

INSPECTION REPORT

ERPINGHAM CHURCH OF ENGLAND PRIMARY SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 121036

Headteacher: Mrs G Horner

Lead inspector: Bob Cross
15917

Dates of inspection: 15th and 16th March 2004

Inspection number: 262149

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll;	43
School address:	School Road Erpingham Norwich Norfolk
Postcode:	NR11 7QY
Telephone number:	01263 761365
Fax number:	01263 761365
Appropriate authority:	The governing body, Erpingham VCP School
Name of chair of governors:	Mr K Codling
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

Erpingham Church of England Primary School is much smaller than most other schools of the same type. There are 13 more pupils compared with when the school was last inspected. The school has 21 pupils on its register of special educational needs, which is well above the level of the national average. Pupils with moderate learning difficulties are the most common group amongst the pupils with special educational needs. One of the pupils has a statement of special educational need which is the national average. The number of pupils known to be eligible for free school meals is at the level of the national average. The school has similar numbers of boys and girls on roll but some years have an imbalance in the numbers of boys and girls. None of the pupils is from minority ethnic backgrounds and none speaks English as an additional language. Both of these features are lower than in most schools. During the last school year, five pupils entered the school other than at the usual time of first admission but none left it at a time which was not the normal leaving or transfer time for most pupils. This rate of mobility is normal. In the last two years, no teachers have left or joined the school. This is also a low rate of turnover. Pupils enter the school at average levels of attainment. The school received an achievement award in 2002. It achieved the Investors in People Award and the Basic Skills Quality Mark in 2003. Judgements of standards in this report refer to Years 3 to 6 rather than the conventional Year 6 in order to avoid any possible identification of individual pupils.

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15917	Bob Cross	Lead inspector	Science, information and communication technology, personal, social and health education and citizenship, design and technology, geography, history, physical education.
9092	Ron Elam	Lay inspector	
19142	Audrey Quinnell	Team inspector	English, mathematics, art and design, music, religious education, special educational needs, Foundation Stage.

The inspection contractor was:

Phoenix Educational Consultants

"Thule"
60 Joy Lane
Whitstable
Kent

CT5 4LT

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	12
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	
AREAS OF LEARNING IN THE FOUNDATION STAGE	16
SUBJECTS IN KEY STAGES 1 and 2	18
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The education provided for the pupils of this school is unsatisfactory. Standards in the main subjects are not high enough and many pupils do not progress well enough. This is mainly due to weaknesses in teaching, learning and management. Additionally, there are shortcomings in curricular provision especially for the youngest children and in procedures for pupils with special educational needs (SEN). The school gives unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Many pupils in the school do not do as well as they could and, as a result, standards in English, mathematics and science are too low.
- Overall, teaching and learning are unsatisfactory although there are important variations.
- The leadership and management of the school are not sufficiently effective in raising standards.
- Pupils are well cared for, have good attitudes to their work and behave well.
- Overall, provision for the pupils' spiritual, moral, social and cultural development is good.
- Curricular provision for children in the Foundation Stage is unsatisfactory.
- Too many pupils are identified as having SEN.
- Attendance is poor and punctuality is unsatisfactory.
- In Years 3 to 6, pupils reach good standards in information and communication technology (ICT) and swimming.
- The school has good links with parents and the community.

The school's improvement since it was last inspected has been unsatisfactory. None of the key issues for action identified by that inspection has been fully addressed although some developments in curricular planning and assessment have taken place. Compared with the findings of the school's last inspection, the care of the pupils has improved and their attitudes and relationships have remained at the same high levels. Overall, curricular planning is judged to be unsatisfactory by both inspections. In all other aspects, the school is judged not to be as good as it was when it was last inspected.

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.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E*	E*	E*
mathematics	E*	E	E*	E*
science	E*	E*	E*	E*

Key: A - well above average; B – above average; C – average; D – below average; E – well below average; E in the lowest five per cent of schools in the country*

Similar schools are those with similar percentages of pupils eligible for free school meals

The data in this table should be regarded with caution because of the small numbers of pupils involved. However, data which show standards to be consistently very low, and falling, across a period of years are worthy of significant consideration.

