfactory and improving progress. The school has improved the quality of provision since the last inspection. The computer facilities have made a positive impact on pupils' learning and pupils now build more systematically on their skills as they move through the school. At the end of Years 2 and 3, pupils attain the standards expected in the locally agreed syllabus for religious education and make satisfactory progress. Pupils in Year 2, for example, are aware of the importance of Jesus in Christianity. They understand that Jesus told parables to help people to know how to behave. Pupils recall stories and messages correctly and has a positive effect on their social and moral development.
8. Pupils' achievement is enhanced because in many lessons the teaching is interesting, practical activities are common and additional adults help pupils to understand new ideas. During the inspection, Years 2 and 3 pupils' standards of work observed were typical of pupils nationally in art, design and technology, geography, history, music and physical education. Pupils also showed, for example, good standards of work in observational drawing in art and in a swimming lesson. Pupils' drawing standards benefit from the good teaching. The provision of sufficient swimming lessons with an instructor at the nearby learner pool has had a very good effect on pupils' standards of work.
9. Pupils who have targets in their individual education plans to improve their standards of literacy and numeracy make good progress towards them. Pupils who have targets to improve their behaviour make satisfactory progress, but not in all lessons. There are lessons in which they make unsatisfactory progress because they still find it difficult to conform to what is expected of them. Additionally, there is a very small proportion of pupils with emotional and behavioural needs who do not have individual behaviour plans to help them make more progress in lessons. Good use is made of assessment information for identifying young children and pupils who need support in literacy and numeracy at an early stage, but this process of identification has not been as successful for pupils with behavioural needs.
10. Several issues have a negative effect on pupils' standards of work and their achievement. Teachers do not allow pupils enough opportunities to write their thoughts in their own words in some subjects. There are some differences between the

attainments of boys and girls that the school needs to address. Teachers do not always spend enough time ensuring that boys produce their work to a similar standard as girls. Unsatisfactory behaviour is contained but is not dealt with firmly enough. Teachers have not had enough guidance. The behaviour policy is not strong enough and the school does not always deal effectively with the resistance of some pupils, mostly boys.

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

11. Pupils' attitudes, behaviour and personal development are good. The school has sustained these aspects well overall since the last inspection. Most pupils are enthusiastic and listen well, show good levels of concentration and a desire to learn. There are a few pupils, most of whom are boys in Year 3, who do not behave well. They can on occasions disrupt lessons by talking amongst themselves and by acting in an immature way. This causes teachers to spend too much time managing their behaviour and distracts teachers from their teaching.
12. Teachers have discussed better methods for managing disruptive behaviour and the school is aware that there is a need for improvement. At present, the school does not have a strong enough discipline policy to help adults manage unsatisfactory behaviour. However, many examples were seen of pupils being excited by learning and co-operating well with teachers and other pupils alike. For example, Year 2 pupils showed very good concentration when playing musical instruments, and Year 1 and Reception pupils also concentrated very well in an art lesson. Pupils made good progress through the tasks set.
13. Relationships between pupils and teachers are good. Pupils comfort each other when things do not go as planned. They have learnt that it is all right to make mistakes and encourage each other to try again when things go wrong. Most pupils have good social skills and co-operate well. However, there is limited time for pupils to reflect on their actions, for example, in assemblies. A few pupils do not accept responsibility for their actions. The school does not have a written personal, health and social education programme for pupils.
14. Pupils' cultural development is satisfactory. They enjoy trips and visits within the local community and gain valuable experience exploring the local environment and culture. The nearby gas terminal offers financial help to the school and is an interesting place to visit. Pupils support many charities and there are visits to local churches for festivals such as Harvest and Christmas. School productions are well supported and children gain a sense of independence and confidence from performing in front of their families and the wider community. Year 3 go on a residential trip to Kingswood where they can rock climb and learn to canoe. Pupils have a satisfactory awareness of their own and some other cultures but their understanding of the diversity of cultures within the United Kingdom is limited.
15. Attendance is below the national average but it has improved this year. In such a small school, the absences of a few pupils affect the figures greatly. The school works well with the education welfare officer, and parents are aware of the procedures for reporting absences and follow them well. Some parents take their children away for holidays in term time but do seek the permission of the headteacher. The rules about such holidays are clearly explained in school documentation for parents. Registers are closed and marked properly and there is hardly any lateness. There were two short,

fixed term exclusions last year, both involving the same pupil who has now left the school.

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

16. The teaching is good and the standard has improved since the last inspection. The teaching observed ranged from satisfactory to very good. In 74 per cent of lessons the teaching was good and it was very good in nine per cent of them. No lessons were unsatisfactory. The overall good quality of teaching has a positive effect on the learning that takes place and the standards pupils attain.
17. Throughout the school, there are particular strengths in the teaching of basic skills in literacy and numeracy lessons and in the way teachers use their expertise across the school when they teach certain subjects to classes other than their own. The mixed age class is taught well and part-time teachers work closely together to provide a coherent curriculum for pupils at all times. The good quality of teaching has been maintained during the period without a permanent headteacher because all staff are now encouraged to take a share of the management of the school and do what needs doing. The acting headteacher has fitted in very well to the school's way of working and overall pupils' learning is good. Pupils enjoy school because the teaching is interesting. The school is generously staffed, which allows more than one adult to be present in lessons. Pupils make good progress because of this provision. They generally concentrate harder because their work is checked more often.
18. The teacher and teaching assistants in the Reception and Year 1 class work closely together and prepare children well for the National Curriculum in Year 1. Teaching and learning in the Foundation Stage is good in all the Areas of Learning. Adults make good use of praise and encouragement to make clear the reasons why a child has gained success. Children with special educational needs are identified quickly and children have individual education plans that are reviewed regularly. Day-to-day checks on children's progress, especially in literacy where teaching is often very good, effectively ensure that activities are carefully matched to children's abilities. Lessons are well planned and children enjoy their tasks.
19. Targets set in individual education plans for pupils with special educational needs are clear and achievable. Teachers and teaching assistants make good use of them in their planning for lessons. This process ensures that tasks are well matched to pupils' abilities. Pupils receive good quality support in lessons whilst working with the rest of the class and some have valuable additional support out of the classroom, individually or in small groups. The adult to pupil ratio is very good and is an important reason why pupils make good progress. Adults maintain good records of pupils' progress and there is regular liaison between staff to monitor and review pupils' progress towards the targets. However, the few pupils with behaviour difficulties do not always make satisfactory progress. Their special needs have not been fully assessed by the local education authority and since the last inspection the school has been slow to refer pupils for this assessment of their needs. Their attitudes and behaviour hinder their learning at times, the progress they make and the standards they attain. The behaviour policy does not give teachers enough guidance about how to teach pupils who have difficulty controlling their behaviour.
20. The teachers' management of pupils in Years 1 and 2 is good. The school's discipline policy works well for most pupils, who are clearly motivated to do well and gain rewards. Overall pupils' achievement is good across the school. However, in several

lessons in Year 3, a small number of pupils, mostly boys, were disruptive at times. The sanctions imposed for causing disruption, such as 'time-out' of the classroom, were not effective. Consequently, teachers have found themselves wasting some time repeating warnings and experiencing repetition of the same behaviour. The school's discipline policy does not clearly state the desired responses from pupils in all classes and how teachers are to achieve them. Teachers' expectations of behaviour are not consistent enough. Teachers sometimes do not expect enough from boys in Year 3, such as in their level of participation in lessons and in the amount of written work they produce.

