

## INSPECTION REPORT

### **HAINFORD FIRST SCHOOL**

Hainford - Norwich

LEA area: Norfolk

Unique reference number: 121041

Headteacher: Mrs J K Elliott-Hunter

Reporting inspector: Mr Michael Raven  
3961

Dates of inspection: 12 – 13 December 2002

Inspection number: 248213

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary controlled
Age range of pupils:	4 – 8 years
Gender of pupils:	Mixed
School address:	Newton Road Hainford Norwich Norfolk
Postcode:	NR10 3BQ
Telephone number:	01603 898359
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Gething
Date of previous inspection:	October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3961	Michael Raven	Registered inspector	English Information & communication technology Physical education English as an additional language	What sort of school is it? Interpretation of the school's results and pupils' achievement How well are pupils taught?
9756	Kenneth Parsons	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
23818	Alison Pangbourne	Team inspector	Art & design History Music Foundation Stage of learning	How good are curricular and other opportunities?
20951	Philip Littlejohn	Team inspector	Mathematics Science Design & technology Geography Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Hainford First School serves a small rural community in Norfolk. It is situated in the village of Hainford, which is about four miles to the north of Norwich. Forty-eight boys and girls aged from four to eight attend the school. They are taught in three classes. One class is a dedicated Reception class for the children in their first year in school. A second class consists of all the Year 1 pupils and the younger Year 2 pupils. The other class is for all the Year 3 pupils and the older ones in Year 2. All the pupils come from White United Kingdom backgrounds and none is learning English as an additional language. The arrangement of year groups into classes varies from year to year, depending of the number of pupils on roll. There are sometimes only two classes instead of three. A small proportion of pupils has special educational needs, well below the average, and none has a Statement of Special Educational Needs. Pupils' special needs cover a range of learning and behavioural difficulties. The school's assessment of the children's skills on starting school shows that their personal, social and emotional development is generally similar to that of most children of this age. The same is true of their communication, language and literacy and mathematical development. Since 2000 the school has been part of a partnership with Frettenham First School, which is situated in the next village. This involves the headteacher leading both schools and subject co-ordinators managing subjects across both sites. The schools retain their own individual governing body and staff, although both governing bodies work together in a joint self-evaluation committee.

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

This is a school that offers a sound education to its pupils, giving satisfactory value for money. It is well led and managed and derives some significant leadership and management benefits from its partnership with Frettenham First School. The teaching is good, overall, and the school promotes very good attitudes, behaviour and personal development on the part of its pupils. Standards vary from year to year because of the varying characteristics of the small groups of pupils admitted. The standards achieved by the oldest pupils at present are generally average.

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

- The school is well led and managed and subject co-ordinators make a very valuable contribution to the quality of education provided.
- It successfully promotes in its pupils very good attitudes, relationships and personal development.
- The governing body fulfils its role very effectively.
- Pupils who have special educational needs are very well supported, particularly by support staff, so that they play a full part in all the school has to offer and make good progress.
- The school benefits from its very strong relationships with other schools, including the partnership school, the pre-school and other schools in the local area.

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

- The provision for the children in the Reception class, to ensure that all work is appropriate and meets their different needs, so providing a more secure foundation for better achievement in later years.

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

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

The school was last inspected in October 1997. It has made sound improvement since then and it is likely to go on doing so. The last inspection identified a number of key issues for improvement. Progress on all of these has been good. It has resulted in better teaching, with pupils being managed more effectively, more opportunities for pupils to carry out their own investigations and a brisker pace to lessons. Pupils' Year 2 national tests results in reading, writing and mathematics have varied from year to year with the varying characteristics of the very small groups of pupils involved.

## 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:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	A	C	C	E
Writing	A	B	E	E
Mathematics	C	C	D	E

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

A high proportion of this year group had special educational needs. In such a very small group each pupil's performance counts for a high percentage of the total number of points scored. This is reflected in the grades, which compare the school's performance with that of other schools. In last year's Year 2 group, for example, each individual pupil's performance was worth about ten per cent of the total. The inspection finds that standards are generally higher in the larger Year 2 group this year, where the proportion of pupils with special educational needs is smaller. Standards in reading and writing and in mathematics are average. They are also average in science, information and communication technology (ICT) and all other subjects where there was enough evidence to make a judgement.

Standards in Year 3 are now generally average. Most pupils have the skills in reading and writing that are expected at this age. The same is true of their mathematical attainments, and in the other subjects, including science and ICT. However, the relatively high proportion of pupils with learning and other special needs in this particular group continues to depress the overall attainment profile of the year group. The school uses its assessment information very well to set appropriately challenging targets for pupils to aim for in reading, writing and mathematics. These targets are likely to be substantially met this year.

By the end of their time in Reception, most children are likely to reach expected levels in their personal, social and emotional development and in their communication, language and literacy and mathematical skills. The same is true of their knowledge and understanding of the world and their physical and creative development. This represents sound overall progress. Pupils achieve satisfactorily throughout their four years in school, although achievement could be better in Reception if the needs of all children were better met.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show great enthusiasm for school and enjoy all that it has to offer.
Behaviour, in and out of classrooms	Very good. The children concentrate and work hard in lessons and behave sensibly and responsibly around the school.
Personal development and relationships	Very good. Pupils get on very well together and work and play harmoniously, showing respect for one another's feelings and for individual differences.
Attendance	Satisfactory. It is broadly in line with the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 3
Quality of teaching	Satisfactory	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 teaching of English and mathematics is good overall. It includes good teaching of the basic skills of reading, writing and the use of numbers, which is informed well by teachers' appropriate use of national guidance. The strongest teaching is found in the Years 2 and 3 class. Teachers make very effective use of support staff, who give skilled guidance to small groups of pupils and individuals, including those who have special educational needs, and help them to make good progress in their learning. Pupils are managed well, so that an orderly and productive atmosphere is created in which pupils can concentrate well and get on and work hard. Teachers keep a careful check on how pupils are progressing and what they have achieved. They generally make very good use of this information to set and review targets for pupils and to plan work that meets their needs. Good use is made of specialist expertise in the teaching of physical education to all year groups. In the Reception class the quality of teaching is satisfactory overall. It has improved since the last inspection. Work is planned to meet the needs of children of different capabilities but sometimes this is not as carefully matched to their particular needs as it might be. As a result, some activities are too difficult whilst others are too easy.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets all the requirements of the National Curriculum, including the Foundation Stage of the National Curriculum for the children in Reception. It is enriched by the school's links with the community, including the church, and with other schools and the pre-school.
Provision for pupils with special educational needs	Good. These pupils are well supported and helped to play a full part in all that the school has to offer, both in lessons and outside.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' spiritual, social and cultural development are promoted well. The school is particularly successful in promoting pupils' moral development. The school's close links with a voluntary worker in Malawi are very valuable in developing pupils' understanding others who are less fortunate than themselves.
How well the school cares for its pupils	Good. There are good procedures for child protection and ensuring pupils' welfare. The monitoring of pupils' progress, achievement and personal development is very good and the information gathered is generally used well to plan work for pupils.

The school has established an effective working partnership with parents and carers, who have positive views of the school and confidence in the education it provides.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The partnership with Frettenham First School brings significant benefits to leadership and management. It enables both the headteacher and subject co-ordinators to play their part to good effect, working in both schools. The programme for checking on teaching needs to focus more closely on what needs to be improved in order to raise standards.
How well the governors fulfil their responsibilities	Very good. The governing body is committed and takes pains to be well informed about the school and the challenges it faces. Through its Joint Self Review Committee shared with the governors of the partnership school, the governing body is developing a very clear understanding of the strengths and weaknesses of the school and the possible ways forward.
The school's evaluation of its performance	Good. An appropriate culture has been established in which regular checking on the quality of teaching and pupils' learning is an accepted part of school life. Appropriate steps are taken to compare the school's performance with that of other schools nationally and locally. Governors are aware of how standards compare with those reached in other schools.
The strategic use of resources	Good. The deployment of the headteacher and subject co-ordinators to work in both schools in the partnership represents an effective use of funds which benefits the pupils at both schools. The school takes care to apply the principles of best value; for example, carefully evaluating the quality of the ICT training recently offered to staff, before selecting a training provider.

The combination of full-time and part-time teaching staff is very successful, allowing a good blend of teachers' expertise and some good use of specialist skills, for example in physical education. There are adequate numbers of education support staff, who are deployed well and do a very valuable job. The accommodation is unsatisfactory because the school lacks a hall, which restricts the teaching of physical education. Resources for learning are sound.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The teaching is good</li><li>• The school is helping their children to become mature and responsible</li><li>• The school expects their children to work hard and do their best</li><li>• Their children like school</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside lessons</li></ul>

The inspection team finds that the parents' positive views are generally supported by the evidence. The range of activities outside lessons is adequate, given the small numbers of pupils involved, their age and the rural location of the school.

