

INSPECTION REPORT

BARFORD PRIMARY SCHOOL

Barford

LEA area: Norfolk

Unique reference number: 120783

Headteacher: Mrs H Ware

Lead inspector: Mr B Tyrer

Dates of inspection: 14th – 16th October 2003

Inspection number: 255421

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
Number on roll:	107
School address:	Chapel Street Barford Norwich
Postcode:	NR9 4AB
Telephone number:	(01603) 759 660
Fax number:	(01603) 759 556
Appropriate authority:	The governing body
Name of chair of governors:	Mr G Baker
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average sized school with 107 pupils on roll. The proportion of pupils known to be eligible for free school meals is below the national average – 6.4 per cent. The proportion of pupils who have statements of special educational needs is below the national average as is the proportion of pupils who have special educational needs. The nature of pupils' special educational needs falls mainly into the dyslexia and moderate learning difficulties categories. The school population is entirely White with the exception of two pupils who are of mixed background. No pupil has English as an additional language and no pupils are at an early stage of language acquisition. The socio-economic situation of pupils is slightly above average. The attainment of children on entry to the school is broadly average. The school has no hall of its own and three classes are housed in demountable temporary accommodation.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23101	Mr B Tyrer	Lead inspector	Mathematics Science Art and design Design and technology Music Physical education Citizenship Modern foreign languages Special educational needs
14756	Mr J Lovell	Lay inspector	
25019	Mrs D Butterworth	Team inspector	Foundation Stage
11642	Mrs C Parkinson	Team inspector	English Information and communication technology Geography History Religious education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school with a good level of effectiveness, has had a headteacher in post for one year and is providing good value for money. The leadership and management of the school are very good. Teaching is good overall, with a high proportion that is very good, and this is so in all phases. There is a good curriculum and attainment is above expectation in the core subjects of English, mathematics and science. Pupils achieve well.

The school's **main strengths and weaknesses** are:

- The very good leadership and management shown by the headteacher during her first year in post.
- The quality of teaching and learning is good and with the exception of physical education, children in the Foundation Stage and pupils throughout the school achieve well.
- Procedures for assessment are good.
- The curriculum is good.
- Pupils' attitudes and punctuality are very good and their behaviour, attendance and personal development are good.
- The school takes good care of its pupils and has good links with parents.
- The accommodation is unsatisfactory, particularly for physical education where it is unsuitable.
- Provision for gifted and talented pupils is not yet in place.

Overall, the school has made good progress since it was last inspected in 1999. Key issues from the previous inspection report have been effectively addressed but the issue of accommodation, which is essentially out of the hands of the governing body, remains unresolved, despite their continuing efforts. It should be noted that improvements have been made to the building since the time of the last inspection, which considerably improved provision for children and pupils in the Reception and Year 1 class.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	D	A*	A*
mathematics	E	C	A*	A
science	B	D	A*	A*

Key: A - very high; A - well above average; B – above average; C – average; D – below average; E – well below average.*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Standards for pupils in Year 6 in National Curriculum tests in 2003 were very high (in the top 5 per cent) and this performance was also very creditable when considered against that of pupils in similar schools. It is not safe to make a comparison of attainment over the years because the school has small cohorts of pupils and the balance between numbers of boys and girls can also fluctuate dramatically. Pupils in Year 2 in 2003 generally performed better in tests than in the previous year with results that were average in reading and above average in writing and mathematics. These results for 2003 were well below similar schools in reading and were average in writing and mathematics. Inspection shows that attainment for pupils in both Years 2 and 6 is above expectation in English, mathematics and science. Attainment in these subjects is now better than it was at the time of the last inspection; pupils are making good progress and achieving well. They often work close to their capability. Attainment in information and communication technology is above expectation for pupils in Years 2 and 6 and is below expectation in physical education. Pupils'

personal development is good, their attitudes are very good and behaviour and attendance are both good.

QUALITY OF EDUCATION

The quality of education is good. The **quality of teaching and learning is good** with much of it being very good. Teaching was good in all subjects with the exception of physical education where it was satisfactory. Teaching was also good in all phases. The school is offering a good curriculum which is enhanced with good extra-curricular provision but this again is adversely affected, principally in the provision for physical education, by the absence of a school hall. Pupils make a very good contribution to their work in class and enjoy good relationships. Progress is good and they achieve well as a result. Pupils with special educational needs generally make good progress in class lessons as well. The provision for gifted and talented pupils is being developed but is not yet in place. Pupils are well cared for and parents generally enjoy good links and relationships with the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The governance of the school is good. The governors fulfil their statutory duties well and it is clear that decisions, particularly in the appointment of staff and in the building improvements, have been effective and are having a beneficial effect on standards. The school is in a good position to know its strengths and weaknesses because of its effective systems for monitoring and is further supported in its development by a well thought out and well presented improvement plan.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Some parents expressed disquiet at the possible impact that recent changes to staffing might possibly cause. Inspection finds that such changes have not been disruptive to learning and, on the contrary, are responsible for improvement. Some parents thought that the school did not seek their views but the majority were satisfied and inspection showed that parents had ample access to the school and were in a position to make their views felt. The school is careful, via the school council, to sample pupils' views and this practice is now being extended to take the opinion of class members into consideration as well. Pupils expressed views which were generally supportive of the school, with one young pupil, however, noting that he would like larger biscuits in future.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Continue to seek ways that will enable standards in physical education to be improved.
- Implement as a priority the development of provision for gifted and talented pupils.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children in the reception class and pupils throughout the school achieve well. Inspection shows that attainment in the core subjects of English, mathematics and science is above expectation for pupils at the end of Years 2 and 6. No other judgements on attainment for subjects in the curriculum were made, with the exceptions of information and communication technology, which was above expectation, and physical education, which was below expectation.

Main strengths and weaknesses

- Teaching and learning are good across the school so children and pupils achieve well.
- High standards were achieved in National Curriculum tests in 2003, particularly for pupils in Year 6.
- Attainment in information and communication technology is above expectation.
- Attainment for pupils in physical education is below expectation because of the school's lack of suitable accommodation.

