

INSPECTION REPORT

ST BENET'S ROMAN CATHOLIC PRIMARY SCHOOL

Beccles

LEA area: Suffolk

Unique reference number: 124778

Acting Headteacher: Mrs T Barker

Lead inspector: Mr N Sherman

Dates of inspection: 7th – 10th June 2004

Inspection number: 257603

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:	Voluntary Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	107
School address:	Ringsfield Road Beccles Suffolk
Postcode:	NR34 9PQ
Telephone number:	01502 712012
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T Hull
Date of previous inspection:	15 th June 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in the market town of Beccles in Suffolk. Pupils come from the local area and from outlying villages, and the socio-economic circumstances of pupils are favourable. Many of the children have had some sort of pre-school experience and, while attainment varies each year and in some year groups, there are a high number of pupils with special educational needs, it is generally average. The school is smaller than other primary schools. A number of pupils leave the school to transfer to the local middle school at the end of Year 4. Almost all pupils are of white ethnicity and no pupil has English as an additional language. The number of pupils with special educational needs is around 16 per cent of the school roll and is about average. Two pupils have Statements of Special Educational Needs. During the current academic year, the school has been led by two acting headteachers following the departure of the headteacher in July 2003 and the long-term absence of the deputy headteacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16493	Mr N Sherman	Lead inspector	Mathematics Information and communication technology (ICT) Art and design Design and technology Physical education The Foundation Stage English as an additional language
15181	Mrs M Hackney	Lay inspector	
32136	Mrs L Brookes	Team inspector	English Science History Geography Music Special educational needs Personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides an **acceptable** standard of education, but there are serious weaknesses in key areas of its work. Pupils achieve satisfactorily and standards are in line with national expectations by the time they leave the school in English, mathematics and science. Teaching is satisfactory. However, while the current acting headteacher provides a clear sense of direction and is working hard with the staff to tackle shortcomings, the management of the school, the general care of the pupils and aspects of the curriculum are unsatisfactory. The school does not provide satisfactory value for money.

The school's main strengths and weaknesses

- Since the appointment of the new acting headteacher, who provides a very clear sense of direction, the school has moved forward very quickly.
- Achievement in reading across the school is good.
- Governance and management of the school are both unsatisfactory and too little progress has been made since the previous inspection.
- The management of arrangements for those with special educational needs is unsatisfactory.
- A number of health and safety issues need to be tackled urgently.
- Monitoring of pupils' personal and academic development is unsatisfactory.
- Aspects of the curriculum, including ICT and extra-curricular activities, are unsatisfactory.
- Provision for spiritual, moral, social and cultural development is good.
- Pupils have very good attitudes to their learning and their behaviour is also very good.
- Links with the parish and the local community are good.
- Attendance and punctuality levels are good.
- There are too few resources in a significant number of subjects.

The pace of improvement since the last inspection has been unsatisfactory. Too many of the issues identified in the school's last report are still outstanding. In addition, standards have fallen in some subjects and provision for ICT has not kept pace with developments seen nationally.

STANDARDS ACHIEVED

Year 6 results

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

*Key: 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.*

Overall, pupils achieve **satisfactorily**. Children in the Foundation Stage achieve satisfactorily and reach the standards expected of them by the time they enter Year 1. Pupils reach satisfactory standards at the end of Year 2 and Year 6 in English, mathematics and science.

Evidence from the inspection indicates that:

- children in the Foundation Stage achieve the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. In their personal, social and emotional development, standards are higher than expectations;
- pupils in Year 2 reach standards that are in line with the national average in reading, writing and mathematics. Achievement is satisfactory. Achievement is satisfactory in Years 3 and 6, where pupils reach standards that are in line with the national average in English, mathematics and science and achievement in reading is good;
- pupils with special educational needs are now receiving appropriate support owing to the school obtaining funding which previously had not been claimed . The pupils achieve satisfactorily;
- achievement in ICT in both Years 1 and 2 and Years 3 and 6 is unsatisfactory. This is owing to a lack of development in the subject. A lack of resources also limits the pupils' achievements in certain aspects of the physical education curriculum.

Pupils' personal development is good. They work hard in lessons and enjoy their learning. Behaviour is very good and relationships between pupils and adults are warm and purposeful. Attendance is good. Pupils' spiritual, moral, social and cultural development is **good** and assemblies add much to the pupils' understanding of what it means to be a member of a community.

QUALITY OF EDUCATION

The quality of education is **satisfactory** overall, although there are weaknesses in the curriculum and in the health and safety provision for the pupils. Teaching and learning are **satisfactory** overall, with some strengths. Pupils are managed well and the teachers make creative use of the cramped accommodation. The curriculum does not meet the requirements of the National Curriculum for ICT and there are too few extra-curricular activities. There is insufficient monitoring of pupils' progress in Years 1 to 6. Too little action has been taken by the school to tackle some identified health and safety issues. Links with parents are rapidly improving due to the efforts of the acting headteacher to keep parents more informed about day-to-day events at the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **unsatisfactory**, despite some recent rapid improvements. The acting headteacher has brought stability to the school following a period of high turnover of senior personnel. Together with the staff, she has made strenuous efforts to tackle shortcomings in provision. However, despite this, the management of the school is unsatisfactory. Too few measures are in place to monitor standards and pupils' achievements, and the management of the budget is ineffective. Governors have recently taken action to develop their role and to gain a clearer view of the quality of education provided for the pupils. However, they are not effective in undertaking their legal responsibilities and their role as a 'critical friend' is unsatisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are regaining their confidence in what the school offers their children following a period of much upheaval at senior management level. They are increasingly informed about day-to-day life in the school, although they are not given clear enough details about their children's progress in their annual reports. Pupils say that teachers and support staff treat

them well and they appreciate the improvements that have been made during the current year. However, many pupils say that they would like to use computers more in lessons and have more opportunities to participate in extra-curricular activities.

IMPROVEMENTS NEEDED

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

- ensure that the leadership and management of the school is made more effective in:
 - monitoring the work of the school
 - ensuring that assessment information is used to plan pupils' learning
 - producing a clear medium-term agenda for improvement
 - improving the provision for pupils with special educational needs
 - governors actively developing their role as a 'critical friend' to the school;
- ensure that the curriculum for ICT complies with national requirements and that teachers have sufficient resources to support their teaching in the subjects where there are shortages;
- tackle urgently the health and safety issues identified in this report.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in the Foundation Stage is **satisfactory** and the children reach the standards expected of them in each area of their learning by the time they move into Year 1. The achievement of pupils in Years 1 to 6 is **satisfactory**. Standards are average in the core subjects. However, standards are not high enough in ICT.

Main strengths and weaknesses

- The children achieve well in their reading and in their personal, social and emotional development in reception.
- By the end of Year 2 and Year 6, standards are below expectations in ICT.
- Pupils' achievement in reading is good in all parts of the school.