## **PART B: COMMENTARY**

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

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

1. When the children start school in the Reception class their skills are broadly average, although the characteristics of each small group vary from year to year. In their personal, social and emotional development, their language skills and their mathematical development they are similar to most children starting school. This is confirmed by the school's own analysis of children's attainment on entry carried out over the past few years. They then spend at least a year in the Reception class. Some groups of children spend two years in this class, before moving on to the next class at the start of Year 2. This depends on the total number of pupils on roll at the school, which determines whether three classes or only two are viable. The teaching in this first class is satisfactory. The children make generally sound progress. As a result, most of them reach average levels of attainment by the end of the year, or two years.
2. Because the teaching does not always meet the needs of all the children equally well, some do not make as much progress as they might. They therefore do not all achieve as well as they could. Work which is sometimes too hard for the least able and too easy for the most able does not get the most out of them. Examples of this were seen in all the lessons observed in Reception during the inspection, including lessons on both language and mathematical development. Some of the planning analysed by inspectors also suggested that not enough thought had been given to how work would be adapted to meet the different learning needs of children of differing capabilities. They do not all achieve their full potential, however great or small that might be. In order to raise standards, the school needs to ensure that all the children get off to a good start, so that they all make good progress. This means making sure that the work set in Reception is more carefully matched to the children's individual needs.
3. The headteacher and subject co-ordinators have worked hard since the setting up of the partnership with Frettenham to establish a culture in which regular checking on the quality of teaching through classroom observations is readily accepted. This is an important achievement and a testament to the headteacher's good leadership. However, the monitoring and evaluation of teaching and learning are not yet as effective as they might be. They do not clearly enough identify what needs to be improved in teaching in order to get the most out of pupils and raise standards consistently, year on year. Evaluations of teaching focus closely on what works well in lessons, which is helpful and supportive, but they do not identify clearly enough what needs to be improved and how this could be achieved.
4. Most pupils in Year 2 read with reasonable expression, responding appropriately to punctuation in the text. They make efficient use of their knowledge of the sounds that letters make to help them to tackle words, which they do not recognise. They cope well with polysyllabic words using this approach. They are mostly confident in their own reading ability. They enjoy reading and do so regularly, at home as well as in school. By Year 3 pupils read with very good expression. Most read fluently and accurately, making very few errors. When they do make a mistake, they are quick to correct themselves. They make good use of a range of appropriate techniques to help them to continue when they meet a word which they do not know. As well as using their understanding of the sounds of letters, they refer to the context in which a word appears in order to help them to work out what it might be or what it means.
5. In Year 2, most pupils' writing is average for their age. Their handwriting is regular, joined and legible. They punctuate their writing simply, using full stops and capital letters correctly to denote the start and end of a sentence. Pupils are beginning to organise their writing into paragraphs and use more sophisticated punctuation, such as speech marks, as they move towards the next level of attainment. A small number of more able pupils use speech marks and some other punctuation such as question marks confidently. In Year 3, pupils identify nouns and verbs in sentences. They understand the purpose of commas and use them appropriately in their writing, for example, to

separate items in a list. Many pupils have a more secure grasp of the use of paragraphs by this stage and they use speech marks correctly.

6. In Year 2, most pupils know and can apply all the addition and subtraction facts for each number up to ten. So, for example, they know that  $3 + 5 = 8$  and that  $4 - 3 = 1$ . In Year 3, most pupils extend this knowledge to apply to numbers up to twenty and beyond. Year 2 pupils analyse data that they have gathered; for example, they sort children's names according to the number of letters and represent their analyses in a graph. In Year 3, pupils extend this work to include the use of a key to aid interpretation of their data.
7. Pupils are given a satisfactory range of appropriate opportunities to use their reading, writing and mathematical skills in other subjects. For example, they use reference books to look up information as they learn about forces in science lessons. They write postcards to send home from a holiday in geography lessons. Pupils apply their mathematical skills, for instance in history lessons when they construct time lines and learn about chronology.
8. In those other subjects where there is sufficient inspection evidence to make a judgement, pupils' achievement is satisfactory. There are no great differences in achievement between boys and girls.

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

9. Pupils have very good attitudes to school. Parents say that their children like coming to school and the children themselves reflect this view. They are happy to leave their parents when they arrive in the morning, pleased to see other members of the school community and ready to work hard. They enjoy their lessons and they usually participate well in them, contributing very well to their success. For example, in a Years 2 and 3 'circle time', when pupils sat round together as a group, discussing their feelings and some of the things which matter to them, the pupils joined in very well to support each other. They were ultimately linked to everybody else in the group through a woollen web, a "joining together" that they valued and enjoyed.
10. Parents hold positive views about behaviour in the school. Pupils' behaviour is very good and this means that teachers can concentrate on teaching rather than maintaining order, to the benefit of pupils' learning. Teachers are able to trust pupils to work on their own. For example, in a numeracy lesson in Years 2 and 3, pupils were working very well independently putting their findings into the computer. There are clear expectations of behaviour in all three classes and pupils accept them. The very small class sizes mean that any misbehaviour is hard to hide and can be dealt with immediately. Pupils try to produce the best work they can. In the reception class, for example, they were set the task of writing sentences about pictures with a Christmas theme; many pupils found the task very difficult, but they attempted it and behaved well whilst waiting patiently for the teacher's help. Pupils play well together at break times, with all of them involved in their games. No bullying or harassment was seen during the inspection and such incidents are very rare. There have been no exclusions from school.
11. Pupils' personal development is very good. The attention each individual receives in the small classes fosters self-confidence and enables them to relate well to each other and to adults. This applies to pupils of all levels of attainment. They can share resources well and help each other. For example, at the end of a music lesson for Years 1 and 2, pupils helped to tidy away resources whilst the teacher re-arranged the room. There is a range of opportunities for those capable of taking initiative and showing personal responsibility in their work and around the school. They know that they themselves can organise things, rather than wait for teachers to do so, for example, at a school bring-and-buy sale in aid of their linked school in Malawi, pupils ran the event, pricing goods, manning stalls and taking the money. Year 3 pupils organise their own games at their leavers' fun night. Pupils' comments on their own targets in their annual reports show very good self-awareness for their age.
12. Pupils with special educational needs are positive in their responses during lessons, particularly when receiving active support from learning support assistants or classroom assistants. These

pupils display good behaviour and they are very well accepted by their peers and are included in all activities.

13. Relationships within the school are very good. Staff themselves set a good example in the way they relate to each other and to the children. In a small school such as this, all staff know their children very well and build close relationships with them, contributing to mutual respect and partnership in learning. Pupils respect each other as individuals and they can understand the impact of their actions on others, with little friction evident. They can share resources and co-operate with each other, respecting each other's beliefs. In a circle time in Years 2 and 3 on "why I am special", for example, boys and girls worked well together in pairs to help everybody in the class to feel self worth. Pupils settle to group tasks very well and co-operate well together. They work constructively together and no pupil is excluded from the groups. Boys and girls work together well. For example, in the Reception class, four children role-played very well together, with one overworked angel having to announce the forthcoming birth of Jesus to three 'Marys' simultaneously, without a hint of favouritism. Just occasionally there is evidence that work habits are not fully established. For example, in a lesson in Years 1 and 2 on the Great Fire of London, a lack of concentrated effort limited the quantity and quality of the work the pupils produced. However, pupils listen to what others have to say and are usually polite. In the playground, pupils from all year groups play together well, with older pupils looking out for the younger ones. Shared reading is an opportunity for Year 3 pupils to contribute well to the learning of younger children. Class representatives contribute well to improving the school through the work of the school council.
14. Attendance is broadly in line with the national average for a school of this type, with minimal unauthorised absences. Last year there was a significant improvement over the unsatisfactory levels of the previous two years, highlighting that there is no room for complacency if this picture is to be maintained. Holidays taken in term time adversely affect the figures. Pupils arrive on time in the morning and there is an efficient start to the school day.
15. The general standards of pupils' attitudes, behaviour and attendance have improved since the last inspection.

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

16. No unsatisfactory teaching was seen during the inspection and this is an improvement since the last inspection. The management of pupils is better than it was then. Pupils are given more opportunities to investigate things and solve problems in mathematics. The children in Reception now have many good opportunities to make their own choices and decisions about their work.
17. The main strengths in teaching are seen most clearly in the mixed Years 2 and 3 class. The basic skills of reading, writing and the use of numbers are well taught. Where there are two year groups in one class, teachers face a particular challenge in meeting the learning needs of all their pupils. The wide age range presents an extra challenge, in addition to the usual one of meeting the individual needs of a diverse group of pupils. Some have special learning and behavioural needs and so find learning more difficult, whilst others learn fast, have great potential and enjoy a challenge. Some very good use is made of skilled support staff to help teachers to meet all these needs. In a very good English lesson, for example, pupils in Years 2 and 3 were learning to spell words containing the letter combinations *ar* and *or* whilst others learned to apply the rule for adding *ing* to words with a long or short vowel. The deployment of two learning support assistants in this lesson was very effective. One worked very productively with a small group of more capable pupils, carefully explaining how adding *ing* to a word modifies the spelling. She had prepared very carefully in close consultation with the teacher and her very secure understanding of what it was the pupils should learn, and how, enabled her to explain and illustrate things very clearly. This meant that the pupils were very interested in what she had to tell them because they could easily understand and learn. They made very good progress, gaining a good understanding of the rule by the end of the lesson. Another learning support assistant was also well deployed, withdrawing individual pupils for short periods of time for intensive help with their literacy skills. Learning support staff are also very profitably deployed in whole-class teaching sessions; for example, to record on the board the

results of pupils' 'brain storming' discussion about the different ways in which information is presented in books. The deployment of learning support staff in such a role frees the teacher to concentrate on leading the discussion. It makes the most of pupils' learning opportunities.