Achievement is unsatisfactory. Achievement in the Foundation Stage is unsatisfactory. Children are on course to reach the goals they are expected to reach by the end of Reception in their mathematical and physical development. They are on course to reach below these levels in their communication, language and literacy skills. In Years 1 and 2, achievement is poor and standards are well below average in reading, writing, mathematics and science. In Years 3 to 6, achievement

improves but it is still unsatisfactory by the time pupils leave the school. A major reason for unsatisfactory achievement is that too many pupils are regarded as having SEN. Their teaching reflects this decision and they do not, therefore, make the progress of which they are capable. Standards are below average in mathematics and science and well below average in English. In Years 3 to 6, standards are above average in ICT and swimming and achievement in these subjects is good.

The pupils' spiritual, moral, social and cultural development is good. Pupils' attitudes and behaviour are good. Attendance is poor and punctuality is unsatisfactory. Pupils are confident, interested in their work and relate very well to others. Attendance is well below the national figures. Significant numbers of pupils are late for school.

QUALITY OF EDUCATION

The quality of education provided by the school is unsatisfactory. Standards are below average in Year R and in Years 3 to 6. They are well below average in Years 1 and 2. This is because, overall, **the quality of teaching and learning is unsatisfactory.** There are, however, important variations in the quality of teaching and learning which, for example, are satisfactory in Years 3 to 6. This is, fundamentally, due to insufficient rigour and effectiveness of the leadership and management of the school in improving teaching and learning and raising standards. Curricular provision for children in Year R is unsatisfactory although it is satisfactory in other years. Too many pupils are identified as having SEN. The school is totally committed to all pupils taking a full part in its life. However, equality of opportunity is unsatisfactory as many pupils fail to reach their potential. Teachers know the pupils well and take good care of them. The school works well with parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory. All of those associated with the school are keen for it to be successful. However, there is not enough effective focus on improving standards. This is evident in the limited monitoring of teaching and learning and the lack of rigour in self evaluation and the analysis of data and strategic planning. Governors do not act as effective critical friends to the school particularly in challenging it to improve. All statutory requirements except for the implementation of the full Foundation Stage curriculum and the provision of all the statutory information to parents are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

All of the views presented by parents were fully supportive of the school. Most of the pupils liked being at the school. They particularly liked the teachers and their friends. Significant numbers pointed to weaknesses in the teaching, for example, not being shown how to make their work better.

IMPROVEMENTS NEEDED

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

- Ensure that all pupils do as well as possible.
- Raise standards in English, mathematics and science.
- Improve the accuracy of procedures for the identification of pupils with SEN.
- Improve the quality of teaching and learning.
- Increase the effectiveness of leadership and management in raising standards.
- Improve attendance and punctuality.

and, to meet statutory requirements:

- Implement fully requirements for the Foundation Stage curriculum.
- Ensure that the statutory information for parents meets requirements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is unsatisfactory. Achievement is poor in Years 1 and 2. Overall, standards are below average. They are well below average in English, mathematics and science in Years 1 and 2. Standards are above average in ICT and swimming in Years 3 to 6.

Main strengths and weaknesses

- Pupils do not do well enough.
- Standards are not high enough in English, mathematics and science.
- There is a downward trend in standards in English, mathematics and science in the national tests and assessments.
- Too many pupils are identified as having SEN.
- Pupils do well in ICT and swimming in Years 3 to 6.

Commentary

1. Achievement in the Foundation Stage is unsatisfactory. Children enter the school at average levels of attainment. They are on course to reach the goals children are expected to reach by the end of Reception in their mathematical and physical development. However, they are on course to reach below these levels in their communication, language and literacy skills. Insufficient evidence was gathered to make judgements in other areas of learning. The only area where safe comparisons with the findings of the school's 1998 inspection can be made is communication, language and literacy. Standards in this area are currently lower than they were in 1998. Unsatisfactory achievement is mainly due to the unsatisfactory teaching, learning and curricular provision received by these children.