Foundation Stage

1. From a generally average starting point, the children achieve satisfactorily in the Foundation Stage. By the time they enter Year 1 they have achieved the early learning goals in each area of their learning; in their personal, social and emotional development the children exceed expectations. Achievement in reading is good. Although the children are taught alongside Year 1 pupils, sufficient account is taken of their learning needs and they are supported well.

Years 1 and 2

Standards in national tests at the end of Year 2 – average points score in 2003

Standards in:	School results	National results
Reading	13.9 (19.3)	15.7 (15.8)
Writing	13.3 (15.7)	14.6 (14.4)
Mathematics	14.6 (18.7)	16.3 (16.5)

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

2. The results of the 2003 National Curriculum tests for reading, writing and mathematics were well below the national average. When compared with similar schools, standards were also well below the national average in writing and in the lowest 5 per cent of schools for reading and mathematics. In all three areas, the results were not as high as in previous years due to the very high number of pupils with special educational needs and it was anticipated that this group of pupils would not achieve as well as the pupils from previous years.
3. The findings of the inspection indicate that the current Year 2 pupils reach average standards in reading, writing and mathematics. Standards in science are average. The more positive picture in relation to standards is due to the different ability of pupils in the current cohort and the improving support given to pupils with special educational needs. As they move through Years 1 and 2, pupils make satisfactory progress in the development of their literacy and numeracy skills. However, their achievement in ICT is unsatisfactory and they are provided with too few opportunities to use and develop their knowledge and understanding of how ICT can be used in their day-to-day learning.

Years 3 to 6

Standards in national tests at the end of Year 6 – average points score in 2003

Standards in:	School results	National results
English	26.3 (28.7)	26.8 (27.0)
Mathematics	27.0 (27.0)	26.8 (26.7)
Science	28.5 (29.6)	28.6 (28.3)

There were 8 pupils in the year group. Figures in brackets are for the previous year.

4. The 2003 National Curriculum test results were average in mathematics and science. In English, they were below average. When compared with similar schools, standards were well below average in English and science and below average in mathematics. However, although the school is an all-through primary, a significant number of pupils leave the school at the end of Year 4 to transfer to the local middle school. This means that on average fewer than ten pupils undertake the National Curriculum tests at the end of Year 6. This makes it very difficult to make secure comparisons of attainment between one year group and another.
5. Inspection findings indicate that standards for the current Year 6 pupils are average in English, mathematics and science. Improvements in the support for pupils with special educational needs enable the pupils concerned to achieve as well as their classmates. However, pupils do not make the progress of which they are capable in ICT. Too little development has taken place in the subject since the previous inspection and there are gaps in certain aspects of the pupils' knowledge and understanding.
6. In both key stages, the trend of improvement in national tests has been below that seen nationally over the past three years. The reasons for this include a lack of clear and effective arrangements for monitoring pupils' progress as they move through the school and insufficient use of pupils' assessment data to plan whole school improvements. Recent action taken by the acting headteacher and teachers to tackle these issues has provided a good basis for improvement. Inspection evidence indicated no difference in attainment between the boys and girls.
7. Standards in other subjects are average and the pupils' achievement is satisfactory.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Spiritual, moral, social and cultural development is **good**. Attendance is **good**.

Main strengths and weaknesses

- Pupils demonstrate very good and positive attitudes towards their work and enjoy school.
- Behaviour is very good.
- The school deals promptly with any isolated incidents of bullying or other forms of harassment.
- Very good relationships reflect the school's ethos.
- Pupils are friendly and kind to each other and take their responsibilities as members of the school community seriously.
- Spiritual, moral, social and cultural development is strong.
- Opportunities within the curriculum for pupils to become independent learners are too limited.

- Not enough is done to help pupils to set their own targets for improvement, nor are there consistent procedures for monitoring their achievements.

Commentary

8. Throughout the school pupils have very good attitudes and they are interested and keen to learn. They enjoy taking part in the full range of activities and they are eager to be involved. They are very polite, friendly and helpful towards visitors, whom they make very welcome in their school. Pupils are very attentive during lessons and listen very well to their teachers and to each other. The very good relationships between pupils and with adults create a positive climate for learning. Children in the Foundation Stage are happy and very well behaved. They settle down quickly into well-established routines and share resources very well with each other.
9. Pupils' behaviour is very good during lessons and assemblies and they move around the school in a very orderly and sensible manner. In the playground pupils play very well together and they show a great deal of care for each other. The acting headteacher supports the staff very well in ensuring that there is a consistent approach to behaviour management and an ethos of high expectation to promote pupils' self-discipline. Pupils respond well to the school's positive system of reward for and celebration of good work and behaviour, and they are confident that staff will deal with any form of bullying promptly.
10. Pupils' personal development is satisfactory, but the school is neither proactive enough in helping pupils to set their own targets to improve their academic performance nor in monitoring their progress. The School Council is at a very early stage of development, but with help from the acting headteacher is already involving pupils well in presenting their views on improvements to the school environment, activities and resources. Insufficient opportunity is provided for pupils to develop their independent research skills and this is further inhibited by the unsatisfactory provision for ICT, library facilities and resources.
11. The provision for pupils' spiritual, moral, social and cultural development is good. The act of collective worship and corporate prayers in classrooms are an important and integral part of the school day and make a strong contribution to pupils' spiritual, moral and social development. In many lessons pupils are given opportunities to consider the world around them and to appreciate the beauty of nature. The school promotes moral and social skills well; pupils grow in confidence and self-esteem and they show respect for the feelings of others. This was particularly notable during an assembly led by the acting headteacher when pupils dressed in authentic examples of Middle Eastern costume and reflected on the unity of faith between the Holy Bible and the Qur'an. Displays around the school help to develop pupils' understanding of their own culture and to celebrate the richness of a diverse multi-cultural society. Pupils listen to a range of music from around the world and they learn to appreciate the works of famous and local artists. A number of visits and visitors to school enrich the curriculum and pupils have visited the Sea Life Centre, Lowestoft Seagull Theatre and Walsingham.

Attendance

Attendance in the latest complete reporting year 2002/2003 (%)

Authorised absence	
School data:	4.0
National data:	5.4

Unauthorised absence	
School data:	1.0
National data:	0.4

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

12. Attendance is good and is above the national average. Unauthorised absence is above the national average and the school's earlier procedures for monitoring and follow-up were unsatisfactory. The school has now recognised the necessity for a more rigid approach towards unauthorised absence and new procedures have been put into place for the prompt first day call on absence. Parents have been reminded of their responsibility for contacting the school and the effect that absence has on their child's progress. Punctuality is good and pupils want to come to school.

Exclusions

13. There have been no exclusions during the last academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching is **satisfactory**, with some good features. However, the use of assessment information to track pupils' progress is unsatisfactory. The curriculum is **unsatisfactory**, as statutory requirements for ICT are not met. While staff know the pupils well as individuals, procedures for ensuring the health and safety of pupils are unsatisfactory. Links with parents are **satisfactory** and those with the local community are **good**.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall, with some good features. There are weaknesses in the use of assessment information to plan pupils' learning.