18. The effective way in which pupils are managed makes an important contribution to their learning and also their personal development. The good order and discipline, which are maintained, mean that there is a good, productive working atmosphere. Pupils are able to concentrate well and work hard, so that they make good progress. They gain confidence and satisfaction from working in a well-ordered, secure and purposeful atmosphere. It helps to promote the positive attitudes to school and enthusiasm for learning, which parents note in their children. For example, a good mathematics lesson on sorting and classifying information in the Years 1 and 2 class moved along at a brisk, stimulating pace. This engendered an energetic and enthusiastic response on the part of the pupils, who worked hard and made good progress. The careful matching of work to pupils' learning needs and capabilities meant that they were all able to make good progress and experience success, at a number of different levels. This encouraged positive attitudes and reinforced the message that everyone can learn and gain satisfaction from doing so.
19. The information which teachers gather through their regular assessments of pupils' attainment and progress is used well in Years 1 to 3 to set targets for pupils in literacy, numeracy and personal development. It is also used well to track their progress as they go through the school and to group pupils within classes so that work can be provided which matches their particular learning needs, including those who have special educational needs and the more able. However, this assessment information is used less effectively in Reception. This results in the mis-match between the work set and the needs of some of the children, which was observed during the inspection. For example, some children were not able to do the work on matching words to pictures of the Nativity, because the words were too hard and they could not read them. While those with adult support were successful, those working independently were not. In a writing lesson all the children were tracing over the letter m. The most able could already do this easily, whilst some children were not yet skilled enough to manage successfully and needed an activity that was more appropriate to their needs, such as finger painting. A cutting activity was the same for all the children. Some could already do this very easily, whilst others were frustrated at their lack of success.

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

20. The school provides a good curriculum for pupils in Years 1 to 3 that meets statutory requirements for the National Curriculum, religious education and collective worship. It is enriched by a wide range of visits and visitors. The provision for all pupils to have swimming lessons each week is a particular strength and results in all pupils being able to swim by the time they leave the school. Daily school assemblies are of good quality and make a significant contribution to pupils' spiritual, moral, social and cultural development. Provision for personal, social and health education is good. Staff have received training recently on circle time and a two-year programme of topics has been established. The clear policy has been drawn up as a joint initiative with the partner school. During the inspection, pupils in Year 2 and Year 3 expressed positive feelings about being part of the class as a result of a well-planned circle time. The school has appropriate policies for sex and relationships and drugs education. The programmes promote pupils' knowledge and understanding of the issues in a way that is appropriate to their age and needs. The work on these topics makes a sound contribution to pupils' personal and social development and helps in the promotion of positive attitudes and values.
21. The curriculum for children in the Reception class is satisfactory. It provides a suitable range of activities based on teacher-led and child-initiated activities, covering all the six areas of learning that make up the National Curriculum for the Foundation Stage of Learning. Suitable links are made between different areas of the curriculum to provide relevance for the children. For example, during the inspection, children learned about suitable clothing for cold weather through role-play, computer games and mathematical activities. Planning is appropriate, although the skills to be learned are not clearly identified for each activity and as a result, some tasks are too challenging for some children while others have insufficient challenge. The previous inspection identified an

over-reliance on worksheets for the youngest children and the school has addressed this successfully.

22. The National Literacy and Numeracy Strategies have been implemented appropriately. Teachers plan well for these, demonstrating good understanding of the need to provide work suitably matched to pupils' levels of attainment. The school uses national guidance appropriately in subjects other than literacy and numeracy to ensure that pupils develop their skills steadily and systematically as they move through the school. Due to the fluctuating numbers of pupils in each year group year-on-year, which necessitates pupils of different ages being together in one class, the school takes care to ensure that all the necessary skills are covered even if, as in history for example, all year groups are covering the same topic. A curricular 'map' is produced that clearly indicates that, during their time in the school, pupils cover all the National Curriculum programmes of study in all subjects.
23. Pupils have satisfactory equality of opportunity. The differences in the quality of teaching between the classes result in some inconsistency of learning opportunities. This is sometimes the case where pupils in the same year group are in different classes.
24. A significant number of parents indicated that they felt that there were insufficient extra-curricular activities. Inspection evidence shows that this provision is satisfactory. The small number of teachers and the limitations of the accommodation mean that it is unrealistic to provide activities after school or at lunchtime. However, to compensate, the school ensures that all pupils have weekly swimming lessons and a wide range of visits and visitors enrich the curriculum.
25. Links with the community are very good and enhance the pupils' education. They learn about their local area and understand the concepts of citizenship through a good range of visits and visitors. For example, members of the local community, such as new mums, bring their babies, the dentist and nurses visit to explore health issues and local artists share their skills with the pupils. Visits to the nearby koi carp centre, the local woods to marvel at the fungi and bluebells and to the war memorial and graveyard make a very positive contribution to the pupils' education. A positive feature is the part played by the adult community choir, which joins in with the school's Christmas concert. This provides a very good role model for the pupils and also assists the small number of teachers to produce a performance that is eagerly anticipated by all.
26. The school has very good links with partner institutions. Of note is the relationship with the partner school. These schools share a headteacher and secretary and staff expertise for curricular management. This contributes to good management by the headteacher and co-ordinators. Other effective links include visits to other schools in the local 'cluster' and a 'Secretaries' Forum' where administrative staff from several schools share their concerns and expertise. Good links are well established with the local playgroup and the middle school to which pupils transfer. The school also benefits from its ongoing relationship with students who undertake work experience in the school.
27. Pupils with special educational needs have access to the full breadth and balance of the National Curriculum. Support is given within the class by the use of learning support assistants and classroom assistants who work with a designated group or individual pupil. Individual curriculum requirements are set out in the pupils' individual education plans. These plans are reviewed regularly as required by the Code of Practice on special educational needs.
28. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. Provision for moral development is very good and provision for spiritual, social and cultural development is good. This is a significant improvement since the last inspection, where provision for spiritual, moral and social development was generally satisfactory. The school ensures that pupils with special educational needs take a full part in school activities and have opportunities to take responsibility, such as serving on the school council. The school actively promotes the acceptance of all pupils, regardless of their ability.



29. Spiritual development is fostered successfully throughout the school day. Teachers take every opportunity to foster self-esteem and a sense of well-being. For example, the 'Golden boards' in each classroom celebrate pupils' achievements. Assemblies provide good opportunities for reflection. For example, during the inspection, where a visitor described her life in Malawi, pupils reflected on the differences between their Christmas meals and those in Malawi where there are difficulties in growing crops. A lit candle provided a focus in both the assemblies seen and contributed to the sense of calm. Pupils are encouraged to contribute to assemblies by offering their own prayers and even young pupils have the confidence to lead the school in prayer. During a circle time, wool was used to link pupils across the circle and pupils reflected on the resulting 'web' that linked them all. Experiences such as these contribute positively to spiritual development.
30. The code of conduct and class rules on display in all classes provide a very clear framework for pupils to know right from wrong. There is an expectation of a high standard of behaviour to which the pupils respond very positively. Pupils are encouraged to show a sense of responsibility for themselves and others in the school in their courteous behaviour. The weekly 'Golden Awards' assembly is used very well to celebrate achievements and reward good behaviour. The pupils respond very positively to this. Teachers provide very good role models and foster a sense of caring for others.
31. The school encourages all pupils to work and play harmoniously together. Pupils have good opportunities to work together in lessons and are encouraged to co-operate with each other. All pupils are encouraged to take care of each other and a 'family' atmosphere permeates the school. Many examples were seen where pupils helped each other spontaneously. For example, in a design and technology lesson for pupils in Year 1 and Year 2, pupils helped each other to cut out their patterns by holding the fabric steady for their partner. Good opportunities are provided for pupils to meet with others in the partner school. All these opportunities contribute positively to their social development.
32. Cultural development is well fostered through the school's links with Malawi. This well-established link provides pupils with a good understanding of life in other countries and also contributes to a sense of responsibility. Pupils have been involved in a wide range of fund-raising activities that give them a good understanding of the needs of those less fortunate than themselves. They learn a few words of the Chichewa language. There are opportunities to learn about the main features and festivals of world religions and the cultures of people with different faiths. Pupils gain an understanding of their own culture through visits to the church and graveyard to link with families found on the census. They take part in country dancing festivals and make flower arrangements for the village Flower Festival. Care is taken to promote an understanding of the cultural diversity in Britain through the promotion of role models such as Martin Luther King and Mother Theresa in assemblies. Books have been specially chosen to include characters and stories from other cultures. A Multicultural Day was held recently to ensure that pupils are well prepared for life in multicultural Britain. Pupils develop a good appreciation of other artistic traditions through art and design and music.