Commentary

1. In National Curriculum tests in 2003, pupils in Year 6 achieved levels that were well above average (ie in the top 5 per cent) in English, mathematics and science. This was an improvement over the previous year and since the time of the last inspection. Making year-on-year comparisons is unreliable, however, because of the very small numbers of pupils in each year group and the fact that gender balances can fluctuate greatly. The performance of pupils in Year 2 in tests in 2003 was average in reading, and above average in writing and mathematics. This was slightly below the previous year but the comments about comparisons apply equally well here.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.8 (16.1)	15.9 (15.8)
writing	15.6 (14.3)	14.8 (14.4)
mathematics	17.1 (17.6)	16.4 (15.9)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	31.2 (26.5)	27 (27)
mathematics	30.2 (27.3)	27 (26.7)
science	32.3 (27.8)	28.8 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

2. Children enter the reception class mostly having had some previous pre-school experience. Their attainment is generally average but, depending on the cohort, can include children who are above or below this level. Because of provision that is never less than good, children were

seen to be in a position to attain the expected standard in communication, language and literacy and exceed it in mathematics and knowledge and understanding of the world by the time they enter Year 1.

3. Pupils in Years 1 and 2 and in Years 3 to 6 are achieving well because of the good quality of the education that the school provides. Literacy and numeracy skills are well used across the curriculum and the use of information and communication technology material and skills also enhances the curriculum. Attainment in information and communication technology is above expectation and this is an improvement since the time of the last inspection. The attainment of pupils in physical education is below expectation in games and gymnastics because the school does not have adequate facilities to teach them to the required standard. The problem with the provision, namely, that the school does not have a hall and cannot provide a suitable alternative, was raised as an issue of concern and a barrier to learning at the time of the last inspection, since which time there has been no change. The outcome is that pupils risk losing games lessons when weather is inclement and those doing gymnastics must do so without even the most basic apparatus. Despite the best efforts of the staff, attainment is below expectations.
4. No differences were seen in the progress or achievement of boys and girls as distinct groups. The provision that was being made for pupils who were withdrawn from class for either special needs work or other support work was being made during the inspection but was not inspected. Pupils with special educational needs generally made good progress in class lessons. Pupils across the ability range are well provided for in general and also make good progress. The school has identified pupils who are gifted or talented but has not yet defined the particular provision it intends to make for them. This area for development is clearly identified in the school improvement plan.
5. The school exceeded its targets in 2003 and has set similar targets for the current cohort of pupils which, based on pupil tracking data, seem realistic and challenging.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **very good**, their behaviour is **good** and, with the **very good** relationships that exist, are strengths of the school. Pupils' personal development including their spiritual, moral, social and cultural development is also **good**. Their attendance and punctuality are both **good**.

Main strengths and weaknesses

- Pupils' attitudes and their willingness in lessons contribute very well to their learning.
- Very good relationships exist with staff and other pupils.
- Provision for personal development is good and this contributes effectively to good standards of behaviour and positive attitudes.
- Attendance is above average because pupils like school, parents are conscientious in this respect and punctuality is also very good.

Commentary

6. Pupils enjoy being at school and this shows in the way in which they respond not only in class but throughout the school. So, for example, when a teacher asks groups of pupils in a Year 6 science lesson to report back on their work, they do so with confidence, secure in the knowledge that they will have a sympathetic hearing from their classmates. In doing so, they also show that they have good imaginations and that they are lucid and able speakers who, in what they do, present insights into the mature characters that they are.
7. All staff provide good role models for pupils and this is an important part of the good teaching and learning that is typical in school. As a result, pupils know what sort of behaviour is

expected of them. Behaviour is good not only in lessons but in and around the school and when pupils leave the grounds, for example, to walk to the village hall. Assemblies and lunch times often see pupils in congested surroundings but again they respond very well, with the result that these tend to be pleasant and civilised experiences.

8. The provision for pupils' spiritual, moral, social and cultural development is good. Pupils clearly care for one another and their participation in the school council is an example of this in action. They respond well to spiritual moments so that when a temporary teacher talks in assembly about how he feels his class had cared for *him*, it is clear that he is striking a chord. The contribution of personal development is very obvious in its outcomes. Pupils have very good self-esteem and those who find it harder than most to behave well know this and try to be as good as they can. Cultural development is supported through trips and visits and through elements of the curriculum so that pupils are made aware of, for example, the art forms and icons of other religions such as Hinduism. The school's celebration of its 125th anniversary involving the whole village is another good example of how the school contributes to and sustains its much more immediate culture.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – any other mixed background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
104	1	0
2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Attendance is good and pupils are usually very punctual. Parents understand their role in this matter and the great majority support the school in its endeavours to promote good attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. This is because after 12 months under the current headteacher, the school is providing:

- Teaching and learning opportunities that are good, with the result that pupils achieve well.
- A curriculum that is good despite shortcomings in accommodation.
- Levels of care, welfare, health and safety that are good.
- Good links with parents and the community.

Teaching and learning

Teaching and learning are **good** overall. They are **good** for children in the Foundation Stage in the reception class and are also **good** for pupils in the rest of the school. This was the case at the time of the last inspection. The quality of assessment is **good**.

