

# INSPECTION REPORT

## **Shelton with Hardwick Community School**

Shelton, Norwich

LEA area: Norfolk

Unique reference number: 120850

Headteacher: Mrs Elva Chilton

Lead inspector: Mr D J Cann

Dates of inspection: 12<sup>th</sup>- 14<sup>th</sup> January 2004

Inspection number: 257453

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
Gender of pupils:	Mixed
Number on roll:	27
School address:	Low Road Shelton Norfolk
Postcode:	NR15 2SD
Telephone number:	01508 530331
Fax number:	01508 530331
Appropriate authority:	Governing body
Name of chair of governors:	Mr Jeremy Alexander
Date of previous inspection:	26th June 1998

## CHARACTERISTICS OF THE SCHOOL

Shelton with Hardwick Community School is a very small village school for 27 pupils aged 4–11 years. Pupils are drawn from the rural area around the school, with many children travelling some distance to attend. They are from a broad range of socio-economic backgrounds and their skills on entry are generally in line with those expected nationally. All pupils are from a white British heritage. The proportion of pupils eligible for free school meals (3 per cent) and the proportion of pupils with special educational needs (7 per cent) are below the national average. In January 2001 the school suffered an arson attack and was forced to move to temporary accommodation for nine months. The ill health of a teacher necessitated several changes in staff deployment in the period prior to and during the inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20009	David Cann	Lead inspector	English, information technology, geography, history, physical education and religious education
01165	Peter Dannheisser	Lay inspector	
30785	Sara Storer	Team inspector	Mathematics, science, art, design and technology and music
20003	Suzi Metcalfe	Team inspector	Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Shelton with Hardwick Community School provides a **satisfactory** quality of education in a supportive and caring environment. The headteacher is well supported by governors and provides good leadership which is raising pupils' achievement in the Foundation Stage and by Year 2. Pupils benefit from sound teaching and learning and achieve satisfactory standards by Year 6. Although costs are high the school represents satisfactory value for money.

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

- Good leadership from the headteacher and governors is helping to raise pupils' achievement.
- Pupils progress well in English and mathematics by Year 2 where teaching is often good.
- Children achieve well at the Foundation Stage in all areas of learning.
- Pupils have a positive approach to school, their behaviour and relationships are good.
- Adults care for pupils well and encourage their active participation in the life of the school.
- Pupils with special educational needs are given good support which helps them to progress well.
- Facilities for pupils to take part in gymnastics and dance are unsatisfactory.
- Teachers do not give older pupils sufficiently clear guidance on how they can improve their work.
- There are not enough opportunities for older pupils to develop an independent approach to tackling their work

**The school has made satisfactory progress since the last inspection.** The quality of teaching and learning has improved, which is having a positive impact on pupils' achievements, especially by Year 2. The curriculum is well planned and provides pupils with a satisfactory insight into their own and other cultures. There have been improvements in the quality of displays and the range of resources in the library. The impact of the governors on managing and monitoring finances has improved significantly.

### STANDARDS ACHIEVED

Overall, pupils' achievement is **satisfactory**. With very small numbers of pupils in each year group, there have been wide variations in test results from year to year. However, Year 6 results over the last four years have risen ahead of the national trend. Pupils' achievements are satisfactory in literacy, numeracy, science and religious education. Pupils have improved the quality of presentation since the last inspection and their handwriting and spelling are at the levels expected for their age. Pupils speak well and express their ideas in a coherent, confident manner. They are used to explaining their ideas and are good at listening and responding to each other in discussions. Pupils achieve satisfactorily in information and communication technology (ICT) and in all the other subjects inspected.

Year 2 pupils' test results reflect satisfactory achievement since the last inspection and standards are in line with those achieved nationally. Current pupils are achieving well in literacy and numeracy and achieve satisfactory standards in science. More able pupils are well challenged and pupils of all abilities make good use of computers to develop their learning. Achievement in music is good and satisfactory in all other subjects.

Children at the Foundation Stage progress well. They are in line to achieve the early learning goals in all areas of learning by the age of five.

Pupils' behaviour is **good**. Their attitudes are **good** and personal development is **good**. Their spiritual, moral, social and cultural development is **good**. Attendance is **satisfactory**.

### QUALITY OF EDUCATION

## **The quality of education is satisfactory.**

**Teaching and learning are satisfactory overall.** There are very good relationships between staff and pupils which promote pupils' learning well. Good teaching in Years 1 and 2 is promoting pupils' achievements in English and mathematics and pupils apply themselves confidently and willingly to their tasks. There is good support for pupils with special educational needs who make good progress and are fully included in school life. Teachers know pupils very well and challenge them with a good range of tasks adapted to their individual needs. Teachers assess pupils' progress well but do not always set them clear targets in lessons or in marking books to help them focus on improving their work. Teaching at the Foundation Stage is good and is based on adults knowing children well and developing their strengths.

**The curriculum provides a good range of learning.** Teachers ensure that pupils enjoy a variety of interesting experiences in lessons and supplement these with a satisfactory range of visits and visitors to stimulate learning. The school has good links with the community and extends pupils' experience through extra-curricular activities. Accommodation is well used but there is insufficient space for older pupils to undertake indoor physical education. Resources are good and well used, especially in information and communication technology (ICT).

Arrangements to ensure pupils' care, welfare, health and safety are **good**. The school provides **good** support, advice and guidance and is very successful in involving pupils in the life of the school.

