

INSPECTION REPORT

TIVETSHALL PRIMARY SCHOOL

School Road, Tivetshall St Mary, Norwich

LEA area: Norfolk

Unique reference number: 120861

Headteacher: Mrs S Berry

Lead inspector: Mrs M Hulme

Dates of inspection: 19th - 21st January 2004

Inspection number: 258214

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:	39
School address:	School Road Tivetshall St Mary Norwich
Postcode:	NR15 2BP
Telephone number:	(01379) 677 350
Fax number:	(01379) 677 350
Appropriate authority:	The governing body
Name of chair of governors:	Mr Roger Pye
Date of previous inspection:	28 th April 1998

CHARACTERISTICS OF THE SCHOOL

The school is in a small village. It is much smaller when compared with other primary schools and has 39 pupils on roll. The school takes pupils from a wide, rural, geographical area and several come by bus whilst others rarely leave the village. The majority live in the village and come from local authority housing, farms and some privately owned homes. The proportion of pupils registered for free school meals is similar to the national average. The percentage of pupils moving in and out of the area is high, and in the last school year 19 pupils left (40 per cent) and four pupils (8.5 per cent) joined other than at the start and end of the year. All pupils are white, of British heritage and there are no pupils for whom English is an additional language. The percentage of pupils identified as special educational needs is lower than in previous years, but at 36 per cent is still above the national average. At present there is one pupil with a statement of special educational need. The school received the Investors in People award in 2002 and takes part in the Healthy Schools Initiative and Norfolk Staff Well-being Project. It is the school's aim to create a happy, lively, secure and industrious climate for learning.

When children start school, some have not attended any pre-school provision. Attainment on entry to Reception is below that expected for children aged four, with their communication and language skills and dexterity being the weaker elements.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3609	Margaret Hulme	Lead inspector	Foundation Stage English Religious education Art and design Design and technology Music
1112	Peter Oldfield	Lay inspector	
32389	Christopher Constable	Team inspector	Mathematics Science Information and communication technology Geography History Physical education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8 - 13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13 - 15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16 - 26
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This small school is effective because the headteacher, staff and governors work hard to overcome the two main barriers to achievement. **It is particularly effective with those who have special educational needs** and despite the high numbers of pupils moving in and out of the area does its best to help them achieve as well as they can. The caring and supportive leadership of the headteacher has inspired the good teamwork in providing a good education for the pupils. Good teaching ensures that all pupils achieve well. Pupils are happy and feel valued. Their personal development is well provided for and they form very good relationships. However, all this is achieved at a high cost. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well because teaching is good.
- The headteacher provides good leadership but lacks sufficient time for monitoring teaching.
- Pupils are happy at school, have positive attitudes to learning and behave well.
- Pupils with special educational needs make good progress because provision is very good.
- Although the teaching of English is good overall, there are some inconsistencies in marking and the use of handwriting.
- The standards and teaching of information and communication technology (ICT) have improved but the teaching of control and sensing technology is underdeveloped.
- The school takes very good care of its children.
- The chair of governors provides effective leadership to the governing body that is improving the governing of the school but governors lack sufficient involvement in monitoring and evaluating school development.
- The partnership with parents is very good and there are productive links with the community and other schools.

HOW THE SCHOOL HAS CHANGED SINCE THE PREVIOUS INSPECTION

The school has made **satisfactory** progress since the last inspection. Most issues of the last report have been tackled successfully. However, the headteacher still has limited time to work alongside staff in other classes because she still spends most of the week as a class teacher. The raising of standards in information and communication technology, producing schemes of work, improving and extending assessment procedures, extending the monitoring of teaching and learning, including that by governors, has taken time for such a small staff. There is now improved teaching, assessment, provision for pupils with special educational needs and improvements to pupils' esteem and confidence. There is better accommodation, both indoors and out and an extended range of learning opportunities.

STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

As a result of the overall good teaching, pupils achieve well. There is a widespread of ability in each year group, with a high proportion of lower-attaining pupils in all classes. Because some pupils have very limited or no pre-school experience, the communication skills and dexterity of children entering Reception are below those normally expected for children of this age. Most achieve well and are in line to attain the goals children are expected to reach by the end of the Reception year. Standards in Year 2 are average in reading, writing and mathematics and in those subjects where there was sufficient evidence to judge. In the national tests, almost all Year 2 pupils reached the standards expected for their age in reading, writing and mathematics with some doing better in reading and mathematics but not in writing. No test data for Year 6 is provided because there were less than ten in the year group but all reached average standards. There is considerable variation in results year by year, depending on the number with learning difficulties and the high mobility rate too

effects pupils' performance. Standards in lessons and written work for the current Year 6 are average in English, mathematics and science and in those subjects where there was sufficient evidence to judge. Standards in information and communication technology have improved and are now satisfactory by the end of Year 2 and Year 6. However, one aspect of this subject is underdeveloped. Standards in religious education are good and in line with the requirements the Norfolk Agreed Syllabus.

Pupils' personal development is **good** and is supported by the **good overall provision for their spiritual, moral, social and cultural development**. Pupils are happy at school, form **very good** relationships and have positive attitudes towards learning. Their behaviour is **good** in and around school and most show caring attitudes towards one another and enjoy taking on responsibilities.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching is **good** overall. Pupils learn effectively and make good progress because relationships are very good and teachers provide interesting activities and pay good attention to the pupils' individual needs. They have good systems to keep track of pupils' progress and use this information well to match work to their needs. Weaknesses relate to marking, the use of handwriting and the underdevelopment of writing skills for younger pupils and ICT skills for older ones. Additional staff are used effectively to support pupils' learning. The curriculum and enrichment activities, including visits and visitors to the school are **good**. The overall care, guidance and support are **very good**. Partnership with parents is **very good** and the links with the community and other schools are **good**.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory with good features** and the way the school is governed is **satisfactory**. The leadership and management of the headteacher are **good**. She encourages and supports staff well but still has limited time for monitoring lessons. There is now good support from the governing body, particularly the chair of governors whose strong and purposeful leadership is helping the governing body to have an impact upon raising the quality of education. They fulfil statutory requirements but still lack sufficient rigour in monitoring and evaluating the implementation of the school development plan.

PARENTS AND PUPILS VIEWS OF THE SCHOOL

Parents have **very good** views of the school and are satisfied with the standards their children achieve and the quality of education provided. Pupils have **very good** views of the school and most of all enjoy the range of learning opportunities offered them. Self-esteem is high because they contribute effectively to the school community.

IMPROVEMENTS NEEDED

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

- Improve the teaching in English, to ensure staff have a consistent approach to the way they mark work and improve pupils' handwriting and the presentation of work.
- Ensure the teaching of ICT includes developing control and sensing technology.
- Provide sufficient time for the headteacher to carry out her monitoring and evaluation responsibilities in teaching and learning and train subject leaders to do the same.
- Improve the governing of the school by governors' greater involvement in monitoring and evaluating school development.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' overall achievement is good and standards in English, mathematics and science are mainly average although there are pupils who do better.