Main strengths and weaknesses

- Teachers have good knowledge of their subjects and of how pupils learn.
- The quality of planning is good.
- The high expectations that teachers have for their pupils.
- The good relationships and expectation of high standards of behaviour.
- The good deployment of teaching assistants.
- The willingness of pupils to work hard and to work very well, independently or together.
- The quality of assessment is good.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	9	12	4	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

10. There is no noticeable difference in the quality of teaching across the school and this reflects well on the quality of planning inasmuch as a newly arrived temporary teacher in Year 6 was also able to function at a very high level. The new members of staff have been quickly and effectively assimilated and were also able to make a full contribution at this relatively early stage of the school year. The high proportion of good and very good teaching shows that teaching has many strengths. Most notable is a willingness to make the most of unsatisfactory accommodation for outdoor play for children in the Foundation Stage and for all other pupils across the whole curriculum, but most obviously in physical education, where a school hall is greatly missed. Teachers also show a commitment to giving pupils practical experiences so that, for example, a lesson about substance safety allows young pupils to handle packets of white powder and express the opinion that whilst they suspect the powder might be a certain something, they cannot be absolutely sure that it is. This type of teaching also indicates the understanding that pupils learn and absorb facts and skills in different ways. Planning is a good feature and especially so where it is done for pupils in mixed age classes. Planning reflects an intention to offer the best opportunities for all pupils and targets support in the classroom through the effective deployment of teaching assistants and other classroom helpers. Having planned well, teachers are good at then sharing the lesson objectives with the class and evaluating the extent to which pupils have been successful in meeting those objectives at the end of the session.
11. In this small school there have been staff changes which could have been disruptive but because of the effectiveness of the senior management team in preventing this, the staff shows high levels of unity, commitment and professionalism and it is this that is at the heart of the good achievement made by pupils. Pupils also contribute very well to their learning. They enjoy good relationships with staff and are very willing to become involved in lessons. Furthermore they are generally very articulate and confidently explain in some detail how they have arrived at a particular answer, for example, in mathematics. They are also very willing to think hard and make imaginative suggestions about how an investigation might go, for example in science. In doing so they also show a good grasp and understanding of the specific subject vocabulary that they have been learning.
12. Where weaknesses were observed these were of an isolated nature in lessons which were otherwise of a high standard and which have been drawn to the attention of those concerned. The provision for pupils with special needs or those who are being given other support outside the classroom is planned for and took place but was not observed during the inspection. The level of support provided by teaching assistants to lower-attaining pupils and those with special

needs is good. This support concentrates on making the lesson content accessible but planning and subsequent support does not always reflect the objectives that pupils have in their individual education plans. The same is also occasionally the case where a teacher does not have the benefit of support from teaching assistants.

13. Assessment procedures have improved since the time of the last inspection. Assessments are used effectively in planning work, and pupils' achievements and progress are clearly seen in the core subjects, with the result that targets that are reasonable can be set and expected for individual pupils. Staff are good at letting pupils know how well they have done and this comes in part from the organisation of effective plenary sessions. Marked work is usually annotated and aims to encourage pupils further.

The curriculum

Provision for children in the Foundation Stage and for pupils from Year 1 to 6 is **good**. The curriculum is broad and balanced and meets statutory requirements, including for religious education and collective worship. Provision has improved since the previous inspection.

Main strengths and weaknesses

- Good use of the literacy and numeracy strategies.
 - Good improvement in the use of information and communication technology.
 - Good opportunities for learning outside the school day.
 - Accommodation is unsatisfactory and makes it difficult for the school to deliver the curriculum in some areas.
 - Very good evaluation of the curriculum and monitoring of planning.
 - Very clear vision for creativity and innovation in the curriculum.
14. The curriculum is good. It is broad and balanced and meets statutory requirements, including provision for religious education. The curriculum for children in the Reception class is good. Detailed plans incorporate all the areas of learning that should be taught to children to prepare them to enter Year 1. Reception age children and Year 1 pupils are taught together but teachers plan carefully so that both age groups receive their curricular entitlement.
 15. The school has successfully adopted the National Literacy and Numeracy Strategies. This effective work, combined with the school's new tracking system, has raised standards to a very high level in mathematics for the last two years and in English in the last academic year. In literacy, many good opportunities are provided for pupils to develop their reading and writing skills in English and in other curriculum subjects such as history and religious education. Numeracy is used very effectively in other subjects such as science. The school has identified a need to increase interactive teaching and the headteacher and assistant headteacher are leading this work through the use of the projector and whiteboard. This was seen to be used effectively in mathematics lessons for pupils in Years 3, 4 and 5. The pupils were very interested and learned well as a result. The use of the National Literacy and Numeracy Strategies has had a significant effect on raising standards, as is shown by the very high standards in mathematics and writing. The school has made good improvement in its provision for the use of computers and as a result, information and communication technology is used with increasing success across the curriculum to extend and link pupils' ideas and knowledge, for example, in religious education.
 16. The provision in the classroom for pupils with special educational needs is generally good. The provision for pupils who are withdrawn for one-to-one or small group work with a special needs support assistant was not observed. The school had an acting co-ordinator at the time of the inspection and a draft policy for special educational needs is written. Good managerial systems have been put in place to ensure that all necessary arrangements are met for devising and monitoring individual education plans, meetings with parents and annual reviews. The school complies with the Code of Practice and pupils have effective Individual Education

Plans (IEPs). The majority of pupils are well supported by the school's good assessment systems and make good progress. However, some pupils with more complex or specific learning difficulties do not have precise enough targets set for them in lesson plans for these pupils to overcome their learning difficulties and to work independently with success. The school is very committed to providing equality of opportunities for all its pupils and works hard to improve its provision.