21. The teaching of English is good. Teachers plan carefully to ensure that lessons build on previous learning and reinforce reading and writing skills well. Activities are often ambitious and enjoyable and teachers make clear to pupils what they are to learn in lessons. Teachers ensure that pupils have tasks they can do and plan group work for teaching assistants very effectively. Teaching assistants work well with teachers and support them by asking questions of pupils skilfully and helping pupils in their group to extend their thinking. Teachers mark pupils' work adequately and there are often comments to help pupils improve. The National Literacy Strategy has been implemented well. Pupils use their writing skills usefully in several subjects to communicate ideas but pupils' own writing is not always used enough in subjects such as history and geography. Pupils successfully learn to read and write, and to listen and speak in English lessons.
22. The quality of mathematics teaching is good. Teachers know pupils well and most pupils of all ages respond positively by showing good attitudes to the tasks given to them. There is a purposeful atmosphere in classrooms, which supports good learning. In Year 1, pupils learn to read times, comparing analogue clock faces and digital number displays. The teacher gives clear demonstrations and repeats the teaching points frequently and effectively. This approach to helping pupils learn is common in the school and is effective. Mathematics teaching is also effective because pupils are grouped according to their capacity to learn new ideas. Year 2 pupils consolidated their knowledge about fractions in groups. By the end of the lesson seen, all pupils understood what a half of an object is and what a quarter of something looks like. The teacher made very good use of practical activities to reinforce these two key ideas.
23. The teaching of science is interesting for pupils and the practical activities, which are common, help pupils understand new ideas better. Pupils discuss their findings and reach sensible conclusions. Pupils gain a range of knowledge and understanding, building on their experiences of the world. They learn about forces when pushing or pulling objects, they know which foods are good for them, and learn about properties of materials when choosing them for different purposes. Most pupils make good efforts to learn and show interest and good concentration.
24. The teaching and learning are also good in other subjects. Teachers plan stimulating lessons and make skilful use of the good quality resources in and around the school. There are many good links between subjects such as history, ICT and science. Teachers often make learning fun and pupils enjoy lessons. For example, pupils enjoy listening to music and join in any opportunity for singing with pleasure. Boys and girls join in well in assemblies. Lessons often proceed at a good pace and teachers manage pupils' behaviour calmly and effectively in the main.

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

25. The curriculum reflects the school's aims well and is satisfactory overall. There is a particular strength in the contribution that the local community makes to the life of the school. Since the last inspection there has been an improvement in the curriculum in that the national strategies for literacy and numeracy have been fully implemented and developed well.
26. There have been good improvements in the teaching and organisation of the National Curriculum since the last inspection. Enough time is allocated to all subjects in each year to ensure that the school meets all statutory requirements, including the teaching of religious education according to the locally agreed guidelines, and the arrangements for collective worship. There is no up-to-date policy for religious education. The school intends that there will be clear guidelines that show when each topic will be taught so that pupils' skills and knowledge build more systematically as they move through the school.
27. Teachers make good use of nationally recommended guidance for the curriculum and supplement it with the school's own guidelines for each subject. Subjects such as art and design and technology are taught in a stimulating way, with good attention paid to the development of skills and pupils' own ideas. Many of the topics covered in history and geography have a strong local flavour, which makes pupils' learning more relevant. Yearly planning is supported well by termly and weekly planning in most subjects, except in information and communication technology and religious education. The school is aware that the termly plans in these subjects should ensure that all parts of the subjects are taught at the right time so that pupils learn skills and knowledge more coherently. Teachers make good links between subjects in lessons, such as between history and art, design technology and numeracy and religious education and literacy.
28. Teachers plan their work systematically and well. Co-ordinators check that teachers' weekly plans are put into action and regularly examine pupils' work to see the progress they are making. Teachers' assessments of pupils' successes and failures in their work are used to amend weekly and termly planning, especially in English, mathematics and science. Teachers and parents are pleased with the new spelling programme which links pupils' reading and writing and see that pupils are making better progress because of this work.
29. The curriculum for children in the Foundation Stage (Reception class) is good. This is an improvement since the last inspection. It is planned carefully to make sure that every child experiences all the 'Areas of Learning' and there is a particular emphasis on developing children's use of language and in their social and personal skills. There is a wide range of opportunities for pupils to learn skills, such as painting and printing skills in creative activities. Adults prepare well and help children learn quickly.
30. The provision for pupils with special educational needs is satisfactory overall. The good provision for children and pupils who have special educational needs in literacy and numeracy has been maintained since the last inspection. However, a few pupils in Year 3 find it difficult to conform to the rules the rest accept and there has been a delay in producing effective behaviour management plans for them. The result is that these pupils make less progress than they ought in some lessons. Pupils of higher prior attainment usually have extension activities to ensure that they do not do unnecessary repetitive work.
31. Talks by visitors to the school and an interesting range of visits and field studies enhance pupils' learning well, but extra-curricular provision for pupils is unsatisfactory



overall. Parents feel that there are insufficient opportunities for clubs and the school is aware that this is an area for improvement. The content and organisation of the curriculum ensure that all pupils have equal opportunities to experience all that the school offers. Personal and social education is taught alongside religious education, on topics such as feelings and relationships. Lessons make sure that pupils develop their listening skills and work together co-operatively. There are no up-to-date written policies for personal, health and social education although the school has a suitable policy for sex education. Aspects of drugs awareness and healthy eating have been covered effectively in science and separate projects.

32. There are effective arrangements for children to visit the reception class before they start school and for the teacher to visit the playgroups. Links with the schools to which pupils transfer at the end of Year 3 are effective and the school has satisfactory links with cluster schools. An arts project, linking several schools nearby is to begin soon. The school has good links with the local community. For example, pupils visit the church for services and the minister comes to the school each week. Good links have been developed with the playgroup and local businesses.
33. The provision for pupils' spiritual, moral, social and cultural development is good overall. Pupils' moral and social development is good and their spiritual and cultural development is satisfactory. Standards are similar to those seen at the last inspection. Good story telling in assemblies makes a sound contribution to pupils' spiritual development, but there is little time given for reflection and consideration of the messages given or the questions asked by the adults taking the assembly. In religious education lessons, teachers ask probing questions and encourage pupils to reflect upon the stories Jesus told and their relevance today. Curiosity and interest are developed in subjects such as science and art. Pupils in Year 1 were fascinated by the way colours changed when they added more paint and wanted to find out how much light they needed to see objects. Examples of pupils' work around school make a good contribution to the school's supportive climate for learning.
34. There are shared rules for behaviour in each class that pupils have helped to write and pupils have a clear understanding of right and wrong. The school has a behaviour policy but there are not enough ways in it to help the few pupils who find it more difficult to follow the rules consistently. Teachers encourage pupils to express their views and consider moral aspects of people's behaviour in life and through stories and literature. They have great respect and admiration for the men who go out in lifeboats to save people. Pupils value the rewards they earn and the public recognition of their efforts in assemblies. They are pleased to earn points for their house and mark them on the charts. Relationships in the school are good and adults provide pupils with good examples on which to model their own behaviour.
35. There are carefully planned opportunities for pupils to work in pairs or groups in lessons. These encourage pupils to share ideas, discuss issues raised and support each other in joint tasks. Pupils work well together when using the computers and share their knowledge and skills confidently. Pupils raise funds for local, national and international causes. They contribute to the life of the school by clearing away efficiently after lessons and by collecting registers or taking charge of the music centre in assemblies. Visits to museums and places of interest provide valuable links with the outside world and increase pupils' knowledge of the area in which they live. These, and visitors to the school, make an important contribution to pupils' development and learning, as do involvement in productions and performances.

36. Provision for cultural development is satisfactory. Pupils have good opportunities to appreciate their own cultural and local heritage. In art and music they learn about the lives of famous artists and composers and in English they listen to, and read, a range of literature. They appreciate the visits of drama groups and enjoy their studies of the culture and traditions that were present in Ancient Egypt. Pupils study other faiths in religious education. Year 1 and Reception pupils celebrate many festivals from other religions during the year and end the school year with an exciting French week. However, the multi-cultural aspect of the provision is under developed and receives little attention. Their understanding of the diversity of cultures within the United Kingdom is limited.