Main strengths and weaknesses

- Teaching for the children's personal, social and emotional development in the Foundation Stage is good.
- Despite limitations in classroom space, teachers provide pupils with good opportunities for practical work.
- Pupils are well managed and they respond well to the positive rapport that staff develop with them.
- The teaching of pupils with special educational needs in small groups is effective.
- The expertise of learning support assistants in lessons is not always put to best use.
- Too little use is made of ICT in daily lessons.
- Marking gives pupils too little guidance on how they can improve their work.
- Insufficient use is made of assessment information in planning some pupils' learning.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
	3	9	11	1	0	0

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

14. While there was some good and very good teaching seen during the inspection, teaching is satisfactory overall. Teaching is not of the same quality as that noted at the time of the last inspection. This is due to the lack of progress made by all teachers in

using assessment information to plan learning and the limited use of ICT in day-to-day lessons.

15. Across the school the teaching of English, mathematics and science is satisfactory. In lessons seen in art and design during the inspection, teaching was good. Despite the severe limitations in classroom space, particularly in Years 3 and 6, the pupils are provided with good scope to undertake practical work in science, in design and technology and in art and design and the pupils produce some good work in these subjects as a result. The teaching of ICT is unsatisfactory. Too little use is made of computers and other related equipment to boost pupils' learning. Greater use could be made of word-processors in literacy or spreadsheets in mathematics to broaden pupils' learning. In all classes, teachers and support staff have a warm and genuine rapport with the pupils. The pupils are managed effectively and they respond well by trying hard, for example, to answer teachers' questions to the best of their ability.
16. The teaching of children in the Foundation Stage is satisfactory. The children are taught alongside Year 1 pupils and in the main they receive the same introductions to lessons as their Year 1 classmates. In the more formal part of the lesson the learning support assistant, with the guidance and support of the class teacher, then largely teaches them. The children are well settled into school and good emphasis is placed on promoting their personal, social and emotional development as well as their communication, language and literacy, and mathematical development.
17. The quality of teaching in Years 1 and 2 is satisfactory. The current class teacher is covering for the long-term absence of the pupils' teacher. She is generally secure in her subject knowledge and has developed a suitable understanding of the pupils' academic abilities. However, the lack of detailed assessment records of the pupils has meant that she does not always plan learning that effectively caters for or builds on what the pupils have previously learned. Consequently, some of the pupils, particularly those who are higher attaining, are not always challenged sufficiently and the progress they make in some lessons is quite slow.
18. Teaching is sometimes good and very good in Years 3 to 6. During a very well-planned and presented history lesson, pupils in Years 1 and 2 were thrilled and awe-inspired by the idea of a time capsule taking them on a journey on board ship in the 1600s. Pupils wrote on pieces of parchment as a further stimulus, as well as listening to music of the period. The pupils had to think hard about the sorts of people that might have travelled on the sailing ships of the period. Teaching provided a rich stimulus to move the pupils on in their learning of how day-to-day life might have been for people at the time. Sufficient care is taken of the needs of the pupils in each of the mixed-age classes when planning pupils' learning, ensuring, in the main, that those with particular needs are challenged and motivated to work at a suitable level.
19. The teaching of pupils with special educational needs is good when pupils are taught in small withdrawal groups. This is undertaken in some cases for mathematics by learning support assistants, who also provide support for those with literacy difficulties. The pupils are taught well and managed equally effectively, enabling them to make good progress in the sessions. However, this good provision is often counterbalanced by ineffective use of learning support assistants in lessons. In many introductions to lessons, the learning support assistants perform low-key administration tasks that have little relevance to what the teacher is teaching.
20. Teachers make too little use of marking to encourage the pupils to consider how they might improve their work. As a result, the quality of marking is unsatisfactory. Teachers do give praise for pupils' efforts but in some cases this is too generous when the quality of the work is evaluated. Systems to assess, track and analyse the pupils'

progress, for example in English, have just been introduced and have yet to be established. Staff do assess pupils' progress on a day-to-day basis and use this to adapt their planning. However, the information is not yet used well enough by all staff, particularly in Years 1 and 2, to plan activities that are well matched to pupils' level of ability. At present, the lack of rigorous tracking and monitoring means that teachers are not always clear about the exact levels pupils are working at. Individual targets are not set in the core subjects of mathematics, science and English. Assessment in foundation subjects takes the form of matching achievement against the learning objectives for the units of study that the pupils follow. However, the lack of sufficient tracking systems currently in place results in the information gathered having insufficient effect on pupils' subsequent learning.

The curriculum

The curriculum is **unsatisfactory**. Opportunities for enrichment are **unsatisfactory**. The accommodation is unsatisfactory overall, but satisfactory in the reception building. Resources are unsatisfactory overall, but satisfactory for the children in the Foundation Stage.

Main strengths and weaknesses

- Curriculum provision does not meet statutory National Curriculum requirements for ICT.
- There are no lunch-time or after-school clubs.
- Provision for pupils with special educational needs is unsatisfactory.
- Though sparse, existing resources are used effectively in many lessons.
- Visits and visitors support many subject areas and the provision of French lessons for junior pupils enriches the curriculum.

Commentary

21. At the time of the last inspection, the curriculum overall was found to be good and meeting the statutory requirements of the National Curriculum. This is no longer the case. A small ICT suite has been developed within the last few weeks but there is no co-ordinator for the subject and no scheme of work. A timetabled programme of lessons for pupils has yet to be developed. Therefore the current curriculum does not meet statutory requirements. In the reception class, whilst the curriculum is satisfactory overall, there are some weaknesses in curriculum planning that centre on the use of play tasks that are undemanding or insufficiently supervised to promote development.
22. There are no lunch-time or after-school clubs, other than recorder and ocarina groups, and pupils have not had any opportunities to play in competitive sports against other schools. There are occasional football coaching sessions by a local club which are available to boys and girls. However, a suitable programme of visits to local places of interest, such as Minsmere bird sanctuary and local zoos and museums, supports children's learning in some subjects.
23. Provision for pupils with special educational needs is unsatisfactory. No records could be found prior to the current year. Both acting headteachers have made strenuous efforts to assess provision and they have been instrumental in developing pupils' individual education plans. Since they are such a recent development, their impact on progress can only be limited. Funds had not been allocated to support identified children as no special needs audit had been carried out by the school; however, this shortcoming has now been addressed. There is only one learning support assistant who is employed specifically to support pupils with special educational needs. This is to provide ten hours support per week for a pupil with a Statement of Special Educational Need. The timetabled support for some Year 3 children who are

withdrawn for group work with two learning support assistants is good and effective. There has not been time to develop a rigorous system for monitoring and reviewing pupils' progress towards their targets on their individual education plans. Given that the teachers and the support staff who work with those with special educational needs know the pupils well, this helps the children to achieve satisfactorily.