## **LEADERSHIP AND MANAGEMENT**

**Leadership is good.** The headteacher monitors the school's performance closely to set a clear agenda for improvement. **Management is good** and involves all staff in the process of raising standards. **Governance is good.** Governors are supportive of the school and have a positive impact on how developments are planned and implemented.

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

The majority of parents are satisfied with the school's work. They feel well informed and their children are happy to come to school. Most pupils also say they like coming to school though a small minority are less enthusiastic. A small minority of parents and pupils are concerned about the unpredictable behaviour of a few pupils which can disrupt the usual good order and happy relationships in the school.

## **IMPROVEMENTS NEEDED**

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

- promote the learning of pupils in Years 5 and 6 by providing clearer guidance on how they can improve their work;
- develop the ability of older pupils to work and learn independently;
- improve the provision for physical education and dance.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Overall, pupils' achievement is satisfactory by Year 6. Children in the Foundation Stage make good progress in all areas of learning and Year 2 pupils achieve well in English and mathematics.

#### Main strengths and weaknesses

- Children make a good start to their learning at the Foundation Stage and achieve well.
- Pupils' speaking and listening skills are good throughout the school.
- Year 2 pupils achieve well in reading, writing and mathematics.
- Pupils with special educational needs make good progress in both classes.

#### Commentary

1. At the Foundation Stage, standards have improved since the previous inspection. In communication, language and literacy children attain good standards and explain their ideas well in speaking with adults and other children. Children's personal development is good and they benefit from playing and working with older children in Years 1 and 2. Children attain a good understanding of number and apply their knowledge well in role play and creative tasks. In all other areas of development children achieved well and are stimulated by well-planned activities which are effectively linked to the learning of the older pupils in the class.

#### Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of <b>reception</b> in:	
Personal, social and emotional development	<b>Good</b>
Communication, language and literacy	<b>Good</b>
Mathematical development	<b>Good</b>
Knowledge and understanding of the world	<b>Good</b>
Physical development	<b>Good</b>
Creative development	<b>Good</b>

*Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.*

2. With very small numbers of pupils in each year group, it is impossible to make valid comparisons between pupils' test results from year to year. Test results in Year 6 have improved since the last inspection at a faster rate than the national trend. Current Year 6 pupils are attaining levels in all subjects which are in line with those expected for their age. Teaching challenges pupils of all abilities effectively and pupils' achievement is satisfactory. Pupils speak well in discussions and listen attentively to each other and adults. In reading, writing, mathematics and science they demonstrate the skills expected of them. In information and communication technology pupils attain average levels and apply their knowledge well across all subjects. Pupils attain average levels in religious education and in all the other subjects inspected.
3. The school's assessment of pupils' skills on entry indicates that by Year 2, current pupils are achieving well in literacy and numeracy. Higher ability pupils are working at levels well above those expected in writing and attain above average standards in reading and mathematics. Nearly all pupils are attaining levels which are in line with or exceed those expected. Pupils



attain good standards in music and achieve the levels expected in all the other subjects inspected.

4. Pupils with special educational needs are given a good level of attention and support which helps them to make good progress and achieve well.

### **Pupils' attitudes, values and other personal qualities**

Attendance and punctuality are satisfactory. Pupils' attitudes and behaviour are good and there have been no exclusions. Pupils' personal development, including their spiritual, moral, social and cultural development, is good.

### **Main strengths and weaknesses**

- Pupils have a positive approach to learning and enjoy taking an active part in school life.
- Relationships are good. Pupils get along very well with their teachers but occasional incidents between pupils disrupt the normal good order of the school.
- Teachers have high expectations of behaviour and have effectively improved procedures for promoting them.
- The school provides good guidance on moral issues and involves pupils very well in the life of the school.
- There are not enough opportunities for older pupils to develop their self-reliance and independence.

### **Commentary**

5. Attitudes and behaviour have been maintained at the same good levels since the last inspection. All teachers have high expectations of behaviour and encourage co-operation. This has developed positive attitudes to learning among all pupils, including those with special educational needs. The school's system of awarding team points to individual pupils in recognition of their good work or effort is effective. Each week, these points are totalled and the 'winning' team receives a cup during assembly.
6. Relationships between pupils and their teachers are based upon mutual respect. This harmony helps to create a supportive, purposeful atmosphere and pupils willingly comply with teachers' high expectations of behaviour. Pupils say that bullying is rare and treated promptly and effectively by staff. However, there are incidents of friction which involve pupils with behavioural problems and this unsettles the normally well ordered friendliness that prevails in the school. Teachers have undergone training and introduced new measures to prevent these events, which are improving relationships. Teachers have begun to record incidents in detail to evaluate the effectiveness of special educational needs support.
7. The school provides pupils with a good programme for personal development which includes developing their understanding of moral and social issues. The school implements its aims very effectively in giving pupils clear guidance on how they should respect one another and understand and practise Christian values. Spirituality is well developed through assemblies and by extending pupils' awareness of other religions and beliefs. Cultural development is good, with pupils studying the art and music of European and other cultures. Pupils undertake a range of duties in school and fulfil their roles sensibly. However, older pupils do not have enough opportunities to plan and organise their own learning in a way which helps them develop initiative and a sense of responsibility.

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.2
National data	5.4	National data	0.4

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

8. The absence rate is similar to the national average and there were few unauthorised absences in the last year. The school has effective procedures for encouraging good attendance and punctuality. Almost all pupils arrive punctually for the start of school, and this is similar to the situation noted during the previous inspection.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is satisfactory. Teaching is sound overall with good teaching in the Foundation Stage and in Years 1 and 2. The curriculum is planned well, pupils are cared for and supported very well, and the school's links with parents are satisfactory.