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

37. There is a good atmosphere in the school and each day pupils are well cared for. Teachers and support staff manage pupils safely when playing outside. Teachers promote pupils' progress and efforts effectively in a variety of ways, for instance with house points, and by publicly celebrating their achievements in the Friday assemblies. Class rules are agreed at the start of each year; there is a reward board, a quiet table for children working alone, stickers for good behaviour and lunchtime staff may award two house points for good behaviour at their discretion. There is a high level of supervision and attention to safety when pupils attend swimming lessons. Relationships throughout the school are good overall.
38. There is a high level of adult support in classrooms, which stimulates and advances pupils' progress. After registration time most pupils settle quickly when lessons begin. The classroom assistants help pupils to gain organisational skills and support learning well. Parents and governors also help within school, and their support has a positive effect on pupils' output and on their desire to learn. Most pupils respond well when given the opportunity, for example, to take part actively in lessons. Although pupils learn from assemblies to appreciate that faith can be a good foundation for life, there is little time given for reflection and so opportunities for deeper thought are lost. A few pupils' behaviour is not good enough in assemblies and this is an area for urgent attention. They do not listen to what they are told and sometimes talk instead amongst themselves.
39. All staff know pupils well and the good relationships between adults and pupils with special educational needs ensures that learning usually takes place in a purposeful and inclusive atmosphere. Staff work well together to monitor and assess pupils' work and share information gained effectively. The school liaises well with other agencies and is in the process of implementing the new Code of Practice for pupils with special educational needs efficiently. The provision for pupils' academic needs is better than the support for pupils who do not behave well. A few disruptive pupils in Year 3, mostly boys, sometimes have negative attitudes that affect their attainment. The care for these pupils is lacking, in that their social and behavioural needs have not been met fully. There are no children with statements of special educational need. The school does not make best use of the support systems available to it to ensure that pupils with specific emotional and behavioural needs receive the help they need.
40. Reading records have improved since the last inspection, with the greater involvement of parents in their children's homework. Comment books are used well by parents to communicate with staff about work at home. Parents are happy with the care shown to pupils by the school.

41. There are many displays around the school that encourage pupils to keep healthy, obey the school rules, and to be alert to general dangers in life. The 'never/never' stickers remind them of the risk of going off with strangers. There are many opportunities for children to take on responsibilities and they are encouraged to help from an early age. They know that the last one out of a classroom switches off the lights and closes the door securely. They look out for each other holding the door open and ensure that everyone is safe and that there are no trapped fingers. There are limited opportunities in school for pupils' views to be heard. There is no school council and pupils do not discuss personal issues frequently in class.
42. Many outside groups come into school and the school makes good use of the local community to support projects within the curriculum and raise pupils' awareness of the world around them. For example, a local lifeboat hero's life was celebrated in a project recently, pupils visit the local church, and clergy regularly help within school. Pupils support many charities throughout the year.
43. The school's checks on attendance are good. The below average attendance figures in such a small school are explained by the absences of a very few pupils, most of whom have now left. The school works well with other agencies, such as the education welfare officer, to improve attendance and makes use of other support agencies when appropriate.
44. The school lacks written procedures for some aspects of its work. For example, health and safety procedures do not conform to legal requirements. Assessments of physical risk have not been completed for all aspects of school life, such as in the event of a fire, use and storage of substances and for school trips.
45. Overall, the school has satisfactory systems for assessment of pupils' attainment and progress. The school has good systems for assessing and recording pupils' attainment and progress in English and mathematics. Teachers, for example, highlight pupils' knowledge, skills and understanding in their National Curriculum records. They are satisfactory in other subjects. The first assessment of children's abilities (baseline assessment) takes place during the first term when children enter the school. Procedures for assessing children in the Foundation Stage are good. The teacher and assistant observe and record what children learn as they work. There are regular school based tests at the end of groups of lessons in many subjects, which give teachers a good idea of how well pupils progress from year to year. The school analyses results from all tests in English and mathematics closely to pinpoint areas of weakness in a particular area of the subjects.
46. The school makes good use of its assessment data. Some information helps teachers predict what standards pupils might attain as they progress towards Year 3. Other information is used to determine ability groups for English and mathematics within classes. In the Foundation Stage, the information gathered is used well to move pupils forward into the early stages of the National Curriculum. Assessments of pupils help teachers identify those pupils who find learning difficult and additional help for them is then provided.

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

47. Parents have positive views about the school. Links with parents are good and they have been maintained since the last inspection. Several help within the school and on trips and visits locally. Most parents help their children at home. Parents like the new

spelling and handwriting programme and their contribution to the school has a positive impact on their children's learning. Parents' concern about a possible lack of books and equipment to interest boys was not supported by the inspection team, but parents' concern about the lack of extra curricular activities was. The school does not offer sufficient extra curricular activities for its pupils.

48. Parents feel that their children like school and that they are making good progress. A few parents felt that they did not know enough about their children's progress, but they are given information frequently through parent-teacher interviews and annual reports. Parents are welcome in school to discuss any worries and they are offered alternative appointments if regular times prove difficult. The progress reports are very good. They make good general statements about the school curriculum at the beginning, but they sometimes use unhelpful jargon. The statements made by teachers about each subject and general pupil progress comments are very clear and helpful. Reports include areas for pupils to develop in the future at home and school. There is space for parents' comments and also for the children to plan their future progress in light of the reports. All pupils receive positive, helpful comments.
49. There are regular newsletters for parents that are clear, attractively presented and interesting. It is clear from correspondence sent to parents that the school values parents' views and that there is a good level of trust and friendship between school, parents and carers. The very good school prospectus contains all the statutory requirements and many of the recommended items too. It informs parents about the curriculum and also about all aspects of school life. The annual governors' report to parents has several items missing or not as clear as they might be:
- There is little mention of school security, eg. the front door arrangement for entry into school.
  - The statement of admission arrangements for children with disabilities does not comply with the legislation – the school only states that disabled children will be admitted if the school has the resources. (There is no disabled toilet facility or wheelchair ramp for the mobile classroom.)
  - There is no statement about how pupils with disabilities will be treated no less favourably or a statement about the school's accessibility plan for increasing disabled pupils' and adults' access to all parts of the school.
50. All parents have been invited to sign a home-school agreement. It clearly sets out responsibilities for the school and for parents and carers, but there is no section about pupils' responsibilities. Parents' open evenings to see their children's work are well attended. Parents of pupils with special educational needs are consulted as required. Parents know about their children's targets and are frequently involved in reviews of them. The school handles relationships sensitively thus ensuring pupils' good progress.

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

51. When the school was last inspected, Bacton gave good value for money. There have been many changes since 1997, and good progress with the key issues identified during the previous inspection. The school continues to give good value for money because pupils continue to achieve well and the acting headteacher and staff have shown considerable determination to keep the school moving forward during the period since the retirement of the previous headteacher.
52. The governing body makes a satisfactory contribution to the smooth and effective running of the school. The chair of governors and the governing body have recently written a very detailed vision for the school's future. They know many of the school's

strengths and weaknesses. The chair of governors has looked closely at the standards pupils attain and has drawn some important conclusions, such as that the school should market itself better in the community and tell everyone its good points. Governors know about pupils' standards of work and how much progress pupils make now. Some governors make regular checks on lessons and the feedback they give the school is informative. The school has received good support from the committees in many areas of its work, such as in making financial decisions. Governors have had too little to do with preparing the main priorities in the school development plan. The governing body therefore has not fulfilled all its statutory responsibilities. The school does not have any records of assessments of physical risk.