2. In the end of Year 2 national tests in 2003, standards were well below average in reading and writing and in the lowest five per cent in the country in mathematics compared with all schools. The picture is very similar when standards are compared with similar schools based on the number of pupils known to be entitled to free school meals. Standards in science based on the assessments made by teachers were in the lowest five per cent in the country. There has been a declining trend in standards. Care should be taken when interpreting this information because of the very small number of pupils involved.

3. In Years 1 and 2, achievement is poor and standards are well below average in reading, writing, English, mathematics and science. Standards in speaking, listening, ICT and physical education (PE) are average. Insufficient evidence was gathered to make judgements about other subjects. Standards in English, mathematics, science and ICT have all fallen since the school was last inspected. Insufficient evidence prevents comparisons in other subjects. Falling standards and poor achievement are primarily due to teaching and learning not being as good as they were in 1998.

4. In the end of Year 6 national tests in 2003, standards in English, mathematics and science were in the lowest five per cent in the country compared with all schools and similar schools based on the number of pupils known to be entitled to free school meals. Standards have been consistently low and have fallen steadily over time.

5. In Years 3 to 6, achievement is satisfactory. However, it remains unsatisfactory overall by the time pupils leave the school. There are important variations in achievement between year groups in Years 3 to 6. These cannot be clearly spelt out because of the danger of identifying individual pupils where such small numbers are involved. The most important variation is that the achievement of the year group shown to be the most able by the national Year 2 tests is unsatisfactory. Standards are

below average in mathematics and science and well below average in English. This represents satisfactory achievement in mathematics and science from the pupils' well below average starting point in Year 3 but poor achievement in English. In Years 3 to 6, standards are above average in ICT and swimming and achievement in these subjects is good. Standards in English, mathematics and science have fallen since the school was inspected in 1998. Standards in ICT have remained good. No comparisons could be made in other subjects because of lack of secure evidence. Variations in the quality of the teaching and learning between different subjects mainly explain the disparities in the pupils' achievement across subjects.

6. Boys do significantly better than girls in all three subjects in both Year 2 and Year 6 in the national tests. However, this was not evident during the inspection and no evidence to suggest reasons for it were found. Care should be taken when interpreting this information because of the very small number of pupils involved.

7. The school's procedures for the identification of pupils with SEN are unreliable. This results in too many pupils being wrongly considered to have SEN. The result of this lack of aspiration for these pupils is that their progress is slowed down. The work provided for them lacks adequate challenge because assessment procedures do not match their work to their needs well enough. Those pupils who are accurately recognised as having SEN make satisfactory progress against their targets. However, overall the achievement of those pupils this school considers to have SEN is unsatisfactory.

8. Although weaknesses in teaching and learning are the most important reason why pupils do not do as well as they could, other factors are also important in promoting under achievement. These include inadequate application of the pupils' ICT, literacy and numeracy skills in other subjects. They also include weak assessment procedures and shortcomings in management.

9. The school has a suitable policy for pupils who are gifted and talented. It has begun the process of identifying these pupils. However, there is no formal register and no consistent appropriate provision is made for them. As a result, their achievement is unsatisfactory. This is also the case with more able pupils which was an issue when the school was last inspected.

10. Mobility amongst the pupils is not judged to be a significant factor influencing the pupils' achievement. Figures provided by the school show that this was at normal levels in the last year. In addition, for example, all of the pupils in Year 5 have had the whole of their education in this school. However, none of the pupils in Year 4 began their education at this school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and their moral, social, spiritual and cultural development are good. Attendance is poor and punctuality is unsatisfactory.

Main strengths and weaknesses

- Pupils behave well, have positive attitudes to work and enjoy being at school.
- The level of attendance is well below that of similar schools around the country.
- The school's provision for social and moral development leads to very good relationships around the school.
- The school is not taking sufficient action to improve attendance and punctuality.

Commentary

11. The table below shows the attendance figures for the school. The level of attendance has deteriorated since the last inspection. Absences are mainly due to medical reasons but a significant number are due to holidays. The majority of pupils arrive on time in the mornings although there is a steady flow of pupils arriving after the formal start of the day. They are not usually recorded in the register as late, a weakness that was also noted in the previous inspection report. The school has a

good understanding of family circumstances and tries to work with the parents to make improvements. Nevertheless, this has not resulted in an increase in the overall attendance level in the current school year. The actions required to obtain the necessary improvement are beyond the resources of the school and it does not refer to the education welfare service all those families in order to gain support.