#### **Teaching and learning**

The quality of teaching is sound overall with good teaching in the Foundation Stage and in Years 1 and 2 which promotes pupils' learning well.

#### **Main strengths and weaknesses**

- Children's learning in the Foundation Stage is good and activities are well planned.
- Adults have good relationships with pupils and encourage their contributions in discussions.
- Teaching assistants provide strong support for the learning of pupils with special educational needs.
- Teachers are confident with ICT and use it well.
- Marking does not give older pupils enough guidance nor help them understand how to improve.
- Pupils in Years 3-6 are not given enough opportunities to plan and complete tasks on their own.

#### **Commentary**

9. Teaching has improved since the last inspection. Teachers value pupils' comments and encourage their active participation in discussions, to which pupils respond well. There are good relationships between staff and pupils, which promotes pupils' good attitudes to learning and stimulates their progress. Teachers are confident about using ICT and encourage pupils to use it as an aid to their learning in a wide range of activities.
10. The quality of teaching in the Foundation Stage stimulates good learning among the children. Teachers have a good understanding of how these children learn. They ensure that the children have space and time in which to develop at their own pace within the activities organised for pupils in Years 1 and 2. Well-planned activities help children acquire skills and pursue their own enquiries and explorations. Teachers and support staff ask good questions to stimulate children's imagination and develop their communication skills. Adults work together very well to maintain a careful check on the way individual children develop and plan their learning effectively.
11. Teachers in Years 1 and 2 know pupils well and prepare tasks which provide a suitable challenge to the learning of each individual. Lessons are well planned and resources well

prepared, which is reflected in the good learning of pupils of all ages. Questions are well pitched to elicit pupils' response and prompt them to explain their thinking clearly. Pupils respond to challenges well and know what is expected of them in the tasks they are set. Teachers are good at encouraging pupils to take a responsible approach to their own learning. Pupils are expected to collect the resources and equipment they need for work, take turns in demonstrating points to others and operate the computer equipment when necessary.

12. In Years 3-6, teachers manage discussions well and pupils respond positively to opportunities to contribute their ideas. Teachers know the pupils well, both their levels of understanding and their personalities. They successfully challenge their thinking through questioning and are effective in adapting tasks to meet the learning needs of all ages and abilities. Pupils apply themselves well to tasks set and sustain their application well. However, older pupils are not given enough opportunities to plan their own approaches to learning in a way which develops their initiative and sense of personal responsibility. Pupils consider that independent learning means working on their own rather than planning and organising learning for themselves.
13. Teachers assess pupils' work regularly and use the information well to plan learning. However, marking does not give pupils in Years 3-6 clear enough guidance on how they can improve their work. The targets set for pupils are not something they reflect on as they tackle new work with the result that pupils do not strive to improve their skills in every activity. Teachers are beginning to record pupils' progress in all subjects and in a consistent way which makes the information easily accessible to all colleagues.
14. Teaching assistants provide good support for the learning of pupils with special educational needs as well as providing guidance and help for others. They take every opportunity to reinforce teaching points and listen to pupils. They are well briefed so they are fully aware of how to help children succeed. They have very good relationships with pupils and colleagues and there is a close working partnership between all staff in the school.

**Summary of teaching observed during the inspection in 13 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	7	5	0	0	0

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

**The curriculum**

The school provides a good curriculum that is enriched by additional activities. The quality and quantity of resources satisfactorily meet the demands of the curriculum. The accommodation is adequate and supports effective learning in all subjects except physical education.

**Main strengths and weaknesses**

- Teaching is well planned to challenge the learning of all pupils in the mixed-age classes.
- Provision for pupils with special educational needs is good and ensures all pupils are included in school life.
- The curriculum promotes good personal, social and health education.
- Resources are good for information and communication technology and well used.
- The facilities for indoor physical education are unsatisfactory.

**Commentary**

15. The curriculum is carefully planned to ensure proper coverage of subjects in the mixed-age classes and is well supported by schemes of work in all subjects. This supports teachers'

lesson planning and promotes a fully inclusive curriculum where pupils feel safe, secure and valued. There is good attention to developing pupils' learning across different subjects for pupils in Years 1 -6. In the Foundation Stage the areas of learning are successfully integrated into the work of older pupils and children develop their skills well as a result.

16. The outside environment provides space and equipment to extend the physical education curriculum and is used well by the school. An attractive adventure playground includes a fitness trail and meets the needs of all ages in the school. However the indoor space available is insufficient for the teaching and learning of physical education.
17. Pupils with special educational needs are well supported and as a result make good progress in lessons. School staff work very closely together to monitor pupils' progress and modify approaches accordingly. The special needs co-ordinator and a governor ensure individual education plans are written and regularly updated in consultation with parents.
18. The teaching of citizenship and personal, social and health education is good and contributes towards establishing good behaviour and very good attitudes to learning. Drug and sex education is taught explicitly to the older pupils and includes the dangers of alcohol misuse. Through circle time and the school council, pupils have regular, planned opportunities to develop greater self-awareness, confidence and an increasing understanding of social issues.

### **Care, guidance and support**

Pupils are well cared for and governors and staff have good procedures for ensuring pupils work in a healthy, safe environment. Pupils have good relationships with all adults in the school and are given the support and advice that they need.

### **Main strengths and weaknesses**

- The school council provides a very good forum for hearing pupils' opinions.
- The school monitors health and safety carefully, although limited storage makes some aspects difficult.
- Formal recording of all incidents is not comprehensive.
- Induction arrangements for pupils are good, so pupils settle in well.