53. Governors have made every effort to appoint a permanent headteacher and continue to do so. Governors and the local education authority are working closely together to resolve the situation. Although the school has continued to improve, Governors are well aware that the leadership of the school is the main issue to be resolved in the coming months. A second acting headteacher has been appointed for next term. The acting headteacher has given the school a clear sense of direction during her one term in the role and has promoted a good working atmosphere. She has given much to the school during the term, such as an improved English policy and proposals about how the school might be organised in the future. The school's improvement since 1997 has been based on close teamwork amongst all staff, which they have continued during the period without a permanent headteacher. The acting headteacher has successfully devoted much time to ensuring that the school runs smoothly.
54. Strengths and weaknesses in the school's results and in teachers' assessments are evaluated carefully in, for example, English and mathematics. These analyses guide teachers' lesson plans effectively. For example, teachers revise some aspects of the curriculum more than others to consolidate pupils' knowledge and encourage their better progress. The school has identified many appropriate targets for development and has clearly been successful in meeting them over the years. For example, the strategies for literacy and numeracy work well in classes and the standards pupils reach are good evidence of this.
55. The school's development plan is inadequate and governors have not been sufficiently involved in its creation in the past. The priorities for the year form a small proportion of the document. There are few criteria for success. They are important because the school needs to know when it has achieved a target or not. Costs of each target are unclear. How targets will be achieved is not well explained. The acting headteacher has suggested a more suitable approach to planning that is worthy of consideration.
56. The co-ordination of many subjects is good. Co-ordinators have opportunities to develop teachers' quality of work and this is an area that the school intends to develop further. Teachers share their expertise amongst the classes and this approach has proved successful. Co-ordinators also provide useful ideas for their colleagues to use in their planning. Each co-ordinator is responsible for many subjects in a small school. However, each has an action plan for their responsibilities (they might in future be included in the school development plan) and they know what needs to be done next to improve how subjects are taught. One area, for example, is the better use and development of the site for science lessons.
57. Governors keep a very good check on the budget. The school follows the principles of 'best value' well. The school has a small planned overspend for this financial year only. Governors allocate funds to ensure that the school maintains its good provision. The school has a very good pupil to teacher ratio, which is one reason why pupils make

good progress. The use of resources, including funds for teachers' courses, is effective. Teachers have attended a range of relevant and useful courses that have assisted their teaching. The school administration is efficient and good use is made of new technology, such as an answerphone, to save time. The acting headteacher provided the inspection team with the up-to-date financial situation.

58. The co-ordinator for pupils with special needs has been in post for one term and is aware of the need for further development of the provision for pupils with emotional and behavioural needs further. The provision for pupils with special educational needs is discussed regularly at governors' meetings. Funding has been well spent on the provision of learning support assistants to work alongside teachers in each class to help pupils with special educational needs make good progress with their work.
59. The accommodation is good and the caretaker looks after it very well. The school has a good sized hall, sufficient classrooms and the library is easily accessible. Books and equipment for use in lessons are good. There is a generous allocation of well qualified teachers and support staff to meet the demands of the National Curriculum. All these features have a positive effect on pupils' standards of work.

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

**The key issues for the school to address have been recorded in extra detail so that the leadership and management of the school can progress faster during the period without a permanent headteacher.**

60. The governors, acting headteacher and staff need to:

- Raise the standards of boys' work, particularly in writing, by improving their attitudes to work through a stronger behaviour management policy and increase the quality and amount they produce in lessons. (paragraphs 2,3,10,12,19,20,21,34,38,69,77,81,90,101,108)

- Improve the behaviour of a minority of pupils by ensuring that their needs are assessed and met through the county's system for special educational needs. (paragraphs 9,11,19,30,39,58,101)

- Develop the leadership and management of the school by:

- appointing a permanent headteacher, (paragraph 53)

- increasing governors' involvement in strategic planning, (paragraph 52)
- clarifying the priorities for the next three years and how they are to be achieved in the school development, (paragraphs 55,56)
- meeting all statutory requirements for pupils' health and safety and in the annual report to parents. (paragraphs 44,49,52)

- Develop the curriculum by:

- writing termly plans for information and communication technology for all years and placing a greater emphasis on ICT skills in separate lessons, (paragraphs 27,104)
- writing termly plans for lessons for all years for religious education and pupils' personal, social and health education, (paragraphs 13,26,31,113)
- increasing pupils' knowledge of the cultural diversity of the United Kingdom, (paragraphs 14,36,113)
- making better use of the school's grounds, (paragraph 92)
- offering more extra-curricular clubs for pupils to join, (paragraphs 31,41)
- providing more large toys, such as wheelbarrows and prams, for children at the Foundation Stage to use outside of the classroom. (paragraph 68)

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 23 |
| Number of discussions with staff, governors, other adults and pupils | 25 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 2         | 17   | 4            | 0              | 0    | 0         |
| Percentage | 0         | 9         | 74   | 17           | 0              | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | YR – Y3 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 0       | 49      |
| Number of full-time pupils known to be eligible for free school meals | 0       | 6       |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y3 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 0       |
| Number of pupils on the school's special educational needs register | 0       | 16      |

| 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 | 5            |
| Pupils who left the school other than at the usual time of leaving           | 5            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 5.8 |
| National comparative data | 5.4 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.5 |
| 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 |
|  | 2002 | 7    | 8     | 15    |

| National Curriculum Test/Task Results       |          | Reading  | Writing  | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 6        | 6        | 7           |
|   | Girls    | 8        | 7        | 8           |
|   | Total    | 14       | 13       | 15          |
| Percentage of pupils at NC level 2 or above | School   | 93 (100) | 87 (100) | 100 (100)   |
|   | National | 84 (84)  | 86 (86)  | 90 (91)     |

| Teachers' Assessments                       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 6        | 7           | 7        |
|   | Girls    | 8        | 8           | 8        |
|   | Total    | 14       | 15          | 15       |
| Percentage of pupils at NC level 2 or above | School   | 93 (100) | 100 (94)    | 100 (88) |
|   | National | 85 (85)  | 89 (89)     | 89 (89)  |

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

**Ethnic background of pupils****Exclusions in the last school year**

| Categories used in the Annual School Census         | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British                                     | 66                   | 2                                 | 0                              |
| White – Irish                                       | 0                    | 0                                 | 0                              |
| White – any other White background                  | 0                    | 0                                 | 0                              |
| Mixed – White and Black Caribbean                   | 0                    | 0                                 | 0                              |
| Mixed – White and Black African                     | 0                    | 0                                 | 0                              |
| Mixed – White and Asian                             | 0                    | 0                                 | 0                              |
| Mixed – any other mixed background                  | 0                    | 0                                 | 0                              |
| Asian or Asian British - Indian                     | 0                    | 0                                 | 0                              |
| Asian or Asian British - Pakistani                  | 0                    | 0                                 | 0                              |
| Asian or Asian British – Bangladeshi                | 0                    | 0                                 | 0                              |
| Asian or Asian British – any other Asian background | 0                    | 0                                 | 0                              |
| Black or Black British – Caribbean                  | 0                    | 0                                 | 0                              |
| Black or Black British – African                    | 0                    | 0                                 | 0                              |
| Black or Black British – any other Black background | 0                    | 0                                 | 0                              |
| Chinese   | 0                    | 0                                 | 0                              |
| Any other ethnic group                              | 0                    | 0                                 | 0                              |
| No ethnic group recorded                            | 0                    | 0                                 | 0                              |

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y3**

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | 3.4 |
| Number of pupils per qualified teacher   | 14  |
| Average class size                       | 16  |

#### **Education support staff: YR – Y3**

|   |    |
|---|----|
| Total number of education support staff | 4  |
| Total aggregate hours worked per week   | 74 |

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

|  |   |
|--|---|
| Total number of qualified teachers (FTE) | 0 |
| Number of pupils per qualified teacher   | 0 |
| Total number of education support staff  | 0 |
| Total aggregate hours worked per week    | 0 |
| Number of pupils per FTE adult           | 0 |

