

INSPECTION REPORT

CANTLEY FIRST SCHOOL

Cantley, Norwich

LEA area: Norfolk

Unique reference number: 120797

Headteacher: Mrs H Smith

Lead inspector: Peter Sandall

Dates of inspection: 20th - 21st October 2003

Inspection number: 261460

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	4-8
Gender of pupils:	Mixed
Number on roll:	48
School address:	School Lane Cantley Norwich
Postcode:	NR13 3SA
Telephone number:	01493 700308
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Appropriate authority:	The Governing Body
Name of chair of governors:	Alex Mason
Date of previous inspection:	12 th -14 th October 1998

CHARACTERISTICS OF THE SCHOOL

Cantley is a small first school on the edge of a village in a rural area ten miles outside Norwich. Although it draws some of its pupils from up to ten miles away, it is very much part of the village community. All its pupils are of white British descent. It has 36 full-time and 12 part-time pupils; 11 of the latter attend the nursery class. Currently, three quarters of the full-time pupils are boys, including all ten in Year 1. Pupils come from a range of backgrounds. Their attainment on entry to the reception class is average for their age. The percentage of pupils with special educational needs is below average, although it has increased recently. The percentage entitled to free school meals is well below average. There are no pupils for whom English is an additional language. The school has increased in size since the previous inspection and there has been some new building to accommodate this, with more due to start. Most pupils coming to the school complete the whole of their first school education at Cantley.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Cantley First School offers its pupils a sound education and gives satisfactory value for money. An ethos which places value on every member of the school community is at the heart of all it does. The headteacher provides a good role model and receives a very good level of support from the governors. Her leadership and management are both good. High expectations of behaviour provide a supportive climate for learning. Teaching is satisfactory overall, although more detailed planning would lead to better learning opportunities for pupils. Standards in the core subjects of writing and science are average by the end of Year 2; in reading and mathematics they are above. Girls do better than boys in national tests. The school gives sound value for money.

The school's main strengths and weaknesses are:

- The headteacher provides good leadership and management and is very well supported by the governing body.
- Standards are above average in reading, mathematics and information and communication technology (ICT).
- There are very good links with both parents and the wider community.
- The very good ethos ensures all pupils are fully included in the life of the school.
- Pupils behave well and have good attitudes and values.
- Learning opportunities for the youngest children are not always sufficiently matched to their needs.
- Teachers' planning lacks sufficient detail, particularly in literacy.
- There are few opportunities for pupils to develop their writing skills through different subjects.

The school's previous report in 1998 was very positive, and the school continues to work hard to maintain high standards in all aspects of pupils' development, although the quality of teaching seen, while satisfactory, was not as good as last time. Standards in reading and mathematics have improved. The key issue relating to schemes of work has been met, although the provision of appropriate activities and strategies to meet lesson intentions is not fully in place. Investigations in science are now planned for, and the subject is given an appropriate amount of time. The school has made satisfactory improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
Reading	A	A	A	B
Writing	C	B	C	D
mathematics	B	A	B	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

NB. There are not many pupils in Year 2 in any year, so data is based on a small sample.

Pupils' achievement is sound. In the Foundation Stage, children achieve satisfactorily and meet the goals they are expected to reach in all areas of learning by the end of the reception year. By Year 2 pupils reach expected standards in writing and science and achievement is satisfactory. In reading, mathematics and ICT pupils reach better than average standards, which represents good achievement. Pupils' achievement remains similar as they move into Year 3. The relatively small numbers in each year group mean some fluctuation in standards is likely, and standards attained in previous years have often been above or well above average. Pupils with special educational needs achieve well throughout the school, due to the quality and level of support they receive.

Pupils display good personal qualities, and their spiritual, moral, social and cultural development is also good. Their attitudes to each other are good, with older and younger pupils mixing well together. Behaviour is good, and the school's strong promotion of good relationships underpins pupils' very good levels of confidence and self-esteem. Levels of attendance are very high and punctuality is very good.

QUALITY OF EDUCATION

The school provides a sound standard of education and teaching is satisfactory overall. The good behaviour of pupils means they are generally keen and ready to learn, and teachers use this well by encouraging pupils and making learning interesting. The relatively small classes and good number of support staff help to keep pupils engaged. Activities for the youngest children are not always matched to their needs, and their independent development is limited. Pupils are given targets for improvement, but this is too recent for the effect to be evaluated. Homework is used effectively to support and extend pupils' knowledge and understanding.

The school enriches the curriculum very successfully through a programme of visits and visitors, offering pupils a good range of opportunities outside the school day to participate in sport and the arts. Provision for health and safety is good, and good relationships mean that pupils have ready access to valuable support and guidance. Partnerships with parents and the local community are very good, and there are good links with other schools. All this has a positive effect on pupils' achievement.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has a clear vision for the school and has built a supportive and enthusiastic team of staff, all of whom provide good role models for the pupils. Management in all aspects is smooth and efficient. The governing body have a very good understanding of where the school is and the direction it needs to take. Development planning includes clear priorities which are focused on improving the quality of pupils' education and raising standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school, demonstrated both by the 64 per cent response to the questionnaire and the 14 parents who attended the parents' meeting. There was a positive response of at least 85 per cent to every question, and a high level of praise for everything the school does. Parents at the meeting had no criticism to make of any aspect of their children's education. 15 per cent of parents returning the questionnaire felt they were not well informed about how their child is getting on, but inspectors believe that the level and quality of information is very good, particularly in pupils' individual reports.

Pupils too are very happy with their school and all, without exception, like being there. They believe they are well taught and helped to improve, and that teachers are fair and listen to their ideas. While 20 per cent are less positive about other pupils' behaviour and friendliness, inspection evidence is that both behaviour and relationships are good overall.

IMPROVEMENTS NEEDED

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

- Plan an appropriate curriculum to meet the needs of all children under five.
- Ensure that activities and strategies related to schemes of work build on pupils' knowledge and understanding systematically, particularly in science in Year 3, and that where worksheets are used these extend pupils' learning.
- Plan opportunities for pupils to write in different styles and for differing purposes in all subjects of the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils attain average standards and make sound progress. By the time children leave the Foundation Stage, the majority achieve satisfactorily and meet most aspects of the Early Learning Goals in the six areas of learning. Standards in writing and science by the end of Year 2 are average, which represents sound achievement by these pupils overall. Standards in reading and mathematics are above the national average by the end of Year 2, and pupils achieve well in these areas. They also achieve well in ICT, where attainment is above average. Pupils in Year 3 maintain these standards.

