

INSPECTION REPORT

ST. GERMANS PRIMARY SCHOOL

Wiggenhall St.Germans, King's Lynn

LEA area: Norfolk

Unique reference number: 120891

Headteacher: Mr. D. Baldwin

Reporting inspector: Jean Morley
25470

Dates of inspection: 14th – 16th January 2002

Inspection number: 196678

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	School Lane Wiggenhall St. Germans Near King's Lynn Norfolk
Postcode:	PE34 3DZ
Telephone number:	01553 617246
Fax number:	01553 617246
Appropriate authority:	Norfolk County Council
Name of chair of governors:	Mrs. R. Press
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25470	Jean Morley	<i>Registered inspector</i>	English; Art; Design and technology; Provision in the Foundation Stage; Provision for pupils with special education needs; Equal opportunities; English as an additional language.	What sort of school is it? How high are standards: results and achievements? How well is the school led and managed? What could the school do to improve further?
12289	Susan Burgess	<i>Lay inspector</i>		How high are standards: pupils' attitudes, values and personal development? How well does the school care for its pupils? How well does the school work in partnership with parents?
25623	Ted Cox	<i>Team inspector</i>	Mathematics; Science; Information technology; Music; Religious education.	
15971	Michael Pye	<i>Team inspector</i>	Geography; History; Physical education.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

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London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Germans Primary School is situated in the village of Wiggenshall St Germans, Norfolk, and caters for children aged from four to 11. With 56 pupils on roll it is a very small school. Thirty-two per cent of pupils are on the register of special educational needs (SEN): above the national average of 24 per cent. Seven per cent are eligible for free school meals: low in comparison with the national average of 19 per cent. English is an additional language for two pupils but neither is at an early stage of learning it, and there are no pupils from ethnic minorities. There are four classes in the school and class sizes are very small: they average 14. The school benefits from outstandingly generous non-teaching support: this, in fact, is virtually full time in every classroom and so the adult pupil ratio in the school is about 1:7. Cohorts are clearly very small and, understandably, the attainment of children on entry varies from year to year. Viewed over time, however, it is broadly average.

HOW GOOD THE SCHOOL IS

Pupils make good progress up to the age of nine: the good standards they achieve in national tests at age seven are maintained over the following two years. By the time they are 11 however, standards in the key subjects of English, mathematics and science have fallen significantly to well below average, and the benefits of earlier success have been negated. These low standards have pertained for at least the last four years. From the time the children start school at age four to when they are nine, the overall quality of teaching is good. Thereafter it is unsatisfactory, particularly in English, mathematics and science. Leadership and management are poor: the headteacher does not recognise weaknesses in the school's provision and does not, therefore take effective action to tackle them. Given these features, together with the cost involved in maintaining both the small class sizes and the extremely high level of adult support, the school provides unsatisfactory value for money.

WHAT THE SCHOOL DOES WELL

- Pupils achieve above average standards in information and communication technology at age eleven.
- Teaching and learning is good for pupils aged four to nine.
- Provision for pupils with special educational needs is exceptional in terms of the adult support available.
- Pupils have positive attitudes towards school and most are enthusiastic to learn.

WHAT COULD BE IMPROVED

- Teaching, learning and standards - in English, mathematics and science - for pupils aged ten and eleven.
- The quality of leadership and management provided by the headteacher.
- Assessment, and the way that assessment data is used: both to monitor pupils' progress and to raise standards.
- The partnership between the school and parents.
- Attendance and the steps taken to improve it.
- Child protection procedures.

The areas for improvement will form the basis of the governors' action plan.

In accordance with section 13(7) of the School Inspections Act 1996, I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 when standards in all subjects were sound (except in design and technology where they were unsatisfactory). Since that time standards overall have improved for the younger pupils in the school. For the older pupils they have deteriorated, particularly in the key areas of English, mathematics and science. Standards in information and communication technology (ICT) have improved, as have those in design and technology (a key issue from the last inspection). In relation to the other key issues, the school has been unsuccessful in establishing '*a corporate vision*': the headteacher does not have a clear vision for the school's development and he is not sufficiently aware of its strengths and weaknesses. It has been only partially successful in '*encouraging pupils to improve and take a pride in the presentation of their work*': the work of the oldest pupils in school falls short of satisfactory standards, and presentation still features as a priority in the school development plan. This plan's other two key priorities - '*To continue successful implementation of the literacy strategy*'; and '*To continue successful implementation of the numeracy strategy*'- are inappropriate for pupils aged five to nine as both strategies are already successfully implemented. For the oldest pupils in the school, neither strategy is currently interpreted satisfactorily. Overall therefore, improvement has been unsatisfactory and, given current priorities, the outlook for future improvement is equally unsatisfactory.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	D	E*	E*
mathematics	E	E	D	E
science	D	E	E	E

Key	
<i>very high</i>	A*
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E
<i>very low</i>	E*

Single test results should be interpreted with great caution because cohort numbers are so small. Viewed over time, however, they are more meaningful. The table above shows that, over a three-year period, standards at age eleven have ranged from below average to very low. In 2001, standards in English were in the lowest five per cent nationally. There has, in fact, been little change since the test results of 1997: they have consistently remained well below national standards. The school has set targets of 50 and 33 per cent for Level 4 attainment in English and mathematics respectively in the 2002 tests. These are very low in comparison to national averages, which, for the purposes of comparison, were 75 and 71 per cent in 2001.

Test results show that standards at age seven have been better than those described above: average or above in most instances since 1997. From broadly average attainment on entry to the school, these data suggest that pupils make good progress from age four to seven, but unsatisfactory progress thereafter. In reality, the dip in progress is restricted to pupils' last two years in school.

The inspection confirms that, in English, mathematics and science, standards at ages six and seven are above average, while those at ten and eleven are well below. Standards in most other subjects of the curriculum are sound although lack of evidence makes secure judgements impossible in art, and in music at age seven. At age 11, standards are good in ICT but in religious education they are unsatisfactory. Overall, pupils achieve well until they are nine but not well enough thereafter.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes towards school.
Behaviour, in and out of classrooms	Pupils' behaviour is satisfactory overall: good by the large majority but marred by a few.
Personal development and relationships	Relationships between pupils and adults are satisfactory and, in some classrooms they are good. There is no real 'feeling of family' in this small school.
Attendance	Attendance is unsatisfactory as are the procedures for improving it.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Unsatisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching for pupils aged from four to seven is consistently good: the key strength is how well work is matched to pupils' ability. For lower junior pupils it is occasionally satisfactory but usually good. For the oldest pupils in school it is unsatisfactory overall: the key weakness is the unsatisfactory methods used in teaching most key subjects of the curriculum. The proportion of unsatisfactory teaching has increased since the last inspection.

Teaching of English and mathematics is good for pupils aged four to nine and unsatisfactory thereafter. The literacy and numeracy strategies are interpreted unsuccessfully for the oldest pupils in the school and this has a negative impact on their learning. Teachers elsewhere in the school teach literacy and numeracy skills well. ICT is taught well throughout the school.

The needs of most pupils are met for most of the time. However, some school systems militate against better provision: the nature of homework for eight to eleven year olds and the strategies used for tracking the progress of pupils with SEN, for example. Given the number of support staff in this school, their potential impact on the quality of learning is substantial. Too much of this potential is lost because no-one oversees their committed work: monitoring its quality, fostering its development, assessing its impact on learning, actively encouraging staff to take on more 'ownership' of the work they do, or to secure further skills or qualifications.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements. It offers relatively few activities beyond the timetabled curriculum.
Provision for pupils with special educational needs	Pupils with SEN are identified early, and support for them is exceptionally plentiful. Unfortunately, there is no detailed, accurate information on the degree of the 'need' or the progress pupils make. Hence, there is no reliable way of establishing the success or otherwise of the support that is in place.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral and social development is sound. Provision for cultural development is unsatisfactory because pupils are not sufficiently aware of cultures other than their own.
How well the school cares for its pupils	The day-to-day care of pupils is satisfactory but inadequate oversight of child protection arrangements has resulted in an outdated policy and a lapse in staff training. The assessment and monitoring of pupils' attainment and progress is not good enough.

The working relationship between school and parents is not good enough: the headteacher does not respond well enough to their concerns and does not maintain a high profile at the beginning and end of the school day when they may wish to speak to him informally. The reports that parents receive on their child's progress concentrate too much on work covered and too little on standards achieved. They do not set targets for pupils or provide a space in which parents may comment. Nevertheless, parents support the school well – both in the school itself, and with homework.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher are poor because he does not have a clear vision for the school and the priorities for its development are inappropriate. Far too little attention is paid to improving the unsatisfactory standards that have, for pupils aged eleven, pertained for at least the last four years.
How well the governors fulfil their responsibilities	A few key governors, the chair in particular, work hard on behalf of the school. Some are new to their role and keen to learn and help. Others are inactive, contributing little. Those most involved challenge the head on issues of concern but their challenges have resulted in little lasting improvement. They have not been well enough informed (and therefore aware of) the unacceptably low standards at the end of Key Stage 2.
The school's evaluation of its performance	The school does not have a realistic view of its strengths and weaknesses. It attributes its weak standards largely to pupil turnover and to the above average proportion of pupils with SEN. It gives insufficient credence to other contributory factors such as the quality of teaching and learning at the point where standards are at their lowest.
The strategic use of resources	The school has adequate material resources, including those for ICT, and it uses them appropriately. It does not make best use of the skill of its support staff.

The school is adequately resourced in all areas of the curriculum and accommodation is satisfactory. It does the best it can without a hall of its own. Staffing levels – both teaching and non-teaching - are incredibly generous and should allow pupils throughout the school to make rapid progress. The school seeks best value for its purchases. Pupils usually have equal opportunity to benefit from what the school offers.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>More than 90 per cent of parents say:</p> <ul style="list-style-type: none"> • their child likes school. 	<p>More than 50 per cent of parents would like:</p> <ul style="list-style-type: none"> • a more interesting range of activities outside lessons. <p>Almost 50 per cent of parents would like:</p> <ul style="list-style-type: none"> • improved leadership and management; <p>Over 40 per cent of parents would like:</p> <ul style="list-style-type: none"> • a closer working partnership with the school. <p>Over 30 per cent of parents would like:</p> <ul style="list-style-type: none"> • to be better informed about how their child is getting on. <p>Over 20 per cent of parents would like:</p> <ul style="list-style-type: none"> • better behaviour from pupils; • the school to be more approachable.

A significant proportion of parents are clearly dissatisfied with key areas of the school's provision. As well as agreeing with them that pupils are happy in school, inspectors support parents in almost all of their concerns. They find, however, that the behaviour of pupils is satisfactory overall and that most teachers are approachable on an informal basis. They judge that, on some occasions, the headteacher does not respond as well as he might to parents' comments or concerns.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Cohort sizes in the school are very small: currently they range from three to twelve. Given such small numbers it is likely that test results will fluctuate from year to year and it would be unreasonable to judge success against any *one* set of results. Over time however, an accurate picture emerges.