24. The accommodation is unsatisfactory as there are a number of outstanding health and safety issues to be addressed. Classrooms are cramped, yet it is to the staff's credit that they cope well with the limitations. The school shares its hall with the church and this puts further limitations on provision for physical education. Outdoor accommodation is suitable, with play areas for pupils as well as a playing field for sports. Pupils in the early years have their own small, dedicated area that is accessible from their classroom. Resources for most subjects are inadequate. Teachers were given subject budgets for the first time last year; previously they had frequently supplemented resources from their own pockets. Very recently a dedicated ICT suite has been developed, the school library relocated and the stock refurbished. Both projects are the initiative of the current acting headteacher and have been supported by funds from the 'Friends of the School'. Over time, the school has not systematically ensured that resources have been sufficient to meet the demands of the National Curriculum.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **unsatisfactory**. Pupils' pastoral care is **satisfactory**. Support and guidance based on monitoring achievements is **unsatisfactory**. Opportunities for pupils to have a voice in the school are **satisfactory**.

Main strengths and weaknesses

- Staff know pupils well and they are alert to their day-to-day pastoral needs.
- The identification, monitoring and recording of health and safety issues are unsatisfactory.
- The procedures for monitoring and recording the progress of pupils with special educational needs are unsatisfactory.
- Inconsistencies in the systematic monitoring and recording of pupils' achievements limit their progress.
- The School Council is not yet well enough established to ensure that pupils take a leading role in the life of the school.

Commentary

25. Teachers and support staff know the pupils well, have very good relationships with pupils and provide caring support for their day-to-day pastoral needs. Parents feel that their children are well looked after when they are at school and they speak highly of the Catholic ethos. Pupils feel confident that there are adults who will help them and whom they can trust. Inspection findings support this. There are serious weaknesses and concerns in the school relating to health and safety issues; these have been brought to the attention of the acting headteacher and the governing body. The acting headteacher has ensured that child protection procedures are now fully in place and are implemented in accordance with the statutory requirements.
26. The support for pupils with special educational needs is satisfactory in the Foundation Stage but the learning support provided through monitoring and assessment is unsatisfactory as pupils move up the school. This agrees with the views of some parents who feel that pupils with special educational needs do not get the support they should. The lack of individual target setting for pupils and lack of consistency in

monitoring of the pupils' progress other than the day-to-day knowledge that is built up by teachers limits the quality of well-informed guidance that would help pupils to make progress.

27. Satisfactory induction arrangements support parents and their children effectively as they enter the Foundation Stage, enabling children to settle quickly into a secure and happy environment. Through the school's close links with the Catholic secondary school to which most pupils transfer, those in Year 6 are satisfactorily prepared for their transfer to the next phase of their education.
28. Pupils are excited that the acting headteacher has very recently reinstated the School Council. Although very new, it is beginning to involve pupils well in sharing their views and ideas for improvements to the school environment. As yet the Council is not sufficiently well established for pupils to take a leading role in its organisation as part of their personal development.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are welcomed and are encouraged to be involved in the life of the school.
- The Friends of St Benet's Association is actively supportive.
- Communication with parents has improved recently.
- Reports are unsatisfactory and provide insufficient information about progress.
- Good community links contribute to pupils' personal and social development.
- Good links with other schools support the curriculum.

Commentary

29. The school welcomes parents and encourages them to be involved in their children's learning. The current acting headteacher has a high profile in the school and is visibly available to parents at the start and end of the school day. Most parents feel comfortable about approaching the school to discuss a concern or to ask questions. However, there are a significant number of parents who do not consider that the school is interested in their views. A small number of parents and grandparents help regularly in classrooms either by listening to reading, working with groups or helping to prepare learning resources. More parents help when pupils go out on visits. A number of parents and members of the community have recently assisted the acting headteacher in creating a very attractive art gallery in the foyer and have contributed their own sketches and paintings for display. This parental and community support has significantly helped to develop the aesthetic learning environment of the school and pupils are very proud of the improvements.
30. The quality of communication with parents has been improved significantly by the previous and current acting headteachers. Regular, friendly newsletters positively encourage parents' involvement. Parents are pleased that they now receive much more up-to-date information and a clearer picture about the life of the school. A new and informative noticeboard for parents has very recently been located at the entrance to the school. A significant number of parents feel they are not kept well informed about their child's progress. The inspection agrees that pupils' annual reports are unsatisfactory and inconsistent between classes. The information provided for parents often lacks clarity about progress and what children need to do to improve. Some parents are concerned that homework is not always consistent or sufficiently

challenging to meet pupils' needs. There is no homework timetable that is consistently applied and parents do not receive enough information about how they can help their children at home with specific topics to be taught. The current acting headteacher has recently introduced a system of mathematical games which pupils may borrow at the weekends and parents are being encouraged to take advantage of this homework activity.

31. The school has good links with the community and the parish. There are very close links with St Benet's Church, which makes a strong contribution to the life of the school. Pupils go out to sing to the elderly, and members of the community are welcomed into the school. Beccles Lions are currently supporting the school in its endeavour to replace gymnastic apparatus. Through the sports in the community scheme, members of Norwich City Football Club visit regularly to work with pupils to develop their sports skills. Pupils support charities such as CAFOD, Children in Need and a school in the Congo.
32. The school's partnership with Notre Dame RC High School is constructive and helps to support the curriculum well. Older pupils are currently using borrowed video and still cameras to produce an advertisement for a skipping rope and will make a presentation about their work at the Notre Dame School. Sir John Leman High School in Beccles is also providing valuable technical support for the new ICT suite which is being developed. Currently, there are no established links with other primary schools and pupils do not have the opportunity to take part in joint competitive sports activities.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are unsatisfactory. The leadership is satisfactory and that of the acting headteacher is **very good**. Management is **unsatisfactory**, as is the governance of the school.

Main strengths and weaknesses

- The acting headteacher offers very clear leadership and has instigated very good improvements in a short time.
- Co-ordinators' leadership and management roles are under-developed.
- There are deficiencies in management, particularly in the management of the budget, and these have limited educational developments.
- Governance of the school is unsatisfactory and many issues identified in the previous report are still outstanding.
- Management of key aspects such as special educational needs and health and safety issues is unsatisfactory.

Commentary

33. The school has experienced high staff turnover during the current academic year at the level of senior management. Following the resignation of the headteacher, two acting headteachers have led the school during the current academic year. The school's deputy headteacher has been on long-term leave as has the school's secretary. A new headteacher is to take up her post in September 2004.
34. The current acting headteacher has given the school a very clear educational lead. She has quickly identified the school's strengths and has taken clear and decisive action to tackle shortcomings in the school's provision. A key focus of her work has been to work closely with staff and build on their commitment to the school in order to move developments forward at a faster pace. Many developments have taken place in a short space of time in order to improve the quality of pupils' learning. A new ICT suite

is in place and the school entrance foyer now houses the school library. The acting headteacher's request for artwork from parents or members of the community has produced an attractive display in the entrance foyer, which is now warm and welcoming. Further improvements have been made in respect of strengthening day-to-day procedures in the school. Governors, staff, parents and pupils all suggest that noticeable improvement is to be seen and that this has taken place in a short space of time.