Main strengths and weaknesses

- All pupils achieve well.
- Pupils with special educational needs make good progress because they are well provided for.
- Almost all pupils reach expected standards in national tests by Year 2 and Year 6 and in Year 2 some do better in reading and mathematics.
- The school is making good efforts to improve standards but there are limited opportunities for infants to learn joined writing.
- There are not enough opportunities for junior pupils to use their handwriting skills in other subjects.
- Better facilities for ICT have improved standards in the subject but the aspect of control and sensing technology is underdeveloped.

Commentary

Starting school

1. When children start school their knowledge, understanding and skill is wide-ranging. Assessments show that the majority have fewer skills than is expected for their age and they have particular difficulties in the areas of communication, language and literacy and poor dexterity. Last year, the Foundation Stage children made good progress and most reached the goals expected for their age in all areas of learning. This year the group are working at expected levels and most children are likely to attain most of the goals expected for their age by the end of the reception year. There are a few who have had no pre-school experience, and their progress at present is slower but improving.

The school's results in national tests.¹

2. There is considerable variation in results year-by-year, depending on the number with learning difficulties. There were only six pupils who took part in national tests at Year 2. In the 2003 National Curriculum tests for Year 2, almost all reached the standards expected for their age in reading, writing and mathematics and some did better in reading and mathematics. Given the starting point, these children achieved well. However, although some pupils did reach higher standards in reading and mathematics, none did so in writing. This is because writing skills, such as joining letters, are not taught early enough. Pupils who took part in national tests at Year 6 reached the standards expected for their age.
3. The school has concerns about the proportion of pupils moving in and out of the area, which is high, and last year 40 per cent left before the usual leaving time and almost ten per cent started during the year, which does affect the school performance in tests. This is a significant barrier to achievement. The school often loses its higher attainers close to the time of the national tests and sometimes has insufficient time to teach the skills that pupils need to do well in the tests.

¹ When a year group is less than ten in number, test data is not provided.

4. However, parents expressed support for what the school does to advise and guide their children when they arrive.

Inspection findings

5. In lessons and in samples of work, standards in English, mathematics and science are average by the end of Year 2 and Year 6. The secure foundations at Year 2 are built on as children move through the school so that by the end of Year 6, all pupils achieve well and make good progress. This is similar to the findings of the last inspection.
6. Standards in ICT have improved and are now at least in line with expected levels at the end of Years 2 and 6. Although standards are satisfactory, the use of control and sensing technology is underdeveloped.
7. Standards in religious education are good and in line with the expectations of the Norfolk Agreed Syllabus for pupils at the end of Years 2 and 6.
8. There was insufficient evidence to judge standards in all other subjects but from the work sampled and some discussions with pupils, the standards are in line with expectations for pupils at the end of Years 2 and 6.
9. Pupils with special educational needs make good progress and achieve well because they have support in class from a well-trained teaching assistant, the voluntary help from a governor and the co-ordinator for special educational needs.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes and behaviour is **good**. Their personal development is very good and supported well by **good** provision for spiritual, moral, social and cultural development. Attendance and punctuality are **very good**.

Main strengths and weaknesses

- Most pupils enjoy coming to school and arrive on time.
- Attendance is very good.
- Pupils are very interested in the life and work of the school and have very good attitudes to their work and behave well.
- Pupils are confident and have high self-esteem.
- Opportunities to take responsibility are accepted very willingly, particularly by older pupils.
- Relationships throughout the school are very good and pupils feel secure.

Commentary

10. Most pupils enjoy coming to school and see the school as a safe, happy place. They respond well to the interesting and worthwhile activities provided for them. The pupils play and work together in a friendly manner and although they are lively at playtimes, there are few incidents of accidental or intentional clashes. No incidents of harassment in any form were observed. The confidence and self-esteem of those with special educational needs is similar to that of other pupils, being boosted by the help they receive. Because they enjoy being at school the pupils show initiative and take responsibility, such as looking after younger ones, acting as librarian or simply tidying the class and looking after their own belongings. They have a good understanding about living together as a school community so new arrivals are quickly integrated and able to work well. Because relationships are very good there is a warm, caring ethos, which brings about good achievement and makes pupils feel secure. Behaviour, throughout the school, is good so there is no disruption and pupils are able to get on with their

work and achieve well. Adults, who are good role models, expect good behaviour and pupils respond very well.

11. Teaching and learning take place within the context of strong principles and values of respect and fairness for all. This helps pupils to develop an understanding of their own and other people's values and beliefs. Daily acts of collective worship, religious education and personal, social and health education lessons make a significant contribution to pupils' development. Other curriculum areas such as music, art and design, geography, history and literacy provide opportunities for pupils to learn about other cultures and appreciate their own culture.
12. Their work with the local community helps pupils to learn about being part of a broader group of people in less formal situations. They visit senior citizens to talk and sing to them and listen to their stories about what it was like during the war. Their knowledge and experience of their own and other cultures are enhanced successfully through such activities as visits to the theatre or museums and local artists or craftspeople visiting the school.
13. There are good arrangements for pupils to start in the reception class. Because the teacher knows them and their family before they make their first visits and helps them settle into the class routines, the children achieve well and show interest in the activities and learn to share with others.

Attendance

Attendance in the latest complete reporting year 95.2 %

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.0
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.

14. There is very good attendance and pupils are in good time to start the school day. There are well-organised systems for promoting attendance and parents understand and try to comply with the school's expectations.

Exclusions

There have been no exclusions for some length of time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall. The teaching is effective and the curriculum is broad. The pupils are cared for and supported very well. There are **very effective** links with parents and the **good** links with other schools and the community extend the range of learning opportunities.

Teaching and learning

Overall, teaching is **good** and no unsatisfactory lessons were observed. This is an improvement since the last inspection. As a result of this good teaching, pupils learn effectively and achieve well.

Main strengths and weaknesses

- The very good relationships motivate pupils to work hard.
- There is very good inclusion of pupils with special educational needs.
- The teachers' assessment of pupils' work is good which ensures that their understanding of how well pupils are progressing is used well in lesson planning.

- The assistant staff are well deployed to support and improve pupils' work, particularly at the Foundation Stage.
- Teachers have high expectations of good behaviour and pupils respond well.
- There are limited opportunities for Year 2 pupils to learn joined writing and in Years 3 to 6 presentation of work is affected.
- Sometimes there is not enough literacy work planned for faster learners in the infant class.
- The effective marking comments in books for Years 3 to 6 help pupils improve their work and give them a good idea of how well they are doing.
- There is an inconsistent approach to marking because the infant class does not follow the good practice in the juniors.
- In ICT the teaching of control and sensing technology is underdeveloped.