Attendance in the latest complete reporting year [%]

Authorised absence	
School data:	8.6
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

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

12. The pupils' attitudes towards learning are good. They are interested in what happens in school and they enjoy their work. Pupils of all ages settle to new activities quickly, when necessary the older ones find the work they are to do for themselves and enable the adults to concentrate on supporting other pupils. They listen attentively and follow instructions well. The pupils' personal development is good. Pupils demonstrate that they can act responsibly when undertaking the variety of duties in the classroom and around the school. The infants were very willing to tidy away the chairs at the end of assembly and did so carefully and safely without any direct supervision. Their good spiritual development is enhanced by the sense of community developed through the whole school assemblies. Discussions in the classroom help pupils to appreciate their own worth and to raise their self-esteem.

13. Pupils' social development is very good. The school provides very good opportunities for pupils to interact with classmates in group work and paired discussions within each class. The older pupils show maturity and care when playing with or helping the younger pupils. Their awareness of the wider world is enhanced with the festivals in local churches and contacts with pupils in other primary schools. Pupils' relationships with their peers and with adults have been maintained at the high levels noted at the time of the last inspection. This contributes to the quality of work in lessons and to the progress they make, especially by giving them the confidence to ask and to answer questions.

14. The provision for cultural development is good. Some subjects provide pupils with an understanding of the world around them with, for example, painting and music developing aesthetic awareness. Pupils are starting to appreciate western cultural background from nursery rhymes and work on, for example, the Greeks and Tudors in history and European artists and composers. During the year, the school celebrates different festivals such as the Chinese New Year and Diwali. Nevertheless, the school does not ensure that life in multi-cultural British society is generally a natural and regular feature of the curriculum.

15. Overall, the behaviour of the pupils is good and they respond well to the moral guidance from the school. Even the youngest work and play together without arguing and lunchtimes are pleasant social occasions. Pupils have a good understanding of right and wrong. They are aware of how their behaviour affects others and many have developed self-discipline. They are polite and move around the school in an orderly way even when not supervised. The one or two pupils with special behavioural needs are well supported by the staff and by other pupils. Pupils and parents confirm that there is no bullying or aggression. Last year, just one pupil was excluded on two occasions as can be seen in the table below.

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
43	2	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is unsatisfactory. Standards in English, mathematics and science are too low. This is because, overall, the quality of teaching and learning is unsatisfactory. This is, fundamentally, due to insufficient rigour and effectiveness of the leadership and management of the school in improving teaching and learning and raising standards. Curricular provision for children in Year R is unsatisfactory although it is satisfactory in other years. Too many pupils are identified as having SEN. The school is totally committed to all pupils taking a full part in its life. However, equality of opportunity is unsatisfactory as many pupils fail to reach their potential. Teachers know the pupils well and take good care of them. The school works well with parents and the community.

Teaching and learning

Overall, the quality of teaching and learning is unsatisfactory. Teaching and learning are satisfactory in Years 3 to 6 and for part of the time in Years 1 to 2. They are unsatisfactory in Year R and for part of the time in Years 1 to 2. Assessment is unsatisfactory.

Main strengths and weaknesses

- Teachers do not expect high enough academic standards of the pupils.
- The school's assessment procedures are not good enough or used well enough.
- Procedures for the identification of pupils with SEN are inaccurate.
- Lesson planning lacks sufficient detail.
- Support staff are not used effectively in the Foundation Stage.
- In Years 1 and 2, teachers do not always make the best use of time.
- There are strengths in the teachers' management and control of the pupils and in their response.
- The quality of teaching and learning in ICT and swimming is good and promotes good standards in Years 3 to 6.