35. There are still, however, a number of shortcomings in the management of the school, which is unsatisfactory overall. While the acting headteacher has produced a clear short-term action plan, there is no medium-term vision for the school and its strategic development is unsatisfactory. This situation is further aggravated by the school's current financial circumstances. At present, it is working closely with the local education authority to redress the overspend that has been incurred on its budget. Few measures are in place that enable the school to monitor the cost-effectiveness of spending decisions. There are no clear, regular and effective procedures to monitor teaching and learning or to make orderly use of assessment information to plan school improvements. Pupils' personal and academic progress is insufficiently monitored as they move through the school. The school's failure to audit special educational needs provision in order to claim funding has severely limited what it has been able to provide for pupils with learning needs.
36. Progress since the last inspection has been unsatisfactory. Many of the action points for the school to address are still outstanding and the school has not kept pace with national developments in key areas of its work. The most notable of these is in ICT where, despite a promising start, provision does not yet meet with requirements and pupils do not achieve as well as they could. The role of the co-ordinator is under-developed despite the willingness of teachers to develop their understanding of provision in their areas of responsibility. In addition, the school has not tackled shortcomings in relation to the general health and safety of the pupils as described in an earlier section of this report.
37. Despite the recent efforts of the governors to develop ways to monitor and support the work of the school, governance remains unsatisfactory. The different committees of the governors are not always aware of the discussions and decisions of other committees which leads to confusion and lack of clarity about what the school is providing for the pupils. Governors are very committed to the school and its pupils and are keen to ensure that they become more effective in their role as a 'critical friend', but this is currently unsatisfactory. The school does not meet its statutory requirements in a number of areas. These include the curriculum and the information that should be provided for parents in the school prospectus, the governors' annual report to parents and the pupils' annual reports.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	299 391	Balance brought forward from the previous year	10 748
Total expenditure	325 878	Balance carried forward to the next	(26 488)
Expenditure per pupil	3 045		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in their personal, social and emotional development and in their reading.
- Teaching is effective in ensuring that the needs of the children who are taught alongside their Year 1 classmates are met.
- The children are supported well by the learning support assistant.
- Insufficient use is made of the imaginative role-play area within the class.
- Greater use could be made of the outside area to extend pupils' learning.

Commentary

38. Children start the school in the academic year that they become five, initially on a part-time basis, but when they reach the age of five, they attend full time. Children's attainment when they start at the school covers the full range and can vary each year. In the main it is average. By the time they start in Year 1, the children achieve the early learning goals in all areas of their learning; in their personal, social and emotional development as well as in their reading, they achieve above the expectations of the early learning goals. Their overall achievement is satisfactory.
39. For introductions to lessons and for some aspects of their learning, the children are taught alongside their Year 1 classmates. The children gain from this experience as they learn to interact and play with children slightly older than themselves. After introductions to lessons, higher-attaining children are often taught in small groups and given work that is different in terms of challenge and expectation from that set for other children. Teaching is satisfactory overall, with some good features. These include the input by the learning support assistant who works with the teacher and who has a good understanding of the needs of young children and regularly supports them. Regular notes and assessments are made, which are used well to plan the children's learning. The children are well settled in the school and, although both they and their Year 1 classmates are taught in an area that lies away from the main school building, they are fully included in whole-school events such as assemblies or in the celebration of mass.
40. Arrangements for keeping parents abreast of day-to-day life in the class are effective. . Parents are provided with full and useful information about the school's provision for the children prior to them commencing at the school. In addition, a good number of parents and a governor work in the classroom at many different points during the week. This benefits the children as they learn to interact with adults other than the class teacher and learning support assistant. The leadership and management of the Foundation Stage are satisfactory. Despite the complexity and challenges the school has experienced in terms of the management of the school, it is to the teacher's credit that continued development of the Foundation Stage has taken place.
41. Children achieve well in their **personal, social and emotional development** and by the time they enter Year 1 they exceed the expectations of the early learning goals. Teaching is good and ensures that the children quickly develop their understanding of the need to play co-operatively and effectively with one another. Behaviour is very

good and the children are keen and enthusiastic learners. Children understand the need to use and share resources in a fair and equitable way and play well together.

42. By the time they enter Year 1, children achieve the expectations of the early learning goals in their **communication, language and literacy** development. Teaching is satisfactory and there is a strong culture of fiction being used often to stimulate speaking, writing and reading activities. Children achieve well in their reading development. They talk eagerly about the books they read and the stories they contain. They frequently take books home and many parents take the time to listen to their children read and make notes in the accompanying reading diaries. This further reinforces the children's understanding that reading is for pleasure. They are confident when asked a question in whole-class discussions and much of their speech is clear and articulate. However, insufficient use is made of the imaginative role-play area in the classroom and this reduces the children's scope to extend further their speaking and listening skills. The children make satisfactory progress in the development of their early writing skills.
43. The children achieve satisfactorily in their **mathematical development**, which is supported by satisfactory teaching. By the time higher-attaining children enter Year 1, they are able to set out and solve problems such as $3 + 5 = 8$. Nearly all of the children can count to 20 unaided, although some children need additional support in order to write numbers clearly from 1 to 10 or to explain what 'one more' when added to a number means. Children know the coins associated with money up to 20p and they recognise simple two-dimensional shapes. The learning support assistant ensures that the children who need equipment are provided with it, enabling them to make suitable inroads into understanding the mathematical ideas they are learning about.
44. The children's **knowledge and understanding of the world** has reached the expectations of the early learning goals by the time they enter Year 1. Teaching is satisfactory, as is the level of the children's achievement. They learn about life in other countries through their topic work. In exploring topics such as 'Seeds' the children make satisfactory progress in their learning that flowers and vegetables are grown from seeds but that, for them to do so, they need water and light. Requirements for providing a suitable religious education programme for the children are well met and they know, for example, that the church of St. Benet's, which they visit regularly, is a special place for people. When given the opportunity, the children are able to use a computer, operating the mouse with confidence to move around the different parts of the program that they are working on.
45. Children achieve satisfactorily in their **physical development** and reach the expected standards by the time they enter Year 1. Teaching is satisfactory and children successfully develop suitable levels of physical co-ordination. Sufficient scope is given for the pupils to use a range of both small and larger equipment in the class. However, some children need additional support to use scissors or play adhesive when undertaking certain aspects of their practical work. They use the larger equipment, such as bikes and scooters, well in the outside area that lies adjacent to the classroom. However, children only have access to this area at certain points of the week, thus limiting the scope they have to use such equipment. Good opportunities are provided for the children to use the school field as part of their physical development programme. They develop their ball skills and take part in small games with their friends, which has a good effect on their personal, social and emotional development as well as their physical progress.
46. Children reach the early learning goals in their **creative development** and their overall achievement in this area of their learning is satisfactory. Children enjoy singing simple nursery rhymes or number songs such as 'Ten in a Bed' and such work successfully

promotes the children's early understanding of number. They enjoy their learning and work hard when given scope to use paint or malleable materials, demonstrating good control. In some lessons, however, the materials and resources are laid out ready for the children and this denies them the scope to make their own choices about the equipment they could use. In addition, evidence from the inspection indicated that the children are not always given suitable opportunities to make regular and effective use of the imaginative role-play areas that are established within the classroom.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils reach higher than average standards in reading by the end of Year 6.
- They have good opportunities to write in different styles and for different reasons.
- Higher-attaining pupils are not always challenged, particularly in Years 1 and 2.
- Pupils enjoy their learning and respond well in lessons.
- Newly developed procedures for the monitoring of teaching and learning have not yet had time to raise standards of attainment.
- Inconsistencies in marking mean that pupils do not receive enough guidance on how they might improve their work.
- Pupils are provided with too few opportunities to use ICT to develop their literacy skills.
- Reading resources are unsatisfactory.