Commentary

15. The good teamwork in the infant class is an important factor in the good teaching of the reception children in the Foundation Stage. This was particularly essential at the beginning of the school year when lower-attaining children and those who had no pre-school experience found it difficult to settle to class routines and whose restless behaviour made their progress slow. Since the reception children share a class with the infants, this was a particular concern to both adults but the establishment of very good relationships, the high expectations of good behaviour and the consistent approach to the children has worked well. Now, the situation has greatly improved but a few still struggle to follow instructions or sustain information for long. Both adults observe children's progress, keep notes and use every opportunity to discuss what steps to take next. Because the teaching assistant is well trained and her expertise is used effectively, they are quick to spot those children who need additional support and guidance in specific areas of learning, which improves children's achievement. The parents and their children are very positive about the staff and talk about them with warmth and affection. One child referred to both adults as being 'very cosy and loving'.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	14	7	0	0	0

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

16. Strengths in teaching that help pupils learn well include the high expectations that teachers place on pupils to behave well and try hard. Although a few younger pupils have short concentration spans, they receive constant support, particularly with written activities. Older pupils are more confident, they settle quickly to tasks and most have learned to work independently. The school's positive attitude to learning means that pupils respond well. When teaching is very good, there is a vibrant learning atmosphere, instructions are made very clear, work is challenging and lessons run at a lively pace. The work set is very appropriate for every child's stage of learning. Lower-attaining pupils are helped sensitively to participate fully. Other pupils learn from watching adults and follow their good example, giving help by finding suitable equipment or even giving up their own books and sharing with others. The relationships between staff and pupils are very good, especially as they move through the school. The pupils like and trust their teachers and say that they are treated fairly, they like hard work and are helped to get things right.
17. In the good lessons, teachers planned interesting activities, which they presented in ways that captivated pupils' interest and imagination so they worked enthusiastically. The activities presented pupils with challenges that made them think about what they were learning. These well planned lessons often made use of good resources, which kept pupils engrossed. The sessions at the end of lessons were used effectively for pupils to share work with others who often showed appreciation of their efforts.

18. In lessons judged to be generally satisfactory, teachers have a secure understanding of the curriculum but teachers do not always plan sufficient work for faster learners who have to wait for the adult's attention because they finish quickly and time is wasted. Occasionally, teachers' presentations were too long for a few pupils to keep listening and sustain concentration. In ICT the lack of some expensive equipment has resulted in the teaching of control and sensing technology to be underdeveloped but the school is trying to remedy this by sharing with another school.
19. The teaching of literacy and numeracy is generally good and pupils are encouraged to use these skills in other subjects. However, although handwriting is taught well so that writing is legible and well presented, the skills of using joined writing are not emphasised in other subjects. Teachers confirmed that joined writing has not been introduced at an early stage and there was no evidence of it at Year 2 but written work shows it is now clearly established at Year 3.
20. The school tries hard to ensure that all pupils receive the help they need to achieve well. The headteacher, who is also the special educational needs co-ordinator, ensures that support staff are deployed where the need is greatest. Very good support is provided both by teachers and support assistants. Pupils are fully included in all aspects of lessons and tasks are modified for their capability. Their progress is reviewed regularly, particularly in their literacy and numeracy skills. Both teachers and pupils are aware of their individual targets and have a good understanding of how well they are doing.
21. There have been improvements to assessment since the last inspection. The teachers' assessment of pupils' work is good overall and better recording procedures have resulted in an improved understanding of how well pupils are progressing. Such information is used well in lesson planning and in meeting the needs of individuals. Teachers have a clear knowledge of what each pupil is capable of and there is good tracking of each pupil's learning to check that they are making expected progress. This understanding and analysis of each pupil's strengths and weaknesses helps teachers to set specific targets for them. A detailed analysis is undertaken of the National Curriculum tests, which provides some information on strengths and weaknesses and what teachers need to do to improve standards.
22. There are improvements to marking in the junior classes and guidance on how to improve is clearly stated. Pupils read these comments and understand what they have to do to improve. However, the effective marking comments in books for Years 3 to 6 does not happen in the infant class and consequently the teacher spends considerable time in lessons explaining to individuals how well they have done.

The curriculum

The breadth and relevance of the curriculum provided by the school is **good**. There are **good** opportunities for enrichment that are relevant to their needs. All statutory requirements are met. The accommodation and resources meet the needs of the pupils **satisfactorily** overall.

Main strengths and weaknesses

- The curriculum is carefully planned and offers each pupil a broad range of learning opportunities.
- The school also offers a good range of opportunities for learning outside of the school day.
- Very good provision is made for children with special educational needs.
- Children's personal development is promoted very well.
- Despite the improvements to the accommodation and resources there are still some weaknesses in fully meeting the needs of the curriculum.

Commentary

23. Within the curriculum, each subject is planned carefully to ensure that each pupil builds on previous knowledge and understanding. Consequently learning opportunities are challenging and demanding. This is a significant improvement since the last inspection when curriculum plans were disjointed. The strong emphasis on promoting children's personal development is very evident throughout the school, reflecting the children's very respectful relationships with each other and with the adults with whom they work. Children of all ages and capabilities work well together, are confident and well behaved in lessons and enthusiastic about their learning. Pupils have set targets for improvement and therefore have a good understanding of what they have to do to improve. There are specific programmes for older children including one about sex and relationships, and another alerting them to the dangers of drug misuse, which help pupils achieve well in personal development.
24. Provision for those with special educational needs is very good. Pupils have very well organised individual learning plans. Each pupil has a small but realistic set of steps leading towards their own targets. The progress of each child is carefully monitored and new targets or adjustments made to teaching plans in response to the pupil's success. The support for younger pupils is particularly good because the well-trained assistant uses her expertise and experience effectively. All pupils with special educational needs make good progress and achieve well.
25. Establishing links between different subjects makes learning more relevant and interesting for the pupils and the good efforts to plan lessons that link areas of learning reinforce the skills acquired in such subjects as literacy and information and communication technology.
26. Opportunities for enrichment are good and extend achievement. Learning for pupils is improved whether by cultural visits to places of interest, residential activities, using the expertise of visitors, both artistic and sporting, or experiencing themed days or weeks. One such innovation involved other local primary schools that came together for a multicultural day made possible by a successful bid for a lottery grant. This commitment is one indication of the very good support for learning outside of the usual day-to-day curriculum that the school offers. At lunchtimes and after school, a range of clubs, musical and arts activities are well attended. There are 80 per cent who attend from Years 3 to 6 and younger ones do not miss out because there are two clubs for them.
27. Although there have been improvements to the accommodation and resources they still only meet the needs of the curriculum satisfactorily. For example, the provision outdoors for the Foundation Stage is better but the classroom is small and used by three age groups so it is difficult to organise the range of purposeful play activities to meet the needs of the youngest pupils. There are better library and ICT facilities but the hall is small and only just adequate for the physical education sessions that take place.

Care, guidance and support

There is **very good** provision to ensure pupils' care, welfare, health and safety. The advice, support and guidance are **very good** and the school is **very good** at seeking, valuing and acting on pupils' views.