Commentary

Summary of teaching observed during the inspection in 13 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	2	8	3	0	0

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

16. The school's 1998 inspection judged the quality of teaching to be satisfactory. This inspection judges teaching and learning to be unsatisfactory although they are satisfactory in Years 3 to 6. The most important weaknesses in teaching and learning are inadequate lesson planning and the failure to use assessment information well enough to match the work to the needs of the pupils. Planning frequently fails to identify different work for pupils of different ages and abilities. Inadequate use of assessment information means that some pupils often get work which is too hard for them while others get work which is too easy for them. Both of these factors were important weaknesses in teaching when the school was last inspected. Most of the pupils spoken to said that they found their work easy. Ineffective use of assessment information is linked to not having sufficiently high aspirations for the pupils' educational standards. These weaknesses in teaching and learning, which are most marked in some sessions in Years R to 2, are the major reasons why the achievement of the pupils is unsatisfactory.

17. Teaching and learning in the Foundation Stage are unsatisfactory although they range from unsatisfactory to good. Due to limitations in the evidence base, firm judgements of the quality of teaching and learning could only be made in communication, language and literacy and mathematical development. Teaching and learning in these areas were unsatisfactory. Many of the activities provided are not suitable for children of this age and slow down their development.

Children are given too few opportunities to make choices for themselves or to engage in free choice activities. Support staff are not used well enough to help these children. When the school was last inspected, teaching and learning were judged to be sound and support staff were well used.

18. Time is not always well used in Years 1 and 2. For example, in a mathematics lesson, some pupils were not involved in part of the lesson. They sat and watched other pupils using varied coins to make ten pence. This did not use their time to the best advantage. Furthermore, as the lesson progressed, it became evident that the work was far too easy for the more able pupils. These pupils could work out easily, quickly and accurately how to make up a pound and could work out half of some amounts of money. The early part of the lesson had clearly not been good use of their time.

19. The school's 1998 inspection found that the lack of rules for behaviour in the classroom could lead to situations where teachers were "besieged" by enthusiastic pupils calling out. This was not observed during this inspection. The teachers' management and control of the pupils were always at least satisfactory and, sometimes, it was good. The pupils' attitudes and behaviour were good and teachers gave them good encouragement. However, in Years R to 2, they showed little ability to work independently. In conversation, some pupils commented that, on occasions, some teachers had told them that they were too busy to help them when they had problems with their work. This echoed what significant numbers of pupils marked on their pre inspection questionnaires.

20. The school's 1998 inspection found good teaching in ICT. This finding is confirmed by this inspection. The teaching is knowledgeable and self-assured. It is well organised, challenging and well resourced. As a result, the pupils work with enjoyment and confidence and make good progress. The teaching of swimming was not observed during the inspection. However, the quality of the provision, the standards shown by the school's records and the pupils' views all indicate good quality teaching and learning.

21. During lessons, teachers almost always identify and support pupils who are having difficulties with their work. However, it is less common for teachers to recognise when the work is too easy for pupils and to provide them with more challenging work, which will enable them to achieve higher standards. The analysis of pupils' work in Years 1 and 2 showed that tasks were often the same for pupils of all capabilities and ages. As a result, tasks were frequently too difficult for the less able, who often failed to complete the work they were given and too easy for the more able. The analysis of work showed that marking of pupils' work in the Years 1 and 2 class is often praised without any comments to help them to improve their work. Marking in the Year 3 to 6 class is variable, but work that is marked often has helpful comments, which shows pupils how they can improve their work. Assessment information is not always used effectively to plan pupils' work, especially for the more able. However, in Years 3 to 6 there was evidence of this in mathematics. During discussions with pupils, they showed no understanding of National Curriculum levels. There was no indication that self-assessment was based on an understanding of their strengths or weaknesses and how they could improve them. Lack of challenge for older, more able pupils, unsatisfactory assessment and marking were all weaknesses when the school was inspected in 1998.

22. At the start of the inspection, 21 pupils, almost 50 per cent of the pupils in the school, were identified as having SEN. Ofsted asked for the inspection team to examine the school's assessment procedures for identifying pupils with SEN. After discussions with the SEN co-ordinator, the numbers of pupils with SEN were reduced to nine. This shows that there had previously been over identification of pupils as having SEN and that these assessment procedures were unsatisfactory. The quality of assessment and of the teaching and learning they receive means that pupils with SEN make similar progress to others in their year group.