Commentary

47. Results in the national tests at the end of Year 2 in 2003 dropped significantly and were well below average in reading and writing. Inspection findings are that overall standards are in line with national expectations at the end of Year 2 and have improved owing to a more able cohort of pupils and stability in teaching. Results in the national tests at the end of Year 6 in 2003 reflected a similar drop in standards and were below the national average. In both cases standards were lower than those found at the previous inspection. Due to the movement of pupils at the end of Year 4, the cohort of pupils in Year 6 is very small and the number of children with special educational needs impacted on the results last year. Inspection evidence shows that standards are currently in line with national expectations at the end of Year 6. This reflects a generally higher level of attainment in the current Year 6.
48. Overall, the achievement of all groups of pupils is satisfactory and achievement in reading is good. This is helped by good parental support and an inherent love of reading among pupils. Teachers give pupils with special educational needs appropriate support, aided by learning support assistants, so that they progress at the same rate as other pupils in lessons. Progress for all groups and abilities in reading is good throughout the school and pupils achieve well in this aspect. All the pupils spoken to said that they enjoy reading and they read regularly at school and at home. Basic reading skills are taught well throughout the school so that, at the end of Year 6, most pupils read fluently and with understanding and expression and most are attaining above average standards.
49. All pupils make satisfactory progress in speaking and listening throughout the school. This is because they are generally articulate and their skills are built upon and

developed by the teachers through questioning and by expectation. Good scope is given to pupils to develop their speaking and listening skills in daily lessons and pupils are mindful of the need to listen carefully to the views of their classmates. Occasionally, teachers use strategies such as 'hot-seating' and this gives the pupils further opportunities to speak in imaginative situations.

50. Progress and achievement in writing are satisfactory overall. Pupils are given many opportunities to write extensively in a variety of ways, but higher-attaining pupils are not always challenged sufficiently to move them on to the higher levels, particularly in Year 2. The pupils' writing is technically accurate in terms of using full stops and capital letters but in the main they have too few opportunities to write at length. In Years 5 and 6, progress in writing is good as there is more consistent challenge for all pupils and a reasonable proportion achieve a high standard or are close to doing so.
51. The quality of teaching and learning is satisfactory overall with some good features. Relationships are good and pupils are generally well motivated. Pupils' attitudes to lessons and to teachers are positive. On the whole, lessons are suitably focused and pupils are given clear expectations of behaviour and work. Work is regularly marked but the quality of marking varies. The better marking recognises good work and also identifies clear ways in which pupils can improve, but some teachers make rather vague comments. There is no established practice of setting targets for individual pupils. Occasionally marking refers to where a target has been met but it is unclear if these are individual or group targets. While there are some examples of pupils being given opportunities to use ICT to develop their literacy skills, in the main there are too few planned opportunities for pupils to use word-processing software, for example, to draft and redraft their work with a view to improving its overall quality.
52. The leadership and management of the subject are unsatisfactory overall, although some good improvements have recently been implemented. In the last few weeks the library has been relocated and the stock reviewed and refurbished. The school library is now bright and attractive and is starting to be used regularly by the pupils. Due to turnover of staff, monitoring and evaluation of teaching and learning are not carried out with sufficient regularity and leadership and management have been too dependent on co-ordinators' individual skills rather than being embedded in a planned programme of monitoring and evaluating teaching. In addition, assessment procedures have lacked rigour. A scheme whereby the progress of pupils is carefully monitored is under development but it is a new initiative and has yet to influence teaching. The subject action plan, recently devised, rightly reflects the school's curriculum needs in English and the co-ordinator has begun its implementation. However, it will take time for any improvements to be reflected in higher standards. Resources to support reading are very limited; however, a review of reading resources is currently under way and the Friends of the School have allocated generous funds to improve matters.

Literacy across the curriculum

53. This is satisfactory and there is an improving emphasis on developing literacy skills across all subjects. The Year 6 work, for example, on the Tudors and the Victorians produced evidence of some good quality research and reporting of the information that the pupils had gathered.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The pupils enjoy their learning in mathematics and work hard in lessons.
- In Years 3 and 6, work is well planned to meet the differing needs of the pupils.
- Insufficient use is made of assessment information in order to monitor and track pupils' progress.
- The expertise of learning support assistants is not always used to its best effect in some lessons.
- Higher-attaining pupils in Years 1 and 2 are not always fully extended by the work they receive.
- Teachers do not give pupils sufficient guidance when they mark their work.

Commentary

54. Results from the national tests in 2003 indicated that Year 2 pupils reached standards that were well below the national average. When compared with similar schools, standards were very low, placing the school in the lowest 5 per cent of schools in the country. At the end of Year 6, standards were average and below average when compared with similar schools. Inspection findings are at variance with the test results for pupils in Year 2. Inspection findings indicate that standards are in line with the national average, reflecting the attainment of the current Year 2, which is higher than that of the previous year where higher numbers of pupils had special educational needs. Inspection findings indicate that pupils in Year 6 reach average standards. Pupils' achievement is satisfactory overall.
55. Pupils make satisfactory progress in most areas of their learning as they move through the school. By the end of Year 2, pupils have a satisfactory understanding of the properties of number, time, money, shape, space and measure. By the end of Year 6, the pupils can apply their knowledge and understanding of mathematics to solve problems in day-to-day contexts and they have developed their understanding of the part that mathematics plays in their learning. However, the lack of overall progress in ICT has restricted pupils' achievements in understanding how computers and software such as spreadsheets and databases can be used to store, interpret and apply a range of mathematical information.
56. The quality of teaching and learning is satisfactory overall, although there is some variation across the school. Some very good teaching was seen during the inspection in Years 3 to 6. In a lesson for Years 5 and 6 pupils, the teacher planned the work carefully to ensure that higher-attaining pupils were challenged well and those with a higher level of need were able to achieve equally well. Through a mixture of discussion, practical work and use of their prior knowledge, all the pupils successfully developed their understanding of different shapes and mathematical language such as rotational symmetry and order of rotation. However, in some lessons teaching does not always take into account the learning needs of pupils with different abilities in the mixed-age classes. Consequently, older, higher-attaining pupils are given the same work and challenge as others in the class and this restricts what they are able to achieve during the lesson. In some lessons, the expertise of learning support assistants is not always put to good effect, particularly in the introductions to lessons. A further shortcoming includes the lack of guidance to pupils in the marking of their work which does not give sufficient guidance on how they could improve.