Main strengths and weaknesses

- There are very good arrangements for child protection, health, safety and general welfare.
- There are high levels of care and support for those with learning difficulties.
- Support and guidance for pupils' personal development is very good because teachers know the families well.
- The school greatly values the views of pupils and acts on improvements suggested when possible.

Commentary

28. Daily routines are planned and carried out scrupulously. Child protection procedures are comprehensive and well understood by all staff. Parents are informed of incidents that happen in school, accidents are recorded and medical attention provided. Pupils confirm the very good care provided with such statements about trusting adults to solve their problems when they are worried. Because pastoral support is very good and pupils, parents and other agencies work together effectively, opportunities for challenging behaviour are minimised and pupils get on with their work undisturbed. Parents consider that care and welfare is very good and in this they are correct. The parents keep staff well informed about what they need to know to help their children and this, together with a number of procedures the school uses to keep tabs on pupils' progress, assists staff in providing for their needs appropriately and giving the right guidance. There is a high level of care for those pupils with learning difficulties and they are very conscientiously supported, not only in their learning, but also in their behavioural needs, resulting in secure pupils who try hard and achieve well.
29. The seeking of pupils' views is very effective because they know they are listened to and taken seriously. Consequently, such views are expressed sensibly and in a responsible way. Although only the older pupils actually take part in the council discussions, they have consulted with younger ones and taken their views into account, just as the headteacher does with them. They influence most aspects of school life that affect them directly and draw attention to the improvements they consider they need, such as suitable furniture in the library to help them do research. The School Council works very well because it promotes positive attitudes in children and develops in them a sense of ownership of the school decisions. They told inspectors that the main reason they like coming to school was because they were given interesting things to do and there was a lot to choose from. They were pleased that teachers helped them if they got stuck and showed them how to make their work better. These very good attitudes to school influence the efforts made and consequently how well pupils achieve, which has a positive impact on standards.

Partnership with parents, other schools and the community

The links with parents are **very good**. There are **good** links with the local community and other schools.

Main strengths and weaknesses

- Most parents fully support the work of the school.
- A very good range of information is provided for parents about their children's progress and all aspects of school life.
- There is very effective working with parents of pupils with learning difficulties.
- The good links with other schools strengthen the curriculum provision.
- Links with the local community.
- Parents actively support the school's partnership with other schools and the community.

Commentary

30. Pupils achieve well because parental support is very good and the school works very effectively with them to support children's learning. A range of information about their children's progress and how they can support them is very good and an improvement since the last inspection. For example, information about the curriculum helps parents reinforce what is learned at school. Parents have also shown an interest in the national tests and now have a better understanding of what is expected from their children. The annual reports are of very good quality and in addition, a very good example has been the recent introduction of a "thumb nail" sketch report so as to enable parents to see how their children have adapted to a new school year. There is particularly effective working with parents of children who have

learning difficulties who discuss progress, know how needs change and understand the learning targets. Consultations with parents mean the school can take their views into account when decisions are made. The very effective partnership contributes very well to pupils' learning.

31. The school maintains good links with early years providers and other schools, from which pupils benefit. For example, the visits to children in pre-school settings, often some distance from the school, establish early relationships ready for their visits and introductory sessions. A very good liaison exists with other small schools enabling pupils to take part in activities with a wider group of children whilst at the same time extending their personal development and knowledge and understanding of other cultures. Letters of support from other schools confirm an appreciation of what this school offers and how well they try to provide the learning opportunities that will prepare them well for the next stage of education.
32. The school is outward looking and has productive links with the community. Because it seeks to tap into skills and resources of local people from time to time their skills and expertise are used to benefit the pupils in such subjects as history when older residents share knowledge of the past to extend achievement. Volunteers help pupils with their reading and teach them how to make effective use of the new library. In turn, the community values pupils' involvement in its activities such as an annual Christingle service at the local church and in village events for the Millennium and the Queen's Golden Jubilee. The governing body has been very supportive to the needs of the local community and has done very good work in promoting stronger relationships for the benefit of the school. Parents value the work at the school; they feel their children are happy and well supported. In this they are correct.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** with some **good** features. The leadership and management provided by the headteacher are **good**. The school is governed **satisfactorily**.

Main strengths and weaknesses

- The headteacher provides purposeful and caring leadership that gives good direction to the school's work and demonstrates a high degree of skill and commitment in fulfilling management tasks.
- The school community shares effective aims and objectives.
- The management of special educational needs is very good.
- The strong and purposeful leadership of the chair of governors is helping the governing body to have an impact upon raising the quality of education provided by the school.
- The school secretary makes a very significant contribution to the smooth running of the school.
- The governors' role in monitoring and evaluating school development lacks sufficient rigour.
- The observing of teaching and learning, although regular, is too infrequent to be fully effective.

Commentary

33. The headteacher, who was appointed shortly before the last inspection, continues to provide good leadership. She has created a shared sense of care and support for all pupils, which is effective because pupils want to come to school, know they are valued and enjoy lessons. Since the previous inspection there have been changes of staff and governors and the headteacher has worked hard to create a supportive team who put the pupils first and want to see them receive a full and rounded education. The determination for all pupils to do well is underpinned by a focus on raising standards. This sense of purpose is backed up by a clear direction for development. The good planning for school development identifies appropriate priorities for improvement in pupil performance. There is a determination to understand pupils

individual needs and provide them with the opportunities and facilities that help them achieve as well as they can. In this, the school is successful.

34. The strong ethos of care, evident in this school, is particularly supportive of pupils with special educational needs. The leadership of special educational needs is effective because the headteacher understands the challenges of teaching a mixed age class with a high proportion of pupils with learning difficulties and tries to ensure teachers have the support they need from well-trained support staff. There are clear procedures to ensure that pupils' needs are correctly identified. The very good procedures ensure the aspect of special educational needs runs smoothly. Staff understand the pupils' needs very well and the support that they get from staff and fellow pupils is sensitive but challenging. An external check on school practice confirms the provision as very good and the overall standard was considered outstanding.
35. The headteacher has a good knowledge and understanding of the needs of the school. She monitors teaching and learning regularly but constraints on her time make her monitoring work too infrequent. The school has no deputy and the other two teachers have no designated time to carry out this task. This limits their effectiveness to bring about improvements in the subjects for which they have responsibility. Although some improvements have been made to teaching since the last inspection, the last report identified the need for better monitoring. There are still weaknesses to be tackled. In an effort to develop this aspect further and recognising that she cannot do it alone, the headteacher has sought the support of the governors and trained them to take part in observing teaching. They keep good records of their findings and share them with the whole governing body. In addition, she has planned a programme of observations for the other teachers.
36. The headteacher demonstrates a high degree of skill and commitment in fulfilling management tasks. There are good procedures in place and the school runs smoothly on a daily basis. Parents are very supportive of how the school is run. Many stated they were impressed with the caring and friendliness of the school and the way that the headteacher manages everything despite spending so much time in class. The experienced secretary works part-time but is extremely efficient and provides very effective administration and financial support. She is very welcoming to staff, pupils, parents and visitors and makes a significant contribution to the life of the school.
37. The management of pupil performance is good. There are better procedures to ensure teachers know what works well and why. Target setting and the monitoring of achievement are well established. Pupil progress is tracked well and individual targets for improvement are reviewed and changed regularly.
38. The headteacher and governors have managed the staffing well and all, including the lunchtime and cleaning staff, are involved in an annual performance review. The recent award of *Investors in People* recognises this commitment to the development of individual staff and the desire to maintain the strong teamwork that has been successfully created in the school. Success is seen in such areas as the improved standards in ICT.
39. The school's approaches to financial and resource management help it achieve its educational priorities. The funds available are used sensibly. The governors' finance committee is rigorous in examining the budget to ensure that spending is having a positive effect upon the quality of education offered to the pupils. The balances appear high but the governors have committed the funds to paying for the new library and maintaining the current staffing level to provide the best support for the pupils that their resources allow.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	176,916.00	Balance from previous year	42,302