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

33. Parents think that the school is helping their child to become mature and responsible. The school provides a caring and supportive environment in which pupils can feel safe and valued, allowing them to concentrate on their learning. Procedures for child protection and for ensuring pupils' welfare are good. All adults in the school are made aware of their child protection responsibilities. The school site provides a safe environment and routine health and safety procedures and testing are in place. Governors have been actively involved in monitoring and ensuring that necessary risk assessments are carried out. No unsafe practice was seen during the inspection. There are appropriate procedures in place to ensure the safety of school trips but these need to be formalised in a written risk assessment. The school has appropriate safeguards to ensure that pupils do not have access to unsuitable materials when using the Internet.

34. All teachers are active in the pastoral care of their pupils. All adults in the school make considerable efforts to address the welfare of individual pupils. It is one of the advantages of a small school such as this that teachers can know their pupils very well on a day-to-day basis. However, in addition, the school has very good formal monitoring sheets to track individual pupils' personal development and which highlight any areas of difficulty an individual may be having. The staff are approachable, are genuinely concerned to help pupils when they need it and do their best to resolve any problems they have. The school is effective in helping pupils become mature and responsible individuals, ready to enter the much bigger arena of middle school.
35. The school has good procedures to monitor attendance and encourage pupils to attend regularly. The headteacher regularly reviews attendance data and parents know and follow the procedures if their child is absent from school. The governing body has been pro-active in implementing policies to encourage better attendance by pupils and the subsequent improvement in the figures suggest that these were effective.
36. There are good procedures to monitor and promote good behaviour, expressed in the behaviour policy. The school has a clear set of expectations backed up by a system of rewards and sanctions, which are well known to pupils. However the small classes and the strength of the relationship between teachers and pupils really makes the formal systems less important than they would be in a larger school. There are good procedures in place for dealing with any incidents of oppressive behaviour. The school has improved its provision for the support, guidance and welfare of pupils since the last inspection.
37. Procedures for assessing pupils' attainment and progress, especially in English, mathematics and science, are very good and a strength of the school. Procedures are consistent between classes and with the partner school at Frettenham. Very good examples were seen of assessment procedures in Years 1, 2 and 3. Teachers in these year groups make very good use of the information that they gather to enable them to group pupils according to ability and plan work which meets their particular needs. The very good use of assessment information means that work is carefully planned to meet the needs of those who have special educational needs and the more able. Assessment information is used less well in Reception, where work is sometimes not well matched to the children's learning needs and capabilities.
38. Pupils' understanding at the end of a topic or unit of work, especially in English, mathematics and science, is consistently assessed and the information gathered is used well to check on pupils' progress as they move through the school. Data from annual tests and assessments are analysed in order to identify strengths and weaknesses in pupils' performance, so that any shortcomings can be addressed. There is some helpful analysis of pupils' performance to assess whether there are any differences in the achievements of boys and girls. Data are used well to predict pupils' future performance and set targets. Teachers helpfully check their assessments with each other in order to ensure consistency and accuracy.

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

39. Parents are very supportive of virtually all aspects of the school. They appreciate all aspects of the school's provision and believe that their children are benefiting very well from what the school offers.
40. Parents agree that they are kept well informed about their child's progress and inspection findings would echo this view. An important part of this is the informal aspects – in such a small school, relationships between staff and parents can develop in a way impossible in a larger one. The headteacher is very aware that her responsibility for two schools inevitably reduces her availability to Hainford parents. She has put in place effective measures to minimise this and she ensures that she is available if needed to see a parent urgently. The few parents who attended the parents' meeting agreed that the school goes out of its way to compensate for the shared leadership arrangements. The formal procedures for parents to talk to the school are good, with a parents' evening each term to enable them to meet their child's teacher. The written reports provide sufficient detail on curriculum coverage and are personal to the individual. There are good targets,

although more information on actual attainment against National Curriculum levels would help parents know how their child is progressing against a clear benchmark. The level of detail also varies to a degree depending on the individual teacher. The information the school provides for parents through the prospectus and the annual governors' report to parents is satisfactory.

41. Parents contribute well to their children's learning. They are invited into school every Monday morning to share a book with their child, an opportunity appreciated by those parents who are able to take it up. Most parents help their children with homework, especially hearing them read at home. A number of parents also help in school, and parental support is particularly valuable when pupils are taken swimming to Coltishall. The school has an active parent group which organises social and fundraising events. There is a home/school agreement in place, which most parents have signed, but it is hard to identify any practical effect. Very few parents attend the governors' annual meeting with parents.
42. The quality of the partnership with parents is a strength of the school, which has been maintained since the last inspection.

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

43. Two years ago there was a significant change to the way that Hainford School is led and managed. As part of a pilot scheme for small schools in Norfolk, the school formed a partnership with another small first school in the adjacent village of Frettenham. The two schools retain their separate identity but the following activities are conducted jointly:
  - The headteacher fulfils this role in both schools, splitting her time between the two sites.
  - There are separate governing bodies but they operate a joint review committee.
  - Headteacher performance monitoring is conducted jointly by the two governing bodies.
  - There is one school secretary who services both schools.
  - Subject leaders manage their subjects in both schools.
  - There are some joint activities for children.
  - There is increasing development of policies and procedures common to both schools.
44. Against this context, it is clear that the headteacher's post and the way it is carried out is different in some respects from the norm, particularly during the past couple of years when she has been heavily involved in setting up the partnership. Parents think that the partnership is working well in practice and that the children are benefiting from it. The vast majority agree that the school is well led and managed.
45. The leadership and management of Hainford School by the headteacher and governors are good overall. The governing body deserves real credit for adopting the radical approach, after having carried out a well-conducted review to ensure that the project had real benefits for their school. They have also provided clear leadership to the way that this innovative solution has been successfully implemented. The headteacher has also made a major contribution to making the partnership between the two schools a success. She has a clear vision of how the concept can be made to work in practice and has displayed the management skills to implement it. In particular, she has ensured that the governors, staff and parents have been comfortable with the way the project has proceeded. The head has a thoughtful approach, which has helped her identify the key steps in this process of integration. Her enthusiasm and skills in managing people have been key in ensuring it has happened at the right speed and that the concerns of all stakeholders have been accommodated.
46. The headteacher nominally spends three-fifths of her time leading Hainford School. She displays good leadership qualities. She ensures everyone in the school community feels part of the team and supports them in all aspects of their development. There is a commitment to equality of opportunity for all pupils and teachers demonstrate good role models in their positive attitudes to all pupils. The school's aims and values are reflected well in its work. The headteacher is ensuring a clear educational direction for the school. Her management style is building well on the advantages found in very small schools to foster the very good relationships and the sense of teamwork to be found here. At the same time, she is minimising the disadvantages of small

schools by making good use of external resources and taking opportunities to extend pupils' horizons beyond their small community. The development of relationships has been particularly important for the subject leaders for Hainford, and particularly so for co-ordinators for the key subjects of English and science, who are both actually based at Frettenham but with responsibility for both schools. The headteacher makes good use of these staff with particular specialisms and they are encouraged to take responsibility and lead by example. This is particularly fostered by the non-contact time that they receive to fulfil their roles, including checking on both planning and lessons. This includes monitoring of teaching against standards criteria and feedback to the individual observed. This is good practice. However, the monitoring undertaken by co-ordinators, as well as that of the headteacher, tends not to highlight any difficult messages and shies away rather from the clear identification of what needs to be improved.