57. Too little progress has been made since the last inspection in certain areas of provision and the effect of leadership and management over time has been unsatisfactory. The progress of pupils is insufficiently monitored and recorded in mathematics as they move through the school and too little heed is taken of their results in national and other tests in order to keep careful track of progress. The acting headteacher currently leads the subject and she has quickly identified the gaps in mathematics provision. There is little evidence of teaching and learning being monitored prior to the acting headteacher's appointment. As a result of these shortcomings, the influence that leadership and management have had on the subject has been unsatisfactory.

Mathematics across the curriculum

58. There is satisfactory provision for pupils to develop their understanding of mathematics in other subjects. In design and technology pupils develop their skills of estimating and measuring when making different artefacts and models. However, too little use is made of the subject of ICT to broaden the pupils' understanding of how certain software can develop their perception of mathematics.

SCIENCE

Provision in science is **satisfactory** overall.

Main strengths and weaknesses

- Despite limitations in classroom space and resources, pupils have good opportunities for practical work.
- There is a good emphasis on developing pupils' investigative and experimental skills.
- Teachers work hard to engage and interest pupils.
- Pupils present work well and work hard in lessons.
- Too few opportunities are provided for pupils to use ICT to record and present the results of their investigations.
- Higher-attaining pupils could be challenged further, particularly in Years 1 and 2.
- There is insufficient tracking, monitoring and assessment of the pupils' progress.

Commentary

59. Findings during this inspection indicate that standards of attainment at the end of Year 2 and Year 6 are in line with national expectations. This paints a similar picture to the findings of the last inspection. The 2003 national tests for Year 6 pupils showed that they were close to the national average, but well below expectations when compared with the pupils' prior attainment. Teacher assessment of Year 2 pupils in 2003 indicated that their attainment was well below average but, given the weaknesses in the school's monitoring procedures, there is no data for previous years with which to make comparisons. Inspection evidence points to pupils of all ages and abilities making satisfactory and steady progress as they move through the school. The pupils' recent work in their books shows that their attainment is improving. Achievement, including that of pupils with special educational needs, is satisfactory.
60. Pupils in Key Stage 1 undertake a satisfactory range of experimental work but their ability to tackle the work methodically and lay out their work in a clear and logical way is limited. They have a satisfactory understanding of what is meant by 'fair testing'. As they move through Years 3 and 6, the pupils take part in a good range of science activities and this is often undertaken by means of investigations and experiments.

Consequently, pupils have a secure knowledge and understanding of the topics they cover. Whilst higher-attaining pupils in both key stages have reasonable recall of what they have learned, lower-attaining pupils often have difficulty in recalling their learning and applying it to new situations. Not enough opportunities are provided for pupils to use ICT in support of their learning. As a result, pupils do not make the progress of which they are capable in using computers to record and present the results of the work that they undertake.

61. The quality of teaching and learning is satisfactory. Teachers use questions well to reinforce learning and learning objectives are explained well to pupils so they know what their teachers' expectations are. Opportunities are provided for pupils to discuss their tasks in pairs and small groups; most pupils respond enthusiastically and are keen to share their ideas. Frequent opportunities for group and paired work also have a positive impact on the pupils' personal and social development. Lessons are well planned and often place good emphasis on developing pupils' experimental skills. Pupils enjoy taking part in practical tasks but younger pupils especially sometimes lack concentration. Pupils with special educational needs receive suitable classroom support from teaching assistants, their teachers and classmates. Although in the main tasks are appropriately matched to individual levels of ability, there are times when higher-attaining pupils could be stretched further, especially in terms of developing independent investigative skills.
62. Leadership and management are satisfactory in some respects, but assessment, monitoring and tracking are undeveloped and therefore leadership and management are unsatisfactory overall. The co-ordinator has an appropriate overview of science and knows what needs to be done to raise standards. However, no monitoring of teaching has been undertaken for some time and there has been no dedicated time for an oversight of pupils' work and progress. On-going monitoring of progress informs planning to a certain extent, but it is not rigorous enough and ways to track pupils' progress in science are underdeveloped, making it difficult for teachers to get a clear and precise idea as to the exact stage pupils are at in their learning when they move from class to class.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- The curriculum for ICT does not meet National Curriculum requirements.
- The school has too few resources to support the teaching of ICT and too little use is made of ICT in daily lessons.
- Lack of clear leadership has impeded progress since the previous inspection.

Commentary

63. Standards are below expectations at the end of both Year 2 and Year 6. Achievement by all pupils, including those with special educational needs, is unsatisfactory and the school has not kept pace with developments in the subject since the previous inspection.
64. Although the acting headteacher has set up a new computer suite, this development is too recent for it to have raised the level of pupils' achievement. Older pupils have used word-processing software to create stories and accounts and they have a fair understanding of how to use the Internet to locate and research information. However,

there are too many gaps in pupils' knowledge and understanding of ICT. Their knowledge of how to construct multimedia presentations, using and creating databases and using control and modelling software to extend their learning are unsatisfactory. Pupils are given too few opportunities to use other related ICT equipment such as digital cameras to broaden their understanding that ICT is about more than just using computers. Pupils' learning is also hindered by the lack of opportunities to use ICT fully to extend their learning in other subjects. While pupils have used simple art packages to create pictures to accompany the topics they have followed in class, the potential to tap into their enthusiasm and use computers and software more extensively in other subjects is not exploited by teachers.

65. The quality of teaching and learning is unsatisfactory. The main constraint on pupils' learning is the lack of opportunities for them to use computers in their day-to-day lessons. Teachers' lesson plans do not highlight sufficiently how ICT is to be built into lessons. As a result, teaching sessions do not allow pupils sufficient scope to extend their skills or build on their enjoyment and curiosity about the part that ICT plays in their daily lives. Weaknesses in teaching are further compounded by the lack of resources. The ratio of computers to the number of pupils is very low and this further restricts achievement.
66. The headteacher and her colleagues are very aware of the limitations in the subject and a clear action plan has been drafted to tackle the shortcomings in provision. If successfully implemented, this offers potential to improve provision and raise the level of achievement by pupils. At present there is no co-ordinator for the subject. The lack of clear leadership and effective management of the subject since the last inspection has limited educational developments.

Information and communication technology across the curriculum

67. There are too few opportunities given to pupils to develop their understanding and use of ICT in other subjects. The provision in this respect is more effective in the upper Key Stage 2 class than in other classes as pupils do get scope to flex their ICT skills through other subjects. There are too few opportunities for pupils to make use of computers and other related ICT equipment in their day-to-day learning.