Main strengths and weaknesses

- Standards are above national averages in reading and mathematics.
- Standards are above average in ICT.
- Pupils achieve well in these subjects.
- Standards in national tests have improved over time, especially in reading.
- Over the last three years, standards in reading and mathematics have been above or well above national averages.
- Pupils have too few opportunities to use and improve their writing skills.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	17.6 (17.9)	15.8 (15.7)
writing	14.8 (14.9)	14.4 (14.3)
mathematics	17.1 (17.4)	16.5 (16.2)

There were 18 pupils in the year group. Figures in brackets are for the previous year

1. Children in the Foundation Stage enter school with broadly average levels of attainment. They generally reach the early learning goals in the six areas of learning during the reception year; both higher attaining and lower attaining children achieve soundly, while children with special educational needs make good progress. Children achieve well in the areas of speaking, listening and reading, but mathematical tasks are not always well matched to pupils' understanding. Their personal development is restricted by a lack of opportunity to make independent choices in their activities, and this has an impact on their attainment overall.
2. Standards in reading and mathematics are above average in Years 1 and 2, showing good achievement by these pupils. In reading this achievement is linked to the good levels of support pupils receive, both from support assistants and voluntary helpers, and also to the school's focus on reading as a key skill. Parents are pleased with the progress pupils make in reading. Mathematical development is also accelerated by the level of support, by the carefully structured work and the way pupils are expected to understand and discuss their findings and calculations. The school's results in national tests over several years indicate that these strengths have been built on over time and are part of the school's high expectations. These standards are maintained as pupils move into Year 3.
3. Standards in pupils' writing are currently average in all year groups, representing satisfactory achievement. Good emphasis is placed on the basic skills of sentence structure, spelling and grammar, and pupils receive a good level of support. However, there are too few opportunities for pupils to develop their writing skills, particularly in other subjects, and expectations of quality

and presentation are too low, especially for older pupils. The standard of writing in Year 3 is similar. The school is currently targeting writing as an area for improvement.

4. Standards in science at Year 2 are average. Planning is detailed, and there is a greater emphasis on pupils discovering for themselves which is raising standards in investigations. Standards in ICT are above average. The skills are well taught and pupils have plenty of opportunities to practise them as they get older, notably in producing posters for school events. Small teaching groups result in lots of hands-on experience, and the new computer suite development should further enhance provision. While only limited evidence was obtained about other subjects during the inspection, indications are that pupils make sound achievement and attain average standards.
5. Standards fluctuate over time due to the relatively small number of pupils in each year group, but they are usually above or well above average in reading and mathematics. The proportion of pupils attaining the higher Level 3 is similar to the national picture, indicating that higher attaining pupils are challenged appropriately. In all other subjects where it was possible to make a judgement, standards are average. While boys do well in reading, girls perform better than boys in national tests in reading, writing and mathematics. The school sets appropriate targets for attainment which are linked to pupils' individual capabilities.

Pupils' attitudes, values and other personal qualities

The level of attendance and the punctuality of pupils are both very good. Pupils' attitudes and behaviour are good. Their personal development is good and their spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils' attendance and punctuality are very good.
- Pupils are keen to come to school and want to learn.
- The relationship between pupils is good, caring and considerate; they are happy to work together.
- The spiritual, moral and social development of pupils is good.
- Pupils' self-esteem is very high.
- Behaviour is good overall in lessons and around the school.
- Pupils' independence is not as well developed as it could be in some subjects.

Commentary

6. Since the last inspection, attendance has remained higher than the national average. The school makes determined efforts to maintain it at this very good level, following up any absence for which it does not have acceptable reasons. Pupils arrive in good time for the start of the morning and afternoon sessions and settle to work quickly. The table below gives the details of absence for the last complete recording year (i.e. 2001/2) showing 97.1% attendance.

Authorised absence	
School data:	2.7%
National data:	5.4%

Unauthorised absence	
School data :	0.2%
National data:	0.5%

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

7. The pupils' good attitudes, behaviour and relationships impact favourably on the climate for learning, having a positive affect on their achievement.
8. Pupils have a strong belief that they are free from bullying and harassment. However, if a situation does arise when they feel threatened, they trust the staff to intervene and support them. The older pupils have a growing understanding of how their actions affect others and are becoming more self-disciplined. Behaviour is usually good although a small minority of children occasionally fail to meet the expected high standard. The school is taking sound steps to

manage this inappropriate behaviour. Break times and lunchtimes are pleasant social periods, with children mixing happily. There have been no exclusions for at least ten years.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British

No of pupils on roll
48

Number of fixed period exclusions	Number of permanent exclusions
0	0

9. Relationships between pupils are warm and caring. For instance, at break times and lunchtimes the older pupils show consideration for the younger ones and games are enjoyed by mixed age groups. In the classroom they happily work co-operatively and collaborate well when appropriate.
10. Pupils, including those with special educational needs, are enthusiastic about their lessons and want to learn. For example, the youngest children eagerly wanted to read to an adult when they arrived at school. Pupils are particularly enthusiastic about the new ICT facilities and want to explore the possibilities these offer. They also take advantage of the extra curricular activities with relish. This keenness and commitment has a direct impact on how well they achieve.
11. Teaching staff consistently boost pupils’ self-confidence. This has resulted in a very high level of self-esteem, giving pupils confidence to persevere with their learning. The younger pupils enjoy choosing activities but there is scope for further planned opportunities for all pupils to have greater independence and take more responsibility for their learning. For example, pupils could have greater freedom to select their own resources when undertaking different tasks.
12. Pupils’ spiritual, moral and social development is good. It is helping them to become more mature and preparing them for the next stage in their learning. Pupils have a very strong moral code. They value fair play greatly and understand the school rules. Moral and spiritual awareness are catered for well, with the local clergy making considerable contributions of high quality. Pupils are very aware of the wonder of the natural world around them. They treat each other, staff and visitors with respect and courtesy. Well planned circle time makes a valuable contribution to their personal development, but is particularly helpful in building and maintaining the social element. Pupils’ understanding of their own and others’ culture is satisfactory. They have a good understanding of their own community, and pupils in Year 3 benefit considerably from their visit to the ‘Our World’ festival.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a sound education for its pupils. Teaching and learning are satisfactory and are well supported by the school’s ethos, its shared commitment to improvement and the overall good quality of leadership and management. Assessment procedures are sound and are used effectively to respond to the needs of individual pupils, partly because the staff know their pupils so well. However, the quality of marking in older pupils’ books does little to help them to know what they need to do to improve.