### **Commentary**

19. The school's procedures for ensuring the safety and well-being of its pupils are good. Child protection procedures are good and the school exercises its responsibilities with vigilance and care. First aid provision is very good and staff provide assistance in the event of an emergency.
20. There are school visits in the term before children join. When children start school staff help them to develop good and trusting relationships. Adults respond very well to pupils' confidences and encourage them to develop their self-esteem through a well-structured personal, social and health education programme.
21. Pupils are well cared for at lunchtime. Older pupils are paired with younger ones and act as 'buddies' to help to look after them. They enjoy this responsibility. Pupils feel they are amongst friends and that there is always support available from the adults and from each other.
22. The procedures for monitoring and supporting pupils' personal development are good. Teachers have a very good knowledge of individual pupils and all staff exchange information informally and in written notes. Staff maintain close links with parents and this ensures that there is good communication about pupils' development. The support for children with special educational needs is good and regular reviews effectively monitor their progress. Pupils are well supported by supervisory staff in break-times. Nevertheless there is a need to record all

incidents between pupils so as to enable the school to track the progress being made by pupils with behavioural difficulties.

23. The school council is a forum for all older pupils and younger representatives. They raise funds through sponsored events and are able to decide how these are to be spent. This gives them close involvement in the school's administration and helps to develop their maturity and ability to take responsibility.

### **Partnership with parents, other schools and the community**

The school has a satisfactory partnership with parents and other schools and good links with the community.

### **Main strengths and weaknesses**

- Staff are very accessible to parents.
- Annual reports on pupils' progress contain a good amount of detail.
- The local community supports the school well.
- The Friends' Association works hard to support the school.

### **Commentary**

24. Most parents have positive views about the school and the education that it provides. In this small school even one or two parents with a concern can be a significant proportion of the whole. Whereas most parents are satisfied with the school's work, there are a few with concerns. These mostly hinge on the impact of pupils with behavioural difficulties on others. Some parents would like to be better informed about their children's progress and the planned increase in formal parent-teacher evenings this year addresses this concern.
25. Teachers are very accessible to parents and informal consultations are easily arranged. Parents of pupils with special educational needs are fully informed about their child's progress and have good opportunities to discuss targets and reviews of individual education plans with teachers and the special needs co-ordinator. Parents receive general information about the curriculum at the start of each term, although the lack of detail does not help parents to contribute actively to their children's learning.
26. The annual reports on pupils reflect the detailed knowledge that teachers have of pupils and inform parents about their children's progress and attitudes. Pupils have the opportunity of adding their comments and reports provide parents with clear guidance as to what their children need to do to progress to the next stage of their learning – especially in English, maths and science. Reports do not indicate how well pupils are doing compared with national averages for the age group.
27. Parents support their children well at home by sharing books with them and supporting them with their homework. Parents of younger children have the opportunity of communicating with the school through reading and homework diaries but these diaries are not consistently used in Years 3 – 6.
28. There are good links with the local community who support the school well. Pupils' learning is extended by sporting and educational visits and by receiving visitors, artists, parents and staff from other local schools. The Friends' Association is run by a hardworking committee with staff taking an active part. It raises funds to provide additional resources, such as the outdoor play equipment for pupils. It has organised successful events for pupils and their families. The school does not forge close relations with local industry such as farming.

## LEADERSHIP AND MANAGEMENT

The headteacher provides good leadership. Leadership by other staff is satisfactory. The school is well managed and governance is good.

### Main strengths and weaknesses

- The headteacher leads well and has established good teamwork.
- The governors have a clear understanding of the strengths and weaknesses of the school.
- The relationship between the head and governors is strong.
- The management of the school has been successful in maintaining the quality of education during a period of instability.
- Spending is carefully monitored to ensure value for money.
- There is insufficient formal monitoring and evaluation of teaching.

### Commentary

29. Leadership has improved since the last inspection and has successfully taken the school through the considerable challenges of the fire and a period of staff instability and change. The headteacher is a good role model and has inspired a sense of shared purpose among all staff and governors. She provides valuable guidance to staff through her own good teaching and has adapted her responsibilities to meet the needs of the school. Staff, both teaching and non-teaching, are evaluating their effectiveness and set themselves clear, realisable targets for improvement. They are flexible in their approach to the many tasks expected of them and are committed to improving pupils' achievements.
30. The governing body provide good support for the headteacher. This is an improvement since the last inspection. They have carried out a detailed self-review of the school and this has informed the priorities for the future. Governors are passionate about securing the future viability of the school and have established a strong professional relationship with the headteacher that is built on trust and support. The governors prepare well for meetings and hold the school to account through questioning.
31. The management of the school has improved since the last inspection. The induction of supply staff and the training programme for staff development have successfully secured a more stable teaching team that is well prepared for teaching mixed-age classes. The teaching commitment of the head enables her to work closely with most colleagues. However, regular formal monitoring of teaching is insufficient, which hinders the pace of change required to establish independent learning throughout the school.
32. Careful and regular monitoring of spending patterns ensures that the school's budget is used efficiently to benefit the pupils. The governing body is prudent in finding value for money for all expenditure. Even though the cost of educating each pupil is high and the quality of education is only satisfactory, the school represents satisfactory value for money. The school has improved aspects of teaching and learning in spite of the problems it has faced and is now in a much more stable condition to raise pupils' attainment further.