2. National data express the standards schools achieve in end of key stage tests on a seven point scale: very high, well above average, above average, average, below average, well below average and very low. 'Very high' and 'very low' refer to the top and bottom five per cent of schools nationally. Three areas are tested in Key Stage 1, (reading, writing and mathematics) so, over the five years 1997 to 2001 inclusive, this provides 15 judgements in all – i.e. $5 \times 3 = 15$. The same is true for Key Stage 2 where the subjects tested are English, mathematics and science. Using the seven-point scale, the **table below paragraph 3 shows the number of judgements in each category** - a collation of the standards achieved by pupils at this school over the five-year period. It clearly highlights both the difference between the two sets of results, and the progress pupils make, given that when they enter the school, their attainment is broadly average.

3. Over time – and in all three subjects tested – pupils leave Key Stage 1 with standards that are above average; that is within the top 35 per cent of the schools across the country (although not in the top 10 per cent.) By the end of Key Stage 2 standards are consistently well below average; that is within the range of the bottom 10 per cent of schools across the country. Inspection evidence bears out these judgements: standards are above average at the end of Key Stage 1 and well below average at the end of Key Stage 2. Inspection evidence also indicates that the deterioration in standards takes place during the final two years of Key Stage 2. These unsatisfactory standards are **the most urgent of the key issues** that the school needs to address.

	Very high	Well above average	Above average	Average	Below average	Well below average	Very low
KS1		**	*****	*****	*		*
KS2			*		***	*****	**

4. In such a small school the standards achieved are particularly dependent on the cohort itself. There are just three pupils in Year 2 at the moment, two of whom are on Stage 3 of the SEN register. In English, mathematics and in science this very small group is working at broadly average standards. Nevertheless from their attainment on entry they have made progress that is at least good. Year 1 is a larger group – 10 in all. There are more, able pupils in this group and, currently, they are working at above average levels: some are well above average. It is the attainment of all of these pupils that has been used to make the judgement of 'good' for standards at Key Stage 1, since to consider three pupils only would be inappropriate and distorting.

5. Of the five pupils currently in Year 6, four have attended this school from Key Stage 1. Taking account of their first test results (i.e. from 1998), two of the five should now be working within the higher level, Level 5. However, none is currently working at an above

average level and most are working significantly below average. Three are on the SEN register. The anticipated test results for these pupils indicate that, on average, they will not have made the expected progress through the key stage of two National Curriculum levels. Unfortunately this has also been the pattern for the last two cohorts of pupils: for the 1997 to 2001 group and the 1996 to 2000 group, progress through the key stage has been well below average at best and, in some instances, in the lowest five per cent nationally. The targets set for the current year are very low in comparison to national figures and, if met, will simply generate a continuation of the trend of previous years.

6. Children in the Foundation Stage make good progress so that by the time they complete their reception year, most have achieved or exceeded the goals expected of them. This good progress continues through Key Stage 1 and, in most subjects, through Years 3 and 4.

7. Pupils with special educational needs make good progress to the end of Year 4 because their teachers ensure that they receive the support that they need. One talented pupil receives additional help and pupils of above average attainment are given appropriate levels of challenge in the work that is set for them. Pupils in Years 5 and 6 receive exceptionally generous levels of support. Even so, they do not make the progress they should. This is because the teacher does not ensure – on a day-to-day basis – that the support provided actually targets their precise area of need and increases their skill and understanding.

8. Standards in literacy and numeracy are good at the end of Key Stage 1 and well below average at the end of Key Stage 2. In most other subjects of the curriculum pupils achieve the expected standards. The exceptions are ICT at Key Stage 2 - where standards are above expectations – and religious education at Key Stage 2 - where they are below. There is insufficient evidence to make any judgement in art or, for pupils in Key Stage 1, in music.

Pupils' attitudes, values and personal development

9. All pupils, including those with SEN, have a positive attitude towards learning. They are happy to come to school and are interested in their work. They enjoy reading and generally sustain their concentration during lessons. Some pupils, however, find it difficult to work co-operatively in groups or pairs. On occasion, this can result in immature behaviour and a lack of generosity towards others' efforts and achievements. In some lessons, pupils take too long to settle down to written work but, once they do so, they work quietly and with enthusiasm. Some older pupils become restless and inattentive during assembly.

10. Pupils throughout the school are polite and confident with adults and are happy to talk about themselves, their work, and the school in general. At lunch and break times, behaviour around the school is satisfactory. There were no exclusions last year. While most pupils play together amicably on the playground, football games can become boisterous. This is intimidating for pupils who are not taking part, and for some of those who are. Relationships between staff and pupils are satisfactory, and in some cases good. Pupils are generally friendly towards each other but incidents of name-calling have persisted.

11. Personal development is enhanced by the responsibilities that pupils undertake around the school. These include gardening, returning dinner registers to the office, setting up PE equipment and helping with assemblies. Tidy Team members are responsible for clearing up classrooms after lunch but their unsupervised efforts are only partially successful.

12. There is good support for the limited range of extra-curricular activities - in particular the football club - and pupils are enthusiastic about the annual residential or day trips to the Hill Top Activity Centre. The school supports various charities over the year, such as Action Aid and the National Children's Home. Overall, however, pupils' personal development is limited by the fact there are too few opportunities for taking initiative and gaining maturity. Only one class has a regular circle time and there is no school council.

13. Attendance has not improved since the last inspection and it is a **key issue** for the school to address. The authorised absence rate is one per cent higher than the national average, partly due to the number of parents who take their children on holiday during term time. Long weekends are a feature of the records. An irregular pattern of attendance by a few children also has an adverse effect on the overall figure.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
	8%	46%	31%	15%		
	2 lessons	12 lessons	8 lessons	4 lessons		

14. The quality of teaching in the lessons observed was satisfactory overall. However, this bald judgement conceals crucial information as to the nature and extent of the unsatisfactory teaching. Unfortunately its impact is particularly great because it relates – totally - to the key areas of English and mathematics for the oldest pupils in school. It dictates the standards the pupils achieve in these key areas by the time they transfer to secondary school. This can be more clearly demonstrated by separate tabulation of the quality of the lessons observed in different parts of the school.

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Foundation Stage			2 lessons				
Years 1 & 2		2 lessons	3 lessons	2 lessons			
Years 3 & 4			5 lessons	2 lessons			
Years 5 & 6			2 lessons	4 lessons	4 lessons		

15. The National Literacy and Numeracy Strategies have not been satisfactorily implemented in Years 5 and 6. The fine detail of the reasons why is given in the English and mathematics sections of this report. Briefly, however: pupils spend too much time working through text book exercises that bear little resemblance to the focus of the lesson; work is too infrequently and inadequately marked; and not enough importance is attached to raising standards in the work of any pupil.

16. This negates the good work that takes place lower down in the school. This good work should not, however, be underemphasized. Literacy and numeracy lessons in Key Stage 1 are lively, focused sessions where all pupils make good progress: the strategies are imaginatively interpreted and the work set is carefully matched to pupils' ability to cope with

it. In Years 3 and 4 literacy and numeracy are also taught well, and the two teachers who currently share this work do so in a way that provides pupils with a good degree of continuity. *Within* a class, therefore, pupils have equal opportunity to learn but this is not the case *between* classes.

17. Throughout Years 1 to 4, teachers plan work to take account of the range of ability in the class. For example, a particularly able pupil in Key Stage 1 receives regular, additional support from the class teacher. Teachers instil the basic skills systematically and thoroughly, and adequately integrate ICT into the curriculum. They expect good behaviour from pupils and usually get it.

18. The quality of teaching in Years 5 and 6 varies but is unsatisfactory overall. Music is a clear exception: it is taught well. English and mathematics teaching is unsatisfactory and, although the one science lesson observed was of sound quality, close scrutiny of pupils' books shows that this, too, is unsatisfactory over time. The quality of this teaching needs urgent attention and, hence, is a **key issue** for the school. The main weaknesses are:

- In English and mathematics, far too much of pupils' time is spent on 'target work'. A 'target' consists of a date and a page number in an exercise book. The pupil is required to have reached the named page by the named date. These methods do not reflect the '*spirit*' of either of the National Strategies: Literacy or Numeracy.
- Marking is far too infrequent. In mathematics, for example, the teacher collects books for marking on a fortnightly basis.
- The pace of some lessons is slow and too little is expected of pupils. This includes the presentation of written work: it is often untidy. Work is rarely dated so that it is difficult to look back and assess the progress a pupil has made over a known period of time.
- Support assistants work very hard and do exactly what is asked of them but, too often, this is misguided. For example, programmes of work are set up and followed but there is no check made to ascertain what impact they are having on learning: one pupil spent 20 minutes of a lesson practising a keyboard activity at which she was already most competent.

19. The three classroom support assistants – one in the Foundation Stage and Key Stage 1, and one in each of Years 3/4 and 5/6 - work very well. However, their distribution across the school is uneven. The assistant who helps the Key Stage 1/Foundation Stage teacher spends most of her time with children in the Foundation Stage – in the separate classroom. This is perfectly reasonable but does highlight this uneven distribution. To be more explicit: here there is one teacher with responsibility for two complete key stages, for the oversight of two classrooms, for almost 50 per cent of the pupils in the school, and for the children who have the fewest skills to allow them to work independently. On the other hand, in Years 5 and 6 – a class accounting for just over 20 per cent of pupils - there is a teacher, and a classroom assistant to support 14 pupils. There is also a further adult (whose responsibility is to assist a pupil with SEN), but to whom other pupils can – and do – turn for help.

20. The quantity of support available to pupils with SEN is outstandingly good. The support staff works hard and conscientiously, following the guidance of the class teacher. There is good liaison and, for most of the time, support staff know in advance of the lesson what the teacher wants pupils to learn. The impact of this hard work should be far greater than it is but the key fault is not with individuals on a day-to-day basis. Rather it lies in the whole school system that does not provide '*direction*' to make the most of the benefits that could be accrued from this committed group of people. (This aspect is discussed more fully in both the *Curriculum* and the *Leadership and Management* sections of this report.)

21. Day to day assessment is very good in Key Stage 1 where it is a natural and integrated part of the teacher's repertoire. It is sound in Years 3 and 4 and there is every indication that this will improve as the newly qualified teacher gains in experience. In Years 5 and 6 it is poor. There are three key reasons. Firstly, marking is often infrequent and rarely tells pupils what they can do to improve. Secondly, particularly in English and mathematics, pupils spend much of their time working their way through textbook exercises. As a 'system' this is well established and – mistakenly – assumed to be the right one for the task. In fact it is one to which *pupils* are required to adapt: it does not have the flexibility to respond to *their* needs. Because it rolls on, week after week, it does not involve checks on learning or, of course, influence what is planned next: this is already embedded in the 'system'.