47. The headteacher herself is the co-ordinator for special educational needs and she is very effective in this role. She has a very good overview of provision throughout the school. The requirements of the Code of Practice are fully met, the appropriate paperwork is in place and targets on the individual education plans are monitored regularly. The partnership is working particularly well in this area. Compared with a conventional model for a school of this size, where all co-ordinator roles would have to be shared between a limited number of teachers, the advantages of having a wider pool of individuals have led to very good work in this area. They are clear about their objectives and the co-ordinators based at Frettenham School are effective in supporting their colleagues at Hainford. The two sets of staff are well on the way to becoming an effective joint team.
48. Governors are very supportive of the school and have a very good understanding of its strengths and weaknesses. They fulfil all their statutory requirements well. They have a professional and thoughtful approach to their role, making use of their disparate experience to the benefit of the school. Many have attended training courses to extend their knowledge. All governors have a particular responsibility for a curricular area. They have a well-planned programme of visits, and through them are obtaining a first-hand understanding of the school's strengths and weaknesses. They also receive comprehensive reports from the headteacher. The Chair of Governors has regular meetings with the headteacher. The governing body is well led and is effective in carrying out its responsibilities. Unusually, the governing body does not make use of committees to spread its workload, although this does not adversely affect their efficiency and they are fulfilling their responsibilities well. The governors are clear about the nature of their "critical friend" role but there is room for this to be developed a stage further. Governors understand the long-term goals for the school; in particular, where they would like to see the partnership heading. They ensure that resources and school improvement are targeted strategically to match the priorities set. The Joint Self Review Committee (half its members from Hainford, half from Frettenham) is working its way through the local education authority self-evaluation model, a process that is helping the two governing bodies evaluate the strengths and areas for improvement in both schools through the common school development plan – this process has yet to be fully implemented. It also helps the two governing bodies to be effective at holding the headteacher to account and setting her performance targets, a process they carry out well. The school development plan has understandably concentrated mainly on needs common to both schools. The two governing bodies need to ensure that specific areas to be developed in one school, for example, the differing emphasis required to develop the early years provision in each school, are addressed, with the added bonus that a strength in one school may help to address an area for development in the other.
49. The school systematically tracks and analyses the progress made by its pupils very thoroughly and uses the information it gathers to help identify areas for development. The school development plan is used well to steer the development of the school and the priorities are monitored and evaluated routinely. All key issues in the last inspection report have been resolved. Governors, headteacher, subject leaders and staff share a very good commitment to succeed, both as an individual school and also as part of the partnership.
50. The financial planning is well linked to educational priorities. All funds, including specific grants, are used well to meet the needs of the pupils. There are clearly identified routines to enable the

headteacher and governors to monitor the deployment of resources. Value for money principles lay at the very heart of the setting up of the partnership arrangements and were well addressed. On a more day-to-day basis, the school does consider the most cost-effective way of addressing an identified need, a recent example being the consideration of various approaches to providing ICT training for staff. The school has maintained a reasonably-sized contingency fund, particularly important in such a small school where funding uncertainties can have a dramatic effect on provision – not the least being whether the local education authority will be able to continue to help fund the additional costs of the partnership arrangements. It is also essential given the school's commitment to maintain a three-class structure as long as pupil numbers make this at all feasible.

51. Routine financial management and administration of the school are well conducted. The very capable school secretary operates efficiently and unobtrusively. She has provided thoughtful ideas on improving the administrative arrangements for the partnership, such as standardising the two separate filing systems. Major problems with the software used to provide financial control (not the fault of the school) in 2001/02 have held back progress. In general the use of new technology such as computers and electronic mail is sound; the school has not really explored the exciting possibilities that this could bring to the partnership. This could include teaching pupils remotely – one example might be to enable a subject co-ordinator at Frettenham to conduct a lesson including pupils at Hainford by using web cams. Similarly, this sort of link between the two staff rooms would enable advice from subject co-ordinators to be sought via an internet link in the same informal but productive way that occurs in a shared staff room, despite the physical distance between them.
52. The school is very well resourced in terms of teaching and support staff to meet the needs of the pupils. There are three full-time teachers, giving the exceptional ratio of 14.5 pupils per class teacher, plus the shared headteacher. The partnership arrangement has yielded the resources to provide 60 per cent of the time of a non-teaching headteacher and the support of curriculum co-ordinators from Frettenham, making it altogether a very strong package. All staff are well deployed. The school has used the statutory strategies for performance management to good effect and this has enabled professional development to be carried out successfully. The partnership has appropriate procedures and experience at Frettenham for the induction of a newly-qualified teacher. The school is an effective provider of training for new teachers, seeing this as an opportunity to bring a wider range of adults into the pupils' orbit. The school's staff benefit from good opportunities to attend professional development training. All staff are aware in their lesson planning of preparing work at an appropriate level for pupils with special educational needs. Access to the accommodation is suitable for pupils presently at the school but steps could present a problem for pupils with physical difficulties.
53. Learning resources in the school are sound. There has been some sharing of equipment, with, for example, physical education equipment from Frettenham being used to extend the experiences for pupils at Hainford. The school's current accommodation is unsatisfactory, despite the considerable improvements made to it over the years. In particular, the lack of a school hall inhibits the whole school coming together in pleasant surroundings, for example, for collective worship, and also restricts the teaching of physical education, especially when it is not possible to work outside. The school does not have a separate library or separate dedicated teaching space for small groups, but does enjoy an exceptionally large site for the number of pupils, with a good playground and playing field.

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

54. In order to address effectively the issues of the report, the headteacher, staff and governing body should:

- Improve the provision for the children in the Reception class, by ensuring that information about children's capabilities and what they know, understand and can do, as well as what they do not know and cannot do, is used more carefully to plan work which meets their learning needs. (Paragraphs 2, 19, 21, 56)

### **The school should also plan to address the following less significant issue**

- Ensure that the evaluations of the quality of teaching focus more sharply on what works well, what works less well and what needs to be improved. (Paragraphs 3,46,71,80,88,97,102).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	8	6	0	0	0
Percentage	0	18	47	35	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 five percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	48
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

#### Special educational needs

	YR – Y3
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	4

#### 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	0
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.6

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	6	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	8	9
Percentage of pupils at NC level 2 or above	School	82 (94)	73 (94)	82 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	82 (94)	82 (94)	82 (94)
	National	85 (85)	89 (89)	89 (89)

*Percentages in brackets refer to the year before the latest reporting year. The numbers of boys and girls at NC Level 2 and above have been omitted because there were fewer than ten pupils in each group.*



**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	48	0	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)	3.82
Number of pupils per qualified teacher	14.14
Average class size	18

**Education support staff: YR – Y3**

Total number of education support staff	4
Total aggregate hours worked per week	62

**Financial information**

Financial year	2001/2002
	£
Total income	215,637
Total expenditure	208,071
Expenditure per pupil	3,926
Balance brought forward from previous year	31,838
Balance carried forward to next year	39,404

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1.24
Number of teachers appointed to the school during the last two years	1.24
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

**Questionnaire return rate**

Number of questionnaires sent out	65
Number of questionnaires returned	28

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	54	46	0	0	0
Behaviour in the school is good.	29	64	0	4	4
My child gets the right amount of work to do at home.	29	57	14	0	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	57	62	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	57	39	4	0	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	43	54	4	0	0
The school is well led and managed.	64	32	0	0	4
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	32	32	21	11	4

## **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**

55. Children start school at the beginning of the year in which they have their fifth birthday. At the time of the inspection, they were accommodated together in one class, but this varies according to the number of children in the year group and sometimes they are taught in the same class as older pupils. The majority of children transfer from the local playgroup and their smooth transfer to school is assured because the playgroup leader is also the classroom assistant in the Reception class. The school's own assessment of the children's skills on starting school, together with inspection evidence, show that attainments on entry are broadly average, but cover the full range. The children have levels of personal, social and emotional development that are similar to those usually found at this age. The same is true of their skills in communication, language and literacy and mathematical development. Children make satisfactory progress, firmly developing and consolidating their skills. Their achievement is satisfactory in all the areas of learning. By the end of the Reception year, most children are on course to attain the early learning goals in all the areas of learning. This is a similar picture to the findings of the previous inspection.
56. The quality of teaching and learning is satisfactory in all the areas of learning. All lessons seen were satisfactory and this is an improvement since the last inspection, when some unsatisfactory teaching was seen. The previous inspection identified that children had insufficient opportunities to make choices and the school has successfully addressed this. Children have individual activity cards on which they mark each activity as they choose to do it and the teacher's checking of this process ensures that all children experience a full range of activities. Tasks are planned to meet the needs of children with different levels of attainment in some of the areas of learning but sometimes the activities do not meet their needs, being too challenging for some children and insufficiently challenging for others. Opportunities are sometimes missed for the teacher to give focused teaching to individuals or small groups while other children are playing independently. This contributes to lower standards than might be expected. All children, including those with special educational needs and higher-attaining children, generally try hard and concentrate well. This only slips a little when the work set is not well suited to their capabilities and needs.

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

57. The children are secure in routines and take responsibility for fetching their own aprons and helping each other to fasten them. They take turns to be helpers and take the register to the office. Adults stress the importance of good manners and the children respond politely to their names at registration time. Most children work and play independently when the teacher and classroom assistant are working with other children.
58. Adults encourage children to develop their social skills in a variety of ways. For example, they take turns to be the snowman or to dress in winter clothes when playing in the 'Winter Wood' role-play area. They take turns to use the computers and listen to each other while waiting their turn to speak when they show items that they have brought from home. They respond well to each other when they play games such as 'What's the time, Mr Wolf?' They behave sensibly when passing a toy rabbit round the circle to develop their counting skills.