### Financial information

#### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	102,459
Total expenditure	101,372
Expenditure per pupil	3,940

Balances (£)	
Balance from previous year	12,469
Balance carried forward to next year	13,556

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

Overall provision for children in the Foundation Stage is **good**.

### Main strengths and weaknesses

- The quality of teaching is good and results in good learning taking place.
- Reception children achieve well because their curriculum is well planned and good assessments are made of their progress.
- The children enjoy being at school and work well with the older pupils.
- Leadership and management of the Foundation Stage is good overall.
- Resources to promote the children's development are good.
- Low numbers of children in the reception class make it difficult to stimulate their learning when they are not working with the rest of Years 1 and 2.

### Commentary

33. Small numbers of children enter into the reception class each year. A careful induction programme enables them to settle quickly and happily into the school. Children enter with abilities that are generally average for their age. By the end of their reception year children attain the Early Learning Goals<sup>1</sup>, especially in their personal and social education, communication, language and literacy and mathematical development. This good achievement is better than at the time of the previous inspection because of the high quality of teaching and the good support to their work offered by learning support staff.
34. The strengths of teaching and learning that make it good overall are:
- the very good knowledge of the curriculum to support the learning of reception children;
  - the careful planning of activities that are focused on helping children acquire skills as well as knowledge and understanding;
  - the very good use of questions to stimulate children's imaginations;
  - the setting of a careful pace to enable children to reflect upon what they are learning;
  - the careful linking of the different development areas together, using skills in such as communication and mathematics to develop their knowledge and understanding of the world;
  - the very good use of the space and resources in the classroom and outdoors to give the children distinct areas to move and play without disturbing the work of older pupils.
35. Good leadership and careful management ensure that the children receive a good start to their education. There is a well planned range of experiences for all areas of learning, linking the Foundation Stage topics to the learning of pupils in Years 1 and 2. The curriculum is particularly successful because good quality assessments are made of children's progress and are used to plan the next stage of learning.
36. In the area of **personal, social and emotional development** children achieve well and teaching is good. Children take turns, play well with others, share tools and equipment, benefiting from working alongside those in years 1 and 2. They showed good levels of confidence when becoming 'astronauts', making choices about helmets, air bottles and what they would do when they landed on the moon. In other areas, their independent learning skills are well promoted and they know the routines of the school well. For instance, before playtime

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<sup>1</sup> Early Learning Goals – these are the standards that children are expected to reach by the end of their reception year. They refer to achievements children make in connection with communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy children should be able to write their names and begin to write simple sentences.

they independently tidied their spaceship and the equipment they had used. Overall they are becoming confident, happy learners.

37. The children achieve well in developing their **communication, language and literacy** skills because teaching is good and all adults and older pupils act as good role models for them. Children listen carefully to their teacher and others in the Infant class. They adopt any technical language used, for instance countdown, gravity, reflectors and other scientific vocabulary linked to their knowledge and understanding work on space. When pupils in Years 1 and 2 have literacy time, reception children develop their phonic knowledge, share a range of books and write their own news and stories with the support of the teaching assistant. There are frequent activities that allow them to show their understanding through acting out stories taking on different characters, or illustrating with paint, crayon or other materials. The promoting of their early writing skills is good and they are encouraged to label their work with their name and simple explanations and instructions as appropriate.
38. Children achieve well and the quality of teaching and learning is good in **mathematical development**. By the end of their reception year they have good understanding and knowledge of number. This was well demonstrated when they were able to join in the countdown from 10 when they were *'blasted off into space'*. Likewise their recognition of measure and shape was well seen when they used a range of two- and three-dimensional shapes to be the controls of their spacecraft. When they *'landed'* on the moon they moved 10 strides from their ship before erecting their flag, saluting as they did so. When tidying away the construction equipment they had used to make space buggies the reception children put the blocks into sets by colour, shape and size, making sure that all the wheels grouped into one box together. Children also have the opportunity to investigate capacity and other mathematical concepts through investigations in water and sand.
39. The children's **knowledge and understanding of the world** covers a wide number of areas, each of which is well established and closely linked to the curriculum of older pupils. Overall children achieve well. Their topic about space, for instance, links history and science together. Children place key events such as the birth of Jesus, the life of Florence Nightingale and man landing on the moon on a time line. They know that being in space is different from being on earth, that the moon has no air and that to get away from the pull of the earth's gravity you have to blast off into space. In work linked to the infant religious education curriculum they are aware that different peoples have different beliefs and are learning more about their ritual and places that are important to them. Thus they could recall that Muslim peoples do not have art or sculptures of humans or animals, rather they make ornate patterns, usually using the name and descriptions of Allah in their work. The teacher encourages children well to adopt a role to help with their understanding, such as being spacemen. She gives them a pattern blank for them to colour, selecting a pattern they had seen in Islamic posters and artefacts - linking their **creative and physical skills** to support their learning.
40. Children's **creative and physical development** is being well developed, and they achieve well. They are encouraged to use their imagination, adopt a role and act out a character. Thus they manipulate *'controls'* within their spaceship and move round the space carefully in slow motion, mimicking how man moves on the moon. In religious education, using the Islam worksheets, they recognise patterns and use pencil crayons carefully and skilfully to pick out details and colour their patterns. This demonstrates their fine motor control and ability to place chosen colours accurately in place. When they have completed adult-directed activities children select and use a range of physical and creative resources to cut, paint, manipulate small materials such as construction equipment, work outside with their larger wheeled toys or take part in a range of craft activities.



## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory** throughout the school.