22. Homework is used well in Key Stage 1. Parents are involved and pupils benefit as a result of the work they do at home. The homework books used in Key Stage 2 are inappropriate and are a further example of a system that is thought to work. Its shortcomings are also explained in more detail in the leadership and management section of this report. Briefly, however, the school uses pre-prepared homework books – one per term, per year group. Homework does not necessarily relate to what has been taught that week and is the same for all pupils, regardless of ability.

23. Pupils' learning reflects the quality of the teaching they receive. Pupils in Key Stage 1 are enthusiastic learners who show themselves to be mature enough to get on with their work even when not under the direct eye of their teacher. They have an adequate understanding of how well they are doing. In Years 3 and 4 pupils are always made aware of what the teacher wants them to learn. Their work-rate is good. Progress is always at least sound; it is often good, particularly in English and mathematics. In Years 5 and 6 pupils advance only a little on their Year 4 standards because the systems that are in place are inflexible and do not allow teaching to respond to the needs of individuals.

24. Information and communication technology (ICT) is taught well throughout the school and good use is made of the suite of computers. As stated earlier, music is taught well by a part-time teacher. Religious education is not taught well enough in Years 5 and 6. Other subjects of the curriculum are taught at least adequately in all classes although the better teaching is in Years 1 to 4.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

25. The curriculum makes a sound contribution to the school's aim of providing opportunities for all pupils to experience success and fulfil their potential. It is generally broad and balanced, and is taught through direct subject teaching or the use of topics. Over the year all National Curriculum subjects are taught, as is the agreed syllabus for religious education. The time allocated to the range of subjects is similar to national averages. There are adequate arrangements to ensure that the curriculum offers inclusion to all of its pupils.

26. When teachers use the National Strategies that are in place for literacy and numeracy, there is a beneficial effect in pupils' performance. Staff have been appropriately trained in these initiatives although, in the later years of Key Stage 2, teachers do not consistently follow their intended format. Literacy and numeracy skills are inconsistently reinforced in the various subject areas, but when they are, the pupils enjoy practising them and make satisfactory progress.

27. The governors have ensured the review of sex and drugs education, and agreed satisfactory policies with parents. Personal, health and social education is taught mainly

through collective worship and subjects like religious education and science. Governors are aware of the need, as a matter of urgency, to develop a scheme that will provide continuity and progression in this essential element of the curriculum. The school ensures that there is a daily act of collective worship and parents are informed of their right to withdraw their children if they wish.

28. The school has made satisfactory progress in addressing the curriculum issues arising from the last inspection. Design and technology now has a policy document and a scheme of work which ensures that the appropriate skills and knowledge are acquired progressively and coherently. All other subjects have policies, although many are in need of review because they have not addressed new initiatives. Furthermore, many subject documents do not sufficiently commit the subject to high standards, equal opportunities and assessment procedures.

29. Planning makes use of the National Curriculum Programmes of Study, and coverage is tracked through long, medium and short term planning documents. Teachers produce termly plans that enable the headteacher to ensure that the curriculum is being delivered, and that the necessary continuity and progression are present. In these mixed-age classes, repetition of material is avoided through a rolling programme of different topics.

30. Monitoring of how the curriculum is taught is largely informal. Lesson observations are infrequent and there is no formal programme whereby the head-teacher inspects samples of pupils' work. Subject leaders report annually on developments in their subject areas: planning is then inspected and new developments discussed. The establishment of an ethos of evaluation of what has been taught, sharing good practice, and reporting information back to teachers to help them with their future planning, is practised only inconsistently. Short-term planning is satisfactory, with teachers usually identifying relevant learning objectives. However, inconsistent attention is paid to planning work suitable for pupils of differing abilities. There are few references to links with whole-school strategies such as literacy, numeracy and spiritual development.

31. Provision for pupils with special educational needs (SEN) has strong and weak features within it but is unsatisfactory overall. The weaknesses need urgent attention and are therefore a **key issue** for the school. The strengths are:

- Teachers are quick to recognise when pupils are not making the progress they should and equally quick to place the pupil on the register of SEN.
- The fact that there is so much teaching support available in school means that adults are readily available to work with the pupils who are experiencing difficulties. As this is the main focus of their work, everyone on the register has access to an adult on a virtually full-time basis.
- All support staff work hard and do exactly what is asked of them.

The weaknesses are:

- From a whole-school perspective, although the day-to-day support for pupils is a smooth running system, its effectiveness is not evaluated. There is no benchmark data to show a pupil's attainment in the area of concern when first placed on the register – a reading age for example - against which progress can be measured. Neither is there subsequent measurement of attainment that enables progress to be assessed. Hence, there is no real means of knowing whether or not the action taken is having the desired effect – or if, in fact, something else should be tried.
- The school has not adequately assessed how best to deploy support assistants. Currently there is no monitoring to assess the work of support staff, no reliable

system for looking at the impact of their work on standards, and no formal arrangements for evaluating the value for money accrued from this significant budget expenditure. As a group, support assistants currently have no real 'ownership' of the work in which they are so heavily involved.

- The system of support, as it stands, does not provide satisfactory value for money, since, despite the average pupil adult ratio in the school of 7:1, too many pupils are failing to achieve the standards expected of them at age 11.

32. Entry arrangements into the school are satisfactory. There are good arrangements in place when pupils leave the school at the end of Year 6. They are given adequate information and they visit their next school. High school teachers visit, and pupils' needs and performance are discussed.

33. The school has a limited range of extra-curricular activities. There are a number of sports-related activities and pupils can participate in drama productions. Visits are arranged to various places including museums and local places of worship, whilst a number of visitors are welcomed into the school to talk to the pupils. Such experiences have a positive impact on pupil's attitudes and motivation, and help to enrich the curriculum. There are adequate links with the community: involvement in regular productions in the village hall, for example.

34. The schools' provision for pupils' spiritual, social, moral and cultural development is sound overall, although cultural provision is unsatisfactory. Spiritual provision within the school is barely satisfactory. There are daily acts of collective worship, but no programme of themes. There are opportunities for the pupils to celebrate success. Collective worship though, fails to create an environment in which pupils can consistently appreciate and reflect upon the world around them. Moreover, in lessons across the curriculum and during collective worship, numerous opportunities are lost to reinforce pupils' sense of spirituality and wonder at the world in which they live. There are inconsistencies in the way that opportunities are presented for pupils to reflect on, and discuss, the natural beauty and the range of human achievement that they experience.

35. The school provides satisfactory opportunities for pupils' moral and social development. Pupils have a clear understanding of what is right and wrong and the need to respect others. The teachers and support staff provide good role models and consistently reinforce high standards of moral behaviour, both in lessons and around the school. Positive behaviour is supported by praise, a system of rewards and a celebration assembly. Pupils also take part in a harvest festival, and entertain the elderly. They have very limited opportunities to develop a sense of responsibility and to use their initiative. For example, they carry out varied duties, but these are mainly chore-related. The school does not provide pupils with real opportunities to develop a sense of independence and increasing responsibility over their years there. This lack of individual responsibility is also apparent in the classroom where pupils are not given enough opportunities to take responsibility for their own learning. Pupils in the last two years of the school benefit from their outdoor adventure residential trip, where they learn teamwork and independent living.

36. The school's cultural provision is satisfactory. Pupils make visits to such places as the Duxford museum, local churches and a local pumping station. They benefit from a limited number of visitors into the school: a drama group, for example. Artwork, by people such as Hockney, enlivens the environment. However the great variety of visits and visitors that can enrich the life of a school is not present. In religious education classes, pupils examine different faiths. In other subjects non-European cultures, art and music are considered.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. There is a purposeful atmosphere in the school: an unusually high number of adults - both staff and volunteers - are available to help and supervise pupils. First aid and medical matters are managed efficiently, although there is nowhere for pupils to lie down if they feel unwell.

38. There are now three midday supervisors, one of whom accompanies pupils to the village hall if they need to set up PE equipment. Overall, staff members know pupils well. Teachers may hold class discussions if problems arise but, with little circle time and no school council, there are too few opportunities to encourage maturity, good relationships and thought for others.

39. Procedures to monitor and promote good behaviour are satisfactory. There is an established system of rewards and sanctions that is well understood by pupils. If necessary, the monitoring of behaviour involves time 'on report', during which parents are invited to discuss the problem and contribute to the report book.

40. Aspects of child protection arrangements need attention and are a **key issue** for the school to address. Although in general the school provides a safe and secure environment, procedures for child protection are unsatisfactory because:

- There is no viable policy and no knowledge of locally agreed guidelines. The only document, dating from 1996, is very brief and has not been updated.
- No staff training has been undertaken since 1996.

41. It has been recognised that there is a potentially dangerous situation at the end of the day when cars, taxis and pedestrians converge on the village hall car park, adjacent to the school. At present, children and adults are at risk from vehicles reversing and generally manoeuvring but plans are well advanced to improve safety arrangements.

42. Procedures for monitoring and improving attendance are unsatisfactory. This is also a **key issue**.

- With attendance still slightly below the national average, the school has made too little effort to encourage parents not to take term-time holidays as readily as they do.
- The school does not promote the importance of regular attendance, despite the fact that the rate has not improved since the last inspection.

43. The arrangements for assessing pupils' attainment and progress are unsatisfactory and in need of urgent development. This is a **key issue**. Contributory factors are:

- The school engages in the assessments that it is *required* to do – baseline assessment in the reception year; national tests in Years 2 and 6; and, biannually, standardised reading and mathematics tests in which all Norfolk schools participate. The data available provide only skeletal information on the core subjects of English and mathematics. This is not added to by the school, or used effectively to track pupils' progress or to analyse the strengths and weaknesses in pupils' performance.
- The school does not use the optional test papers for Years 3, 4 and 5 - although it plans to do so soon – and does not, therefore, benefit from the interim information these provide.
- It does not use any additional assessments for pupils with special educational needs – to obtain a reading age for pupils with reading difficulties, for example or a diagnostic test to pinpoint a particular problem. For this reason it is unable to be precise about the degree and/or nature of the difficulty the pupils are having, their attainment when additional input is started, or the improvement they are making.
- It does no significant analysis of test results – to see, for example, if they suggest any particularly weak areas of attainment upon which action can be taken.