Teaching and learning

The quality of teaching and learning are satisfactory across the school. There was an even balance between satisfactory and good teaching, with a small proportion that was judged unsatisfactory. Pupils know that school is for learning, and most show good levels of concentration and perseverance. Because there is a good ethos for learning, pupils are capable of responding to further challenges which would enhance both their understanding and their personal development.

Main strengths and weaknesses

- The quality of teaching is satisfactory overall.

- Teachers have good relationships with their pupils.
- Pupils are encouraged to learn and teachers work hard to engage their interest.
- Teachers have good expectations of pupils' behaviour, which are generally met.
- Homework is used effectively to extend and reinforce learning.
- Younger pupils in particular apply themselves well to tasks set.
- Staff have very good knowledge of the pupils, which ensures that they respond to individual needs.
- Teachers' planning sometimes lacks the clarity necessary to support effective learning.
- Teaching methods in the Foundation Stage are not always appropriate to children's needs.
- Children in the Foundation Stage have too few opportunities for independent learning.
- Marking of older pupils' work does not help them to improve.

Commentary

Summary of teaching observed during the inspection in 15 lessons

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

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

13. The school is a purposeful and well-ordered learning community in which teachers, support staff and volunteers play a positive part. The strong family ethos and good behaviour overall promote an effective climate for learning. Without exception parents believe that their children are well taught and expected to work hard. Results over time would appear to bear this out, although teaching during the course of the inspection was satisfactory overall. Pupils too are positive about their lessons and think they are expected to work hard.
14. There is an appropriate focus on the skills of literacy and numeracy, particularly in the lessons devoted specifically to these subjects. There is also evidence of these skills being used and applied in other subjects, but too few opportunities for pupils to practise writing at length. ICT skills are well taught by a learning support assistant, and thought is given to using these, particularly in the production of posters advertising school events.
15. The teaching of children in the Foundation Stage is satisfactory overall. The direct involvement of teachers and support staff with the children is good, and their good knowledge of the children is a real asset which helps inform accurate assessments. Where teaching is less effective the work is not sufficiently matched to children's needs and the time available is not used to the best effect. There are limited opportunities for children to select activities and make choices for themselves.
16. The teaching of pupils in Years 1 to 3 is also satisfactory. The one unsatisfactory lesson seen resulted from a lack of clarity in the teacher's organisation and expectations. Strengths in teaching include the encouragement of pupils and the enthusiasm with which different subjects are approached. The use of groups working together and the expectation that pupils will share their findings ensure that all are engaged in the learning process. Non-teaching staff contribute to pupils' learning through supporting them in their tasks. This is particularly effective for lower attaining pupils and those with special educational needs. The latter are also well provided for through the visiting special needs teacher, whose teaching is effective, both in increasing understanding and building confidence and self-esteem.
17. Homework, including regular reading, makes a good contribution to pupils' learning. The setting of spelling tasks into a range of different ability groups in Years 2 and 3 is effective in ensuring that all pupils are working at a suitably challenging level, although it is demanding on the teacher's organisation!

18. While individual lessons are carefully planned, it is not always clear how these are to be built on in the future. Mathematics has a clear structure because a published scheme is used which closely follows the national numeracy strategy, but the planning for English, while adhering to the national literacy strategy, is vague in comparison. Individual assessment is effective, again because teachers know their pupils well. The school tracks pupils' progress from year to year, but the setting of individual targets to encourage pupils' achievement is at an early stage. All work is marked but in Years 2 and 3 there are few, if any, comments to help pupils to improve their understanding. The presentation of pupils' work in their books in these years is often careless and untidy, indicating low expectations in this area.

The curriculum

The curriculum is broad and balanced, ensures pupils are included and is responsive to their needs. Enrichment activities are very good, being relevant to all pupils and are well supported and attended. They include visits to places of interest, and visitors into school, which give pupils different experiences of life and are incorporated into learning activities. The school is well staffed and resourced, which helps to provide a good curriculum. The accommodation is safe and adequate and redevelopment of the nursery and outdoor area, library and ICT suite is imminent.

Main strengths and weaknesses

- The good provision for pupils with special educational needs and 'looked after' pupils ensures that they make good progress.
- All pupils regardless of ability or gender have access to the curriculum.
- Enrichment through extra curricular activities is a very good feature of school life, with a good range of opportunities including both sport and the arts.
- Specialist support in physical education and music is effective.
- There are a very good number of visits out and visitors into school, which broaden pupils' experience.
- Participation in sport outside the school day is very good.
- The school is well staffed, leading to small teaching groups.
- Learning support assistants are used effectively to sustain pupils' learning.
- Provision for pupils' personal, social and health education is good.
- Design and technology is not in place throughout the school.

Commentary

19. The school meets its statutory responsibility to provide a full range of National Curriculum subjects with the exception of design and technology for Y2/3. This is identified in the School Improvement Plan as an area for improvement. Religious education is taught and there are daily acts of collective worship. The school's policy for equality of opportunity is reflected in its practice. It is clearly illustrated in the school's policies, in the broad and balanced curriculum and the commitment of staff and governors together with the way they care for the school community. All pupils with special educational needs are well supported, as are pupils in public care. Their learning is well structured and the deployment of support staff ensures that pupils are involved throughout lessons. The 'sharing' of a specialist teacher between a number of small schools is proving to be effective in terms of staffing and support for pupils with special educational needs.
20. There is a very good range of educational visits which support the curriculum and enhance the learning opportunities offered to pupils. A strength of the provision is the number of experiences which cannot be offered within the classrooms, such as visits to art galleries and historic houses, all of which enrich the curriculum. The general curriculum is very well supported by a range of after school clubs, including a good range of sports. Pupils take part in all local inter-school matches and many sporting tournaments. 'World day' in Norwich was attended by Year 3 pupils, effectively raising pupils' awareness of other world cultures and beliefs.