Total expenditure	172,741.00
Expenditure per pupil	4,318.52

Balance carried forward to the next	46,477
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40. Getting the best value for the pupils, so that they can achieve as well as possible is important to the school. For example, a recent addition to the school is a new library, that on completion was over estimate. The governors had applied best value principles when seeking quotations for the work and are following up rigorously the projected overspend. Costs for this small school are high. At present the school offers satisfactory value for money.

Governance

41. Overall the governance of the school is satisfactory. The governing body has gone through significant changes in the last few years and is well led by a dedicated, well-informed and committed chairman who is active in the school, leading assemblies and working with staff and parents to shape the positive ethos of the school.
42. The governing body is well organised and a good committee structure is beginning to ensure that the governors not only understand the strengths and weaknesses of the school but are in a position to effect improvement. In particular, the governors' monitoring and evaluation of the implementation of the school development plan lacks the rigour it needs.
43. The governors have a well-established performance management process that challenges and supports the headteacher and other staff. They fulfil their statutory duties.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Overall, the provision for reception children in the Foundation Stage is **good** reflecting the care taken to meet the particular needs of this small group who have to share a class with Years 1 and 2. Although some have had pre-school experience, others have not and this affects the progress they make at first. Most children start school with fewer communication skills and dexterity than expected for their age.
45. All the children achieve well because the teaching is good. The curriculum is planned effectively to provide a range of activities that are relevant to these children and match the stage of learning they have reached. The teaching assistant is effectively deployed and spends more time with reception because the teacher often needs to work with the older Year 2 children. Teamwork is good so tasks are shared and both adults take responsibility for observing and recording how well they are doing and keeping track of progress. They provide a good example to the children and expect high standards of behaviour to which the children respond well. All children are reaching satisfactory standards for their capability and most are on course to reach the expected goals in all areas of learning by the end of the reception year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships have been established that make the children feel secure and happy.
- Guidance and sensitive management enable children to work and play together successfully.
- There are good links to other areas of learning.

Commentary

46. Teaching and learning are good. When children started school, some found it hard to meet the expectations of staff but progress is good and now most are familiar with routines and understand what is acceptable behaviour in the class group. Because staff plan many opportunities for children to learn about co-operation, perseverance and a calm approach to work, the children make good progress in settling to the tasks they are given and behave sensibly. The adults provide encouragement because they want children to feel confident to try new things and make good efforts, which is successful. Children are beginning to overcome the difficulties they experience and are eager to show what they have achieved because the adults have established very good relationships with them and the children want to please them. They are making good progress in learning to take turns and share equipment and most try to tidy away what they have used. Because there are trusting relationships, children respect adults and show good attitudes to their work. One of the strengths of this area of learning is the way that staff use every opportunity to reinforce what has been learned so in all activities children listen carefully, follow instructions and appreciate everyone's efforts. Every class has its own rules and because these younger children are constantly in the presence of older ones, they follow their example. For instance, they know that the rules of discussion are that when one person is speaking the others listen and if any child wants to speak they signal an intention.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- The linking of sounds and letters is taught well and stimulates an interest in reading.
- Children successfully develop their speaking and listening skills because of the activities staff provide for them.
- Particularly effective support is provided for those that need it.
- Sometimes faster learners are not given enough work and have to wait while the adult gives attention to others.

Commentary

47. Teaching and learning is good so children achieve well and most are on course to meet the early goals expected by the end of the reception year. Teachers use a well-planned sequence of work with an emphasis on talking and listening that is helping those with speech difficulties and some children are extending their vocabulary because they listen to older pupils in the class. Children make good progress at taking part in discussions, answering questions and listening to stories because of the activities staff provide for them. Stories are read well, with some good questioning about characters and happenings. They particularly enjoy joining in and repeat phrases with pleasure. Handwriting is developing. Some already write their names with recognisable letters and form most letters correctly when copying a simple sentence underneath their drawing. Others are still at the stage of learning these skills and lack the hand-eye co-ordination skills they need. The teaching assistant works well with this small group and they get the individual attention they need. The organisation usually works well but sometimes, when children are nearing the end of tasks and seeking approval for their efforts, the faster learners have to wait and time is not always used as effectively as it might be.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children experience a range of practical activities to support their learning.
- Children benefit from regular opportunities to practise counting, recognise numbers and undertake simple calculations.

Commentary

48. Numeracy sessions are organised well and are based on the early goals that form a foundation for the National Curriculum and prepare children for the expectations of the National Numeracy Strategy. Teaching is good and short oral sessions such as counting and number rhymes constantly reinforce what has been learned. In the oral sessions, reception children often work with older infants and this helps them learn better, for example, when learning to add one to a given number, they watch Year 1 do this with coins and make faster progress. A few in the group join in with counting in tens but most count accurately to 10. Practical activities that encourage children to get first hand experience of handling objects for counting and sorting or calculating, help them learn faster. In one lesson they put play apples on a tree and counted them successfully then quickly moved on to more than one tree and eventually calculated the total number of apples on two trees and recorded their findings in different ways. When learning how many cups will fill a bucket with sand, the teaching assistant uses her expertise well in enabling children to fill containers with dry sand to the brim, and when almost full, estimate whether the bucket can hold more. Children recognise the importance of counting

and comparing to find an answer and are learning that there are many ways of recording what they discover.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children achieve well because staff organise interesting activities.
- Staff use questioning effectively to extend knowledge and understanding of the world.