44. Assessment procedures in other subjects are also unsatisfactory and, with little information about levels of achievement and progress, the teachers do not have the necessary data to fully inform pupils as to what their target for improvement should be. In several subjects – in geography and history for example, it is knowledge rather than skills that is assessed. Records, including reports to parents, tend to reflect what pupils have studied rather than the level they have attained. Pupils' personal development is monitored informally.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents are generally supportive of the school although, of those who expressed an opinion, nearly half had reservations about the quality of leadership and management. They would also like to see a closer working partnership between home and school. Over 50 per cent of parents would like the school to provide a more interesting range of activities outside lessons. Some parents did not feel that they were kept sufficiently informed about their child's progress or that staff were approachable. Others were concerned about the standard of pupils' behaviour. Almost all, however, said that their child likes school.

46. Inspectors agree with almost all of the concerns expressed. In particular, they feel that the headteacher should take more personal responsibility for the school's stated aim 'to ensure the continual development of the school's relationship with parents and the community'. Inspectors judge behaviour to be generally satisfactory and most teachers to be approachable.

47. Parents are supportive of the school in various practical ways. There are about twenty regular helpers who hear children read, help with cooking or with ICT. Others volunteer to accompany educational and residential trips. Most parents support their children with their homework. The Friends Association raised nearly £1600 last year for school funds. Part of this money will provide a contribution to the cost of building the new office. The Chair of Governors' plant sales raised £115 towards nursery equipment. Parents turn out in force for

events such as the Harvest Festival auction, school productions and sports day. However, more formal occasions are not so well supported. Twenty five per cent of parents do not attend consultation evenings with their child's teacher. Only one or two parents, if any, come to the annual meeting with governors and it has not proved possible to fill one of the parent governor posts.

48. Information for parents requires improvement and is a further **key issue**. It is unsatisfactory because:

- Annual reports are too briefly worded. They do not contain targets for improvement, an indication of National Curriculum levels achieved, or space for parents or children to add their own comments.
- Parents are not encouraged to become fully involved in their children's learning because they receive no advance information about what is to be taught.
- Newsletters are not sent out regularly - only when information needs to be given. Opportunities are thereby missed to create the feeling of "family" so often found in small schools.
- In addition to these more formal aspects of information for parents, the headteacher is not 'around and about' enough at the beginning and end of the school day, in case parents would like to have an informal word with him.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management provided by the headteacher are poor. Improving these aspects is a major **key issue**. The main weaknesses are:

- There is insufficient attention paid to addressing the well below average standards that have pertained at the end of Key Stage 2 for at least the last four years.
- The key priorities cited in the school development plan are inappropriate and, given current action, are very unlikely to move the school forward.
- The poor quality of the assessment and tracking systems leave the school bereft of the information that would enable it to identify weaknesses in its provision and to work on eradicating them.
- The partnership between school and parents is not good enough, and close to 50 per cent of parents are dissatisfied with the leadership of the headteacher.
- The quality of the headteacher's teaching, particularly in English, mathematics and science, is unsatisfactory.
- There are several systems, well established in the school (see the following paragraph) that have a negative impact on aspects of school performance. These require review.

50. The headteacher has put in place a number of systems to assist with the smooth running of the school. Once established, they almost 'run themselves', but several do not bring the benefits envisaged. Below are five key examples, each of which has a negative impact on some aspect of school life:

- The system that operates for whole school collective worship entails this being taken by the newly qualified teacher each Monday and Tuesday, by a part-time teacher on Wednesday and Thursday, and by the headteacher on Friday. The arrangement is inappropriate for several reasons: it is usual for the person leading the worship to be the only teacher present and this does not engender a feeling of unity for the school; there is no overall scheme or plan for worship; and there is too little involvement of the headteacher to establish a 'presence' in the school, to foster a 'sense of family' and to establish the school ethos. The school suffers as

- a result: a '*sense of family*' - so often a feature in schools of this size - is missing here.
- The lunch arrangements involve food being consumed in two classrooms and in the ICT room. Named pupils are charged with the task of clearing up afterwards. This clearing process is most unsatisfactory, with the result that food debris remains on tables, chairs and floor. Moreover, classroom windows do not open and there remains, for the afternoon session, a lingering smell. The problem is not insurmountable. Working in dirty classrooms during the afternoon is unacceptable for pupils, support staff and teachers.
 - The homework system for Key Stage 2 consists of 12 pre-prepared homework books: one per term for each of the four years in the key stage. Each book comprises circa 30 worksheets: 10 each for English, mathematics and science. One sheet for each subject comprises a week's homework. The sheets do not take account of the range of ability in a year group. In addition, as they are all pre-prepared, there is little chance that any sheet relates to the work done in school in that particular week. Parents rightly expressed concern about the system as it does little if anything to reinforce what has been taught.
 - The system to support pupils with SEN should be first rate because the fundamental remit of the generous allocation of support staff is for this purpose. The system does work reasonably well from nursery to Year 4 because teachers direct their support staff on a day-to-day basis. Thereafter it works significantly less well although this is not the fault of the support staff as they carry out, to the letter, what is asked of them. There is huge potential here still to be tapped; for example, the benefit that could be accrued from establishing assessment and tracking systems, and giving support staff a real stake *in* – and some responsibility *for* – the process itself.
 - Together with SEN provision, it is the interpretation of the literacy and numeracy strategies in Years 5 and 6 which is the system that generates the most significant negative impact on standards at the end of Key Stage 2. Too much work is pre-set and bears little resemblance to the focus of the lesson. It is unsatisfactory. The issue is dealt with in detail in the English and mathematics sections of the report.

51. There is no real role for curriculum co-ordinators in this school. They do not monitor planning or observe colleagues teach as a regular part of school routines. They do not use assessment information as a tool for identifying where there are weaknesses and, therefore, cannot make plans to address them.

52. A few governors – the chair in particular – work hard on behalf of the school. Some are recent recruits who are keen to learn so that they, too, can contribute. Some are governors in name only and contribute little. Involved governors have been aware of some of the school's weaknesses and have made appropriate moves to deal with them but little has improved. They have not been well enough informed about the unacceptably low standards at the end of Key Stage 2.

53. The match between staff qualifications and the subjects they teach is satisfactory. The school has recently appointed a newly qualified teacher who completes the staff team. This teacher has received good support and should successfully complete the statutory induction process. The monitoring of teaching and learning through classroom observation is inadequate.

54. Learning resources are satisfactory overall, although there are some shortages. In history there are insufficient books and computer software. In the library there are too many outdated books and too few with a multi-cultural focus. Similarly, in subjects such as physical education, there is a shortage of posters and materials celebrating the success of

ethnic minority sports people. Resources are stored safely and are accessible. Recently a new ICT room has been opened and this is used well by pupils, many of whom spend their lunchtimes working on the new computers.

55. The school makes satisfactory use of its Victorian building. A new glazed porch has improved both safety and heat conservation. Small class sizes mean that none of the rooms feels over-crowded. On occasion the exception is Class 4, which is on the ground floor of the old schoolhouse. With no hall, the school makes use of the ICT room to hold assemblies, and pupils continue to have their physical education lessons either in the village hall or at Lynnsport. The Foundation Stage classroom is some distance from the outside play area and this significantly restricts the opportunities for developing the outdoor curriculum for these children. However, staff do the best they can.

56. Building work on a new office is imminent. In terms of accessibility and safety, it will be a great improvement for this to be on the ground floor, rather than at the top of steep, narrow stairs. The extensive outside areas are clearly defined by walls, gates and hedges. One of the grassed areas has an attractive living willow bower to provide shade amongst young trees. The other has good quality wooden play structures and there are plans to extend these. The playground has been patched but the rest of the surface is now in need of attention. New markings would enhance what is at present a rather bleak play area. A pond and wild area across the lane provide interesting additional resources.

57. The Governing body has appointed a Finance Committee that contributes greatly to the establishment of the annual budget. Financial decisions are closely related to the educational priorities set out in the school's development plan. Data are regularly provided by the school's administrative officer. This enables governors and the headteacher to track the state of the budget. The school no longer has a regular independent audit of its financial life.

58. Day-to-day financial management is satisfactory and the school adheres to the practises of best value in all purchases. Office administration is good: the secretary is most efficient in this regard. Moreover, she is a welcoming 'first voice' for those who telephone the school, and 'first face' for those who visit. The schools' use of new technology is improving - both in the classroom and in the office - and is satisfactory overall. The relatively high cost of the school, insufficient progress by pupils at Key Stage 2, poor leadership and management, and below average improvement, means that the school currently does not give value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The school should take steps to:

- Improve standards in Years 5 and 6 by:
in English and mathematics -
(Paragraphs: 3, 18, 67, 77 and 86)
 - * seeking advice on how best to implement the literacy and numeracy strategies in a mixed age class and implementing that advice;
 - * in English, mathematics and science –
 - * significantly raising expectations of what pupils can achieve, including the quality of presentation of their work;
 - * marking pupils' work regularly and thoroughly enough to ensure that pupils can benefit from the marking in the next lesson taught in that subject;
 - * ensuring that (throughout Key Stage 2) homework relates to class-work and that it is provided at a range of levels so that it is both challenging and achievable for the pupil to whom it is given.
 - * requesting regular monitoring of the quality of teaching.
- Improve the quality of leadership and management by the headteacher by:
(Paragraphs: 31, 49 and 50)
 - * working with staff, governors and LEA advisers to come to a clear understanding of the strengths and weaknesses of the school, particularly with regard to standards;
 - * amending the school development plan to take full account of the conclusions reached;
 - * implementing the plan and seeking help with regular checks on progress towards its objectives;
 - * undertaking a complete review of the work of the classroom support staff in order to maximise the effectiveness of what they do, particularly in terms of the main focus of their work – supporting pupils with SEN. (** see also the next key issue)
 - * maintaining a more active presence around the school on a day-to-day basis;
 - * amending arrangements for eating lunch so that, at the beginning of the afternoon session, classrooms are clean places in which staff can teach and pupils can learn;
 - * ensuring that all the *systems* in place in school properly serve their intended purpose.
- Improve the quality of information on pupils' attainment and progress, and the way it is used to improve teaching and learning by:
(Paragraph: 43)
 - * implementing assessment systems that will provide regular, detailed and accurate information on the levels at which pupils are working and the progress they are making;
 - * ** ensuring that the system includes provision for particularly close tracking of pupils with SEN.
 - * using all data to identify strengths and areas that need further attention, through establishing tracking systems for cohorts and individual pupils;
 - * seeking advice on how best to establish target setting, and implementing the advice given.

- Improve the partnership between home and school by:
(*Paragraph: 48*)
 - * undertaking open and frank discussion between headteacher, staff and governors in order to decide on the most appropriate strategies;
 - * implementing the strategies and evaluating their success.

- Improve attendance rates by:
(*Paragraphs: 13 and 42*)
 - * actively discouraging parents from taking their child on holiday during term time;
 - * sharpening procedures for checking on non-attendance.

- Improve child protection procedures by:
(*Paragraph: 40*)
 - * ensuring that there is an up-to-date policy;
 - * ensuring that the 'nominated person' receives up-to-date training.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	46	31	15	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	3	51
Number of full-time pupils known to be eligible for free school meals	N/A	4

FTE means full-time equivalent.