17. The school has identified a number of pupils who are gifted or talented in different ways. There is an effective policy in place and some funding has been obtained for the purpose of meeting their needs. At the time of the inspection, the provision for them was not identified and hence not in place. This is a 'work in progress' and is identified as a priority in the school improvement plan. The school should ensure that when needs are identified for these pupils, the provision is put quickly in place.
18. The school has a good range of activities for pupils outside school hours in spite of the small numbers of staff and limited accommodation, including football club, deaf-signing, cookery, cycling proficiency, computer club keyboards and drama. Pupils enjoy these activities very much and the take-up is good. The school also invites a number of visitors to school to expand provision and make it come alive and pupils appreciate this. The school provides two residential trips for pupils in Years 3 to 6, and one of these, for younger pupils in Year 3 and 4, to How Hill was introduced this year and was a great success, especially in the development of pupils' personal and social skills. Older pupils go to the Hill Top Centre in Sheringham, where they have good opportunities to pursue outdoor and geographical studies, such as coastal erosion. These activities make a significant contribution to pupils' learning.
19. The school's accommodation is unsatisfactory because there is no school hall and other areas are cramped. There is no separate playground for children in the Reception class, although there has been improvement in the accommodation for children under five since the previous inspection. However, the school manages these limitations with competence and efficiency to make the very best use of all resources at its disposal. All staff work slickly to make sure that no time is wasted when moving from one place to another. Strong efforts have been made to secure funding for a new school hall, but so far these have not been successful and most of the classes are in temporary accommodation with very limited areas for display and storage. Pupils have a hard surfaced playground and a much more extensive grassed space on which is situated the TrimTrail. The limitations of the accommodation affect the delivery of some elements of physical education although statutory requirements are met. The lack of the school hall means that there is limited space for drama and music, as well as space for school functions, parents' evenings and productions. In order to alleviate this the school pays to use the village hall, using some of its special funding the remainder of which goes on bussing pupils to the swimming baths. Resources are generally satisfactory.
20. The curriculum is very well monitored and the leadership of the school has a very strong vision of how to introduce innovation to the curriculum, to make it more creative and interactive to help pupils become even more involved in their learning. Great care is taken to ensure that where there are mixed-age groups in one class, there is a very high level of graded work to ensure that pupils cover the curriculum in suitable depth while they have their rate of learning taken into account. This is supported by the school's good assessment and tracking systems. Long-term and medium-term plans are carefully reviewed and the QCA plans are being developed and extended by the school's own specially designed units, for example, in art and design and history.
21. The school has made good improvement in its curricular provision since the previous inspection and its capacity for improvement is good.

Care, guidance and support

The school provides **good** care, guidance and support for its pupils. The relationships and the foundation of trust that exists between staff and pupils are **very good** and goes to the heart of the school's ethos.

Main strengths and weaknesses

- There are good policies in place to cover issues of child protection, racial awareness and for promoting pupils' wellbeing, health and safety.
- There are very good induction arrangements for children in the reception class.
- Teachers and staff know their pupils well.
- Pupils' views are valued and they have the opportunity to be represented by the school council.

Commentary

22. The school has effective policies in place to guarantee child protection and welfare and staff are aware of them. Fire drills are carried out and there are secure arrangements for treating ill or injured pupils although, with no dedicated treatment space, this can often leave the office looking very crowded.
23. Most children have had some playgroup experience and so arrive with a ready-made set of acquaintances. In support of this, the school has good links with the playgroup as well. Other pupils who join during the year are usually appointed a 'buddy' whose job it is to ensure that the transition goes as smoothly as possible. Teachers know pupils and their families well and this is reflected in the obvious care with which pupils' reports are written. The same is true with the good quality individual education plans that are prepared for pupils with special educational needs.
24. The school successfully involves pupils both in lessons and through its school council in making their views known. This has been extended now to include class councils as well.

Partnership with parents, other schools and the community

The school has established **good** links with parents and the community and has **good** links with other schools.

Main strengths and weaknesses

- Links with parents are good.
- Links with the community and other schools are good.

Commentary

25. Parents are provided with good information about the life of the school although opportunities for parents to see this in action are limited because of lack of access to a school hall. However, since the arrival of the present headteacher, the school is now providing parents with five opportunities per term to see their children in a class assembly. The school also hired the village hall in order to enable all parents to attend the leavers' service at the end of term. The home-school agreement has received a popular response and the great majority of parents take advantage of the school's open evenings. The school is open to parental support and a good number work regularly in school. There is an effective complaints procedure in place and new parents received the new prospectus last term. The Friends' association is active and supports the work of the school by providing additional funding. This has been most welcome in providing better play facilities for the pupils, and a good number of keyboards. The Friends' Association are currently looking at the possibility of purchasing portable air-conditioning units for the three demountable classrooms because they are prone to becoming very hot in

summer. In a data gathering exercise, parents' views were canvassed by the pupils. Parents attending the meeting with inspectors were happy with the quality of reports about their children's progress. Those parents who have children with special educational needs are kept fully informed of progress being made and the rights of parents of pupils with statements are safeguarded.

26. The school takes its place in the village and encourages people into school to talk about times past. The school also acted as a focus when hosting a celebration of its 125th anniversary. The school supports the village hall by buying in some time for physical education and this means that whilst supporting the hall, the school is able to counteract in some small way the disadvantages of not having a hall of its own. Many parents are former pupils of the school themselves and this contributes significantly to a sense of continuity. The school is also successfully involved with its cluster partners. Events were arranged at the local high school, which enabled pupils in Years 1 and 2 and pupils in Years 3 to 6 from the various schools to meet together, to meet visitors and to develop their multicultural understanding.

LEADERSHIP AND MANAGEMENT

The governance of the school is **good**. The leadership and management of the headteacher and key staff are **very good**.

Main strengths and weaknesses

- The governing body has a good understanding of the school's strengths and weaknesses, is effective in determining the direction of the school and is meeting its statutory obligations well.
- The headteacher is providing a very good lead and is well supported in this by the assistant headteacher and other key staff.
- The school is very well managed.
- The accommodation is a barrier to learning for many aspects of the curriculum, but principally for pupils in physical education.

Commentary

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	322,182	Balance from previous year	37,000
Total expenditure	341,636	Balance carried forward to the next	17,546
Expenditure per pupil	3,178		

27. The governors are making a good contribution to the effective running of the school. Good relationships exist with the headteacher and other staff. It was the current governing body who appointed the headteacher a little over a year ago and this has proved to be a very successful appointment. They have also been instrumental in two further appointments to the teaching force and again these are proving to have been effective decisions. The governing body has a good understanding of the strengths and weaknesses of the school because of the governors' close involvement with, and the high quality information they receive from, the school. As a result, they are in a position to influence the strategic planning which is ultimately designed to maintain those high standards that the school enjoys and to raise them further where possible. Their oversight of the budget is good and they are able to anticipate budgetary issues and concerns that could arise in the future. They have responded well to the issues of the previous inspection report and continue to seek solutions to the school's most urgent problem which is the lack of a suitable hall. In all matters, they meet their statutory obligations well so that, for example, the school is effective in providing good opportunities for pupils of all abilities and

needs and there are good procedures in place for the promotion of racial harmony. Partly because many have a long association with the school and also because they are able to bring a wide range of experience and expertise to the governing body, the governors are in a position to pose rigorous and challenging questions to the senior management team. Relationships with all staff are very good and the governors have effectively ensured, through the appraisal of the headteacher, that appropriate targets are set for the future.