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

59. Children develop their speaking and listening skills appropriately through role-play in the 'Winter Wood' and through regular opportunities to tell their news and show items of interest. They ask sensible questions such as 'Can you make it sit down?' when a child showed a giraffe puppet. However, speaking skills cover the full range of attainment with children of lower attainment speaking in very simple sentences when encouraged to do so. Handwriting skills are taught regularly although, during the inspection, the activity to trace and copy the letter 'm' did not meet the needs of all children. Higher-attaining children could already do this and spent too long drawing

and colouring a 'meal'. Lower-attaining children found it difficult to copy the letter. The opportunity was missed for these children to practise their skills, for example, in finger paints. As a result, only the average-attaining children developed their skills sufficiently.

60. Children have appropriate opportunities to develop their writing skills independently in the writing area. During the inspection, this area was helpfully equipped with words to compose a sentence relating to the Christmas Story. This encouraged children to try to read the words and compose and copy the sentence. Most children can write their names and others try to copy it. Work on display shows that most children can write letter type shapes in their lists for Father Christmas, with higher-attaining children writing simple words. Appropriate emphasis is placed on the development of reading skills. For example, children try to match sentences to pictures of the Christmas Story, but find words such as 'Bethlehem' and 'shepherds' too difficult. Children read to the teacher in groups, using the pictures to help them read sentences such as 'This is the snake.' Higher-attaining children can read simple words, using their knowledge of sounds to help them. Average-attaining children can make words such as 'the' from magnetic letters and higher attainers know which letters to add to make 'their'. Most children know that books have a title and can identify it on the book cover.

### **Mathematical development**

61. Children learn to use mathematical language such as 'under' and 'over' when playing in the pretend snow in the 'Winter Wood'. They develop early counting skills by passing a toy rabbit round the circle as they count to 20. They learn the concept of 'forwards' and 'backwards' as they pass the rabbit, although few can count backwards from 20. They learn to understand the passage of time as the teacher uses a stopwatch to see how long it takes for them to count to 20. They match colours and numbers through a range of games and develop their skills further by singing number rhymes. They learn to order the days of the week by singing a well-known song. In group activities to reinforce the order of the days of the week, again the chosen task did not meet all the children's needs. Higher-attaining pupils were required to jump on large cards arranged in order for each day of the week as they sang the song, but the distance between the cards made it difficult to land on the correct card as each day was sung. They were then asked to stick their own set of words in order, but few could read the words.

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

62. Children learn about the different seasons through their work on weather. They complete a chart each day to show the weather. They identify suitable clothes to wear in the cold, rain or heat and sort them into sets. They experiment with sand and water and use computers regularly. During the inspection, children showed confidence in using the 'mouse' to dress a teddy in suitable clothes according to the weather. They also play a range of games, confidently changing the features or level of difficulty. This gives them a good foundation for their work in information and communication technology as they move through the school. Pictures on display show that children are introduced to countries such as Botswana and the Sudan. They are introduced to the celebrations of other faiths such as Hanukah.

### **Physical development**

63. Children develop their physical skills in their own secure play area, but due to the length of the inspection and inclement weather it was not possible to observe the children in physical activities. However, in a very short session where the children played 'What's the time, Mr Wolf?' they showed that they can run and dodge, showing an appropriate awareness of space. The children have the opportunity to develop their skills through the use of wheeled toys and climbing apparatus but this was not observed during the inspection. All children handle scissors, small toys and dough regularly to develop their manipulative skills; for example, when cutting flowers and leaves to make calendars.

## Creative development

64. Children experiment with a range of materials to develop their creative skills. For example, they use tissue paper, glitter and card to make model candles. They print large patterns using the wheels from their 'ride-on' toys. They use clay to make 'divas' to support their work on Hanukah and make repeating patterns in paint. There are regular opportunities to develop musical skills, through singing a range of songs and by using musical instruments. During the inspection, children kept the beat with a wide range of instruments while singing well-known nursery rhymes.

## ENGLISH

65. In the most recent national tests and assessments for pupils in Year 2, standards in reading were average. In writing they were well below average. Standards vary from year to year with the varying characteristics of the very small groups of pupils. For example, a relatively high proportion of Year 2 pupils last year had special educational needs, which included learning difficulties, and this was reflected in the results of national tests, especially in writing. The standards reached in both reading and writing were well below those attained in similar schools.
66. There are more pupils in Year 2 this year, and the proportion of those with special educational needs is smaller. This more representative group of pupils shows a range of attainment in reading and writing, but overall standards are average. Standards in speaking and listening are also average. The standards reached by most pupils in Year 3 are broadly average in all aspects of English, but the relatively high proportion of pupils who have special educational needs do not reach expected levels, although they do make good progress in response to the good teaching and support which they receive. The achievement of most pupils in Years 1 to 3, including the most able, is sound. There are no great overall differences in the standards reached by boys and girls. Pupils are given some good opportunities to explain things to others and they are encouraged to do this clearly, so that their partners easily understand. For example, pupils in the mixed Years 1 and 2 class worked co-operatively in pairs to explain to one another how they had made their Christmas cards. They recounted precisely the sequence of events, including designing their cards and assembling the materials needed. Most gave a good account of the tools and materials they used. One girl, for example, was able to explain clearly that she had used some special scissors and that this was necessary because she was cutting fabric. Pupils in Year 3 discuss very sensibly with a partner what they are good at and what they most enjoy. They have appropriate opportunities to relate these conversations to their friends. Most speak freely, clearly expressing, for example, positive feelings about their membership of the class, expressing themselves with reasonable confidence in whole-class discussion.
67. Pupils in Year 2 recognise a large number of common words by sight and most are on course to acquire the expected sight recognition of about 150 common words by the end of Year 2. These common words play an important part in tackling reading books and other texts and knowledge of them gives pupils an appropriate degree of confidence and independence in their reading. Pupils also acquire sound phonics skills, which equip them to work out many unfamiliar words through their understanding of the sounds that letters make and how these combine into words. This work also contributes to their spelling ability. Most pupils in Year 2 read and spell the vowel combinations, such as *or* and *ar*, for example. They apply this knowledge as they read and write, reading and spelling words such *born* and *barn*, for instance, with confidence. By Year 3, most pupils extend their phonic skills appropriately. They know and can use some of the spelling rules. For example, they know that we usually drop the final letter *e* when adding *ing* after a long vowel, but double the final letter after a short vowel. Most can apply such rules appropriately, for instance changing *run* to *running* and *phone* to *phoning*.
68. The quality of teaching is good overall. It is particularly strong in the mixed Years 2 and 3 class. Some very good use is made of learning support staff to promote pupils' learning. They give valuable support because of the thoughtful way in which their deployment is planned and organised and because they are skilled and very well briefed and prepared, with a clear understanding of their role. Good support is given to pupils of all abilities and ages, and this helps teachers to meet the varying needs of boys and girls in all three year groups. Work is carefully matched to pupils'

particular learning needs. Some appropriate individual help is given to those who find learning more difficult due to learning or behavioural difficulties. Good class control and warm relationships between pupils, teachers and other adults characterise lessons in both classes. These contribute positively to pupils' learning and their personal development, since a secure, purposeful working atmosphere is created in which pupils are able to concentrate, try hard and do their best. Teachers make some good use of ICT to enrich pupils' learning. For example, the Internet was used well in a lesson in Years 2 and 3 as pupils researched some of the different ways in which information is presented. This work could have been of more value if pupils had made their own connection to the Internet, instead of this being done for them by the teacher.

69. There are appropriate opportunities for pupils to use their reading and writing skills in other subjects. A very good example was seen in a science lesson in Years 2 and 3, for example, as pupils used their knowledge of the alphabet and their understanding of a glossary effectively to derive information from a wide range of books.
70. The good teaching in Years 1, 2 and 3 leads to good learning. Together with pupils' positive attitudes it helps pupils to achieve well. However, the fact that the children in Reception do not all get off to as good a start as they might, and this applies to those in Year 1 in some years, means that standards are not as high as they could be.
71. The management of English is good. The co-ordinator is based at Frettenham School and manages the subject well in both schools. She has started to develop well the systematic monitoring of teaching and learning and she carries out helpful checks on pupils' work. The co-ordinator's monitoring role now needs to be further developed so that it focuses more closely on what works well in promoting pupils' learning and what needs to be improved.

## **MATHEMATICS**

72. Standards are currently average at the end of Years 2 and 3 and pupils' achievement is satisfactory in all aspects of mathematics – the use of numbers, shape, space and measures and data handling. Pupils have satisfactory opportunities to apply some of their mathematical learning in practical situations and in other subjects, such as science and ICT, and they do so with reasonable skill. There are no great differences in the standards achieved by boys and girls. Standards are similar to those reported at the time of the last inspection.
73. Pupils attained below average results in the National Curriculum tests in 2002 and the school's results were well below those reached in similar schools. This is largely because the year group was small and the low attainment of a few pupils with special educational needs had a disproportionate effect on the overall points scored. This is always a possibility where there are small year groups. It means that the school's overall results, reflected in the Standards table in the Summary Report, and comparisons with the performance of pupils in other schools must be treated with great caution, as must the analysis of change in test results from one year to the next. In fact, nine of the eleven pupils in Year 2 reached or exceeded the expected level in the tests. This situation is confirmed by inspection evidence, which shows that almost all of this group of pupils, who are now in Year 3, are performing at least in line with expectations for their age. Only those who have special educational needs are not doing so, although they do make good progress.
74. Even though year group numbers are small and their characteristics vary from year to year, general improvement in standards over a number of years can be expected and is found in many other schools in similar circumstances. This is not the case here. Analysis of the trend in pupils' performance in national tests over the period 1998 – 2002 shows an overall decline against a steeply rising national trend, with only a very slight improvement in 2001, which was reversed in 2002. The grouping of pupils into classes, particularly in Reception and Year 1, has affected pupils' progress, so that they have not all got off to as strong a start as they might. Evidence on the quality of teaching in Reception shows that pupils do not all learn as well as they could. In some years, this affects Year 1 pupils as well. In order for there to be a steady improvement in

pupils' test performance, similar to the national trend in improvement, the learning needs of all pupils must be met fully from the outset.