*FTE means full-time equivalent.*

### **Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years     | 1 |
| Number of teachers appointed to the school during the last two years | 1 |

|  |   |
|--|---|
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*

### **Financial information**

|                |            |
|----------------|------------|
| Financial year | 2001/2002* |
|----------------|------------|

|  | £      |
|--|--------|
| Total income                               | 182458 |
| Total expenditure                          | 181173 |
| Expenditure per pupil                      | 2745   |
| Balance brought forward from previous year | 4950   |
| Balance carried forward to next year       | 6235   |

\* figures relate to the last full financial year

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 48 |
| Number of questionnaires returned | 25 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 84             | 12            | 4                | 0                 | 0          |
| My child is making good progress in school.  | 40             | 56            | 4                | 0                 | 0          |
| Behaviour in the school is good.   | 32             | 60            | 4                | 0                 | 4          |
| My child gets the right amount of work to do at home.                              | 36             | 52            | 12               | 0                 | 0          |
| The teaching is good.  | 56             | 36            | 4                | 4                 | 0          |
| I am kept well informed about how my child is getting on.                          | 56             | 36            | 8                | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 72             | 24            | 0                | 0                 | 4          |
| The school expects my child to work hard and achieve his or her best.              | 56             | 36            | 0                | 4                 | 4          |
| The school works closely with parents.   | 68             | 20            | 12               | 0                 | 0          |
| The school is well led and managed.  | 52             | 36            | 0                | 0                 | 12         |
| The school is helping my child become mature and responsible.                      | 60             | 32            | 4                | 0                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 20             | 32            | 16               | 16                | 16         |

### Other issues raised by parents

Parents asked inspectors to comment on the provision for extra-curricular activities, and about whether there are enough books and equipment to interest boys

## **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**

61. There were five children in the reception group in the combined Year 1 and Reception class at the time of the inspection. Children are admitted in September each year, initially on a part-time basis, although most children very quickly become full-time members of the class. Most pupils attend local playgroups before coming to school. The school has effective links with the playgroups and children have some time in school in the term before admission. Attainment of most children when they enter the reception class is a little below what is typical for children of this age. Children make good progress and achieve well across the Areas of Learning recommended for young children. By the time they are five most children have attained close to the expected standards in all areas. Those children with higher prior attainment attain above the expected standards, especially in literacy and numeracy.
62. The provision for children under five is now good and has improved since the last inspection because the teacher now plans effectively across the six Areas of Learning. The large classroom is stimulating and children's work is displayed very effectively and attractively. The teacher and teaching assistants work closely together and prepare children well for entry into Year 1. Teaching and learning are good in all the Areas of Learning. Adults make good use of praise and encouragement to make clear the reasons why a child has gained success. Children with special educational needs are identified very quickly and children have individual education plans that are reviewed regularly. Day-to-day assessment, especially in literacy where teaching is often very good, effectively ensures that activities are carefully targeted to match children's abilities.

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

63. Children make good progress and show that they enjoy coming to school. Routines within the class are reinforced well and children become used to sitting on the carpet for early morning activities as soon as they arrive in school. The teaching of personal development is very good and children grow in confidence, and develop a sense of self-worth and achievement. Pupils in Year 1 help and support the reception age children, one reassuring a child who is upset about a small mistake, "Don't worry. I've got it wrong before." Children are interested in their work and staff encourage them to choose activities during the day, so that not all activities are directed. Most children share and co-operate well, but sometimes need additional adult support to cope when they work in a group where they need to take turns and listen to others. The teacher has high expectations of children's behaviour and reinforces class rules kindly but firmly. Children clear away independently and change quickly for physical education lessons. They show initiative and responsibility in their use of equipment and materials. Children's concentration improves and they are able to participate in literacy and numeracy time because the teacher makes the lessons and stories so interesting.

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

64. Children make good progress in speaking, listening, reading and writing during the time they spend in Reception. Discussions in lessons show that children develop good speaking and listening skills. For example, some talk about what they do at different times of the day successfully. Some find giving answers very difficult to do, but they listen to what others say. Children quickly learn to write their own name on their work and practise forming letters correctly, advancing from tracing over letters to writing under an example. Higher attaining children write shopping lists. They enjoy early letter recognition activities and have many opportunities to read with an adult, contributing phrases in speech bubbles and pointing out any letters they know. Staff build on children's confidence and interest by using good questioning skills to increase children's knowledge and vocabulary. Children enjoy books and are starting to read simple books, with support. Children take home books and words to read. Reading diaries show that there is good dialogue between parents and the teacher because parents support their child's reading progress well.

### **Mathematical development**

65. Children make good progress in the development of numeracy skills because of the daily opportunities they have to consolidate their learning. They learn to count in twos with the Year 1 pupils and recognise numbers to ten confidently. When working on times shown on the face of a clock, children show that they also recognise the number 12. Children learn about straight and curved shapes in numeracy, music and art lessons. They print accurate repeating patterns well in art and write symmetrical patterns in music. Teachers encourage pupils to learn good mathematical language when children sort items, play in the sand or water trays and count apples on the tree. Each day apples are awarded for good work or behaviour and the Friday counting of them provides a wealth of mathematical experiences, from prediction, counting, working out more and less, to establishing who has 'most.'

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

66. Children make good progress in the development of their knowledge and understanding of the world. They know how to use the mouse on the computer, click on correct icons to enable them to draw a variety of shapes and colour them with paint or brush lines. A Year 1 pupil tells the younger children, "If you need any help, tell me," and he discusses their problems with them so that they produce a good finished piece of work. Children learn to construct interesting buildings and patterns within a five-minute time target, explaining how they are coping with any problems that have arisen. Children learn about time through daily activities and the delightful display of clothing from the past to which parents and grandparents have made a very good contribution. Children discuss whether it is possible to see in the dark and are very excited by an experiment to test this. "I can see only darkness," says one pupil when he looked through a hole in a box and children delight in testing different lights and guessing what is in the box.

### **Creative development**

67. Children make good progress and achieve well because they have many interesting and challenging opportunities for learning. They enjoy painting and concentrate well when painting pictures. They learn to use brushes, sponges and shapes with deliberation and care. Children already have a good understanding of primary colours and make a range of tones of secondary colours very thoughtfully to complete very good quality shapes. Children make interesting models and collages with a wide variety of textures and shapes, learning to use glue and tape purposefully and efficiently. Children enjoy singing and making music. They work on their compositions

with Year 1 pupils with understanding and enjoyment. Children play imaginatively in the very well constructed area about the Bacton coast. Adults stimulate their language and ideas very well. These areas in the classroom change regularly and are linked very well to literacy topics.

### **Physical development**

68. Children make good progress in physical development, learning new skills in lessons and developing awareness of others as they move around the hall. They have a good understanding of the need for careful and quiet movement and know the effects of exercise on their bodies. They stretch and curl well as they move in and out of the apparatus. Children have access to the area outside the classroom and have physical activities outside, playing with balls, ropes and in ring games. They have a few large wheeled toys but there are not enough. More large toys, such as wheelbarrows and prams, are needed for imaginative and social play in and outside of the classroom. Children learn to use tools, materials and equipment with increasing dexterity and most children demonstrate a good level of co-ordination when cutting and emptying or filling containers. They use a variety of construction materials to build and make objects, which develops their manipulative skills.