SEN	YR- Y6
Number of pupils with statements of SEN	2
Number of pupils on the school's SEN register	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2001	8	5	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	6	6	6
	Girls	5	5	4
	Total	11	11	10
Percentage of pupils at NC Level 2 or above	School	85(86)	85(86)	77(100)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	4	5	8
	Girls	5	4	5
	Total	9	9	13
Percentage of pupils at NC Level 2 or above	School	69(86)	69(100)	100(86)
	National	85(84)	89(88)	89(88)

Percentages in brackets refer to the year before the latest reporting year. *Unpublished data as there are fewer than 10 pupils

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2001	3	7	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	0	1	2
	Girls	4	4	4
	Total	4	5	6
Percentage of pupils at NC Level 4 or above	School	40(75)	50(67)	60(75)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	2	1	2
	Girls	4	4	4
	Total	6	5	6
Percentage of pupils at NC Level 4 or above	School	60(75)	50(83)	60(83)
	National	72(70)	74(72)	82(79)

Percentages in brackets refer to the year before the latest reporting year. * Unpublished data as there are fewer than 10 pupils

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	55
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes:
YR – Y6**

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	14.9
Average class size	13

**Education support staff:
YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	91

Financial information

Financial year	2000-2001
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	£
Total income	183800.00
Total expenditure	186624.00
Expenditure per pupil	2962.00
Balance brought forward from previous year	6785.00
Balance carried forward to next year	3961.00

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	5

Total number of education support staff	1
Total aggregate hours worked per week	13

Number of pupils per FTE adult	5
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

54%

63
34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	38	3	6	0
My child is making good progress in school.	38	44	12	0	6
Behaviour in the school is good.	18	56	15	9	3
My child gets the right amount of work to do at home.	31	52	7	3	7
The teaching is good.	38	38	15	3	6
I am kept well informed about how my child is getting on.	21	41	21	15	3
I would feel comfortable about approaching the school with questions or a problem.	44	32	15	6	3
The school expects my child to work hard and achieve his or her best.	32	56	12	0	0
The school works closely with parents.	9	47	26	15	3
The school is well led and managed.	6	47	38	9	0
The school is helping my child become mature and responsible.	18	62	12	0	0
The school provides an interesting range of activities outside lessons.	6	21	24	33	15

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. Children enter the school in the term following their fourth birthday. They attend, on a part-time basis, until the following September or January - whichever is the sooner. At that point they attend full-time until the end of the reception year. At the time of the inspection there were 12 children in the Foundation Stage: nine attending full-time and three attending in the mornings only. The Foundation Stage and Key Stage 1 are overseen by one teacher, supported by a nursery nurse in the mornings and by a classroom assistant who works each morning and part of each afternoon. Between them they occupy two classrooms, on opposite sides of a corridor. Teaching arrangements are such that the full-time children move between the two rooms. This works smoothly and to the benefit of the children. The room used predominantly by the nursery children is also shared with local community groups: each Monday and Wednesday with the local playgroup and each Friday with the mother-and-toddler group. By the end of the Foundation Stage most children achieve the early learning goals in all six areas of learning and many exceed them in personal, social and emotional development; in communication language and literacy; and in mathematics. This represents good progress.

Personal, social and emotional development

61. In personal, social and emotional development, teaching is good and contributes to the good progress children make. Children relate easily to different members of staff and are happy to share their classroom with others on the days when it is used by the community. They are familiar with school routines: they line up behind the *Star of the Day* before moving sensibly to the adjacent classroom, for example. Staff teach children to be personally independent. For example, when in the classroom with Key Stage 1 pupils, children from the Foundation Stage collect their own resources such as a box of crayons from a known storage place – and return them tidily when they have finished. When asked to wipe a table that had been used for glueing, one girl did the job beautifully and, without being asked, wiped all the chair seats as well. Children learn to undress and dress for physical education lessons and to put on their own coats at playtime. The expectations of good behaviour are high from all adults. Clear explanations help children to understand the difference between right and wrong. Children's opportunities for choosing where to go and what to do are sometimes limited, particularly as the location of the outside area is not close to the classroom.

Communication, language and literacy

62. Teaching and learning in communication, language and literacy is good. In this area in particular, the staff have organised slick routines so that reception children work with the Key Stage 1 children for the beginning of the literacy lesson and then return - with the support assistant - to continue associated work in the adjoining classroom. Exactly who goes where - and when - is carefully orchestrated, and based on a very thorough knowledge of exactly what each child can do and what needs to be learned next. All children respond confidently when the register is called. They learn to communicate their ideas clearly, to listen carefully and to concentrate well. By the time they enter Year 1, most pupils will have met the early learning goals and a significant proportion will have exceeded them. Most children learn both letter sounds and names by the end of the reception year. Some learn them well before that

time. They have adequate access to books and, because their teacher makes them fun, they enjoy stories. They all know that print moves from left to right and top to bottom, and reception year children of average ability and above are already reading at Level 1. All children recognise their own name and even the youngest can say why another name beginning with the same letter is not theirs. They hold a pencil correctly and learn letter shapes. Some write simple sentences.

Mathematical development

63. In mathematics, teaching and learning are good. All children make good progress through the Foundation Stage so that by the time they enter Key Stage 1 they achieve the early learning goals. Teaching makes good use of action songs and rhymes based on increasing and decreasing numbers. Some reception year children count from 20 back to zero and most are competent when starting from 10. Teachers plan activities that involve children in counting: nursery children, for example count blocks as they try to build the tallest tower. Role-play sometimes focuses on mathematical concepts – such as buying items in a shop. Children learn mathematical vocabulary and the meaning of it: that straight is not curved, and that wavy is not straight, for example. They name circles and squares, recognise each from just seeing a small part, and recognise, from a group of shapes, those that are neither square nor circular. The youngest children use interlocking cubes to make a wall, and use – in a simple sentence - both the colour of the cube and appropriate vocabulary for its position.

Knowledge and understanding of the world

64. The quality of teaching is good and children make good progress towards the early learning goals. Most will have met them by the end of the reception year. Children are aware of changes in nature throughout the year: they talk about cold, snow, ice and frost. They have adequate access to an outdoor curriculum related to plant and animal life. They find out about why things work: an umbrella, for example. What is it made of? Why does it look as it does? They invent a rainmaker and talk about whether it makes spitting rain, drizzle or pouring rain. They build and construct with a range of resources including coloured blocks and jigsaws.

Physical development

65. In physical development children make satisfactory progress. Teaching is good but the location of the outdoor area in relation to the Foundation Stage classroom means that the outdoor curriculum cannot be developed as well as it should. Hence, while children learn physical skills, they do not have the opportunities they should to practise them on a regular basis. There are opportunities to play with wheeled toys, with beanbags and with a koosh ball. Fine finger skills are well developed and children use a range of tools and equipment. Most children handle paintbrushes, scissors and pencils correctly.

Creative development

66. Teaching and learning are satisfactory. Most children achieve the early learning goals by the end of the reception year. Children learn to explore colour as they paint. Whilst teachers admire children's work in progress, the best use is not always made of the display

opportunities in the classroom. This applies to all children's work – not just that of a creative nature. Children use a range of percussion instruments to accompany a nursery rhyme tape, and enjoy finger rhymes and action songs. Activities are planned to encourage imaginative play.

ENGLISH

67. Standards in speaking and listening are good in Key Stage 1 and satisfactory by the end of Key Stage 2. Reading and writing standards are good in Key Stage 1 and well below average by the end of Key Stage 2. This dip in standards happens in Years 5 and 6. It needs urgent attention and is a **key issue** for the school to address. The reasons for the weakness are:

- while lessons pay lip service to the requirements of the National Literacy Strategy, the *spirit* of the strategy is lost in the teaching systems adopted in the classroom;
- too often, teaching lacks the structure, the rigour, and the expectation of pupils necessary to enable them to achieve as well as they are able;
- when pupils submit work it is accepted at face value: it is not challenged for quality to ensure that it is the best they can do;
- the pace of lessons is too slow;
- marking praises pupils for their effort and sometimes offers reminders but does not set (or follow up) specific targets for improvement;
- pupils are required, regularly and systematically, to work their way through exercises in a textbook. In fact, a *target* is simply the page number the pupil is expected to have reached in his/her book by a given date;
- unsatisfactory presentation of work is still accepted without comment, even though this was a key issue from the school's 1997 inspection;
- other subjects in the curriculum – particularly science, geography, history and religious education – are not used well enough to provide pupils with opportunities to practise and consolidate the skills they have learned in their literacy lessons.

68. Considering English standards as a whole, current standards in Year 2 are satisfactory rather than good because of the specific nature of this tiny cohort: three pupils, two of whom are on Stage 3 of the SEN register. Standards in Year 1 are significantly above average. Currently standards in Years 5 and 6 are much as they have been over the last several years: well below average.

69. Speaking and listening skills are fostered in all classrooms. In Key Stage 1 in particular, time is set aside for this specific purpose. For example, a half-hour session was devoted to pupils compiling a story. They started with a key character and built a story around it; each of the group of eleven adding a sentence or two. Intervention from the teacher was skilful because it was just adequate to produce a finished product of good quality without forfeiting high expectations of every pupil in the group. Pupils were confident to retell their part of the story and, in order to do so, had to listen and concentrate extremely hard. There are opportunities in other subjects for pupils to use their speaking skills: in design and technology for the oldest pupils in the school, for example. There is adequate attention, throughout the school, to the development of technical vocabulary.

70. Reading skills are the focus of a great deal of attention in Key Stage 1. Children enter the key stage having made good strides in the Foundation Stage and, by the end of Year 2, standards are above average. By the end of Key Stage 2 standards have fallen significantly because the systems in place do not build systematically on previous skills. For example, homework is the same for all of the pupils in a year group and day-to-day work in the Year 5 /

6 classroom focuses much too heavily on pupils completing comprehension and other exercises from a text book. This work does not regularly relate to the focused introduction to the lesson, and too little attention is paid to the fine detail of what pupils understand and what they next need to learn.

71. Much the same is true of writing. Teaching in Key Stage 1 is systematic and thorough. It responds to what the teacher knows about an individual pupil's attainment. Progress towards above average standards is the norm. This continues through Years 3 and 4. Thereafter, inappropriate classroom routines take over. Pupils are required to fit into these routines, which unfortunately, are not adapted to take account of their needs. For example, pupils have a specified number of pages of text book exercises to complete over a period of a fortnight; those with SEN are led systematically through a programme of work without establishing that it is tailored precisely to the specific difficulties they have; and the opportunities to write at length in areas of the curriculum other than English are limited. That is not to say that these older pupils do not have opportunities to write: they do. What is lacking is a detailed understanding of what a pupils knows, understands and can do, so that what they are taught matches what they next need to learn.