75. The quality of teaching and learning in Years 1 and 2 is good at present and in Years 2 and 3 it is very good. The teaching draws effectively on national guidance on the teaching of numeracy. Teachers begin their lessons at a brisk pace, continually challenge pupils to try hard and think for themselves, keeping them attentive, interested and focused on the task in hand. They clearly explain the purpose of tasks, make it very clear what is expected of pupils and use effective questioning to probe and extend pupils' understanding. They also ensure that the teaching assistants are clear about their role in helping to ensure that the learning needs of all pupils are met, including those with special educational needs and the more able. Pupils are encouraged to explain their methods and thinking. This helps deepen their understanding of their own learning.
76. In a good Years 1 and 2 lesson, the teacher used assessment of pupils' learning very effectively to ensure that they were able to add and subtract numbers up to 20. Pupils showed good use of their ability to sort and classify in a variety of ways. They also showed the expected level of ability to make accurate predictions over the total and numbers of each colour of smarties in a standard tube. Pupils used skills such as tallying and construction of pictograms effectively to record their answers.
77. Pupils in a very good lesson in Years 2 and 3 showed an appropriate ability to sort and classify coins according to their value. They could also transfer their findings to a computer and present them in graphical form. They sorted names according to the number of letters they contained and constructed pictograms to show their findings. Pupils worked well co-operatively. More able pupils were challenged with more difficult questions. Work was well planned for pupils of all abilities so that they were all able to take a full part in the lesson and make very good progress. The management of behaviour was very good, so that pupils worked hard with concentration in a disciplined atmosphere.
78. In Years 1 to 3 teachers make very good use of regular checks on what pupils know, understand and can do, and what they still need to learn. They use the information gathered very effectively to ensure that pupils are making enough progress and also to plan work that meets their varying learning needs.
79. Pupils were observed in Years 2 and 3 using ICT to support their learning and scrutiny of pupils' books and wall displays showed that pupils had used ICT to support their numeracy skills in areas such as data handling. Opportunities for teaching and using numeracy across the curriculum are also being used, such as the use of graphical representation in handling data. There was also significant evidence of numeracy skills being taught in other subjects, such as science.
80. The co-ordinator is enthusiastic and manages the subject well. In order to develop the subject, she has attended courses on the National Numeracy Strategy and has worked closely with her colleagues and the school governors. She has helpfully been given the opportunity to monitor the development and teaching of mathematics. In this way she has had the opportunity to work alongside colleagues and give support. However, the monitoring of teaching and learning does not yet focus closely enough on what needs to be improved in order to promote high achievement and so raise standards. National test and assessment results have been appropriately analysed to monitor strengths and areas to develop in the subject.

## **SCIENCE**

81. Standards are now average at the end of Years 2 and 3 in all aspects of the subject, including practical and investigative work. Most pupils are able to apply their ideas to everyday contexts, predict outcomes, test their reasons based on systematic observations and suggest ways to improve their work, in ways expected for their age. Pupils' achievement is satisfactory overall. Standards are similar to those reported at the time of the last inspection. The results of the 2002 teacher assessments of the attainment of pupils in Year 2 revealed a mixed picture, consistent with a small year group with quite a high proportion of pupils with special educational needs. The



overall poor performance compared with other schools nationally in the percentage of pupils reaching expected levels reflects the low achievements of a small number of pupils. Each pupil in that year group represented almost ten per cent of the total. A small number of pupils also exceeded expectations.

82. During the inspection, it was only possible to see one lesson, in Years 2 and 3. Taking into account the standards reached and the learning and progress reflected in the analysis of pupils' work, it is judged that the quality of teaching is sound, overall. In the one very good lesson seen, pupils showed a better than average ability to use research skills to test surfaces and see which would give the greatest force to a bouncing ball. In a very good introduction to the lesson, pupils used reference books to find out information, which they then shared with the rest of the class – a good opportunity for them to practise their speaking and listening skills. Good opportunities were also given for pupils to use some of their reading skills, for example, as they used an index and a glossary and applied their understanding of alphabetical order. Pupils showed good understanding of scientific terms, being able to identify a word from its definition. More able pupils also showed the ability to describe the meaning of scientific terms; for example, 'gravity'. Pupils were able to make predictions and test these against the outcomes of their experiments. They were able to carry out a fair test and describe the importance of having only one variable. The results of pupils' findings were recorded in a number of ways. Discussion at the end of the lesson established that learning had been very good, including that of pupils with special educational needs, who worked with the class teacher while the learning support assistant worked with the average/ more able pupils. This resulted in examples of very good learning such as a pupil describing how some surfaces absorbed energy while harder surfaces released the energy in the ball.
83. Teachers make very good use of regular checks on pupils' attainment and progress. The information gathered is effectively used to plan work that matches pupils' capabilities and learning needs. Good use is made of national guidance to ensure that the full curriculum is taught. This guidance is appropriately translated to meet the particular needs of this small school with its mixed-age classes.
84. The management of the subject is good. The newly appointed co-ordinator has had time to monitor teaching and learning and to work alongside colleagues in both this and the partnership school. Pupils' work has been helpfully analysed to identify strengths and areas to develop in the subject. There are useful examples of annotated work to aid teachers in their assessment of pupils' work and to moderate pupils' levels of achievement. The use of ICT to support pupils' learning is satisfactory. For example, pupils use the Internet in Years 2 and 3 to carry out some of their research as they learn about the forces that act on a bouncing ball.

## **ART AND DESIGN**

85. Judgements are based on work on display and discussion with the co-ordinator and pupils. This indicates that standards are broadly average in Year 2 and that these standards are maintained in Year 3. All pupils are achieving satisfactorily. The previous inspection identified standards that were above average, but the year groups are very small and standards differ year on year. There was insufficient evidence to make a judgement on the quality of teaching because no lessons were seen due to the length of the inspection.
86. Work on display shows that all pupils develop an appropriate range of skills. Pupils in Year 1 and younger pupils in Year 2 use printing sticks to experiment with colour and pattern to produce Joseph's coat of many colours. They use Van Gogh's 'Starry Night' as a stimulus for their own work. As was identified in the previous inspection, pupils continue to use the subject in other curricular areas; for example, in music to illustrate their feelings on listening to music. They use pastels effectively to draw figures to support their science work on forces, showing appropriate attention to detail.
87. Older pupils in Year 2 and Year 3 develop their skills through using stencils to form overlapping patterns that include a 'stippling' technique. They print Christmas cards using a range of paints and develop their three-dimensional skills when they use clay to make 'divas' as part of their Diwali

celebrations. All pupils use information and communication technology appropriately to support the subject; for example, by using a program to draw patterns.

88. The school uses national guidance appropriately to ensure that pupils develop their skills steadily and systematically as they move through the school. Management of the subject is good. The co-ordinator, who is the headteacher, manages the subject in the school and also in the partner school nearby. This sensible sharing of responsibilities in this very small school means that the co-ordinator has fewer curricular responsibilities than might be the case and, as a result, has good opportunities to monitor teaching and standards in the subject. This monitoring could now be improved by focusing more closely on what needs to be done to ensure that all pupils achieve to their full potential.