### **ENGLISH**

69. Pupils over the last three years have attained standards that are slightly above average at the age of seven in reading and writing. They have achieved well. The present Year 2 are working at above average standards in all aspects of English and they are likely to meet the high targets they have been set. Standards of pupils in Year 3 this year are typical of pupils nationally. This confirms the results in the National Curriculum tests in 2002 when no pupils achieved at the higher level 3 in writing and standards were typical of both similar schools and schools nationally. In 2002 boys' attainment in reading and writing was lower than that of girls. This has been the pattern over the last three years. Some differences between the performances of boys and girls were observed during the inspection although teachers work hard to provide books and tasks that stimulate the interest of boys. Girls were observed working harder at times and with greater dedication. Results generally vary from year to year because of the size of the groups and the fact that some year groups have a higher proportion of pupils with special educational needs or higher attaining pupils in them. Pupils with special educational needs in literacy achieve well because of the good teaching and support they receive.

There have been good improvements in English since the last inspection because:

- The literacy strategy has been implemented effectively.
- The school plans for pupils to use their literacy skills in other subjects.
- Resources for the literacy hour have been developed well.
- Teachers analyse test information thoroughly and track pupils' progress to ensure tasks are matched well to pupils' abilities.
- The teaching focuses on pupils' use of properly written sentences.
- The partnership between parents and the school through the spelling and handwriting programme is good and there is a good dialogue about books pupils take home.
- Teachers make good evaluations of pupils' reading skills and progress.

70. Pupils' standards in speaking and listening this year are above average at seven and eight years old. Pupils improve their listening skills because teachers ensure pupils' full concentration during lessons. They speak very clearly to pupils and listen to all that



they say very carefully. Some pupils find it difficult to wait their turn to speak because they are so keen to contribute. Teachers encourage pupils to answer questions accurately and extend pupils' answers skilfully when needed. The good relationship between adults and pupils enables pupils to make good progress with their contributions in most lessons. Teachers develop the confidence of those who are shy or have lower prior attainment effectively. Pupils make some relevant and correct deductions about the stories they are reading and are willing to predict what may happen next. Pupils in Year 3 make good verbal evaluations of their work in design and technology, using technical and specific language well. They have good opportunities to practise speaking in discussions in religious education and, with encouragement, work through their ideas sensibly.

71. Attainment in reading this year is above what is expected for pupils at age seven and typical of pupils aged eight. Skilled teaching of letter sounds and patterns enables pupils to read simple texts by themselves so that they make good progress with their reading skills. Pupils in Year 2 have positive attitudes toward reading and talk happily about their favourite books. They read confidently and are starting to use their voices well to add interest to the story. Pupils know the importance of punctuation when reading and that speech bubbles often contain important parts of the story. Pupils in Year 3 explained why they liked a Roald Dahl story that they read together with expression and quiet amusement. Pupils know how to use an index and contents list in a non-fiction book.
72. At the age of seven this year pupils' standards in writing are above the expected level and are typical of pupils aged eight. Many pupils learn a joined script in Year 2 and they enjoy using speech, question and exclamation marks in their writing. Pupils use more interesting words in their writing because there are good links between written work and reading. The content of pupils' reading books gives them ideas to use. They write a range of stories, instructions and letters. They use these skills effectively in other subjects, writing instructions for making a fruit jelly in food technology well. Pupils in Year 3 this year write clearly about sad and happy feelings in personal, social and health education. Pupils use whiteboards successfully to practise spellings and to work out word patterns. Most develop a legible style of writing and present their work well. The recently introduced programme, which combines handwriting and spelling skills, is helping pupils to improve in both areas. Parents are pleased with the progress made this term.
73. Pupils' attitudes in English are usually good because teachers plan and prepare interesting lessons well. They are keen to contribute to lessons and the good levels of support from teaching assistants ensure that groups are small and pupils of all abilities have the assistance they need to succeed. Some higher attaining pupils work well without direct supervision. They are given a good start by adults and are then left to work on their ideas.
74. Teaching and learning are good. As a result pupils have the opportunity to build on their learning well. Teachers plan carefully to ensure that lessons build on previous learning and reinforce reading and writing skills well. Activities are often ambitious and enjoyable and teachers make clear to pupils what they are to learn in the lesson. Teachers ensure that pupils have achievable tasks and plan group work for teaching assistants very effectively. Teaching assistants work very well with teachers and support them by asking questions skilfully and helping pupils in their group to extend their thinking. Teachers mark pupils' work adequately and make comments to help pupils improve. This process is very helpful for teachers when they need to plan future lessons that revise key ideas for groups of pupils.

75. The National Literacy Strategy has been implemented well and teachers use ICT to support learning in some lessons. Pupils word process their work effectively. For example, in Year 1 pupils completed sentences and added their own instructions. In numeracy lessons pupils write large numbers in words accurately. Pupils used non-fiction books from the library during the inspection to a limited extent to find out information about other subjects. Pupils use their writing skills well in several subjects to communicate ideas but pupils' own writing is not used enough in subjects such as history and geography.
76. The acting head teacher has made a very valuable contribution this term by ensuring that information from assessments is used well and action taken to raise standards. This led to the introduction of the spelling and hand writing programme. The library is used regularly, which is an improvement since the last inspection, but was not in use much during the inspection because additional books from the library service were due to be collected. Pupils benefit greatly from visits by drama groups and they produced good letters of thanks to the company after their recent visit. English supports pupils' spiritual, moral, social and cultural development well because of the good range of literature used in lessons and the opportunities for working and planning together.

## **MATHEMATICS**

77. Pupils' attainment in Year 2 this year is above average and in Year 3 the standard matches national expectations. Over the last three years, pupils' standards in mathematics have kept pace with those in English at the school. In the 2002 National Tests for Year 2 pupils, pupils' mathematics standards were average compared with all schools. There appears to have been a decline in standards over the last three years. There has been no decline. Direct comparisons from year to year can be unreliable because of the small number of pupils in each year group and the abilities of successive year groups vary. The present Year 2 is likely to attain above average standards in 2002 and meet their high targets. Mathematics standards have improved again this year in Year 2. There is, however, a significant difference between the attainment of boys and girls that the school needs to address. Girls attain better than boys do. Overall since the last inspection there has been an improvement in the standards reached by pupils. Pupils now achieve well.

Some of the reasons for the improvement are;

- The numeracy strategy has been implemented effectively.
  - Resources for the numeracy hour have been developed well.
  - Teachers analyse test information thoroughly and track pupils' progress to ensure tasks are matched well to pupils' abilities.
  - Pupils use number in some other subjects.
  - There is a very good ratio of adults to pupils, which allows pupils to make better progress.
78. Pupils with special educational needs receive good adult support and make good progress towards their individual learning targets. Pupils have tasks that test them in mathematics and teachers make good use of the National Numeracy Strategy to set their work.
79. Year 2 pupils during their first term in the class understand simple fractions, measure accurately in centimetres, work with hundreds tens and units and complete all missing

numbers from 1 to 100 in a grid. Higher attainers know the difference between clockwise and anti-clockwise movement and have already made particularly good progress this year in many aspects of the subject. Most pupils correctly work out the change from £1 when buying items. Most pupils have not yet begun to work with numbers to 1000. In Year 3, average attaining pupils make 20 in different ways, such as 11 add 9 and count on in tens. They know many shapes, such as irregular pentagons, and often accurately draw symmetrical shapes. Most pupils struggle to write numbers in words up to 1000.