Commentary

49. Although the range of activities seen was limited, the evidence from planning, records and samples of work, show children are on course to reach the goals expected for their age. Teaching and learning are good. Children achieve well because the activities are planned to extend their understanding, stimulate their curiosity and give opportunities to experiment, explore and ask questions. In an activity with a science focus, the teacher questioned skilfully and children used their senses to handle, smell and taste bread before predicting what they think will happen when it is heated. They are actively involved in carrying out an investigation and the teacher's questioning extends their understanding and learning moves on to recording results and producing a chart. Active involvement in investigation was equally applied well to a geography focus when children studied the road outside, sequenced what was happening at different times of day and posed such questions as to whether cars should park on the pavement. They use computers confidently, controlling the mouse and using the keyboard to explore fonts and create pictures.
50. When looking for similarity and difference they talk about the pictures of artefacts used in kitchens long ago with those used now.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Activities are well planned to enable children to use their physical skills.
- Provision for the outdoor area has been improved and children have easy access to it.
- Children use various tools and equipment well.

Commentary

51. No outdoor sessions were observed during the inspection because of severe weather but children were observed in the hall and at activities in class. Indications are that they are likely to meet the expected goals by the end of the year. Improvements to the accommodation so that children can easily get to the outdoors, together with a satisfactory range of equipment, including that for climbing and balancing, have improved the provision outdoors since the last inspection. Indoors, children use pencils, paintbrushes, scissors and glue spreaders competently and safely. They undertake such tasks as construction, assembling and modelling successfully. In the hall, they take part in warm-up activities, listen carefully to instructions and work safely with small equipment. Because the teaching assistant supported them well, the children achieved such skills as making a 'v' shape when bouncing a ball. By observing them well, the teaching assistant was able to assess how well they could throw a ball into the hoop and achievement was good.

CREATIVE DEVELOPMENT

52. No lessons were seen in creative development and it was not possible to make an overall judgement about provision or teaching. The work on display indicates that standards are as expected. There was limited use of role-play observed during the inspection but children enjoy singing, memorise simple songs and use percussion instruments.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The teaching is good and pupils achieve well.
- Basic skills are taught well so most pupils learn to communicate by talking, reading, and writing at least satisfactorily.
- The support from the teaching assistant is particularly good for the youngest pupils.
- Teachers make better use of assessments.
- There is some inconsistency in the marking of work.
- The individual feedback to pupils about their work is of good quality but at Years 1 and 2 the organisation of it is sometimes unsatisfactory because pupils waste time queuing for attention.
- The use of speaking and listening, reading and writing skills in other subjects is good.
- Handwriting skills are taught well so pupils' writing is legible but there are limited opportunities for Year 2 pupils to learn joined writing.
- There is too little emphasis on using handwriting skills effectively in other subjects at Years 3 to 6.

Commentary

53. Standards in speaking and listening, reading and writing are average by the end of Year 2 and Year 6, which is the same as at the last inspection. This is consistent with last year's results in national tests when all except those with special educational needs reached average standards. The percentage of pupils moving in and out of the area is high and often occurs close to the time for national tests, which does affect results. An additional barrier to achievement is pupils' ability when they start school because many have fewer communication and language skills or dexterity for their age so they find it difficult to hold a pencil, control the formation of letters or learn letter sounds to help them read. However, most pupils make good progress and achieve well except in handwriting, where progress and achievement are only satisfactory.
54. The good teaching is a significant factor in pupils achieving well. Because relationships are very good, the pupils are confident to answer questions and take part in discussion. Several children have speech problems and find it difficult to respond but they know their efforts are valued and try hard, with other pupils just willing them to succeed and showing appreciation when they do.
55. Teachers have a good understanding of how to teach basic skills. They know the pupils well and have thorough systems to keep track of progress so that they provide appropriate support and plan work that meets the needs of all pupils. This can be very difficult when a class has pupils from three key stages who have a wide range of skills but teachers are very committed to doing the best for all pupils and plan tasks where all can succeed, including those with learning difficulties. The support is so effective that some pupils progress rapidly over a short period of time. Younger pupils acquire a good knowledge of letter sounds to help them read

unfamiliar words and by the end of Year 2 most pupils readily use a range of ways when meeting new and unfamiliar words in their reading. By Year 6, pupils know how to make use of the new, well-organised library in their research and they locate information on the Internet and in books. Because reading is valued in school and pupils have a good range of books, the majority enjoy reading and a few are avid readers who express preferences for authors such as Philip Pullman and Jacqueline Wilson.

56. In the junior classes teachers put emphasis on well-presented work so pupils produce handwriting that is legible, well formed and joined. When teachers link the writing to topics that interest them the pupils make good efforts to produce longer pieces of writing that show good use of paragraphs and accurate spelling. Although teachers provide well-planned opportunities for pupils to use imagination and dialogue in writing, which extends their understanding about how to make their writing more interesting, the pupils do not always read it through and check for errors. Pupils have a great love of poetry and teachers capitalise on this interest by planning work that uses poems they know will inspire them to use imaginative and descriptive words and sensitive phrases in their own poems.
57. The support of well-trained teaching assistants is effective in mixed age classes, particularly where several pupils have special educational needs because it is difficult for one adult to meet the wide range of individual needs. In the infant class, the teaching assistant provides high quality support in her work with the reception pupils and this enables the teacher to give sufficient time and support to individuals in Years 1 and 2. For example, while Year 2 pupils are learning to write stories using dialogue, the reception pupils are learning how to say the letter 't' and find objects that begin with it. Because the support is good, pupils achieve well and most succeed in their tasks. However, sometimes, when pupils have completed the tasks and seek approval of how well they have done, the faster learners tend to queue for attention because no other task is provided while they wait.
58. The quality of assessment has improved since the last inspection and the individual feedback to pupils about their work is of good quality. The setting of targets for improvement has been beneficial in helping pupils know how to improve. Personal targets were discussed by pupils who have a good understanding of how well they are doing. Marking comments in books at Years 3 to 6 are good, enabling pupils to know how well they are doing in writing and where they need to try harder. Praise is given for effort but weakness is identified in such statements as, "well done but remember speech marks go after the last word spoken". However, in Years 1 and 2, no written comments are made because the teacher marks all work with the pupils. This gives immediate feedback that helps them to improve their work but sometimes while one child receives attention the faster learners are waiting without another task to do, which is not the best use of time.
59. The subject is well led and managed and the co-ordinator knows its strengths and weaknesses and what needs to be done to raise standards. However, she is unable to spend as much time as she would like in observing teaching and learning. The school makes good use of the National Literacy Strategy to ensure pupils build securely on previous work and this too enables them to make good progress.

Language and literacy across the curriculum

60. Overall, Pupils use their speaking, listening, reading and writing skills in other subjects well. For example, in history, the keeping of diaries has captured pupils' interest. They are historically correct and the writing makes the reader feel that the writer has experienced events. Generally, this helps them to see a relevance to their work. However, sometimes there is little emphasis on presentation because pupils are not always encouraged to use their handwriting skills effectively in other subjects.

MATHEMATICS

Provision for mathematics is **good** overall.

Main strengths and weaknesses

- Teaching is good and pupils achieve well and make good progress.
- The assessment of pupils' learning and analysis of performance is good and this information helps teachers plan future learning targets to improve standards.
- The mathematics curriculum is well planned and ensures coverage of all specified areas of learning.