28. The headteacher has been in post for a little over a year and in this time has shown very good leadership and management qualities. School improvement planning shows a strong commitment to improving standards and a clear understanding of how this is to be achieved. As a result the staff, including those recently appointed, know what is expected of them. The headteacher has shown very good insight in the determination of priorities and has got to know the school very quickly. Because this is a small school, she has to teach for part of the week and the example she sets to the rest of the staff in this respect is very good. As a very good teacher, she is able to monitor the quality of teaching and learning effectively. The restructuring of staffing responsibilities has led to the appointment of the assistant headteacher and this is a very effective move. He is also showing very good leadership and management qualities, not least through the large amount of responsibility he carries until such time as new staff are in a position to take on some of it themselves. As a senior management team, they work very well together and clearly act as good role models for staff and pupils alike. Because of the headteacher's very hands-on approach, both staff and pupils know her well, and in this way she has effectively managed to set the tone for the school and to give it the good ethos that it has.
29. In the short time she has been at the school, the headteacher has very effectively focused on self-evaluation and the monitoring of performance in the classroom. This has in turn influenced the arrangements for the professional development of all staff. The school has also been assisted in this respect by the local education authority whose favourable and quite detailed analysis is borne out by this inspection. Subject leaders now have clear job descriptions and a clear understanding of their responsibilities. This all constitutes a good improvement since the time of the last inspection when co-ordinators' roles were ill-defined and the restriction placed on co-ordinators was deemed to have been holding back curriculum development.
30. The school has good systems in place for tracking the achievement of individual pupils in the core subjects and so is able to allocate extra support where necessary. The school is also in a position to know what standards to expect when setting targets for the future as, for example, in predicting outcomes of National Curriculum tests for pupils in Year 6. A student teacher in training was observed at the school during the inspection and the school is providing good opportunities in this regard. Staffing has changed and the present staffing structure, despite the absence of one teacher at the time of the inspection, is stable and effective. The deployment of support staff is good and they fulfil their responsibilities well. The school has an acceptable budget surplus and understands that as part of its surplus reduction plan, it is currently living above its means. The school is careful to secure best value in terms of goods and services and is rigorous in the pursuit of best value
31. The school has one major barrier to learning and that is the absence of a hall of its own. This impacts on many areas of the curriculum and particularly on standards in physical education which are below expectations. A classroom and the library double as a dining room and pupils withdrawn for special educational needs provision often have to share the library space with others. The school's inability to get large numbers of parents together for assemblies and for other sorts of gathering is pronounced. All those other areas of the curriculum where from time to time spontaneity requires a large space for a small group suffer. The impact of the absence of a hall is great and is not compensated for by additional funding and staff, parents and pupils deserve better.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**. The children enter the Reception class with attainment that is within the average range. There are 14 Foundation Stage children and ten Year 1 pupils in the class, and the teacher ensures that her planning enables the children to make a positive start to their learning and they make good progress. The children achieve well because the teaching is good and they are provided with a wide range of challenging and stimulating activities. The adults in the classroom manage the children well and there are good links with the local playgroup which ensure a smooth and happy entry to school. This position has been successfully maintained since the time of the last inspection.

Personal, social and emotional development

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- The children achieve well because of the good teaching and many will exceed the standards expected of their age by the end of the year.
- Because of the well-organised environment, the children are already confident, working well and demonstrating good relationships with adults and each other.

Commentary

32. The teacher and teaching assistant ensure that they support the children in quickly learning the correct way to behave. They congratulate and reward the children for good behaviour and gently but firmly issue reminders when necessary; for example, when lining up to go to another room for music or when sitting together on the carpet to learn their letter sounds. The children respond quickly, and are frequently heard using 'please' and 'thank you' not only with adults but also with each other in a very natural manner. There are many stimulating activities which help the children to maintain their concentration and co-operate with adults and each other. The teacher has high expectations for behaviour and patiently encourages the development of self-discipline in her pupils. For example, in a music lesson she acts as the conductor and the groups play their instruments and stop promptly in response to her traffic light signals. They show great enjoyment with this activity as well as a mature level of control.

Communication, language and literacy

Provision in communication language and literacy is **good**.

Main strengths and weaknesses

- The teacher and support staff take every opportunity to develop the children's language skills, across all areas of learning.
- Some activities are too challenging for several of the children, and they show signs of fatigue.

Commentary

33. Overall, teaching and learning are good, and the majority of children are on course to attain the early learning goals by the end of the reception year. There is a range of language skills in the class, and the staff develop and extend the children's vocabulary and sentence structure. Most of the children are able to speak clearly and in a simple sentence, at least. They are prompted

by the teacher to expand their ideas and their thinking through encouraging and supportive questions. The children show attentive listening to instructions and listen well to their teacher or each other. They welcome conversation with their friends and can invent stories related to the vet's surgery, where they take sick animals to be treated. This play is developed with opportunities to make appointments by telephone and write them in the book, and draw labelled posters of animals. In the outside area, a group of children decide who will be the builders and what equipment they will need to carry out their jobs. Most of the children have already learned several letter sounds and can match the sounds to the letters. They are learning to recognise some simple words in print and regularly take books home to read. Towards the end of the morning, the children are required to correct a puppet who says the wrong sound; several are tired, find this too challenging, and say that they have had enough and don't want to do it any more. Most of the children can write their own name, forming their letters well, and a small number can already write a simple sentence.