80. The quality of teaching and learning is good. Teachers know pupils well and most pupils of all ages respond positively by showing good attitudes to the tasks given to them. There is a purposeful atmosphere in classrooms, which supports good learning. In Year 1, pupils learnt to read times, comparing analogue clock faces and digital number displays. The teacher gave clear demonstrations and repeated the teaching points frequently and effectively. Mathematics teaching is effective because pupils are grouped according to their capacity to learn new ideas. Year 2 pupils consolidated their knowledge about fractions in groups. By the end of the lesson seen, all pupils understood what a half of an object is and what a quarter of something looks like. The teacher made very good use of practical activities to reinforce these two key ideas.
81. In Year 3, the good teaching is usually successful. The teachers are lively, well informed, well prepared yet on occasions some pupils, mostly boys, do not make the best of what is offered. They become difficult to manage and sometimes produce little. The school's behaviour policy does not contain enough guidance about how teachers might motivate all pupils and how poor behaviour can be moderated. Even so, other pupils in the class never make less than satisfactory progress overall. Pupils were observed successfully learning how to divide shapes into quarters, thirds, sixths and ninths. Most girls are particularly well motivated in Year 3 and they work faster because they concentrate better. Teachers do not always place enough emphasis on ensuring that boys produce their work to a similar standard as girls.
82. Teachers question pupils well to assess what they know, understand and can do. In this way, pupils learn a variety of ways to tackle problems. Teachers encourage pupils to listen carefully and then, for example, explain how they might have tackled a problem. The support given to pupils with learning special educational needs is good, both within classrooms from the teacher and by learning support assistants. The support is effective and plentiful, and pupils make good progress.
83. Pupils use their numeracy skills in other subjects to good effect. Pupils use dates in history lessons. Pupils study maps and measure distances in geography. Pupils use estimation and measuring skills in design and technology. In music, teachers encourage pupils to count beats and to analyse rhythms. In science, tally and bar graphs feature in work so that pupils can understand what they have found out better. There are good examples of work in 'handling data' evident in all classrooms and pupils make good progress using and presenting information in a variety of ways using ICT.
84. The quality of teachers' marking of pupils' books is inconsistent and it does not always help pupils know what they do well and what they need to do to improve. Throughout the school, the presentation of work is corrected, and pupils' work is tidy. Consequently, over time pupils improve the way they set out work and develop the ability to use, for example, a ruler accurately when drawing lines.
85. Leadership and management of the subject are good. The co-ordinator has identified the weaknesses in mathematics and has put a plan for action into place. She is well

aware that the Numeracy Strategy, not the scheme of work, drives the mathematics curriculum and that the scheme of work needs to be checked for its accuracy as it is used. There are still some inconsistencies, such as in the ways that teachers mark pupils' work, but these have been recognised. The range and quality of books and equipment are good.

## SCIENCE

86. Pupils' current attainment in Years 2 and 3 this year is higher than the standard expected nationally and their achievement is good. In Year 2 in 2002, teachers' assessments found that pupils attained highly, and much better than in the previous year. Standards have improved since the last inspection.
87. In Year 2, pupils know what happens when liquids are cooled. For example, pupils have described briefly how water changes to ice and then back again when it is warmed. Pupils have sorted different materials successfully into woods, metals and plastics. Pupils know about the main food groups and have an appropriate understanding of a healthy diet.
88. Year 3 pupils understand that forces are expressed as pushes and pulls. Pupils have studied whether a magnet attracts different materials. Pupils do not always get their predictions right, but they thoroughly test each item and record what they have found successfully. Typically, they write two or three lines of relevant concluding comments after their practical work. Higher attainers write in more detail and include comments about their surprise, for instance, when a paper clip can be moved by a magnet through a piece of card. Many pupils can write logical instructions about making a healthy sandwich. Pupils make good use of their literacy skills to express their ideas and thinking clearly.
89. The teaching is interesting and the investigative and experimental activities, which are common, help pupils understand new ideas better. Pupils discuss their findings and reach sensible conclusions. Pupils respond well to science lessons and show interest. Pupils gain a range of knowledge and understanding, building on their experiences of the world. They learn about forces when pushing or pulling objects, they know which foods are good for them, they expand their understanding of how electrical appliances work by constructing simple electrical circuits, and learn about properties of materials when choosing them for different purposes.
90. In a good lesson in Year 1, pupils learnt why we cannot see in the dark. Pupils participated very well in the lesson and were soon experimenting with torches of different strengths to see which was the brightest. The lesson was successful because it was well planned and interesting. In Year 3, pupils were learning whether magnets are of equal strength. Pupils worked in groups, some more successfully than others. They tried adding paperclips to three different magnets to see which held the most, end to end. Pupils consolidated their understanding of making a fair test and all could see which was the strongest magnet. Equipment was plentiful and support for pupils who have difficulties organising themselves was plentiful and effective. Girls tended to get on with the task better and did much of the work. The particular strength of the lesson was the way that the teacher had developed the use of ICT to show pupils' results. Pupils put their results into a table and then used a basic spreadsheet program to graph results very clearly.

91. All pupils and those with special educational needs receive a very good level of support from teachers and support assistants with their work. Adults help pupils in a variety of ways to overcome their difficulties and pupils make good progress in lessons. Higher attaining pupils have work that stimulates them to do more.
92. Teachers make good use of headings to ensure pupils investigate and record findings scientifically in their own words. They give titles for paragraphs to help pupils organise their thinking, such as, 'What I want to know,' 'What I predict will happen,' 'What I did,' and 'What I found out.' The co-ordinator's plans to improve science in the school are good. For example, the school grounds will be developed further as a resource for science lessons and greater checks will be made to ensure teachers' planning conforms to the scheme of work. The school's site is already a good resource for teaching science. There are several different environments where pupils find, for example, insects of various kinds.

### **ART AND DESIGN, DESIGN AND TECHNOLOGY, GEOGRAPHY, HISTORY, MUSIC and PHYSICAL EDUCATION**

93. At the end of Years 2 and 3, pupils attain the standards expected for their ages in art and design, design and technology, geography, history, music and physical education. Standards in all six subjects have been maintained since the last inspection but pupils now attain well in observational drawing and painting because of the good teaching. Pupils in Year 3 continue to make very good progress in swimming. Pupils, including those with special educational needs, make good progress and achieve well.
94. In **art and design**, pupils create interesting and imaginative work using a wide range of different materials and techniques. Pupils in Year 1 have a good understanding of primary and secondary colours and how to mix different shades effectively. They produce bold, high quality portraits in the expressive style of Picasso. In Year 2 pupils make very interesting collages of boats seen through a porthole and accurate drawings of flowers because they look through a magnifying glass to see each part of the flower. They enjoy their role as 'botanists.' Year 3 pupils use their sketchbooks well to practise and rehearse the skills needed for observational pencil drawings of shoes and houses. Pupils in all three classes produce interesting and attractive designs, pictures and patterns using computer programs.
95. Pupils in Year 1 **design and technology** lessons plan carefully how to make a troll with stickle bricks and thoughtfully work out ways of making interesting models of vehicles and buildings. They use balloons to make papier-mâché faces that are painted very imaginatively. Year 2 pupils complete surveys on favourite fruits to make fruit jellies. They evaluate their work with enthusiasm after the tasting at the end of the lesson. Pupils practise joining materials together to make sock puppets. Year 3 pupils sketch bicycles very well and work out how gears and cogs need to be connected to make machines work, and make good moving models with construction equipment.
96. Teachers plan **geography and history** lessons at different times of the year. In Year 3, pupils study the land use of the Bacton area and see the relationship between aerial photographs and Ordnance Survey maps. They understand what a key to a map is and how important it is for interpreting them. In Year 2 pupils study different forms of travel on the sea, what the RNLI does and aspects of the port of Great Yarmouth. In Year 1 pupils have studied how people help us and know the main features of a lighthouse.