72. The literacy hour is well established in Key Stage 1 and in lower Key Stage 2. There are good introductory sessions based on the National Literacy Strategy but skilfully adapted to the needs of a mixed-age class. Pupils then work independently - or in a small group with their teacher or classroom assistant - on work clearly associated to the introductory session but adapted to provide the right level of challenge for each pupil in the class. Each lesson is rounded off with a session that not only provides pupils with the opportunity to explain what they have learned or to share their work with the class, but also provides the teacher with the chance to assess how well pupils have progressed. This knowledge is then fed in to the next literacy lesson. The strategies adopted in Years 5 and 6 pay lip service only to the Literacy Strategy: it should mirror the practice in place in Years 1 to 4.

73. Literacy skills help pupils in Years 1 to 4 to make progress in other subjects of the curriculum but, thereafter, their contribution is not good enough. Specific writing opportunities need to be deliberately planned so that pupils have the opportunity to practise and consolidate their literacy skills in other subjects, and so that other subjects can benefit from these skills.

74. Six lessons were observed: four in Key Stage 2 (by the four teachers who share the teaching in the two classes) and two in Key Stage 1 (a literacy hour and a lesson dedicated to the speaking and listening elements of the subject). In Key Stage 1 both lessons were very good; in lower Key Stage 2 both were good and in upper Key Stage 2 both were unsatisfactory. Scrutiny of the work in pupils' books wholeheartedly supports these judgements on the quality of teaching.

75. There were no significant weaknesses in the four good / very good lessons. All teachers showed a thorough understanding of the literacy hour and how it can be implemented successfully in a mixed age class. The work set took account both of the range in age and ability of the pupils, and of their performance in earlier lessons. There were two features in the very good lessons that were particularly commendable and that set them apart from those that were good. Firstly, the organisation was slick and the teacher used her time incredibly well. This was particularly commendable because she engineered a part of the opening session of the lesson to be relevant to the reception children too, and then organised follow up work for them with the support assistant. Secondly, she used both her questions and pupil's responses to gauge their understanding and attainment, and made adjustments to her teaching accordingly. The closing session was particularly well used in this regard. Lessons in Years 5 and 6 are unsatisfactory because the *spirit* of the literacy strategy is ignored and pupils are slotted into systems of working that are inappropriate for

them. This has a significant and detrimental impact on the standards they achieve: a judgement borne out by standards that have been well below average for a long time. Furthermore, data on pupils' performance at the end of both key stages, confirm that pupils frequently fail to make the 2-level improvement that is the national expectation.

76. Leadership and management of the subject are being undertaken on a temporary basis by the Key Stage 1 teacher. Unfortunately the notion of staff taking on the responsibility of actively developing a subject is not underway in this school. Historically, the poor standards at the end of Key Stage 2 have been attributed to a combination of high pupil turnover and a high proportion of pupils with SEN. Neither, in fact, is particularly high. Moreover, with an adult pupil ratio of 1:7 in the school, and a very high level of support for pupils with SEN, these well-below average standards are unjustifiable.

MATHEMATICS

77. By the age of eleven, standards in mathematics are poor and have remained consistently low since 1997. There was a slight improvement in 2001 but results were still below national averages. By comparison, although there was a drop in standards in 2001, results by the age of seven have usually been above national averages. Data from Key Stage 1 and 2 tests – relating to the same pupils - show the same weak progress as in English. The fall in standards takes place in Years 5 and 6. This needs urgent attention and is a **key issue** for the school. The weakness is because:

- the teaching does not challenge pupils' thinking sufficiently, nor is it matched to pupils' individual needs often enough to allow them to do as well as they are able;
- the teaching style adopted during lessons does not follow the structure of the National Numeracy Strategy closely enough and numeracy skills are not reinforced well in other subjects;
- pupils are given *targets*: to work through exercises in a textbook in a set amount of time. Frequently, these *targets* are not connected to the work they carry out in the rest of the lesson;
- pupils carry out homework from a ready-prepared homework diary, in which all the homework exercises are already included. Consequently, their homework does not often reinforce the work done in lessons;
- the pace of lessons is too slow;
- careless and untidy work is accepted without comment, even though the poor presentation of work was a key issue at the previous inspection;
- classroom assistants are not always used efficiently to support pupils in lessons.

78. The results of National Curriculum tests taken by eleven-year-olds in 2001 mirrored the performance over recent years: standards were below average. Compared with pupils from similar schools, standards were well below average. This represents a fall in standards since those reported in the previous inspection. Nonetheless, the school achieved the targets set for it in mathematics.

79. Results in the National Curriculum tests taken by seven-year-olds in 2001 were very low when compared to all schools and similar schools. No pupils reached the higher level, Level 3. The result of these tests is not typical and is significantly worse than the pattern of results in previous years to 1997 when pupils have usually attained standards above national averages. This is the result of the expected fluctuation between one small cohort and another.

80. Up to the age of nine, the school manages the problem of mixed-age classes well. The teachers match the work to the ability of the pupils. For instance, in the class of Year 1 and Year 2 pupils, all pupils work on the same topic, looking at the properties of two-dimensional shapes, such as circle, square and triangle. They work at their own level so that more able Year 1 pupils sometimes work on tasks performed by children in Year 2. Consequently, about a quarter of the pupils, including higher attaining pupils from both age groups, know that squares have equal sides as well as four right-angled corners. All pupils recognise a rectangle that has been rotated but a lower-achieving pupil confuses a square that has been rotated a quarter of a turn, calling it a diamond shape. Work that is more challenging was given to a higher attaining Year 2 pupil who identified and labelled hexagons and pentagons and began to recognise three-dimensional shapes. Pupils coloured in $\frac{1}{4}$ and $\frac{1}{2}$ of shapes and a higher attaining Year 2 pupil showed good understanding of fractions as small as $\frac{1}{6}$. Pupils add small amounts of money and a higher attaining Year 1 pupil accurately told the time in hours and half-hours. In Year 3 and Year 4, pupils extend their knowledge of shapes to include the correct vocabulary to describe three-dimensional shapes, talking about faces and vertices. Pupils in Year 3 complete magic number squares. They understand how to make an even number odd by adding 1. By Year 4, pupils extend their knowledge of fractions to include $\frac{1}{5}$, $\frac{1}{7}$ and $\frac{1}{8}$ and average and higher attaining pupils multiply decimals by 10 and 100. They successfully identify lines of symmetry but find it difficult to estimate the length of lines. Pupils enjoy finding the pattern in numbers when they subtract 2 and point out that odd and even numbers alternate when 3 is added.

81. The management of the mixed Year 5 and Year 6 class is less successful. All pupils are given the same work for most of the lesson. For example, all pupils do mental work involving number tables up to 10×6 . While this may be suitable for average attaining Year 5 pupils, and presents a challenge for low attaining Year 5 pupils, it does not make average and higher attaining pupils in Year 6 - who should by now be familiar with $7 \times$, $8 \times$, $9 \times$ and $10 \times$ tables - think hard enough. The teacher places great emphasis on pupils being able to explain what they are doing, and on using the correct vocabulary – *product*, for example - when describing their work. This enables them to give clear descriptions of what they are doing. The *target* work that pupils undertake is not planned to support work in the main part of the lesson. Pupils complete a number of pages in a textbook by a set date and so cover most of the mathematical curriculum. Year 5 and Year 6 work from different textbooks and in this way attempt work that is broadly suitable for their age. Lower attaining Year 5 pupils show poor understanding of working out halves and quarters of numbers. They draw graphs of their favourite foods and games. Average and higher attaining pupils draw right-angled triangles and begin work on area. However, their work, and that of Year 6 pupils is carelessly drawn, leading to inaccuracies that are not commented on in the marking. Average and higher attaining pupils in Year 6 plot two-figure co-ordinates and convert fractions to decimals. Pupils are expected to ask for help if they find the work difficult. However, as their work is only marked once every two weeks, pupils sometimes work without realising they have made mistakes and this results in them being asked to repeat several pages.

82. The quality of teaching is satisfactory overall. It is good up to the age of nine but is unsatisfactory in the final two years of school. Good quality teaching raises standards as pupils are given work that matches their needs and which they find interesting. In the class of Year 3 and Year 4 pupils, the teacher caught pupils' interest by starting the lesson in silence, using 'sign language' to ask questions, and encouraging pupils to answer the same way. This caught their imagination and led to a successful lesson where they made good progress in adding and subtracting two-digit numbers, working on exercises carefully planned to suit their needs. In the class of Year 1 and Year 2 pupils, the teacher used games such as dominoes, noughts and crosses and snakes and ladders to strengthen pupils' use of number and develop their ability to use strategies to play the game. One boy, for example, said it was easier to play dominoes if he used all the big numbers first. The teacher made good use of a

parent to help pupils practise their tables by using some appropriate computer software. These lessons move at a good pace so that pupils are kept busy. Classroom assistants, who are well informed about what they have to do, provide quality support for pupils.

83. Teaching in the Year 5 and Year 6 class is unsatisfactory. The pace of lessons is slow and work does not match pupils' needs. This comes about because the organisation of the lesson involves teaching the whole class the same lesson at the same time. It is, therefore, very difficult to provide work that is suitable for the whole ability range across two age groups. Consequently, higher and average attaining pupils are not made to think hard enough, with the result that not enough reach the higher level, Level 5. Not enough use is made of classroom support assistants to help pupils in the introduction to lessons. Teachers use mathematics to support other subjects. For example, in science pupils measure the amount of water left in soil.

84. Co-ordination of the subject is poor. Teachers have completed training to introduce the National Numeracy Strategy, but this has not been effective in establishing high standards in teaching and learning in all three classes. Liaison between teachers is sometimes consistent and sometimes not. For example, in the Year 3 / 4 class, the work carried out by a part-time teacher complemented the work planned by the class teacher. In the Year 5 / 6 class, however, a part-time teacher - taking only her second mathematics lesson with the class - was not aware that higher attaining pupils had already covered (to a higher level) the work she had planned. As a result, they made no progress. In the same lesson, a pupil with poor eyesight, was not able to take part in the main part of the lesson and, despite working with a specialist teacher, was not given work similar to the rest of the class. This meant that this pupil did not learn strategies to multiply large numbers. Assessment of pupils' work is variable. In the Year 1 and Year 2 class, the teacher constantly assesses: she was able to tell pupils what they needed to practise in the next lesson. Arrangements for assessment in the final two years are unsatisfactory. As all pupils do the same work in this class, the current Year 6 pupils are completing assessment papers designed for Year 5 pupils, having completed the correct Year 6 assessments when they were in Year 5. Optional tests to judge progress by the end of Years 3, 4 and 5 have not yet been introduced but will be used later in the year.