The curriculum

Overall, curricular provision is unsatisfactory. It is unsatisfactory in the Foundation Stage and satisfactory in Years 1 to 6. The enrichment of the curriculum is satisfactory. The school's accommodation and resources are unsatisfactory.

Main strengths and weaknesses

- Children in the Foundation Stage are not catered for adequately.
- Curricular development is unsatisfactory.
- There are strengths in provision for ICT and swimming.
- Curricular planning in Years 1 to 6 is not effective.
- The curriculum does not cater sufficiently well for the needs of all pupils.
- Good use is made of use facilities in other schools.
- There are significant shortcomings in the school's accommodation and resources.

Commentary

23. Curricular provision for children in the Foundation Stage does not meet requirements. Teachers' planning does not pay sufficient attention to the statutory requirements detailed in the national guidance for the curriculum for the Foundation Stage. Provision for outside activities during lessons is unsatisfactory. Weaknesses in curricular planning for these children were noted by the school's 1998 inspection and the need to improve curricular planning was the first key issue for action.

24. Statutory curricular requirements are fully met in Years 1 to 6 and there is good provision for ICT and games. Most subjects follow national guidelines as a scheme of work. However, less attention is paid to the National Literacy Strategy than is the case in most schools. For English, the school largely follows a scheme which is mainly intended for pupils who have SEN. Many pupils in this school do not need this approach and are not making enough progress. Furthermore, during the inspection, the school recognised that it had over identified the number of pupils with SEN that it had on roll. The implementation of the curriculum is not evaluated frequently or rigorously enough. The effectiveness of the national guidelines is significantly reduced as the school does not use assessment information well enough to match the guidelines to the needs of the pupils. As a result, pupils, particularly those in Years R to 2, frequently get work which they find too hard or too easy. No curricular provision for gifted and talented pupils has been made which is unsatisfactory. Consequently, the pupils do not achieve well enough. This means that they are not prepared well enough academically for transfer to secondary school and do not receive equality of opportunity.

25. For a small school, Erpingham works hard to enhance the curriculum in a variety of ways. The pupils have taken part in an arts week and the links with other schools result in joint visits to experience, for example, musical performances. Other visits include to a museum, puppet theatre and a Hall to gain a better understanding of life in the past. A particular strength is the way the grounds of the school have been developed to provide an environmental area, raised flowerbeds and a pond. The school provides after school clubs. Because of the lack of its own facilities, the staff take the pupils to other schools for physical education and swimming. Pupils' participation in sport is enhanced by the after school clubs for football, netball and tennis and the opportunities for inter-school sports matches.

26. There is a satisfactory match of teachers and support staff to the needs of the curriculum. Classroom assistants are well trained and make a positive contribution to pupils' learning in both classes. Nevertheless, the expertise of the nursery nurse is not fully used as the children in the Reception year have the same lessons as their older classmates too frequently. The accommodation is now small for the number of pupils and lacks a hall. Staff use the space well and the positive attitudes of the pupils ensure that problems are minimised. The time needed to travel to another school for physical education lessons causes some loss of teaching time, although the school is expecting to benefit from a new agreement to use the village hall. In addition, the classrooms are used for dinners and the staffroom is also the library. The large field and attractive planted areas are an asset. Resources and accommodation overall are unsatisfactory, particularly because of weaknesses in the Foundation Stage. Reception children do not have easy access to the outside area and the school lacks large wheeled toys. Resources for ICT are good.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is unsatisfactory. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- Staff show good concern for the needs of the pupils and pupils know they can trust them.
- The school provides a variety of opportunities for pupils to express opinions about life in the school.
- There are effective procedures for ensuring a healthy and safe environment.
- The school has good arrangements to enable new pupils to settle in.
- Assessment procedures are not good enough to provide pupils with good advice on how to improve.

Commentary

27. Various risk assessments are in place for many of the different activities. The headteacher and a governor tour the school each term to identify any hazards. Teachers ensure that pupils are made aware of health and safety issues during lessons such as science and design and technology and guide them towards a healthy lifestyle. The procedures for child protection are good. The school follows the local procedures and staff have received guidance on what to look out for and how to deal with any concerns that may arise. The arrangements for first aid are good with trained staff and records kept of treatment.