97. In Years 1, 2 and 3 pupils study the stories of, for example, Grace Darling and Christopher Columbus. They find out where they lived, where they went and what happened to them in history lessons. In a history lesson in Year 2, pupils learnt about the local hero Henry Blogg, who was a brave lifeboatman. Pupils show great interest in local studies and the staff teaches them particularly well. Good links are made between history and geography and maps, for example, feature in much of pupils' work in history. In Year 1, pupils study different types of clothes and their appropriateness for different situations. Pupils learn whether a garment is old or new by its particular features.
98. In **music** lessons, pupils in Year 1 follow the written musical notes created by the teacher well. They invent a range of voice and body rhythms to show the patterns on the paper clearly. They work out their own patterns, higher attaining pupils producing a good symmetrical pattern. In Year 2 pupils sing and clap enthusiastically in time to music on a tape. They extend this successfully. One group plays one rhythm on claves and another plays a two-note pattern on tuned percussion instruments whilst everyone sings. Pupils' singing in Year 3, and in the other classes, is enthusiastic and pupils enjoy adding actions to their singing. A small group of pupils in Year 3 learn to play the recorder.
99. Pupils in a **physical education** lesson in Year 1 balanced appropriately on planks, low tables and benches. Higher attainers used the equipment in many imaginative ways. Most pupils found several ways to make curling and stretching actions on the apparatus. In Year 3, pupils' standards in swimming are good. Higher attainers are developing a good backstroke action because of the quality of the teaching from the instructor and as a result of the efforts pupils make to do well. Lower attainers can cross the width of the pool by kicking with a float stretched out in front of them. Many pupils can swim at least 20 metres and only 3 are non-swimmers at this early stage in Key Stage 2. The school dedicates more time to physical education than many schools do.
100. The teaching and learning are good. Teachers plan stimulating lessons well and make skilful use of the good quality resources in and around the school. There are many good links between subjects such as history, ICT and science. Teachers often make learning fun and pupils enjoy lessons. For example, pupils enjoy listening to music and join in any opportunity for singing with pleasure. Boys and girls join in well in assemblies.
101. Lessons often proceed at a good pace and teachers manage pupils' behaviour calmly and effectively in the main. In Year 3, teachers use their knowledge and expertise effectively to keep the few pupils who have difficulties controlling their behaviour in order. They are not always successful because the behaviour and special educational needs policies do not have enough rewards and sanctions to moderate all pupils' behaviour. Valuable teaching time is lost at times, which limits some pupils' progress.
102. The small staff shares the duties of co-ordinating the subjects well, each using their expertise to good effect. Teachers work well together, they share planning and so provide an interesting curriculum. Books and equipment for use in lessons are at least adequate, but the school does not have a good set of tuned instruments for use in music lessons. Teachers sometimes make or find their own resources for lessons, which is a sign of their dedication to the job.

103. Skills and techniques are taught well, partly because teachers share their expertise between the Year 2 and 3 classes. In design and technology, pupils learn to design and plan their work, check what materials they will need and evaluate their products. In the history lesson observed, the good teaching led to good learning. Pupils in Year 2 discussed what they could remember and what they could write about. They learned, for example, how to write a headline for their booklets. The lesson was a follow-up to a visit from two lifeboatmen. Pupils' task was to begin to write a booklet about Henry Blogg. Local studies have been well developed by staff and the curriculum is good. However, some of the work over the term is too similar in content and does not reflect the differing abilities in classes. Pupils are often not asked for a written piece of work in their own words in history and geography.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

104. Standards of work match those expected nationally in Years 2 and 3 and pupils make satisfactory and improving progress. The school has improved the quality of provision well since the last inspection. The computer facilities, with access to the Internet, have had a positive effect on pupils' learning. The investment in computers and other equipment has been well worthwhile and staff have benefited from the courses they have taken provided by the New Opportunities Fund. Money for equipment has been spent wisely. Pupils now build on their skills more systematically as they move through the school. However, currently the school does not have termly plans for ICT for teachers to use when they plan lessons. Pupils receive a varied diet of ICT, but the approach is not as systematic as it could be. There is sometimes not enough emphasis on teaching specific skills in separate ICT lessons.
105. So far this year, pupils have drawn pictures of a boat on the sea, using lines and colours in a painting program, drawn people and made bar graphs of pupils' favourite chocolate bars in Year 2. Year 3 pupils have designed birthday cards using repeating patterns. They have used their knowledge of how cards are folded in order to place the patterns correctly on the cards. Pupils have made good drawings using lines and blocks of colour to complete their pictures. Pupils have produced short plays scripts about 10 lines long in English.
106. The school successfully uses ICT to support work in other subjects. Pupils learn new features or processes that will help them in their work in the years to come. For example, pupils in Year 3 used ICT to show their results in a science lesson. Pupils put the results into a table and then used a basic spreadsheet program to graph results very clearly. In art, pupils produce attractive pictures depicting scenes from their geographical studies. They use the word processors to write short pieces, such as play scripts. Pupils have learnt to edit their work successfully as they write their ideas on screen.
107. The teaching is good. Teachers and support staff give good clear explanations and the right amount of support to help pupils learn at a steady pace. Teachers consolidate ideas well and an increasing number of lessons have an ICT component. In a good lesson in Year 2, the teacher introduced pupils to some aspects of prepared computer images and information. Pupils learnt to move images and text to suit them successfully. Pupils moved images from one program to another, which pleased them greatly. Pupils were studying different types of inshore boats and found some interesting information about them. Pupils have already learnt to use the computer mouse successfully and know that when words are highlighted in yellow that there is a

probably spelling mistake. Teachers' arrangements for assessing pupils' work and recording what pupils have learned are satisfactory.

108. Pupils enjoy the subject and are keen to learn. Pupils answer questions with interest, settle to tasks well and most share equipment effectively. Some pupils occasionally interrupt the teacher in Year 3. Teachers' responses are affected by the limitations of the behaviour policy and are therefore not as effective as they might be. The mechanisms to moderate the behaviour of the least well behaved pupils do not always work and they continue, for example, to poke fun at other pupils or to not concentrate on what the teacher is saying.

## RELIGIOUS EDUCATION

109. At the end of Years 2 and 3 pupils' standards in religious education are in line with the expectations of the locally agreed guidelines and pupils make satisfactory progress. Standards have been maintained since the last inspection. Pupils demonstrate a good knowledge of the life of Jesus and show an interest in the stories they hear. This helps them to develop their understanding of the relevance of Jesus' stories to their daily lives.
110. Pupils in Year 2 are aware of the importance of Jesus in Christianity. They understand that Jesus told parables to help people to know how to behave. Pupils recall stories and messages correctly. They know that the wise man who listened to Jesus' story about building houses with secure foundations, and acted upon it, can be likened to them when they listen to good advice. If they think about school rules they will see that they are intended for safe living and a good basis for life. Pupils in Year 3 considered what Jesus looked like and painted interesting portraits of someone who could be Jesus from the information they had been given. Pupils in Year 1 produced a vibrant display of Mendhi hand paintings, Rangoli patterns and clay divas (holders for their candles) to celebrate Diwali. They celebrate several festivals during the year and because of good links between art, design and technology and religious education they produce good quality displays about each one.
111. Teaching and learning are good because the teaching shows a balanced approach to learning *from* the teachings of religion as well as learning facts and information *about* religion. Teachers tell stories in an interesting and calm manner that encourages pupils to listen carefully. They question pupils well to encourage them to think about their answers and extend their thinking. Some pupils require additional support to complete their written work. Pupils with higher prior attainment work well independently and sometimes finish their tasks before the end of the lesson. Occasionally, higher attainers do not have tasks that extend them fully. Teaching assistants give valuable support in lessons, especially when pupils are completing worksheets or writing about the stories they have heard.
112. Most pupils listen well to stories and work well on their tasks. There are, however, occasions when a few pupils in Year 3 disrupt the lesson by making comments or seeking to attract the attention of other pupils.
113. The acting head teacher has co-ordinated the subject well this term. However, there is no written policy to support the agreed syllabus to ensure that pupils do not repeat topics unnecessarily. The school is aware that a policy and additional guidelines are needed to give a better framework to the subject. This development could usefully be linked with the development of the policy for personal and social education and



citizenship. Resources are adequate but more artefacts from other religions are required, for example, that reflect the cultural diversity of the United Kingdom.