21. The school has a good match of qualified teachers to the demands of the curriculum and the learning needs of all pupils. The good number of experienced learning support assistants are well deployed to support the teachers. Curriculum areas are well resourced and resources are used effectively, particularly in ICT. Classrooms are of an adequate size for the safe delivery of the curriculum. There is no hall, and while teachers do their best to overcome this it has an impact on the provision for physical education (PE), especially when the weather does not allow outdoor activities.

Care, guidance and support

The school takes good care of its pupils' welfare, health and safety. The provision of support, advice and guidance is satisfactory overall, with some good and very good elements. The involvement of pupils in the school's work and development is satisfactory.

Main strengths and weaknesses

- The school maintains very good communications with parents over the care of their children.
- Relationships between staff and pupils are very strong; the staff know the pupils very well, ensuring good pastoral care.
- Health and safety issues are dealt with very well.
- There are good induction arrangements for pupils of all ages.
- Pupils are not always sure of what they have to do to improve their learning.
- Pupils are given insufficient opportunities for independence.

Commentary

22. The school builds trust between staff and children to ensure that pupils feel secure and safe. This creates a climate in which bullying and racist behaviour cannot take root. Teachers know their pupils very well and there are very good contacts with parents and carers to make sure good welfare arrangements are in place. The arrangements for getting to know children before they start school, especially the links with the village playschool, are good. They help the youngest pupils settle quickly and happily on starting 'big school'. Pupils transferring from other schools are welcomed and quickly made to feel valued members of Cantley First School. The headteacher has relevant and recent training in child protection and briefs her staff well.
23. Health and safety are given a high priority. The health and safety governor works very productively to make the school environment as safe as possible. She and the headteacher are conscientious in checking for hazards and taking appropriate action. For example, the need for a safer outdoor play area is recognised and plans are in place to improve this. All staff help in making the school safe and secure. For example, there is a well thought out routine to evacuate nursery children from school in an emergency. Occasional minor accidents are dealt with very well by staff, all of whom are qualified in first aid.
24. The tracking of pupils' progress throughout the school is in place, although the school is continuing to refine and develop its systems. The use of assessment for their guidance is not so well developed and sometimes pupils struggle to explain what they need to do to improve. Pupils with special education needs are supported well throughout their life in the school.
25. Pupils are very involved in the life of the school. Most express their views responsibly and the staff listen to their comments with respect. This contributes to the pupils feeling valued members of the school community.
26. The school does not always exploit opportunities for pupils' independence fully. For example, pupils sometimes do not have a free choice of library books or are unable to use the library to do research for topics. The school feels constrained by the current layout of the school site and will review the situation after the building works this term.

Partnership with parents, other schools and the community

The school's links with parents and the community are very good. The links with other schools are effective.

Main strengths and weaknesses

- Parents feel a very strong sense of partnership with the school.
- Communication with parents is very effective.
- The community is a rich resource which greatly enhances pupils' learning and personal development.
- The school works fruitfully with other schools.

Commentary

27. The parents are very well satisfied with what the school provides and achieves. Every family has signed the home-school agreement signifying their support for the school and their involvement in their children's learning.
28. The school communicates very effectively with parents and carers, both formally and informally. They feel the school listens to them and their views are taken into account. Printed brochures, such as the school's prospectus and the governors' annual report to parents, are inviting, colourful and lively, using pictures by children as illustrations. Regular newsletters keep parents up-to-date with the latest news of the life of the school and give ways in which they can support their children's learning. Parents particularly like the hand-written reports, which give a detailed picture of their children's progress and pointers to how they can improve.
29. The local community takes great pride in its school and many people give support in various ways. A large number of parents and members of the community come into school giving their time and expertise freely to support and enrich the curriculum. For instance, Anglican, Methodist and Roman Catholic clergy take regular assemblies and make a significant contribution to the pupils' spiritual and moral development, whilst the reading programme benefits substantially from daily support. Cantley School Association raises considerable sums of money to provide additional equipment and facilities. The school reciprocates by offering its facilities, such as use of the photocopier, to the community. Other organisations' expertise, such as the local football club's support for football skills, is used well. Continuous support has been given by the local sugar beet factory. This comes in a variety of forms, including sponsorship for specific items, practical help involving the use of their personnel, use of their building when a hall is needed, (such as for the Christmas production), supporting children's participation in the Royal Norfolk Show, and donations.
30. The support from the parents, the village and the surrounding areas helps the school to achieve its aim of being at the centre of the local community. This positive support assists in creating the warm and welcoming atmosphere at the school in which children can learn and develop happily.
31. The school's work with the other schools it has links with gives very good opportunities for the pupils to take part in activities and experiences a school as small as Cantley First School would find it difficult to offer on its own. The school manages these links very well, taking part in all cluster activities, thus enriching the curriculum and pupils' personal development. The village playschool works closely with the school, with weekly sessions with the nursery. This good practice helps the youngest to settle quickly when they start 'big school'.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher understands clearly the school's strengths and weaknesses, and the priorities for further improvement. She manages the school well, despite having a high teaching commitment and subject and key stage responsibilities. She is very well supported by a very effective governing body. All staff work hard but have many varied roles and responsibilities, and time to manage and monitor their subjects is problematic.

Main strengths and weaknesses

- The headteacher has a clear vision for the school and is focused on improvement.
- Strategic planning reflects both intentions and needs well.
- Governors are fully involved and informed, with a very good awareness of strengths and weaknesses.
- Staff and governors form an effective team.
- Time for subject leaders to monitor teaching and learning is constrained by their teaching commitment.
- The school responds very well to the needs of individuals.
- Finances are very well managed and used very effectively to support pupils' education.
- Management of roles and responsibilities is satisfactory. Staff are responsible for many areas and this significantly reduces the management time available for each subject.