SCIENCE

85. Standards in science for eleven-year-olds have fallen since 1997, when they were above expected levels, and for the last four years have been mostly well below national averages. Measured against all schools in the country and against similar schools, National Curriculum test results for 2001 were well below average. Between 1997 and 2001, only 40 percent of pupils made the expected progress and none made better than expected progress. For seven-year-olds, comparative figures are not available before 2000. However, teachers' assessments show that attainment in 2001 was better than in 2000, with over 50 percent of pupils assessed as working at the higher level, Level 3.

86. Inspection findings also show that standards for eleven-year-olds are well below average and have fallen since the time of the previous inspection. Reversing this trend is a **key issue** for the school. Pupils' attainment is adversely affected because:

- the teacher has low expectations of what pupils write, accepting answers that are not as clear or well-developed as they should be;
- marking does not show pupils where they have gone wrong or how to improve their work;
- their work is often poorly presented.

87. Work in Year 6 books shows that pupils can list materials that they would use to make clothing such as anoraks, swimming trunks and T-shirts. However, they neither explain why they would choose the materials, nor carry out any tests to show the suitability of their choices. They make observations of an experiment to show that soil contains pockets of air by pouring water into the soil. They set out their work logically but as they do not explain their work fully, it is not easy to see what they were testing. Pupils are not clear why condensation forms on the outside of a bowl of water cooled by ice cubes - an average attaining pupil suggesting that the condensation came from the melting ice cubes. There was no indication in the marking of the above work that pupils could improve it by explaining, more clearly, what they had seen.

88. However, pupils at the end of Key Stage 2 do have a sound understanding of how the tilt of the earth affects the length of the day in Tromsø, Norway, and are developing satisfactory knowledge of the relationship between the Earth, sun and moon. They learn about the moon, its exploration, and that it always presents the same face to the earth. In work on solids and gases, they record the time that it takes for the smell of perfume to reach pupils placed around the room and they represent their findings as a chart. A higher attaining pupil showed a good understanding of how the perfume moves on air currents. It is obvious from discussions with pupils that, when given the opportunity, they are capable of using their scientific knowledge to draw conclusions and devise experiments of their own. For example, when asked to think about condensation, they said that the moisture came from the air and, within a house, could come from the washing machine and cooking. Faced with the problem of how to separate a mixture of sand, sawdust and iron filings, pupils reasoned that they could use a magnet to remove the iron filings. They would then put the remaining mixture into water, where the sand would sink and the sawdust float. They used their knowledge of electrical circuits and switches to devise a burglar alarm in the form of a pressure pad.

89. Eight and nine-year-old pupils test materials to find out which make good insulators for hot liquids. They learn how to make their tests fair, time their experiment, and record their findings. A higher attaining pupil predicted which material would be the best insulator. Pupils draw conclusions from their tests and suggest they could improve the experiment by putting a lid on the container of hot water.

90. Over time, pupils' attainment at the age of seven is above average although the attainment of the current, tiny group is sound. This represents an improvement over the previous inspection. Pupils know that magnets attract some metals, although they could not name non-magnetic metals. They learn about sources of light when they talk about the sun, car lights, candles and torches. Pupils have gained a good understanding that light can be reflected from objects such as mirrors, reflective clothing and cats' eyes, and some know that while the moon reflects sunlight, it is not a light source itself. They have a sound knowledge of reversible and irreversible change. For example, they know that ice and chocolate melt when heated but will return to their original form when cooled. They know that cake mixture cannot be changed back after baking. Pupils learn about themselves. They measure their height and weight and label parts of the body. They note differences such as hair and eye colour and the size of shoes, and present their findings as charts. Pupils learn about the senses and that humans need food, water and exercise to be healthy. They put creatures into categories such as the number of legs they have or if they have fur. When studying materials around them, lower-attaining pupils needed help to group them by degrees

of hardness, or if they are man-made or natural. They test materials to see if they are waterproof when they design a hat for a teddy bear. Pupils learn patterns of brickwork, such as Flemish bond and English bond, and test walls to see which is the strongest. They identify objects that make sounds. A higher attaining pupil predicted how far the sound will travel and understands that sound is caused by vibrations in the air.

91. Teaching throughout the school overall is satisfactory. However, although teaching in the one lesson seen (Year 5 / 6) was satisfactory, the work in pupils' books shows that it is unsatisfactory over time. This is because the teacher has low expectations of what pupils can achieve, written work does not describe experiments in sufficient detail, pupils do not take enough care with presentation, and marking does not show pupils how to improve their work. All pupils in Years 5 and 6 do the same work. With the exception of a pupil with poor eyesight, who has full time adult help, not enough attention is paid to pupils with SEN. In one lesson the teacher used groups of pupils to show how the sun, moon and earth move in relation to each other. A collection of large colour photographs gave pupils a good idea of conditions on the moon surface and the teacher used questions effectively to allow pupils to explain what they know about the lunar explorations. However, the worksheet provided (to show the phases of the moon) confused average and lower attaining pupils because the teacher did not explain what the diagrams meant.

92. Work seen in books from pupils in Year 3 show that they are taught good scientific methods: they learn to predict results, carry out tests, draw conclusions and make suggestions to improve their work. Teaching in Key Stage 1 is good. In a lesson about sources of light, the teacher used questions skilfully to draw out answers from pupils so that they consolidated work from previous lessons and were able to add information, for example, that they should never look directly at the sun. The teacher used humour well in establishing a good working atmosphere so that pupils found the lesson fun, particularly when they, too, were put into groups to show the movement of the earth, sun and moon. Work is planned for all levels of ability. The teacher provided help with reading for a pupil with SEN. Average and higher attaining pupils are provided with a wider range of experiences so that, for example, they learn about re-cycling waste plastic. However, pupils do too much of their work on worksheets and this limits the development of their writing skills.

93. The management of the subject is unsatisfactory. The co-ordinator is not given time to check teaching and learning in lessons and is therefore not aware of how well the subject is taught in other classes. There are no formal arrangements for her to see other teachers' planning. Pupils use computers to make graphs and charts of the measurements they take, and the school has equipment to measure temperature. Progress in science will be improved if teachers make greater use of ICT.

ART AND DESIGN and DESIGN AND TECHNOLOGY

94. No judgements are possible in art and design. No lessons were seen during the inspection and work on display was very limited: there was some work of a satisfactory standard by Year 5 and 6 pupils in the style of Hockney, and some work on Lowry, linked to ICT. Teacher's planning is satisfactory and suggests that the statutory curriculum is covered.

95. Standards in design and technology were judged to be unsatisfactory at the time of the last inspection. The school has fully addressed this issue. Although no lessons were seen in Key Stage 1, photographic and other evidence was plentiful and helpful - sufficient to indicate that standards here are now at least sound. Certainly Key Stage 1 pupils have a rich range of experiences: they make toad in the hole, use running stitches to decorate binca

fabric mats and make 'useful' calendars. These experiences develop skills well and build onto an equally rich introduction to the subject in the Foundation Stage. Evidence in Key Stage 2 is more limited but in the one lesson seen, pupils were having a sensible and well-informed discussion - followed by a practical session - on making prototypes of simple musical instruments. This work was satisfactory. On the basis of one lesson, no secure judgements on teaching are possible.

GEOGRAPHY

96. There was no opportunity for lessons in geography to be observed owing to the subject rotation system that exists in the school. Evidence was gained from talking to pupils and by an examination of their written work. This indicates that pupil's achievement, progress and learning are satisfactory in both key stages.

97. By the age of seven, pupils have a sound knowledge of the locality in which they live. They are able to produce sketches showing their route to school. After drawing the route, higher attaining pupils make an estimate of the time needed to complete the journey. Pupils make sound progress when they examine the differences between a market and modern shops, and consider what jobs are associated with town and country. Satisfactory learning takes place when pupils are asked to make judgements about what clothing is most appropriate in different types of weather. As part of this unit of work the majority of pupils are able to identify the appearance of clouds that signify dry and wet weather.

98. By the age of eleven pupils have extended their geographical knowledge of regions around the world, including India and the Caribbean. Sound progress is evident when Key Stage 2 pupils study different climates - such as the monsoon - and write about how wind speed is measured by the Beaufort scale. Most pupils are able to describe the life of a river, and have made satisfactory progress in their knowledge of routes, plans and mapping. Similar progress and learning was evident when the pupils extended their knowledge of the locality to include an investigation into flooding and water control in the Kings Lynn area. A visit to the local pumping station reinforced their learning.

99. Work sampling showed that teachers provide a satisfactory range of opportunities for pupils to build their subject *knowledge*. However there is less emphasis on teaching geographical *skills*, such as raising geographical questions when presented with appropriate information. Neither is there consideration in teachers' planning for the subject to fully reinforce the whole-school numeracy and literacy strategies.

100. Pupils' attitudes to the subject are sound. However, there is evidence of unfinished and untidy written work. Pupils have too little opportunity to take responsibility for their own learning. To enable them to do this they need to be helped to understand what they need to do to improve.

101. The subject has made satisfactory progress since the last inspection, although the presentation of pupils' needs more attention. Staffing, accommodation and learning resources are satisfactory, although there are few visits and visitors.

HISTORY

102. Pupil's achievement and the standard of work seen during the inspection were satisfactory across the school. Pupils are making satisfactory progress in both key stages.

103. By the age of seven, pupils are learning and progressing satisfactorily. The majority have a sound knowledge of the passage of time and of the words that are identified with the subject, and they work with written, visual and oral evidence. Pupils learn about change over time as experienced by their parents and grandparents.

104. In Key Stage 2 pupils make sound progress in learning about such history topics as Ancient Egypt; Romans, Saxons and Vikings; Ancient Greece and Britain Since the 1930s. High attaining pupils write in detail about aspects of life in Ancient Egypt - the importance of the River Nile, for example - and how we know about the past. All pupils visit and make use of the local area to study developments in Victorian times. They talk about the differences for households then and now. The majority of pupils are able to imagine what life without electricity must have been like. Such topics add significantly to their historical knowledge. Pupils with SEN make sound progress and benefit particularly from the additional support that teachers have in the classroom.

105. Less secure is pupils' knowledge of the more difficult history skills. Most pupils in Key Stage 1 can write about the life and times of such famous people as Mary Seacole, and higher attaining pupils quickly put her life into the context of the Crimean War. However, many pupils have only a limited idea of how we know about the past. Similarly in Key Stage 2, there is little written evidence that sufficient progress is being made in developing the questioning skills of pupils when they approach history topics.

106. Teachers provide a satisfactory range of opportunities for pupils to extend their historical knowledge, although not enough attention to the acquisition of history skills and their application to the topics being studied. Teachers have sound subject knowledge in both key stages.

107. Pupils' attitudes to the subject are good, and their motivation is reinforced by valuable - albeit limited - visits to places such as the Duxford Museum and the local History Trail.