Commentary

61. The findings of this inspection show that standards by Year 2 are average overall and the secure foundations at this stage are built on as children move through the school so that by the end of Year 6 all pupils achieve well and make good progress. Standards by Year 6 are average and this is similar to the last inspection and similar to the most recent results in national tests when all pupils reached average standards. However, given the attainment on entry, those pupils who joined the school in Reception and remained until Year 6 are making better than average progress. The school works hard to maintain good achievement because the percentage of pupils moving in and out of the area is high and affects the results in national tests.
62. Overall, the quality of teaching is good. Teachers plan interesting activities and provide different tasks for different groups based on a good understanding of pupils' needs. This means that pupils, whatever their mathematical capabilities, learn and achieve well in lessons. Teachers have high expectations of what pupils are capable of and they challenge them to think and explain their work. Lessons got off to a brisk start, involving all pupils immediately and frequently making effective use of past learning. In a Year 4 lesson, pupils were asked to use their previous knowledge of subtracting and adding in tens and they responded enthusiastically. Those with special educational needs are fully involved because of sensitive teaching and supportive classmates. The main activities in lessons are well planned and tasks are modified to enable all pupils to learn at a rate appropriate to their need. For example, Year 1 and 2 pupils were learning to find the cost of 3 items. Some pupils were adding items in single digits (2p, 3p, 5p) whilst others were adding two digit numbers (12p, 15p, 17p). In the best lessons, effective use is made of short sessions to check what the pupils have learnt. For example, Year 5 and 6 pupils had learnt how to calculate a 10 per cent difference in amounts of money. To check understanding, the teacher briefly asked pupils to give examples of 10 per cent amounts of money. By doing so, it was decided whether pupils had learned this or not and this assessment informed the starting point for the next lesson.
63. Talking to pupils about the work they have covered over the year so far shows that they have experienced a broad range of learning within the mathematics curriculum. Pupils have been taught a variety of ways of adding, subtracting, multiplying and dividing numbers. Even the youngest pupils have a number of different approaches to working out problems, which is a reflection of the good teaching. Pupils have a good knowledge and understanding of shape, of how to make graphs, and how to collect and interpret data. This breadth of knowledge is because teachers use an effective scheme of work, which is a significant improvement since the last inspection.
64. Teachers carry out a detailed analysis of the results of national and the school's own tests which enable them to pinpoint targets for improvement for each pupil. This information is used well to remedy weakness and improve performance. Teachers have secure subject knowledge and although the subject leader has observed the quality of teaching in lessons, there is no rigorous process in place yet so it is more difficult to plan how to improve standards.

Mathematics across the curriculum

65. When it is appropriate, mathematical skills are well used within the work of other subjects, for example, in science, specific measurements of time, length or mass help children to draw conclusions about their investigations in a friction experiment. In Year 3 and 4 gathering information and data was used to create databases on the computers for later investigation.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching encourages all pupils to want to know more about science and effective questioning challenges their understanding.
- A wide range of resources is used to develop pupils' knowledge and understanding.
- Practical experiences are used well to develop investigative skills.

Commentary

66. Most pupils achieve well and make good progress because the teaching is good. Inspection findings show that by the end of Year 2, pupils reach the standard expected for their age. By Year 6, pupils reach average standards and a close study of their most recent scores in national tests shows how close they came to doing better and reaching a higher standard. Pupils with special educational needs achieve well for their capability and show a great interest in the study of the world around them. These findings are similar to the last inspection report.
67. The teaching of science is good overall and results in successful learning because the lessons are so thoroughly prepared. Of particular note is the wide range of resources that are used effectively. For example, in a Year 5 and 6 class, the pupils were learning about what makes a healthy diet and their teacher used a bingo game to revise and introduce vocabulary, a display of the human digestive system that lit up when pupils correctly identified body parts and a computer game about different food types. Pupils enjoy their lessons and are keen to share their knowledge. They respond very well to their teachers' high expectations and achievement is good.
68. In the best lessons, pupils are actively involved and learn how to carry out investigations. In a Year 1 and 2 class, pupils investigate the changes that happen to bread when it is heated. Careful planning and well-structured support for pupils helped them to suggest and predict likely changes before the bread was heated. The discussion that followed helped them to come up with their own observations. The pupils were then taught successfully how to record results in a table and produce a chart. Pupils enjoy their work and all succeeded because of effective support by the teaching assistant, resulting in everyone achieving well and making good progress.
69. There are good improvements since the last inspection because teachers now follow a well-planned programme of work that builds consistently on what pupils know, understand and can do and they learn how to carry out science work safely. However, the subject leader has insufficient time to observe teaching and identify areas for development and training, which makes it more difficult to plan improvements that will raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have improved and are now as expected by Year 2 and Year 6.
- The creation of a networked computer suite has considerably improved the facilities for pupils and had a positive affect on standards.
- The use of ICT in other subjects is good.
- The teaching of control and sensing technology is underdeveloped.

Commentary

70. Only one lesson was seen in Years 3 and 4 and some preparation work on databases was taking place in the infant class. However, pupils' work, teachers' planning and discussions with teachers and pupils indicate that standards in information and communication technology (ICT) are now satisfactory and improvement since the last inspection is good. Much work has been done to improve pupils' access to computers and generally they make good progress. For example, some pupils showed sophisticated skills when manipulating software.
71. As only one lesson was seen during the inspection, there is no overall judgement on the quality of teaching. Teachers have been keen to improve their skills and now they are more confident and have a better range of resources since the previous inspection, which are significant factors in the improved standards and achievement.
72. When watching pupils in Years 1 and 2 using computers in class, it is evident they are familiar with the computer keyboard and make good progress in extending their skills. They confidently use word processing and drawing programs and have begun to use information from science and mathematics work to produce simple charts and graphs. Progress is maintained as children move through the school so that by Year 6 most children use computers well to research websites, produce multimedia presentations and design databases.
73. A significant factor in the improved standards since the previous inspection has been the enthusiastic leadership and management of the subject. The subject leader has worked hard to improve resources since the previous inspection. Children now have regular use of computers both in the suite and in classes, use tape recorders, CDs and a digital camera. The school has wisely planned, in its desire to raise standards, to double the size of the ICT suite and plans are well advanced. The school also makes very effective use of a pupil and parent after school club to boost pupils' confidence. Another important factor in improving the teaching of the subject has been the creation of a progressive scheme of work that ensures consistent development of skills and this has been a contributory factor in improving standards. The subject leader is aware of the need to develop the teaching of control and sensing technology and is exploring how this may be achieved.
74. Although the recently completed computer suite is small and cannot accommodate all pupils at once, effective planning to use those in all classrooms and the library ensures all in the class can extend their skills. Opportunities for extending personal development occur naturally when pupils have to share computers because they collaborate very well, not only waiting their turn, but also actively helping their classmates. Teachers' planning has improved since the last inspection and now pupils are given work more suited to their capability so interest is maintained, they are challenged to extend their skills and all achieve success.