Commentary

32. The headteacher, governors and all staff, both teaching and non-teaching, identify strongly with the school, work hard and are committed to its success. The result is a sturdy corporate ethos in which both parents and pupils are valued partners. There is a determination to provide good academic standards, but there is also a proper and laudable focus on providing the broader aspects of schooling, some less tangible, which deliver an effective curriculum. The small size of the school means that pupils and their needs are well known by all staff, which aids the raising of standards.
33. The headteacher provides good leadership, which motivates both staff and pupils. She leads her team well, creating a school where all individuals matter and which is fully inclusive. She has a heavy teaching commitment but is well supported by a loyal and helpful team. The headteacher identifies areas needing attention and seeks advice from the Local Authority to provide the appropriate support.
34. Governors, through their committee structure and individual responsibilities, have a clear picture of the school's performance and are very effective in their role as a critical friend. Their view of the school as being at the centre of the community involves them all in aspects of the schools' life. They are kept very well informed by the headteacher, who has a good relationship with the governing body.
35. The school is well managed. The use of specialist support in ICT, physical education and music is having a positive effect and the structured scheme of work in mathematics supports the teaching well and is having a positive effect in Years 1, 2 and 3. Curriculum leaders are responsible for many subject areas, which limits their effectiveness. The effective systems for performance management are linked to staff training and curriculum development whenever possible.
36. The financial management procedures are clear and are used to support the school's intentions. Governors are well aware of the budget position and the needs of the pupils. The decision to spend a considerable amount on the redevelopment project has been carefully thought out and its effectiveness thoroughly considered and evaluated. The building project is an initiative to provide an ICT room, library and a dedicated nursery classroom in order to retain pupil numbers in years to come. The school gives sound value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	190,196
Total expenditure	189,170
Expenditure per pupil	3,018

Balances (£)	
Balance from previous year	3,036
Balance carried forward to the next	4,062

37. Parents responding to the questionnaire were unanimous in their belief that the school is well led. Parents at the meeting were equally positive, making comments such as ‘the school never stands still’, ‘the headteacher is always available’ and ‘every issue is responded to’. Inspectors agree with these opinions.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is satisfactory. The children enter the Reception class with levels of attainment that are in line with those expected nationally. The few children in the Reception /Year 1 class make sound progress with particular emphasis placed on the development of their speaking and listening and reading skills. Parents say they are pleased with their children’s progress in reading.

Main strengths and weaknesses

- Children reach the expected goals in the six areas of learning and make sound progress.
- Speaking, listening and reading are developed well by teachers.
- The teaching of basic skills in communication, language and literacy is good.
- Assessment practices are good.
- The team work together well.
- Relationships are good throughout the Foundation Stage.
- Planning is not always appropriate for children's individual needs.
- There are insufficient opportunities for children to develop their independence, make choices and think for themselves.
- Time is not always used as effectively as it could be in lessons.
- Curriculum planning is not specific enough to identify what the children will learn and how this will be achieved.
- Training for staff in the Foundation Stage has not been undertaken.

Commentary

38. The part time nursery provides four afternoon sessions for eleven children in total and parents select the sessions they wish their children to attend. During the morning session the Reception children work with Year 1 pupils and in the afternoon they combine with the part- time nursery children, sharing both the reception and nursery resources.
39. Some aspects of teaching in the Foundation Stage are good, well focused and appropriate especially in reading. Overall teaching quality is satisfactory. Children achieve soundly even though some of the work, particularly in mathematical development, is not taught at an appropriate level for the children's understanding, and there is too much emphasis on formal writing at an early stage. The length of some sessions is not always appropriate, sometimes being too short to enable children to achieve as well as they could. For example, there is a 45 minute session for nursery and reception children which is short in terms of planning an 'extended' activity, and the 'choosing' sessions lack specific purpose.
40. The assessment of these children is good. With few children and a good number of adults, all staff are able to observe the children and contribute effectively to planning meetings and assessment profiles. Staff know the children very well and progress is discussed and recorded.
41. The leadership of the Foundation Stage is satisfactory. The headteacher has many other responsibilities and this area has only recently been established as a separate stage. The initial Foundation Stage training has not yet been undertaken and curriculum planning, although developing, is not specific enough to ensure that children achieve as well as they could in all the areas of learning because not all work is sufficiently well matched to their needs. Adults manage the children very well and the good ratio of adults to children ensures that children settle into school quickly.
42. The teacher and nursery nurse provide a warm and welcoming environment and children soon realise the expected way to behave, although some are quite boisterous. Staff are supportive and encouraging in the children's **personal, social and emotional development**, providing a family atmosphere within a caring ethos. However, there are too few opportunities for children to develop their independence. For example at 'snack time' staff take the milk and a biscuit to each child, rather than the children being given opportunities to take responsibility. Similarly, in lessons there are too few opportunities, particularly in the morning session, for children to select their activities or to practise the skills they have been taught, use their imagination and think for themselves because children are over directed.
43. In the area of **communication, language and literacy**, all children achieve well in their speaking and listening because time is given for children to make valued contributions to the class group discussions. This is particularly true of children with special educational needs. For example, in

the 'news' session children ask questions concerning the reported 'news' of the child seated next to them. This is a good strategy which encourages children to listen and respond using a sentence. There is less opportunity for children to talk together, act out situations or make choices in lessons in regular role play situations for example.