HUMANITIES

68. **Religious education** is to be inspected by an independent inspector appointed by the Diocese. Little work was seen in either **geography** or **history**. Only one lesson was observed in each subject, so it is not possible to make secure judgements about the quality of provision or about the overall standards of teaching and learning. In the two lessons observed, teaching was very good and helped to stir the pupils' imaginations and knowledge about how people in the past lived their lives. The lessons were well planned and resources and artefacts supported learning well. In the Years 5 and 6 class, video clips including aerial shots, photographs and maps were used very effectively to support a study of changing coastlines. Drama, with a child in costume, was used well to help younger pupils contrast life today with 500 years ago. Resources included a variety of 'scrolls' to provide information. Such activities successfully promoted the pupils' learning of what life was like during the Tudor period. Discussions with the pupils indicated that they enjoy their learning of history and geography. Local visits, and some further afield, engender interest and promote learning.
69. Although both geography and history have appropriate schemes of work to help teachers plan the pupils' learning, there are no consistent procedures in the school for assessing and recording how well pupils' subject skills are progressing. This makes it

more difficult for teachers to plan work aimed at the different needs of pupils effectively. Currently teachers plan lessons to develop 'topic knowledge' rather than to ensure that pupils' subject skills are progressively developed. Cross-curricular links include literacy and numeracy, as pupils use charts and keys to record their work. Leadership and management of both subjects are satisfactory on a day-to-day level, but monitoring of learning is underdeveloped and there is no specific time allowed to enable this to take place on a regular basis. Resources are inadequate and teachers frequently resort to supplying their own.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. The inspection focused on the provision for **physical education**. **Art and design, design and technology** and **music** were not a focus of this inspection and timetable arrangements provided no opportunity to observe lessons other than two art and design lessons in Years 3 and 6 and one music session in the Foundation Stage. In music, some pupils have the opportunity to learn to play the recorder in small lunch-time groups and there are plans to introduce ocarina lessons in the coming term. A peripatetic teacher provides brass tuition. Pupils sing well in assemblies. They are enthusiastic and sing tunefully. More-able recorder players accompany hymns at assemblies and were involved during mass in the adjoining church to celebrate the festival of Corpus Christi. Discussions with the pupils indicate that they have opportunities to listen to a range of classical and modern music and they are able to express a preference backed up by reasonable points of view as to why like they like one style of music or another.
71. In **art and design**, pupils are introduced to a suitable range of different artists and explore the techniques they used in producing their art work. Years 3 and 4 pupils, for example, have explored the work of Lowry and have produced some interesting collage work based on his particular techniques. Teachers effectively identify links with other subjects. As part of their studies in geography, for example, older pupils have been exploring the geographical features of coastlines. As a stimulus for their work, pupils used stones and driftwood gathered from Dunwich beach and looked at the work of Stanley Spencer. The teaching seen during the inspection was good. The profile of the subject has been further boosted recently by the acting headteacher requesting the art work of parents and other members of the local community. They have responded well to this request and their contributions are attractively displayed in the entrance foyer, indicating to pupils in the process how art and design can be created from a wide range of different media.
72. In **design and technology**, pupils in Years 3 and 6 have been introduced to the principles that underpin the learning of design and technology. They understand the need, for example, for making initial drawings and to think hard about the sort of materials and resources would be needed in order to make a model from that design. As they move through the school, sufficient scope is given for the pupils to evaluate their work and say in which ways their efforts could have been improved if the work were to be undertaken again. Pupils have limited scope to use control technology software as a means of developing their understanding of design and technology and too few links are identified by teachers to enable the pupils to see the connections between design and technology and ICT.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Resources for physical education are unsatisfactory.
- Children achieve satisfactorily despite the constraints evident in the school's accommodation.
- Pupils enjoy their learning and work hard in lessons.
- Pupils have too few opportunities to participate in competitive sport.
- There are too few extra-curricular activities in the subject.
- The role of the co-ordinator is under-developed.

Commentary

73. By the end of Year 2 and Year 6, pupils reach standards that are generally in line with expectations. Pupils' achievement, considering some of the limitations in the accommodation, is satisfactory. Provision is not as strong as noted in the previous inspection report. The co-ordinator is well aware of the limitations in the subject and is keen to lead developments.
74. By the end of Year 6, pupils participate eagerly in small team games and work purposefully with one another on the tasks they are given. Pupils' throwing and catching skills are suitably developed and they understand well the need to follow the rules or guidelines for many team games. By the end of Year 2, pupils perform and put together simple gymnastic movements in response to a piece of music and their ability to work collectively and purposefully with one another is satisfactory. Pupils in both key stages work hard in lessons and enjoy what the teachers ask them to undertake. All pupils, including those in Years 1 and 2, have opportunities to develop their swimming skills during the course of the academic year and discussions with pupils indicate that standards in this area of the physical education curriculum are at least in line with national expectations.
75. Teaching and learning are satisfactory overall. Lessons seen during the inspection were at least satisfactory and in some instances good. Teachers provide pupils with suitable warm-up activities and pupils understand well that such preparatory work is an important feature of physical education work. Teachers have good subject knowledge and understanding and in Years 1 and 2 teaching provides pupils with clear demonstrations of the skills they are expected to learn. A shortcoming in the teaching is the lack of opportunities pupils are provided with in lessons to evaluate each other's work. While teachers do allow pupils to look at their classmates' work, limited opportunity is provided for them to give their own views of what they like about the performance with a view to using their friends' work to improve the overall quality of their own performance.
76. Over time, leadership and management have been unsatisfactory. A temporary teacher at the school is currently leading the subject and she is aware of the shortcomings. Resources are too few. Floor mats are currently being replaced through funding by the Friends Association because they have been highlighted as posing a risk to the pupils when they undertake their work. There is very little apparatus for pupils to practise and develop their gymnastic skills and the hall is too small and has to be shared with the local parish. While good use is made of the school field to compensate for these shortcomings, pupils have very limited opportunities to participate in competitive games against other school. While pupils are grateful for the additional coaching in football provided by Norwich City, this is the only chance they

get to participate in extra-curricular activities of a sporting nature. There is very little monitoring of teaching and learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. Only two lessons were seen, so no secure judgements could be made about the quality of the provision or the standards of teaching and learning. Pupils have regular opportunities to discuss issues and learn how to make informed choices through a structured programme of social and health education. There is a sound approach to sex, relationships and drugs awareness education and these elements are taught both discretely and through other subjects such as science at different times of the year. There are very good relationships between the pupils, the staff and between the children and adults in the school. This promotes positive attitudes and well-behaved, sensible pupils who are maturing appropriately. Pupils' self-confidence and self-esteem are nurtured and promoted very well. When the pupils meet as a whole school, for example in assemblies, opportunities are taken to promote the pupils' understanding of what it means to be a helpful citizen and to play a full and active role both in the school and the wider community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	5
Accommodation and resources	5
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
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	3
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	5
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	