108. Through the extended writing opportunities offered to pupils in Key Stage 2, through work on time-lines, on the vocabulary and alphabets of Ancient Egypt and Greece, the subject plays a satisfactory role in supporting literacy across the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

109. No actual ICT lessons were seen during the inspection, although the technology room was in regular use by pupils, all of whom have ample opportunity to learn and practise new skills. There was very little pupils' work on display or shown in their books. However, discussions with pupils, observations of small groups working, and examination of their personal files stored on the computers indicate that, by Year 6, pupils' attainment is good. Attainment by pupils in Year 2 is satisfactory and it appears that in Year 1, pupils are making good progress. Although no direct teaching was seen, it is therefore not possible to make a judgement on its quality, pupils' standards suggest that they are being taught well.

110. Pupils of all ages confidently enter the password to call up their own file of work. Eleven-year-olds move around their file with ease, quickly selecting the work that they want. In word processing, they make their work attractive by choosing different styles and size of font, and printing some words in colour, for example. They use desktop publishing programs

to produce reports in columns. Pupils improve their work by including photographs taken with a digital camera, import pictures from collections of artwork and use a scanner to incorporate drawings and pictures from magazines and books. They use an art program to produce banners and headlines in a variety of shapes, and add shadows to the letters to give a 3-dimensional effect. Although they do not use the program very often, pupils describe how to enter commands to make a pointer follow a set course across the screen. They understand the dangers of using the Internet and always use it with adult supervision. They appreciate how quickly they can search for and retrieve information, and use this facility to find information - about exotic fruit such as the sugar apple, for example.

111. In Year 2, pupils enter text, save and retrieve their work. They use art programs to create pictures. They were shy when talking about what they had done in ICT. However, this was not typical of pupils in Year 1 who worked enthusiastically with a parent helper to produce pictograms and pie charts showing the musical instruments that they enjoyed playing. They required little help from the adult to enter the information. Good mouse control skills enabled them to use programs designed to help them with spelling common words.

112. Teachers make satisfactory use of ICT to support work in other lessons and encourage pupils to use the computers at lunchtime. However, not enough evidence was found of work in control technology, and greater use could be made of the sensing equipment the school has purchased. Teachers use graphs and word processing to support work in lessons. Not enough of the pupils' ICT work is on display where it could act as a stimulus to other pupils, and so that pupils can see that their work is valued.

MUSIC

113. Standards in music are in line with those expected of eleven-year-olds. As no lessons for the younger pupils were seen, it was not possible to make judgements about standards in music in Key Stage 1.

114. Eight-year-olds play recorders confidently to accompany recorded tunes. About half of the pupils read music well enough to be able to recognise which of three simple tunes are being played. Nine-year-old pupils demonstrated a tune they had just begun to learn on the recorder. They are taught good habits when they are led through breathing exercises before singing to demonstrate high, middle and low pitch. They enjoy their work and show good self control when singing '*My voice is high*' (or '*low*', or '*in the middle*'). By the age of eleven, pupils sing songs from *The Emperor and the Nightingale*. They sing in tune with pleasant voices. When learning a new song, they read the music and know that 4/4 means there are four beats to the bar. They know the names of notes, such as minims and quavers and recognise the sign for a rest. Pupils use percussion instruments to play short tunes in the same rhythm as the new song. They read part of the story entitled *The Forest* and chose instruments to represent the sounds suggested by lines such as *light, splintered by the tops of lofty trees* and *the lake, wrinkled by the breeze*. Pupils tried hard to re-create the atmosphere of the poem. They listened critically to the music and made suggestions about how their own work - and that of other groups - might be improved.

115. Teaching in the lessons seen was good. The teacher planned suitable exercises to achieve the objectives of the lessons: to compose rhythms to accompany a tune, and to learn about pitch. She showed very good knowledge and understanding of the subject when she showed pupils how to use breathing exercises before singing at different levels of pitch. Pupils respond well to the humour used by the teacher to encourage them in their efforts and they enjoy music lessons. Good account is taken of the needs of a pupil with poor eyesight: she is provided with enlarged copies of music. The school is well equipped with good quality

instruments and the teacher uses a good range of percussion instruments to allow pupils to develop their own tunes. She makes good use of taped music and broadcasts to help pupils understand musical terms such as *register* and *score*. All pupils are given the chance to learn to play the recorder by the time they leave school. Eleven-year-old pupils sometimes accompany hymns in assembly on their recorders. Teachers do not make enough use of ICT to support the teaching of music.

PHYSICAL EDUCATION

116. Pupils' achievement across the school is satisfactory overall. In both key stages they carry out warm-up exercises, and are able to talk about the importance - and the effects on their body - of health-related exercise. Boys and girls participate in a good range of games and overall reach satisfactory standards. In Years 3 and 4 lessons, progress is satisfactory for lower-attaining pupils when they practise passing skills. They are then given an opportunity to adapt what they have learnt to a small game situation, where they have to consider strategies. During these lessons high-attaining pupils demonstrate above average skills when throwing and catching beanbags, and small and larger balls. They are able to control the ball consistently, throwing it with appropriate speed and accuracy.

117. The school makes good use of the local sport's centre for swimming and gymnastics. Pupils in Key Stage 2 were seen carrying out a gymnastics lesson where they made sound progress. They identified various shapes such as pike and star and were able to use a variety of gym equipment. By the end of a hard-working session, high attaining pupils were jumping from a springboard, adopting a straddle shape, and consistently making a controlled landing. The majority of pupils showed a good level of learning, used the equipment with confidence, and controlled their jumps, using simple shapes.

118. In a Key Stage 1 lesson, pupils were being introduced to the basic skills of a forward roll and then to the task of combining two movements. By planning different activities for pupils with different skill levels, the teacher could have accelerated progress during this lesson. High attaining pupils quickly consolidated their knowledge of the forward roll, and demonstrated good control, tucking their head well in and maintaining direction. The majority of pupils in the class reached a satisfactory attainment level. Although they carried out forward and backward rolls with confidence, they often lost direction and consequently found it more difficult to develop their movement into a second stage.

119. Pupils with SEN make satisfactory progress in lessons. Teachers give help and advice appropriately and, commendably, other pupils give good support too. However when teachers are planning lessons they do not always consider activities that enable such pupils to fully participate in lessons and advance their skill levels.

120. The pupils enjoy their lessons, and are particularly keen to participate in sports with other schools, such as football, netball and cross-country.

121. All teaching seen was at least satisfactory and this helps pupils to maintain their overall satisfactory rate of achievement. Teachers manage pupils well and enjoy good relationships with them: these features create situations where pupils can learn well.

122. When learning objectives are specific, and made clear to pupils, and when expectations of pupils are high, then their learning is accelerated and standards of work rise. Pupils in Years 5 and 6 were kept on task during a throwing, dribbling, ball-control lesson, and the teacher had high expectations of their behaviour and work rate. The teacher had clearly identified what skills the pupils were to develop and a number of different exercises were introduced to maintain interest.

123. There are a number of areas for development in the teaching. While there are opportunities for pupils to look at the work of others, planning does not always allow for evaluation where pupils *learn* from each other's feedback. Activities in physical education do not always take account of pupils' differing achievement by setting tasks of different levels of challenge. Clearer identification of what pupils should learn during a lesson would allow teachers to assess and record attainment, identify areas of weakness and thereby allow target setting to take place. In the lessons observed there was no evidence of teachers taking the opportunity to reinforce the school's literacy and numeracy strategies. Insufficient attention paid to illustrating the multi-cultural nature of sport in the modern world, and to the sporting achievements of ethnic minority peoples.

124. Monitoring of the curriculum takes place in designated staff meetings, although little lesson observation has taken place. Recording is limited to listing the topics the pupil's have covered. Consequently there is little information to inform pupils more specifically of what they need to do to improve their work, or to help teachers plan future lessons.

125. While resources are satisfactory overall, the condition of some of the facilities are of concern and adversely affect both standards of work as well as the attitudes of pupils. The surface of the playground is uneven and is no longer intact. Although pupils' attention is drawn to the dangers of tripping during their games lessons, control in ball games is difficult.

RELIGIOUS EDUCATION

126. Only one lesson was seen during the inspection. Discussion with pupils and examination of their work indicate that standards are in line with expectations by the age of seven but are below those expected of eleven-year-olds. At the previous inspection, standards were judged to be in line with expectations throughout the school.

127. By the age of eleven, higher attaining pupils know the main points surrounding the birth and death of Jesus. They describe how Jesus performed miracles. Pupils know the names of the major religions such as Judaism, Islam, Sikhism and Buddhism but cannot explain how they differ or describe many of their characteristics or beliefs. They know that the Jewish holy day is called the Sabbath. They understand the importance of the *seder* plate to Jews, but do not remember the name of the plate. Pupils describe visits to local churches and understand the use of the font in the baptism ceremony. By the age of nine, pupils learn about the origins of Judaism. They study Old Testament characters such as Abraham and Isaac and discover how God gave Moses the Ten Commandments. They develop an understanding of the importance of the Jewish Sabbath, the blessing of wine and bread and the reading of the *Torah*. Pupils listen to stories about Jesus and learn that Christians celebrate Lent in memory of Jesus fasting in the wilderness for forty days. By the age of seven, pupils learn about the special nature of families and discuss the idea of 'families' beyond that at home. In lessons about the birth of Jesus, pupils think about the gifts He was given, then write about gifts that they might give but that cannot be bought. In

this way, they learn that the qualities of helpfulness and consideration are often valued as much as material things. Pupils develop an understanding of the importance of light in major religions when they find out about the significance of ceremonies such as Christingle and St Lucia's day to Christians and *divali* to Hindus. They learn how some religions have similar ideas, such as the celebration of Lent and Ramadan.

128. It is not possible, from the one lesson seen, to make judgements about standards of teaching in the subject. In the one lesson, teaching was satisfactory. One good element in the lesson occurred when the teacher showed the calendar as a circle so that pupils could easily see where the Christian festivals come in relation to each other. Teachers, particularly in Key Stage 1, make sure that they use the correct vocabulary. They talk about *advent* in the days before Christmas and teach pupils words important to other religions, such as Jewish *kiddush* and *hallot* and the Sikh *kirpan* and *kangha*. Pupils are introduced to stories from other religions when they read the Sikh story, *The Guru and the Water Carrier*. Pupils in Years 5 and 6 do not have a religious education lesson every week but tend to be taught several lessons in a short period. This contributes to their below average attainment in the subject. The management of the subject is unsatisfactory. The co-ordinator is not given time to check teaching and learning in lessons and there are no formal arrangements for her to see teachers' planning. Therefore, she is not aware that pupils in Year 5 and Year 6 do not have the same opportunities to study religious education as pupils in other classes.