44. Children read together in planned reading groups with support and achieve well because the teaching is good. Also, because voluntary support for reading is good, groups are small. Parents support their children's reading well at home. As a result this aspect is successful, although opportunities to develop a love of books through free access to a library area are few. Practising the basic skills of writing in both the nursery and reception class is fairly formal, and opportunities to develop these skills in planned play situations are too few, particularly for Reception children.
45. In **mathematical development** Reception children count to 10 and back again and recognise the number patterns on a dice to three. One child could recognise the number patterns to five. In this lesson all children progressed to subtraction as the scheme of work dictated. The skilled learning support assistant changed the lesson plan having identified that this work was too formal and inappropriate for the children involved. The planned programme of work does not take into account the Foundation Stage curriculum, nor reflect the small steps within this known as the 'Stepping Stones'. There is not enough emphasis on the practical aspect of mathematics where children can explore and practise skills they have learnt through structured play situations.
46. Less evidence was seen during the inspection concerning teaching and learning in the remaining three areas of learning. In children's **knowledge and understanding of the world** they plant bulbs to flower at Christmas and learn 'All about me' in this term's topic. They learn about other cultures and religions and enjoy the Diwali candles and sweets. Children's computer skills are good. They receive a good level of regular planned, small group sessions, which help them to develop good 'mouse' control. While there was insufficient evidence to report on children's **creative development**, children enjoy singing songs such as 'Hands and shoulders, knees and toes' and clap the rhythm of their names enthusiastically. The **physical development** of children is satisfactory. Children use the outdoor playground with staff to practise running and throwing, kicking and jumping. They ride bikes and work together, for example, when both nursery and reception children control a ball using a large colourful parachute. The small outdoor area was not used during the inspection but is part of the planned, imminent redevelopment.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- Standards in reading are above the national average and pupils achieve well.
- There is a strong and effective emphasis on speaking and listening.
- Literacy skills such as grammar and spelling are well taught.
- All pupils receive a good level of support.
- Girls do better than boys.
- Planning for literacy does not provide sufficient structure to consistently build on pupils' knowledge and understanding.
- The presentation of older pupils' work is untidy.
- Marking does not give pupils a clear picture of how well they are doing or what they need to do to improve.
- There are few planned opportunities for pupils to write at length in different subjects.

Commentary

47. Evidence gathered during the inspection indicates that pupils' attainment in writing and speaking and listening is average by Year 2. Standards in reading are above average by this age, representing good achievement by pupils through the school. Standards are similar for pupils in Year 3. Standards over time in reading have been consistently well above those found nationally, although the small number of pupils in each year group make comparisons less reliable. There has been an improvement in reading since the previous inspection, when standards were judged to be average. Overall, standards in English have remained similar.
48. The strengths in speaking and listening lie in the opportunities provided in lessons, particularly in Year 1. These pupils are well managed; they are given the chance to speak, listen and ask questions during their group time and are all encouraged to contribute. Pupils with special educational needs are particularly well supported and are encouraged to contribute in lessons. In Years 2 and 3, older pupils plan a drama concerning Rama and Sita, using clear and expressive speech. Because relationships are good and groups are small, pupils develop a good level of self-esteem and confidence, which supports this aspect well.
49. Pupils generally read well. Higher achieving pupils read with fluency and understand and know how to 'build' a word they do not know. All pupils read enthusiastically but say that they do not visit the school library to borrow books. The pupils enjoy 'guided' reading groups and younger pupils in Year 1 share the 'Lighthouse' series of books. In these sessions pupils of all abilities receive a good level of consideration and support. Older pupils are encouraged to use a thesaurus to extend their vocabulary when finding adjectives, and there is a good level of support, particularly when pupils are heard to read individually during lessons by volunteers. This helps to improve the standards in reading in both classes. Younger pupils take home a reading book and a library book of their own choice but Year 2 pupils take only their reading book.
50. The teaching of the basic skills in writing is good with constant reminders about 'capital letters' and 'full stops'. Younger pupils record their news, making good attempts when spelling words such as 'trampoline'. In Year 2 the writing seen in books and observed during lessons is in the early stages of expressive and organised writing. Opportunities for extended writing or to write across a range of genres are few. Too little attention is given to presentation and books contain numerous smudges where work has been erased. There is no consistent approach to presenting work, and although comments remind pupils to 'be neater', their work does not improve. Expectations of presentation are too low and marking does not support pupils by indicating how they may improve.

51. Pupils practise recording past events in their 'diaries', and create instructions and lists, such as a 'kit' list for physical education. Opportunities for pupils to practise and extend their writing in other subjects, such as science and religious education, are limited, although this is an area of development already recognised by the school. At present worksheets and copied text are used too frequently at the expense of pupils' independent writing. A good emphasis is placed on technical aspects, such as recognising an adjective or a synonym, and spellings are a regular feature enjoyed by all pupils. Good attention is given to different groups of pupils in the class in providing work appropriate to their levels of attainment. The school is continuing to target writing for improvement.
52. The quality of teaching is satisfactory overall, with examples of good teaching. Teachers work hard to make lessons interesting, and are quick to relate learning to other subjects, as when pupils in Year 2 and 3 have a lesson linked to the story of Rama and Sita from their religious education. ICT is taught in small groups and provides a good stimulus, particularly when producing notices and posters around the school. Computer programs are used to support specific learning in classrooms, such as spelling, but there is less emphasis on using computers for research purposes.
53. The literacy strategy is satisfactorily implemented but the weekly planning from the strategy is insufficient. It does not provide detailed class and group learning objectives, assessment opportunities or a clear indication of what the pupils are learning. The leadership of English has recently changed and more emphasis is needed in the way the subject is co-ordinated and monitored, both in planning and consistency. The aspect of planning was raised in the previous report and, although the literacy strategy has been adopted, the aspect of planning and assessment in lessons still requires attention.

Language and literacy across the curriculum

54. The school has targeted writing over the last year and there is now more emphasis on 'a sentence' in both speaking and writing and 'punctuation' and 'grammar' in writing. When looking at work in other subjects, there is an over-emphasis on worksheets and copied work, rather than pupils writing independently, organising their ideas or carrying out research, for example, in a history topic.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Standards by the end of Year 2 are above the national average and pupils achieve well.
- Standards have improved well since the last inspection.
- Planning is clear and builds on prior knowledge and understanding.
- There is a strong focus on pupils understanding the reasoning behind calculations.
- Problem solving and practical work are carefully integrated into pupils' learning.
- There is a good level of support for individual pupils, especially those with lower attainment or special educational needs.
- Too many worksheets are used at the expense of pupils recording for themselves.

Commentary

55. Standards are above average in mathematics by the end of Year 2, and these standards are maintained as pupils move into Year 3. In the 2002 national tests pupils' attainment was above the national average, and this trend has been maintained over the past three years. All groups of pupils achieve well. Pupils with special educational needs benefit from good levels of support in class as well as good focused teaching in small groups, and as a result they achieve as well as their classmates. The relatively small numbers in classes are effectively used by teachers and support staff to address pupils' individual difficulties.