## **DESIGN AND TECHNOLOGY**

89. Standards are average in Years 2 and 3, as they were at the time of the last inspection. The achievement of all pupils, including those with special educational needs, is satisfactory. Judgements are based on an analysis of a small amount of pupils' work, teachers' planning documents, photographic evidence and a scrutiny of a few products that pupils have made.
90. Pupils throughout the school have had experience of evaluating the use and limitations of different materials as well as joining and assembling. There is also an emphasis on making and using simple mechanisms to make moving parts of products.
91. Teaching and learning were good in both lessons seen and pupils showed a very positive attitude to the subject. In a good lesson in Years 1 and 2, pupils demonstrated reasonable skill for their age as they designed, made and decorated a coat for Joseph, linking their work to a Bible story. They used the computer to drag rectangles to form overlapping patterns and then fill these with colour. They worked well co-operatively to create coats of many colours, of which they were proud. They showed high levels of concentration throughout and were helped by the good support from the teaching assistant.
92. In a good lesson in Years 2 and 3, pupils selected from a range of materials and used a range of techniques competently to construct hand puppets. Their skills in stitching showed considerable improvement during the lesson. They tested a variety of materials before deciding on the best for the purpose. The teaching assistant and a volunteer parent helper added greatly to the success of the lesson through the individual support which they were able to provide and pupils showed great satisfaction at the quality of the puppets they produced.
93. The analysis of pupils' work shows that they are encouraged to give careful thought to the design of their product and there is also evidence that planning includes time for pupils to modify and improve their designs by simple evaluation. A governor had supported the school in design and technology by demonstrating the safe use of tools to pupils together with demonstrating various ways of joining wood in a project to construct photo frames.
94. The management of design and technology is good. The co-ordinator works hard to encourage and support other teachers informally and monitors the teaching and development of the subject. She has helpfully assembled samples of pupils' work, which helps her to have an overview of what is taught, and the standards achieved. A successful joint curriculum day in June 2002 involved pupils from Hainford and Frettenham schools in various design and technology projects. The use of ICT to support pupils' learning is satisfactory.

## **GEOGRAPHY**

95. During the inspection, it was possible to observe only one lesson in geography. Judgements are based on an analysis of a small amount of pupils' work, teachers' planning documents, and some photographic evidence. These show that standards are average in Years 2 and 3, as they were at the time of the last inspection. Pupils' achievement is sound in both year groups. Pupils in Years 1 and 2 study the local area around the school, while pupils in Years 2 and 3 study weather

comparing it in various locations around the world. Work is suitably matched to the needs of pupils of different abilities.

96. In the good lesson seen in Years 2 and 3, work was well matched to the ability of the pupils so that while more able pupils used travel brochures to write a postcard home, describing the locality in which they were staying, pupils requiring more support worked with the teaching assistant, cutting pictures from magazines of clothing suitable for hot or cold climates. Pupils showed the ability, under supervision, to use the Internet to find weather conditions locally and in different parts of the world. They showed the ability to work well independently and carry out their own research.
97. The management of geography is good. The subject has been well co-ordinated for some time. The new co-ordinator took up her post at the beginning of the term and had time to prepare for the task. There has been monitoring of the development of the subject in the classrooms for at least one year. However, this has not yet focused sharply enough on what needs to be done to bring about improvements in pupils' achievement and standards. The use of assessment to inform planning is good. Good use is made of ICT to support pupils' learning. Lessons are appropriately based on national guidance, suitably modified to fit the needs of this small school with its mixed-age classes.

## **HISTORY**

98. Standards are broadly average in Year 2 and these are maintained in Year 3. Pupils' achievement is satisfactory. The previous inspection identified standards that were above average but the year groups are small and standards vary year on year. Judgements are based on the analysis of pupils' work, displays, planning documents and on the one lesson seen during the inspection.
99. The school uses national guidance appropriately to ensure that pupils develop their skills steadily and systematically as they move through the school. However, due to the small and differing numbers of pupils in each year group, the age-ranges of classes can differ from year to year. The school ensures that pupils are taught all the necessary skills and knowledge over their time in school but this sometimes means that the whole school may be covering the same topic. At the time of the inspection, all pupils were learning about the Great Fire of London and consequently all work on display was based on this.
100. Younger pupils appreciate that life was different in the past. They know that Samuel Pepys wrote a diary, lived in London and saw the Great Fire. They know that the fire spread because the houses were made of wood and that this is not the case now. They sequence pictures to illustrate the story and use their developing literacy skills to record captions to the pictures. Older pupils know the important features of the story and write extended accounts of what happened. Their use of timelines shows that they understand chronology.
101. There was insufficient evidence to make an overall judgement on the quality of teaching because only one lesson was seen during the inspection. However, in this lesson, for pupils in Year 1 and Year 2, the quality of teaching was satisfactory. The teacher made good use of eyewitness accounts from Samuel Pepys' diary to hold the pupils' interest. Pupils discussed which items they would save if they were involved in a fire, drawing and labelling them. This activity contributed positively to their literacy skills. The use of information and communication technology to support the subject is underdeveloped.
102. Management of the subject is good. The co-ordinator manages the subject in the school and also in the partnership school nearby. This sensible sharing of responsibilities in very small schools means that the co-ordinator has fewer curricular responsibilities than might be the case and, as a result, has good opportunities to monitor teaching and standards in the subject. The monitoring now needs to be improved to identify more clearly what works well in teaching and what is not so successful.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

103. It was only possible to see one brief ICT lesson during the inspection due to time constraints. However, pupils were seen using ICT in some other lessons and teachers presented a portfolio of pupils' work. Judgements are based on this evidence. It is not possible to make a secure judgement on the quality of teaching and learning.
104. Standards are average in Year 2 and also in Year 3 and achievement is sound. This is a similar position to that at the time of the last inspection. There are no differences overall between the standards achieved by boys and girls. Pupils use their ICT skills to help them learn in a range of other subjects. For example, they use the Internet for research in English, science and geography, design and colour Joseph's multi-coloured coat in design and technology and paint and make calendars in the style of Mondrian in art and design lessons.
105. In Year 2 most pupils can save their work and retrieve it again when they want to work on it. They are able to print it out. They are familiar with CD Roms, which they use to find out information, for example about forces. Pupils also make use of the Internet, but at the time of the inspection they were not logging on for themselves, this being done in advance by the teacher. Most pupils in Years 2 and 3 could easily do this for themselves. Once logged on, pupils make good use of the mouse and keyboard to manipulate images on the screen and navigate their way around a web site. They are able to search and find things out, for example, about authors and some of the techniques they use to present information. Pupils in Years 2 and 3 use a simple database competently, for example, to sort and classify information that they have collected in a mathematics lesson. They then use the computer to represent this information in the form of block graphs and pictograms.
106. The management of ICT is sound. It benefits from the fact that the subject co-ordinator manages the subject in both schools in the partnership, carrying out lesson observations and monitoring pupils' work. There has been good quality training for staff.

## **MUSIC**

107. Judgements are based on scrutiny of planning and samples of work, discussion with the co-ordinator and the observation of one lesson and an assembly. Standards are broadly average by the end of Year 2 and pupils maintain these standards by the time they leave the school at the end of Year 3. Achievement is satisfactory. The previous inspection identified standards that were above average but the year groups are small and standards vary year-on-year.
108. All pupils sing tunefully in assembly, showing enjoyment and an awareness of rhythm. They listen to music as they enter and leave assemblies. They have good opportunities to perform in Christmas concerts, where they are joined by members of the community who provide a choir. Preparations for the concert were underway during the inspection, although it was not possible to observe any practices. These opportunities contribute positively to pupils' social development.
109. Samples of work show that pupils express their response to music, such as Handel's 'Music for the Royal Fireworks', by drawing to illustrate their feelings. They mark the text of poems such as 'The Ning Nang Nong' to show the beat before using instruments to accompany their reading of the poem. They use symbols, such as harvest fruits, to represent notation effectively.
110. There was insufficient evidence to make a judgement on the quality of teaching. However, in the one lesson seen, for pupils in Year 1 and Year 2, the quality of teaching was good. Here, the teacher demonstrated long and short sounds for the pupils to identify. The pupils then selected their own instruments from a good range before producing their own sounds. Good mathematical links were made as the pupils were required to predict whether their instrument would make a long or short sound before playing. Good strategies for the management of behaviour, such as rhythmical tapping and finger clicking, ensured that pupils were ready to listen. Brisk pace ensured that, by the end of the lesson, pupils had used symbols to record their musical patterns and played their instruments at the correct time.

111. The school uses national guidance appropriately to ensure that pupils develop their skills steadily and systematically as they move through the school. The use of ICT is underdeveloped. The co-ordinator, who is the headteacher, manages the subject in the school and also in the partnership school nearby. This sensible sharing of responsibilities in very small schools means that the co-ordinator has fewer curricular responsibilities than might be the case and, as a result, has good opportunities to monitor teaching and standards in the subject. Management of the subject is sound. Resources are satisfactory and include multi-cultural music on CDs. There is an appropriate range of instruments from other cultures.

### **PHYSICAL EDUCATION**

112. It was possible to observe only one lesson during the inspection. Although the school has no hall, the full physical education curriculum is planned for, including regular swimming lessons. The school makes good use of the facilities at another school for gymnastics and dance. All the teaching is appropriately done by the subject co-ordinator, who has a specialist background and training.
113. The one lesson seen, which took place in a classroom because of poor/inclement weather, was well taught and pupils worked hard and enjoyed it. However, their learning was limited by the lack of space. They could only really do their best when half the class sat out and watched, making more room. This dance lesson was very well planned and it linked neatly with the topic of forces, being studied in science, as pupils made springing movements like a bouncing ball. They showed good physical control and co-ordination when they had enough space to express themselves.

### **RELIGIOUS EDUCATION**

114. Religious education was not inspected as part of this inspection.