Mathematical development

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Promotion of mathematical language is very good and teaching is very good.
- There is a very good balance of direct teaching and planned learning opportunities.

Commentary

34. The children enjoy mathematics and they concentrate well and show great interest. Adults take every opportunity to develop the children's mathematical skills and language. The teacher uses good questions to enable the children to predict and make links in their learning. They are familiar with the names of both three-dimensional and two-dimensional shapes, and the questions from the teacher encourage the children to correctly predict which two-dimensional shapes they will be able to print from the grocery packets on their table. They can count up to 20, and enjoy doing this in loud and soft voices. They are already beginning to recognise odd and even numbers, find one more than a given number and recognise numbers to ten. They confidently count the number of faces on cubes and cuboids, and many can write the numbers down.
35. Overall, standards are above average because of the very good teaching and provision.

Knowledge and understanding of the world

Although some aspects of this area were not observed, the work seen in this wide area of learning indicates that provision is **good**.

Main strengths and weaknesses

- There are good opportunities provided for investigating objects and materials through the senses.
- The environment has a good range of activities to promote the interest and curiosity of the children.

Commentary

36. The good play provision engages the interest and imagination of the children. Outside the classroom, they work in role as builders, selecting tools and using measures to create their structures. They draw their designs on the clipboards, and then improvise equipment as "diggers" to demolish the buildings. They use their interest in animals in role in the vet's surgery, and can distinguish between pets and wild animals. The good teaching both

contributes to their language development and extends their understanding of using their senses. The children listen carefully to the teacher and sustain their interest while investigating a range of experiments. They enjoy making shakers for their music lesson with different containers and fillings such as rice or beans. When the lid exploded from one container, two pupils immediately fetched a dustpan and brush to tidy up. They are developing the ability to observe and record their findings, for example, by looking closely at some fruit through a magnifying glass. They are confident in using the computer, and can manipulate the mouse and count animals. They show great interest and excitement, talking to each other about what might happen next. The children are making good progress in their learning and standards are above expectations at this time of year, because of the good provision and good teaching.

Physical development

It was not possible to make an overall judgement of provision or standards in this area of learning. It is noted that there is still no secure and dedicated outdoor play area, and there is also no covered area available to enable the children to play outside when the weather is bad.

Creative development

It was not possible to make an overall judgement of provision or standards.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Good teaching with very good examples in Year 6 and Year 2.
 - Assessment is good and involves pupils, although marking is inconsistent.
 - There are very good opportunities for speaking and listening.
 - Cross-curricular links are good.
 - The curriculum is good and well managed.
37. Standards and results of National Curriculum tests have been variable, although the school's results follow the national trend to a large extent. Results in the 2003 tests are very good with all pupils attaining the expected level and a very large number of pupils attaining higher levels in reading, and particularly in writing. Standards seen during the inspection appeared to be above average in Year 2 and Year 6. Pupils achieve well. This is an improvement since the time of the last inspection.
38. Pupils enter school with broadly average standards in English. They make rapid progress in response to good teaching. By the time they are in Year 2, pupils are learning to write sentences independently, their spelling is generally a reasonable attempt and they spell many frequently used words correctly. They are able to understand what simple text means and to explain how different characters in the story might feel and react. They begin to use punctuation, some including speech marks correctly, although it is still early in the school year, and some know vowels and consonants and begin to remember simple spelling rules. Their learning is well supported by the very good use of speaking and listening skills in English lessons and throughout the curriculum. In lessons, pupils discuss ideas with their partners in a structured way, are encouraged to present their ideas verbally to the class and are set a good example by their teacher. Their behaviour and attitude to their work are very good and they express themselves confidently because they have a good understanding of what is expected of them. Reading standards are above average, and the teachers' emphasis on understanding

meaning in text, teaching spelling patterns clearly and demonstrating and explaining the written word clearly provides a good setting for encouraging and teaching reading.

39. Pupils in Year 6 have a wide range of abilities. They have been taught by two supply teachers so far this year and the school's curriculum and monitoring systems have proved effective in giving staff and pupils continuity in the work taught and the school's emphasis on speaking and listening. Pupils discuss readily and eagerly when asked to consider their reactions to the poem "My mother saw a dancing bear". They keep on task, expect to present a reasoned argument to others in their group or in the class for their ideas and understand the notion of having evidence for their opinions. They listen carefully to each other but are not afraid to disagree. The majority of pupils can extract meaning from text well. Writing and reading standards are likely to be above average by the time pupils reach the end of the key stage. Many pupils read fluently and with good understanding, although they say they would like more choice in the books they have for group reading. Their written sentence structure is good but their standards of spelling and use of vocabulary are more varied.
40. Strengths in teaching include: very good questioning to assess pupils' knowledge and challenge their thinking; good teaching of sentence construction; and very good relationships with pupils to encourage them and give them confidence. Marking, judged from a scrutiny of pupils' work, is inconsistent. Some maintains a helpful dialogue to help pupils assess and improve their own work, with concentration on particular areas of difficulty. Other less successful marking is too general in its comments and fails to identify any area for improvement clearly for some considerable time. Most in-class assessment is good and teachers have a clear understanding of pupils' standards and level of achievement, including most pupils with special educational needs. This leads to challenging teaching and good achievement. Most pupils can explain their targets and are keen to improve their work. However, a few pupils with special educational needs, whilst their difficulties are identified and additional work is planned for them, do not have tasks set precisely enough for them to learn to work independently and successfully, for them to make good progress and to achieve well. For example, on one occasion, two pupils had books which they could not read or understand, and so they could not use their time effectively.
41. The curriculum for English is lively and interesting. It is well supported by the new headteacher's participation in the local educational philosophy group, the school's commitment to the use of information technology and good quality resources. There is a strong interest and emphasis on imaginative and creative work, encouraged by the headteacher and supported by staff. Literacy is developed well throughout the curriculum and the school continues to develop and improve those links. At the time of the inspection, the subject leader was absent from school but strong and successful systems have been established for the curriculum, monitoring and assessment.