56. Since the previous inspection there has been a determined effort by the school to raise standards in mathematics. The national numeracy strategy is used as the basis for planning and is effectively supplemented by a commercial scheme. This ensures continuity in teaching and learning, with all aspects of mathematics being covered. Pupils' work, both in books and around the school, indicates that pupils take part in practical investigations, although sometimes the over-use of worksheets reduces the opportunity for pupils to discover for themselves. This also has an effect on the quality of pupils' presentation.
57. Numeracy skills are developed effectively. In a Year 3 lesson, for example, pupils were encouraged to use their own methods to solve quite complex mental arithmetic calculations and to explain what they had done and why. The constraints imposed by relying too much on worksheets, however, was evident in the follow-up task, where pupils had to demonstrate two ways of mentally working out the answer to a problem. In some cases there was only one realistic method, and trying to find another led to confusion rather than extending pupils' understanding.
58. A good lesson with a small group of pupils with special educational needs in Year 2 was successful partly because the teacher took pupils' learning on from the stage they were at, and was prepared to go back a step if necessary. The planning for these pupils was very good, with a clear link between continuous assessment and future work. The teacher's interventions encouraged pupils to respond and reinforced their mathematical vocabulary. There was a good balance between mental calculation and practical tasks, and a necessary emphasis on building pupils' self-esteem.
59. Only three lessons were seen during the inspection, one of which was very disrupted by pupils leaving and returning for various reasons. The teaching seen during the inspection was broadly satisfactory, but scrutiny of pupils' work, as well as the results in national tests, indicates that it is good over time. The strengths in teaching, in addition to those already mentioned, include clear learning objectives which are discussed with the pupils, the interest and enthusiasm which teachers engender and the use of support staff to boost pupils' achievement. Where teaching was less successful, a tendency to rush explanations and move on at pace in whole-class teaching made learning too challenging, particularly for lower attaining pupils.
60. Subject management is satisfactory, although constrained by many other responsibilities. The subject manager is currently undertaking good quality in-service training, which is having a positive effect on subject knowledge and understanding. The commercial scheme of work provides a sound basis for assessment, and is being augmented by individual pupil targets, although these are too recent for their impact to be evaluated. Marking is completed and accurate, but does not often indicate to pupils what they need to do to improve.

Mathematics across the curriculum

Mathematics is used within other subjects, for example, in science during the inspection, when pupils in Year 1 collected data using tally charts which they then used to create a block graph. Last year's Year 2 work in science included measuring, interpreting graphs and the use of co-ordinates. However, there was little evidence of mathematics being used in this way in other subjects, and opportunities are not systematically planned for.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Standards are satisfactory by the end of Year 2 and there is sound achievement by pupils.
- The planning and organisation of science has improved since the last inspection.
- Assessment of pupils' progress is built into teachers' planning.
- Sufficient time is now allocated for pupils to complete investigations.
- Current work in Year 3 indicates unsatisfactory achievement.
- Pupils spend too much time completing work-sheets at the expense of recording their own findings.
- ICT is not used enough to support science.

Commentary

61. Analysis of work completed last year by pupils in Year 2 indicates that standards are average. Teacher assessment in 2002 indicated that all pupils attained Level 2, which is very high, but that only an average percentage attained the higher Level 3. Pupils' work in science, and their achievement, is limited by an over-reliance on commercially produced work-sheets. The whole of last year's Year 2 work was work-sheet based. While these included investigations, the format limits pupils' opportunities to discover for themselves or decide on how to set up an experiment and what to use. It also limits their development of literacy skills, in particular writing for scientific purposes. ICT skills are not sufficiently applied.
62. It was only possible to see one science lesson during the inspection, in which Year 1 pupils collected and organised data about eye colour before presenting it as a block graph. Teaching in this lesson was sound. Pupils were encouraged to work independently, and the good support given to two lower attaining boys ensured their achievement matched their classmates. The links with mathematics were clear, but insufficient focus on how to construct a tally chart limited achievement for some pupils. The recording sheet provided gave pupils the opportunity to plan their investigation and to make predictions, which they later compared with their discoveries. The work of Year 1 pupils in the scrutiny of work indicated some opportunities for independent writing and an element of choice in some of their investigations.
63. In comparison the work of current Year 3 pupils is unsatisfactory. In the sample there was a very limited amount of work for half a term, all of which was work-sheet based. As a result, there was very little writing and nothing in sentences. Presentation was untidy, with lines being drawn without a ruler for example. Not all the work-sheets are particularly relevant or helpful to pupils' understanding. On this evidence pupils have made little progress since Year 2.
64. The subject manager is new to the role. Planning is based on government guidelines, and assessment includes 'tick lists' and end of unit checks on pupils' knowledge and understanding. Pupil 'targets' have been recently introduced, which are shared with the Year 3 pupils, although it is too early to judge their effectiveness.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' attainment is above average and achievement is good.
- The quality of direct teaching of skills is good.
- The school is well resourced.
- Pupils use and enhance their skills through meaningful tasks.

Commentary

65. By the end of Year 2 pupils have a good grasp of ICT skills and are confident, showing a good grasp of all the appropriate aspects. They achieve well throughout the school because they are well taught in small groups and given plenty of opportunity to practise. The standard of work is similar to that found at the time of the previous inspection.
66. The school has adopted national guidelines as a basis for planning, ensuring that pupils will experience all aspects of the ICT curriculum. Pupils access the internet for information and send and receive e-mails, including a link with a Japanese teacher who spent time at the school, adding to their cultural experiences. Examples of the work of pupils in Year 1 show a variety of skills, such as word processing, importing pictures, graphical work and pictures created using shape and drawing tools. All pupils achieve well in relation to their abilities, benefiting from the very good level of support in their timetabled ICT sessions.
67. In the one lesson seen, good teaching, small numbers and plenty of 'hands-on' experience ensured good achievement. Year 3 pupils experimented with different fonts, using the mouse to highlight and change fonts, colour and size. They are familiar with on-screen icons, and can give their work a title and save it. The focus on allowing pupils to discover for themselves was effective in stimulating their interest. Only a lack of pace, which meant pupils did not have enough time to complete the planned task, prevented this from being a very good lesson. Pupils work well and with great interest, sharing their discoveries but also showing plenty of initiative. One way in which their skills are used productively is in producing posters and notices for school events.
68. The teaching of ICT as a specific subject is undertaken by one of the school's learning support assistants. This is a good use of expertise.