#### **Main strengths and weaknesses**

- The subject is well led by the headteacher who maintains a close check on pupils' achievements and progress.
- Pupils' speaking and listening skills are good.
- Pupils apply their writing skills well across all subjects.
- Teachers and support staff work effectively together to support pupils with special educational needs.
- The way targets are set and used for Year 5 and 6 pupils is not fully effective.

#### **Commentary**

41. Pupils attain levels by Year 2 and Year 6 which are in line with those expected nationally. Standards have remained at a similar level to those reported at the last inspection. Throughout the school, pupils' speaking and listening skills are good. Pupils have many opportunities to participate in whole-class discussions and listen carefully to one another before venturing their own ideas. Current Year 6 pupils achieve satisfactorily in both their reading and writing. Pupils read from a range of fiction and non-fiction, expressing their opinions articulately about the stories and authors they like. They develop satisfactory writing skills in a range of styles, presenting balanced arguments, recounting visits and creating stories and play-scripts. The standard of presentation and sentencing is satisfactory and many pupils use a good range of vocabulary to enliven their stories.
42. In Year 2 pupils are achieving well and attain standards which are in line with those expected nationally. They read confidently and write stories with a sound range of skills. Nearly all pupils write neatly with well formed letters and their spelling is satisfactory. More able pupils write in well-constructed sentences with good spelling and interesting vocabulary.
43. The quality of teaching is good in Years 1 and 2 and satisfactory in Years 3-6. Teachers know their pupils very well and are effective in planning tasks to challenge them on an individual basis. Tasks are well adapted to challenge more able pupils and there is good support for pupils with special educational needs in both classes. Pupils apply themselves willingly and sustain their attention and effort well. Teachers question pupils well to ensure that everyone takes part in class discussions and this promotes good speaking and listening skills. In Year 1 and 2, teachers share learning objectives with pupils and give them a clear idea of what they should complete in a task. In Years 3-6 teachers indicate what pupils are to do but they do not define the precise skills they want them to practise and acquire. Pupils have general writing targets but they are not reminded to think of these as they tackle tasks. While marking is good for younger pupils, it does not guide older pupils on how they can improve their achievement.
44. The headteacher analyses pupils' strengths and weaknesses, which helps teachers evaluate the effectiveness of teaching and learning. Teachers assess pupils' work regularly and well and are beginning to record information in a consistent way to ensure the proper sharing of data. The monitoring of pupils' work is well managed but time to observe lessons has been limited recently by staff absence. Resources are of good quality in reading books and in the restocked library.

#### **Language and literacy across the curriculum**

45. Pupils' writing and reading skills are widely used in all subjects, which has a positive impact on raising their achievement. Throughout the school, pupils make good use of their writing skills in retelling traditional stories like Beowulf, discussing the problems of farming in Nepal and in describing the buildings of Ancient Rome. Pupils make satisfactory use of their reading skills in researching for information on artists and musicians in reference books and on the Internet.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Achievement in Years 1 and 2 is good.
- Pupils with special educational needs are well supported and make good progress.
- Teachers are not using assessment information sufficiently well to set targets for pupils in Years 3-6.
- Teaching assistants are used well to support learning.

### **Commentary**

46. Standards are similar to the time of the previous inspection. In the 2003 national tests in Year 2, two thirds attained average or above average standards. Current Year 2 pupils are making good progress and are on course to achieve challenging targets. Standards by the end of Year 6 are average. Current Year 6 pupils are making satisfactory progress and are on course to meet targets expected for their age.
47. Teachers have a good understanding of the National Numeracy Strategy and plan for mixed age classes well. They use effective questioning to target individual pupils and assess their understanding of number. They skilfully maintain a brisk pace during the mental starter and this generates high levels of interest. The use of mini-whiteboards is exploited well to maximise pupils' participation in making jottings and solving problems. This leads to pupils organising and presenting their work carefully. This is an improvement since the last inspection.
48. Teachers have a good knowledge and understanding of each individual pupil. This is used well in Years 1 and 2 to provide constant feedback to pupils about how well they are doing. This ensures all pupils make good progress. In Years 3-6, insufficient use is made of assessment information to enable pupils to know how well they are doing and how they can improve. As a result, pupils display no real sense of urgency in completing work. They do not have a good enough understanding of what specifically they need to do to improve.
49. Teaching assistants make a significant contribution to learning in both classes. In Years 1 and 2, they support independent group work and promote collaborative learning. They sensitively but firmly encourage pupils to organise their own learning and constantly reinforce the main teaching points of the lesson. As a result pupils feel safe and are confident in their work. In Years 3-6, they support individual learning and work in close partnership with the teacher. They reinforce teaching points and promote mathematical thinking by allowing pupils time to discuss strategies and how to apply them in solving problems.
50. The subject leader provides satisfactory leadership. An up to date policy is in place and detailed planning supports teaching. Informal advice is given to all staff and the co-ordinator has a good knowledge of each child in the school. The recent lack of monitoring of teaching has reduced the school's capacity to pinpoint more precisely areas for development and support.

## Mathematics across the curriculum

51. Mathematics is used satisfactorily across other subjects. In science pupils create charts and graphs to present their findings. The use of ICT supports data handling, particularly in Years 3-6. In music counting and rhythm are incorporated well. The use of notation and musical patterns promotes the understanding of algebra.