Information and communication technology across the curriculum

75. The school makes good use of ICT in other subjects so that children extend both their ICT skills and their understanding of other subjects, which is an improvement since the last

inspection. Because of this development, children now achieve well and find the work more interesting. For example, in geography, pupils used the computer to research about the mountains of the French Alps. They use word processing to edit and improve creative writing and the older pupils use Power Point to combine text, photographs and sound in a history project.

HUMANITIES

Few lessons were seen in the subjects of geography, history or religious education. There is insufficient evidence to make a judgement about the provision for either geography or history. In religious education, lessons were observed in reception and Years 3 and 4. There was discussion with Year 6 about their work and some samples of work were examined.

Religious education.

Provision for religious education is **good** reflecting the improved standards and good teaching and leadership.

Main strengths and weaknesses

- The enthusiastic leadership of the subject leader.
- The very good relationships encourage openness in discussions.
- The interesting activities give pupils very good attitudes to their work.

Commentary

76. The good provision stems from a good subject knowledge and the enthusiasm of the subject leader. There has been good improvement since the last inspection. Now there is a scheme of work that provides good guidance for staff on what pupils are expected to learn at each stage, including the Foundation Stage. The leadership is good and has been keen to see that lessons include evaluation and opportunities for spiritual development. Standards are in line with expectations of the Norfolk Agreed Syllabus. Children make good progress during lessons and achieve a good standard of work.
77. In the lessons seen, teaching is good. Because teachers plan well, pupils make good progress when they learn about symbolism in religion. The subject is pitched at just the right level for them to understand the difference between the use of such terms as *sign* and *symbol*. Because relationships are very good and teachers show sensitivity to the their thoughts and feelings, the pupils feel very secure and are willing to discuss topics that some find difficult but make good efforts to get involved. The pace of the junior class was particularly good and kept the children interested. The teacher's questioning enabled everyone to take part and achieve success. In the infant class the good planning for reception children enabled them to make good progress in exploring what is meant by 'special' and why God is special to some people. The practical activities kept pupils interested and involved in making a special book. The teacher made effective use of discussion about belonging to a class or a family to help older infants explore what it means to belong to Christianity. Achievement is good because pupils' response to the subject is good and they try hard.

Geography

78. Only one lesson was seen in geography and so no overall judgement is made about provision. This lesson and displays of pupils' work indicate that standards are typical for age at both Year 2 and by Year 6 and the school ensures that teaching programmes meet the requirements of the National Curriculum. Pupils develop sound mapping skills and there was evidence of linking subjects to enhance learning. An example was a link between geography and history when pupils compared different localities such as an industrial urban area with a non-industrial

suburban area. They applied this knowledge to the need to evacuate children during the war and what would influence the decisions made.

History

79. Although only one history lesson was seen, displays of work and discussions with teachers and children indicate that exciting learning is taking place and standards are typical for the pupils' age. Questioning is at the heart of history and discovering the answers is the key to children developing a good understanding of the past. In the lesson seen, the pupils were skillfully taught how to use different sources of information to question whether the information was accurate. For example, Year 3 and 4 children thoughtfully discussed the dilemmas faced by families and children when they were evacuated from industrial areas.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. No lessons were seen in art and design, design and technology or music and only one lesson was seen in physical education. Samples of work were provided for art and design and design and technology but none were available for music or physical education. Some photographic evidence was discussed. There is insufficient evidence to make an overall judgement about provision, teaching or achievement in any of these subjects.

Art and design

81. Samples of work and sketchbooks show that standards are typical of other schools by Year 2 and Year 6 and achievement is good. Pupils use a range of media and materials and art skills are used to support other subjects such as illustrating younger pupils' writing about animals and in supporting work related to personal, social and health education. Some tasks are found quite challenging such as observational drawing of marbles in Year 3. Effective use is made of computer skills in generating patterns and some work was of very good quality. The skills of a local artist have been used effectively in creating willow sculptures of insects and pupils are inspired by the work of artists, such as Jason Pollock, and try using the techniques to create their own large representations.

Design and technology

82. No lessons were seen but some samples of work showed pupils reach satisfactory standards in designing and making objects such as a levered toy. Pupils' books showed details of each stage of the process that included investigation, research, drawing ideas together into a design and planning before making the toy. The planning explored construction methods so pupils knew which tools and materials they would need. The finished toys worked well and their construction was good but some pupils were vague about recall of such technical terms as 'pivot'. Some tasks, such as designing and making a car for an egg, were found to be more challenging than anticipated because it was difficult to keep the egg inside the car. The co-ordinator provides enthusiastic leadership of the subject and pupils talked about their enjoyment of the subject and took pride in their success.

Music

83. No lessons were seen but there were discussions with Year 6 pupils about their work. However, there is insufficient evidence to make a judgement about provision or standards and achievement. The singing observed in assemblies is good and makes a positive contribution to personal development. The children learn about composers, listen to and appreciate pieces of music. For example, the pupils knew Vivaldi was an Italian who composed music about 400 years ago and that he produced 'The Four Seasons' which they recognised when it was played. Pupils talked about learning instruments such as the flute and clarinet, the pleasure they get from doing this and in taking part in performance. Some clubs, such as recorders,

enhances the subject and a governor uses her expertise to extend pupils' experiences in music every week.

Physical education

84. As only one lesson was seen with the infant class in physical education, no overall judgement is made about provision. However, the planned provision for physical education is good and meets the requirements of the National Curriculum. The games lesson seen indicates that pupils are being taught skills of control and co-ordination. Pupils were made aware of the need to be safe and to consider others when throwing and catching. Standards in this lesson were satisfactory for the pupils' age. The lesson also clearly demonstrated that the teacher had planned for pupils with special educational needs for they were fully involved in the lesson.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

85. Only one lesson was seen in this area of the school's work so no overall judgement is made about provision, although the subject features strongly in the overall curriculum.
86. Pupils' personal development is an important part of the school's work and the warm and caring ethos provides a firm foundation for the respectful relationships between the pupils and adults who work in the school. Because these relationships are so good, pupils have trust in teachers and feel confident to take part in discussions. Some visitors from outside agencies are particularly skilled at winning the trust of pupils and quickly make them feel secure, negotiating what they are willing to discuss before posing questions to which responses draw on aspects of their personal life. Other aspects of this programme emphasise the need for a healthy life style, the importance of diet and exercise, the dangers of drug misuse, first aid, keeping safe and life saving. A good lesson for Years 5 and 6 on this latter subject effectively reinforced learning about how to put a person in the recovery position and why it was important to follow up this action with a call to the emergency services. Discussions with the school council made clear the important part pupils play in the decisions to make the school a harmonious community. Such responsibilities as being a librarian or bus duty monitor contribute well to this task and younger ones particularly appreciated that for the first week, all new pupils had a buddy to support them. Older pupils are now quite good at solving problems for themselves. They take pride in their school and know their views are valued and acted on, which produces very good attitudes to the school and their work.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	3

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

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
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	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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