Information and communication technology across the curriculum

69. ICT was used in various lessons in the course of the inspection, both to practise skills such as spelling or calculating and also to extend pupils' learning opportunities, for example, through designing Rangoli patterns as part of a religious education lesson. The production of school posters and notices has clear and useful links to both art and design and literacy skills. However, there is no evidence of ICT being used to support work in science.

HUMANITIES

In humanities, work was sampled in **history** and **geography**, but no lessons were seen. It is, therefore, not possible to form an overall judgement about provision in these subjects. Because the inspection was early in the school year there was a limited amount of pupils' work to look at, but indications are that standards are broadly average in both subjects.

RELIGIOUS EDUCATION

Provision in religious education is satisfactory.

Main strengths and weaknesses

- Pupils have a good knowledge of Christianity.
 - There are regular visits by clergy from different denominations.
 - Pupils are developing an increasing awareness of other world faiths.
 - There are good links with art and design, drama and ICT.
 - Parents are pleased with the pupils' level of knowledge of other world cultures.
 - Pupils' written work does not match their level of understanding.
70. Standards in religious education are average. Pupils are learning about Christianity and other world faiths, such as, Hinduism and Judaism. Higher attaining pupils in Year 2 and pupils in Year 3 recognise the similarities between Hindu, Christian and Jewish festivals. They enjoy the

activities linked to Diwali: for example, older pupils draw Rangoli patterns on their hands and create similar patterns using 'Dazzle' on the computer. Younger pupils in Year 1 learn about the Jewish faith and in a lesson seen in Year 2, the enthusiasm and creative ideas of the teacher motivate the pupils to think carefully about their replies when asked well focused questions about Hinduism.

71. Pupils do not always settle to written tasks and many pieces of work were unfinished by the end of this lesson. When looking at pupils' books, the standard of presentation seen lacked care. Pupils are not developing a pride in their writing and work is frequently unfinished. Although the teaching is enthusiastic, there is less emphasis on expectations of quality, and pupils of all abilities do not always have sufficient time to record their own ideas.
72. Pupils are given good opportunities to compare one religion with another, for example, looking at customs and types of food. In Year 3 pupils dramatise the story of 'Rama and Sita', making a good contribution to literacy through drama. Here they share their ideas, work sensibly and co-operatively and provide an effective link between subjects.
73. Leadership is satisfactory but there is no time to monitor teaching and learning due to the teaching and subject commitments of the subject manager. The adoption of the locally agreed syllabus for religious education represents an improvement from the previous inspection, when there was no planned curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Only one lesson was seen in art and design and one in physical education. No lessons were seen in design and technology or music. It is not therefore possible to make a firm judgement about provision. In addition to observing these lessons, inspectors spoke to pupils about what they had learned in each subject, looked at their work and spoke to subject managers about their roles. Schemes of work are now in place for these subjects, which is an improvement from the previous inspection, but the way in which the schemes are taught in order to build the skills progressively are not yet established in all subjects.
75. In **art and design** sketchbooks are very new and few examples of work were available. Attractively displayed portraits, painted by pupils, line the short corridor area and it is obvious that creativity is encouraged and that pupils' own work is very acceptable whatever their contribution. However, pupils can explain few basic techniques in terms of shades and tones, colour mixing or the primary colours. They cannot recall drawing any thing in detail or developing a project in three dimensions. Year 3 pupils have an annual visit to an art gallery to broaden their understanding.
76. There were examples in Year 1's **design and technology** books of pupils designing a piece of playground equipment with examples of structures and 'mobilo' models. In conversation with pupils in Year 2 however, they were unable to talk about other experiences of design and technology.
77. In **music** pupils sing tunefully and enthusiastically in assembly and some play the recorder and instruments taught by a visiting teacher. The school is proud of recent successful productions, which involve all the pupils. Leadership in music is a shared responsibility as both full-time teachers have expertise. Good efforts are made to increase pupils' musical awareness, through a programme of visits and visitors. As well as professional musicians, the latter include pupils from Acle High School who play for the pupils, an example of the school's good links with other schools.
78. The one lesson seen in **physical education** involved the Year 2 and 3 pupils. Due to the weather, this had to take place in the classroom, with the furniture moved back to the walls. Despite the best efforts of the teacher, who demonstrated dance movements effectively and thereby raised the level of pupils' response, the limited space prevented pupils from expressing themselves freely. Their attitudes were good, especially considering the cramped environment, and pupils attained appropriate standards for their age. On occasion the teacher had half the

group dancing while half watched. While this increased the space available, the opportunity to use pupils as exemplars of good practice, and to encourage other pupils to comment on what they saw, was missed.

79. The school buys in outside help to give pupils experience of a wide range of sports and games, which is effective in raising levels of skill and interest. The school also plays a full part in any sporting activities organised by the local cluster of schools, making sure that the pupils have as many opportunities as possible to take part in competitive sport.
80. The role of the co-ordinators is compromised by the number of subjects they have to lead and the difficulties of monitoring teaching and learning in a small school. They are enthusiastic but clearly have more expertise in some areas than in others, although they attempt to address this through professional development. One advantage of small numbers is that problems can be easily discussed and addressed, an example being when difficulties with constructing sentences in Years 2 and 3 result in changes to practice in Year 1. While subject managers look at pupils' work, there is no evidence that this is done with specific objectives in view, such as, the standard of presentation or the quality of teachers' marking.

Personal, social and health education

81. Only one lesson was seen in this area of the school's work and no judgement is made about overall provision. However, sensitive teaching and good relationships in reception ensure children gain in confidence and self-esteem, although some lack of opportunity to make independent choices limits their personal development. The positive effects in the school can be measured by the mature and responsible attitudes of the great majority of pupils. The assemblies seen during the inspection also made a good contribution to this curriculum area. The overall ethos makes a strong contribution to the pupils' development, which the school sees as an important part of its work. It is effectively represented by 'Rock', the school cat, who arrived some time ago and is now a happy member of the school community!

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
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	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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