## SCIENCE

52. During the inspection no lessons took place but other evidence indicates that pupils attain levels which are in line with those expected for their age. Standards are similar to those at the previous inspection. Standards by the end of Year 6 are in line with the national average and pupils achieve satisfactorily. In the 2003 tests at Year 6, all pupils attained the nationally expected level and current pupils are also making satisfactory progress. At Year 2, assessments of pupils' attainment indicate that they achieve satisfactory standards and current pupils are making sound progress. Higher attaining pupils are well challenged and those with special educational needs progress well.
53. Teaching is effectively developing pupils' skills of scientific enquiry which is an improvement since the last inspection. In Years 1 and 2, pupils investigate a range of forces and illustrate their findings by drawing and labelling the forces of pushing and pulling. Good cross-curricular links are made in music where pupils are encouraged to experiment and explore making sounds with different materials and instruments. An interactive display promotes further investigation into the sorting of objects and the properties of materials. In Years 3 to 6, pupils' work illustrates their secure understanding of a fair test and how to record their findings. For example, pupils test to see if air is present and how to find out how much water evaporates from an ice cube. Marking is consistent and asks questions to promote thinking and check understanding although a small amount of work is incomplete and untidy in presentation.
54. The subject leader provides satisfactory leadership. A review of science planning has led to the use of new schemes of work and introduced a two-year programme of planning for Years 3 to 6. The teaching of different topics is well supported by teaching assistants and parental support. Assessment information is gathered at the end of each unit of work and used effectively to plan pupils' learning.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

### Main strengths and weaknesses

- Teachers are confident in using information and communication technology and the quality of teaching is good.
- Pupils make good use of the Internet for research.
- Resources are well used to develop pupils' learning.
- Teachers are not recording pupils' progress in enough detail nor encouraging them to assess their own improvement.

### Commentary

55. By the end of Years 2 and 6, pupils attain levels in line with those expected for their age. Since the last inspection, new resources and good teaching have enabled pupils to achieve satisfactorily and pupils' standards have kept pace with the nationally improved levels of achievement.

56. The subject is well managed and planned and good leadership has given teachers the confidence to make regular use of ICT to stimulate pupils' learning. The quality and quantity of equipment and resources are good and, since pupils have easy and regular access to computers, this has a positive impact on their attainment. Pupils are used to creating and amending texts on computer. Where texts are projected for all the class to follow, the process focuses pupils' attention well. However, minor improvements are needed in the location of projection equipment to ensure all pupils can see easily. While pupils log their use of computers, teachers do not maintain a comprehensive record of pupils' skills nor do they help pupils develop their understanding and skills in self-assessment.
57. Teachers give pupils clear instruction in using a range of programs for learning, communication and handling data. Pupils in Years 3-6 make good use of the Internet for researching the lives and work of artists and musicians and this improves their literacy skills. They present their findings in an interesting way using a variety of fonts, lay-outs and illustrations to enliven their displayed work. Pupils apply themselves enthusiastically to improving their number skills through the use of computers. In Years 1 and 2 pupils develop considerable concentration in completing addition and subtraction games and in Years 3-6, pupils are skilful in gathering data and presenting it in graphs and tables. Pupils achieve satisfactory standards in control technology. While pupils in Years 1 and 2 program a simple robot to move in an agreed pattern, pupils in Years 3-6 use a computer-linked microscope to study plant and animal life. They also understand how ICT is applied to control processes in commerce and how it can be best used to help their own learning. Pupils with special educational needs make effective use of ICT to help them in their learning and their successes raise their self-esteem well.

### **Information and communication technology across the curriculum**

58. ICT is used well to support learning in other subjects of the curriculum. Pupils in Years 3-6 produce well-researched biographies of musicians, artists and key figures from history which has a strong impact on developing pupils' literacy skills. All pupils develop their mathematical skills well in responding to computer programs and in gathering and presenting data from fellow pupils. Pupils have sent e-mails overseas to compare their school lives and learn about conditions in Japan and Nepal, which has stimulated their knowledge and skills well.

### **HUMANITIES**

59. During the inspection no lessons took place in geography and only one history lesson was observed and no judgement can be made about provision. From a scrutiny of pupils' work, lesson plans and discussions with staff and pupils, it is evident that standards are in line with those expected nationally and have been satisfactorily maintained since the last inspection. Two lessons of religious education were observed and evidence is based on a scrutiny of pupils' work, teachers' planning and discussions with pupils and staff.
60. The planning of **geography** indicates that the rolling programme of study ensures that all aspects of the subject are covered. Pupils have a good knowledge of their own locality and make valid comparisons between their own area and others which they study. Year 1 and 2 pupils visit and study Great Yarmouth, identifying the contrasting features of inland and seaside conditions. Pupils in Years 3-6 visit the Peak District in Derbyshire and benefit significantly from a period of close observation of rivers and farming in a different area to their own. Mapping skills are soundly developed and pupils make good use of their literacy and ICT skills to extend their learning.
61. All aspects of **history** are taught with effective links to other subjects in a way which successfully reinforces pupils' learning. Pupils use and apply literacy, numeracy and ICT skills well in their work. Pupils have learnt well about the Roman invasion, as is indicated in the plays about Boudicca that they have written and performed. They have used number skills to measure and make models of Roman buildings, which they have designed, evaluated and described in some instances using ICT to help them. Research into the Ancient Egyptians and

Victorians have promoted pupils' use of ICT and has been well linked to their understanding of religious education.

## Religious education

Provision in the subject is **satisfactory**.

### Main strengths and weaknesses

- Pupils discuss the beliefs of other faiths sensitively but the knowledge of Year 6 pupils is limited.
- Pupils' progress is not recorded and monitored in sufficient detail.