Language and literacy across the curriculum

42. Language and literacy are effectively used in support of other areas of the curriculum. Particularly noticeable is the very good level of oral communication that pupils bring to lessons and which is well exploited by teachers as they consolidate learning through the elicitation of pupils' explanations of what they have learned. Pupils are also particularly good at using and being able to define the specific vocabulary they have learned in different subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Inspection shows that attainment is above expectation for pupils in Years 2 and 6.

- Teaching and learning are good and pupils achieve well.
- Pupils have very good attitudes to mathematics.
- The curriculum is good.
- The subject is very well led by the subject leader.
- Teachers' awareness of pupils' special educational needs is not consistent.

Commentary

43. The results of pupils in National Curriculum tests in 2003 were above average for pupils in Year 2 and were very high for pupils in Year 6. Pupils in the current Year 6 are not attaining at the same very high level because they constitute a different cohort in a school where class size and makeup can vary greatly from year to year. Pupils in the current Year 2 are performing at broadly the same level as the previous cohort did in 2003. This is an improvement since the time of the last inspection.
44. The quality of teaching is good and this was so in four of the five lessons that were observed. The fifth was very good. Teachers have very high expectations of their pupils and because relationships are very good, the pupils respond accordingly. High standards of behaviour are typical because of the strategies teachers adopt that both encourage and engage pupils of differing abilities. Good deployment of teaching assistants within the class also helps to ensure that pupils with special needs are able to participate at their own level. In the lessons seen, the teachers' awareness of the pupils' special needs varied, so that in one instance a pupil in need was very quickly supported whilst in another, the opportunity to involve a pupil in a question-and-answer session was missed.
45. Because teaching is well organised and because of the very good ethos of the school in general the pupils show themselves to be both willing and enthusiastic in their lessons. They make particularly good use of their very good speaking skills and are lucidly able to explain their reasoning when called upon. In doing this they make good use of the specific subject vocabulary that they have acquired. They also have the ability to work very well together when occasion demands and furthermore show very good levels of imagination and constructive thinking.
46. The curriculum is good and the National Numeracy Strategy is securely in place. There is a good emphasis on learning basic skills and on a hands on approach to the different aspects of the mathematics curriculum. This also takes good account of the different ways in which pupils learn. The curriculum is supported by good resources and teachers use them well.
47. The subject leader has had the responsibility for just over a year but is clearly adept at managing the subject very well. As a result, staff know what they should be doing and how they should be doing it. There is very effective monitoring in place and effective pupil tracking enables targets to be set for individuals and for national tests. Priorities such as the development of the use of interactive white boards are making a good impact on learning and future priorities show a good understanding of future needs.

Mathematics across the curriculum

48. Mathematics makes a good contribution to other areas of the curriculum and is in turn able to be consolidated as a result. The subject provides some spiritual insights with the sheer fascination that numbers and shapes provide but on a more practical basis is used effectively in areas like science where graphical skills and the ability to read scales and understand measures is important.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Inspection shows that attainment is above expectation at the end of both key stages and that pupils are achieving well.
- Teaching and learning are very good.
- Pupils have very good attitudes to the subject.
- There is a very good emphasis on practical activity within a good curriculum.

Commentary

49. By the end of Year 2 and Year 6, pupils attain standards that are above expectations for their age. This is an improvement since the time of the last inspection when standards were in line with expectations for pupils in Years 2 and 6. The attainment of pupils in Year 6 in National Curriculum tests in 2003 was higher than this and the difference is explained by the fact that this was a different cohort of pupils and that from year to year cohort numbers vary greatly in this smaller than average school.
50. The quality of teaching and learning is very good. Four lessons were observed and they were all very good. Teachers were very well prepared and lessons were well resourced. There was a very good emphasis placed on practical work and because pupils had been well briefed about their tasks, they were able to understand what was required and thus very effectively carry them out. Teachers made very good use of their understanding of the different ways in which pupils learn. Because of good quality planning and sensible provision being made for pupils in mixed-age classes, all pupils are able to progress at a good rate. Their attainment now matches closely their own ability and stands in favourable comparison with the standards achieved in English and mathematics which was noted as not being the case at the time of the last inspection.
51. Being treated responsibly works well with the pupils and because lessons are interesting and fun, they work hard and achieve very well. Pupils display good ability to work carefully and accurately in groups and they also show good regard for issues of health and safety. They further bring very good communication skills to their learning and are good at employing the specific vocabulary of the subject. When asked to think creatively, they are generally able to offer good suggestions or make good hypotheses.
52. The subject is making a good contribution to pupils' spiritual, moral, social and cultural development and because of the quality of planning and the way support is targetted, pupils of all needs and abilities progress at good rates. The current subject leader has only had control of the subject since September but it is clear from conversation that he has a clear view of standards and that the priorities for the future are appropriate.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is **good**.

Main strengths and weaknesses

- Pupils' standards of work are good and so is their achievement.
- Teaching is good, with very good features.
- Subject leadership is very good.
- The curriculum is good.
- Arrangements for assessment are very good.

- There are no significant weaknesses.

Commentary

53. Teaching of computer skills was observed in the Reception class and Years 1 and 5. Pupils were seen using computers effectively to present their work in different ways and learn new information in other classes. Lessons are well planned, move at a good pace and teach pupils new information, with the opportunities to practise previously learned skills. As a result, pupils achieve well, although some of those with special educational needs did not always have their particular difficulties defined clearly enough for them to learn as much as they could. Teaching seen in Key Stage 2 demonstrated a high standard of teachers' subject knowledge, and this meant that all pupils, including those working at well above average levels, were very well challenged. Teachers and teaching assistants use the small computer suite and the time they have to teach well, so that pupils work eagerly and with a sense of purpose. Good lesson planning, with challenging work set and staff with at least competent knowledge of use of computers, made a very good contribution to pupils' interest and good behaviour. Well-managed opportunities in class produce good independent learning.
54. Subject leadership is very good, and the senior management has identified areas for improvement in the subject very effectively. The headteacher and the subject leader have worked very well together to put new arrangements and equipment into effect quickly so that the standard of pupils' work is raised and their level of achievement is better. Training for all staff is well managed and reviewed, and systems for assessment, oversight of pupils' achievements and teacher planning are particularly good. Equipment and arrangements to maintain it are good. The school is still completing the process of agreeing some policy elements with its governing body, but very good progress has been made in updating all areas of work in the subject.

Information and communication technology across the curriculum

55. Teachers use their new technology well, especially their recently bought interactive equipment, to involve and inspire pupils. In a mathematics lesson, for example, the teacher used the whiteboard and projector very effectively to identify formulae to teach how to calculate perimeters using a spreadsheet, and to check the meaning of particular words used in that context such as "cell". Apart from computers, pupils also are able to use digital cameras, use CD players for music during collective worship and explain confidently how they use different items of equipment. Staff also routinely make effective use of overhead projectors as was seen, for example, in a Year 6 lesson on data handling.

HUMANITIES

Work in geography and history was not inspected but religious education was.

Religious education

Provision for religious education is **very good**.

Main strengths and weaknesses

- Subject leadership is very good.
- The curriculum is very good.

Commentary

56. One lesson was seen during the inspection, which was well taught and in which pupils achieved well. Pupils were involved in discussion, and displays of pupils' work were seen.

Religious education was judged as being very good at the previous inspection and the quality of provision has been maintained.

57. The subject leader has very good knowledge of religious education, the requirements of the Agreed Syllabus for Norfolk schools and the Qualification and Curriculum Authority (QCA) documents. This knowledge and training has been used to create a clear and useful draft policy yet to be approved by the governors. The subject leader has linked religious education effectively to pupils' spiritual, moral, social and cultural development as well as their attitudes and values so that there are good links between the subject and other areas in the curriculum and everyday life. The policy is clear in its assertion that the school aims to educate pupils about religion rather than instructing them in a particular faith. The management of the subject is highly consistent with other systems to comply with aims and policies used throughout the school and this gives staff clear guidelines in areas such as health and safety, equal opportunities and assessment of knowledge. There are sound arrangements for monitoring teaching. Arrangements for staff development are well documented and the quality and range of resources are high. The use of information and communication technology is particularly good.
58. The school uses the QCA scheme of work in both key stages and has seen where these arrangements fall short of the requirements of the Norfolk Agreed Syllabus. The school has designed additional units so that the specified curriculum is adequately covered. The school now has very good long-, medium- and short-term plans and these form a good basis for teachers' plans. Suitable arrangements are made to extend pupils' knowledge and experiences through visits to different places of worship and visitors to the school. Time allocation for the subject is properly observed and the staff continues to review cross-curricular links for religious education with other subjects.
59. While pupils learn about Christianity as the main religion in this country, the curriculum requires that they should learn about other principal religions. In Year 6, there was a good display about Hinduism, and pupils could talk simply about some of the practices of worship and knew some of the subject-specific language. During the inspection, pupils showed that they had some knowledge of other religions and that they had respect for the beliefs and values of others.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work in art and design, music and design and technology was not inspected. Physical education was inspected as fully as possible.

Physical education

Provision in physical education is **unsatisfactory**.

Main strengths and weaknesses

- The attainment of pupils in dance in Year 2 is good.
- Standards for pupils at the end of Year 6 are below expectation in games and gymnastics.
- The school does not have suitable accommodation or resources for these aspects of the curriculum and this is a barrier to learning.

Commentary

60. This subject is reported in full, as aspects of it were clearly unsatisfactory at the time of the last inspection in 1999. Three lessons were observed. Parents, governors, and staff, including the co-ordinator for the subject, raised the issue of poor accommodation.

61. The previous inspection report highlighted shortcomings in provision inasmuch as the school did not have a hall and so the accommodation was proving a barrier to learning. Despite the constant efforts of the governing body to persuade the Local Education Authority to provide what the great majority of schools take for granted, the position remains the same. The school, as at the time of the last inspection, is using the village hall which is some distance away and this, in itself, does nothing to enhance the appeal of the subject with pupils when they are faced with a cold, wet walk of some 400 yards each way. Furthermore, the school does not have unlimited access to the village hall as it is used by other groups as well. So when an outdoor lesson aimed at teaching games is not possible because of poor weather – not only during winter – it has to be abandoned because there is no other way available for the teacher to at least salvage some of the lesson by continuing it indoors. As a result, pupils in Year 6 show skill levels, for example in sending and receiving and in hitting and catching that are well below what might be expected.
62. The village hall is smaller than a school hall but has a good floor. However, observation of a lesson showed that it is not always as clean as it should be for gymnastics. It was good enough to allow a Year 2 class to show good standards in dance. No dance was seen from pupils in Years 3 to 6. The village hall is not good enough for a Year 5 class to do gymnastics to the appropriate level. Because of inadequate storage facilities, it is not possible for the school to provide the sorts of apparatus that pupils need in order to learn gymnastics to the expected standard. As a result, standards in gymnastics for pupils at the end of Year 6 are below expectations, as they are in games – despite the best efforts of the school to deliver the curriculum in full. Any enhancement of teaching skills will have little impact on standards, which will remain low until the present provision, specifically the accommodation, is improved.
63. Teaching was satisfactory in two of the three lessons observed with the third being good. Good use was generally made of demonstration but on occasion opportunities were missed to engage pupils in the evaluation of what they were seeing.
64. The school is covering the aspects of the curriculum and again goes to some lengths to see that pupils are able to meet the expected standards in swimming. Residential provision provides pupils with good outdoor experiences. The subject leader has recently been appointed and has a very clear understanding of the problems she faces. Despite this, there is a good scheme of work, staff are willing to make the most of what they have got and there is a willingness to continue to improve teaching skills.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