### Commentary

62. Pupils attain the levels expected in the local agreed syllabus in both Years 2 and 6 Pupils achieve satisfactorily and develop a good knowledge of Christian teaching and Bible stories. Pupils in Years 1 and 2 have a good understanding of Muslim beliefs. They know that Allah is the Muslim name for God and that Mahomet is a key figure in their beliefs. However, in discussion, Year 5 and 6 pupils had an insecure knowledge of faiths other than Christianity although they understood and respected the beliefs of others. They made good connections between Norse mythology and Christian teaching which indicated a sound knowledge and enquiring interest.
63. Teaching in the two lessons observed was good for Years 1 and 2 and sound for Years 3-6. Pupils in Years 1 and 2 paid close attention to the teacher's questions in discussing what they had learnt previously from a video. They recalled aspects of worship in a mosque and followed Islamic principles in creating their own decorative patterns. Years 3-6 pupils discussed symbolism and the significance of symbols such as the Ancient Greek fish, with sensitivity and interest. The tasks set for them reinforced their knowledge but did not help them to extend their learning by allowing them to pursue independent enquiries.
64. The subject is managed satisfactorily and well planned to ensure that all elements are covered in a rolling programme which avoids repetition. Teachers know their pupils well but while they record the work covered they do not record how pupils' skills are developing.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. Pupils' work was scrutinised to provide evidence in art, design and technology but no lessons took place during the inspection. Two lessons in physical education were observed, one of games at Key Stage 2 and one of gymnastics at Key Stage 1.

### Art, design and technology

66. The subjects are well managed and this has a positive impact on pupils' attainment which is in line with the levels expected for their age. The subject leader has developed good guidelines to help teachers plan lessons and there are thorough procedures for assessing pupils' progress. Good links are made between art design and technology, and cultural development is enriched through visits to the Castle Museum. Pupils in Years 1 and 2 are encouraged to illustrate their work with drawing that develops observational skills well. Pupils in Years 3-6 use sketchbooks effectively as a record of their thinking and planning in preparing a design. They take a pride in their sketchbooks and are enthusiastic about art and technology.

## Physical education

Provision is **unsatisfactory**

### Main strengths and weaknesses

- Pupils achieve satisfactory standards in games where they benefit from the school's good outdoor facilities.
- Year 1 and 2 pupils apply themselves enthusiastically in gymnastics.
- Current indoor facilities are unsatisfactory for gymnastics and dance.

### Commentary

67. The standards achieved by pupils are in line with those expected for their age and are similar to those attained at the time of the last inspection. The school's outdoor facilities are good and help pupils to develop satisfactory standards in games skills. The teaching observed indicated good subject knowledge and methods which stimulated pupils' whole-hearted involvement. Pupils in Years 1 and 2 followed a taped programme of gymnastic movements which was well presented and in which pupils achieved well controlled sequences of movements. Pupils made good progress in developing different ways of forming circles individually and in groups. Indoor facilities are just adequate for pupils in Years 1 and 2 but unsatisfactory for older pupils. Until recently the school was able to take pupils to a local school to use swimming and gymnastic facilities each term but in the current year these have been restricted. Pupils still have a limited number of sessions and, while they are attaining the expected standards in swimming, they are not currently receiving a satisfactory experience of dance and gymnastics.

### Music

The provision for music is **good**.

### Main strengths and weaknesses

- Standards by the end of Year 2 are above average.
- Teachers' subject knowledge is secure.
- Pupils' attitudes to learning are good.
- The subject leader develops the subject successfully.

### Commentary

68. Pupils make good progress in Years 1 and 2 and learn to compose simple pieces confidently. This is an improvement since the last inspection. Pupils in Years 3-6 make satisfactory progress and develop good speaking and listening skills though performing and appraising songs.

69. Teachers have a good understanding of the music curriculum and have particular expertise in playing instruments. They use a repertoire of teaching methods to include clear instruction and explanation about the history of music and notation. For example, in Years 3-6 pupils understand the history and social context of traditional folk songs. They can accompany singing using chime bars. Whole class teaching is effective but does not promote independent learning and allow pupils to compose their own music.

70. In Years 1 and 2, teaching demonstrates rhythm, tempo and pulse. This is followed by pupils' own exploration of sound as they compose and perform simple pieces. Independent and collaborative learning are promoted well by the teaching assistant. As a result, pupils' achievement is good. Sensitive teaching prepares pupils to listen and perform to the class. All pupils are fully included and show enjoyment and appreciation of each other's work. Pupils with special educational needs make good progress. Good links with science are established as pupils explore the sound effects of water and percussion. The use of story settings provides the purpose for composition. High levels of interest are maintained as all pupils are fully engaged.

71. The subject leader provides good support and guidance to colleagues. Staff expertise is used well to teach the subject in depth and a full range of percussion instruments is used regularly to

promote music making. An after school chime bar club is attended by a mixed age group of pupils where they all learn to read notation.

#### **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP**

72. One lesson was observed and evidence is drawn from discussion with pupils and staff but it is not possible to make an overall judgement on provision. Circle time is well established in the infant class. Teachers promote a safe and secure learning environment where pupils feel confident to share their thoughts and ideas. Pupils are encouraged to listen to each other and value the contributions of their peers. The school council is a good example of pupils taking responsibility. The curriculum covers drug and sex education that is explicitly taught to the older pupils. Discussions with pupils show an increasing awareness of social issues as they move through the school. Pupils have developed very positive attitudes to learning and work co-operatively in lessons.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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