28. As the parents confirm, the induction arrangements for children newly arriving into the Reception year are good. The local nursery comes to join in some of the events. The children visit the school in the term before they start in order to get to know the staff and the school. Pupils who join the school at other times are supported by a 'buddy' and quickly settle into the family ethos. Pupils are enabled to influence what happens in the school with some discussions in 'circle time' and assemblies. They have brought about various changes within the school such as deciding to have the same break times for both the infants and the juniors and producing a quiet garden and raised flowerbeds.

29. The school does not use a structured system to monitor personal development. Nevertheless, the staff have a good understanding of the pupils' personal qualities.

30. The school carries out and records statutory and non statutory national assessments appropriately. It also tests pupils for progress in reading and spelling. In English, mathematics and science, individual records of progress are kept. In Years 3 to 6, pupils devise personal targets in English, mathematics and ICT and there is an appropriate record of progress in ICT throughout the school. Records in other subjects consist largely of notes made by the teacher for the purpose of recording. Whilst these procedures are broadly satisfactory, they are not used well enough to provide the pupils with advice on how to improve. In the Foundation Stage, the use made of the national guidance on the steps children normally take to reach the goals expected by the end of Reception is unsatisfactory.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents hold the school in high regard and are supportive of what the school provides.
- The school provides a good range of information about what happens in school.
- The annual reports on children's progress provide limited information.

- The involvement of other schools and of people in the community enhances pupils' personal, social and academic development.

Commentary

31. In the Ofsted questionnaire and at meetings with the inspectors, parents indicated they are pleased with what the school provides. The school sends home regular news and other letters about general matters and what the pupils are doing. An outline of what is to be taught is also sent home. The junior pupils use a home-school log to note details of the homework that has been set and the pupils record what they have been doing both at school and over the weekend. Formal parents' evenings take place each term and are well attended. The headteacher is in the playground at the start of the day and the teachers are readily available at the end of the day. Several informal conversations were seen during the inspection and there is a pleasant, relaxed relationship between staff and parents. The annual report on pupils' progress in the summer term provides a summary of the work covered in the year. However, overall, it provides only limited information on what the pupils know and can do and concentrates more on their attitudes and enjoyment.

32. Many of the parents are keen for their children to do well and support them at home with their homework and with projects. A few parents help regularly in school with more helping with one-off activities and accompanying trips out. The Friends' Association successfully organises fund raising, social events and working parties around the grounds. Parents are able to influence what happens in the school both in discussions with staff and, each year, by completing a questionnaire. However, a number of parents limit their children's achievements by not ensuring that they come to school regularly and on time.

33. The school's links with other schools enable it to provide a broader curriculum. Jointly, the schools are able to organise theatre trips, sports activities and, in particular, the school uses others' facilities for PE and swimming. The small numbers of pupils in Year 6 visit other primary schools regularly to enable them to form friendships before they make the transfer to the secondary school. This helps them to settle in more easily. The links with the secondary school also enhance the school's provision. Staff benefit from training and meeting with colleagues from other primary schools. Organisations in the community raise money for the school. Local businesses (some of which are run by former pupils) help with resources and equipment to enhance the outside facilities as well as supporting events and school visits.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory. The leadership of the headteacher, other leadership roles overall, the management of the school and the school's governance are unsatisfactory.

Main strengths and weaknesses

- The lack of sufficient rigour in monitoring the school's performance.
- Weaknesses in the use and analysis of performance data.
- The management structure of the school is not effective.
- The management of provision for pupils with SEN is unsatisfactory.
- All of those connected with the school are committed to its success and to including all pupils fully in its life.
- There are shortcomings in the quality of self evaluation.
- Strategic planning is not effective in raising standards.
- The governors do not perform their role as critical friends well enough.
- Statutory information provided for parents in the Governors' AGM report is incomplete.

Commentary

34. Standards in this school are too low. However, the school's management has no clear understanding of this fact or of the standards being reached by the pupils. This is primarily because there is no effective regular, professional and formal monitoring of teaching, learning and standards in the classroom. Furthermore, pupils' work is not analysed adequately enough to assess these factors. For example, the school regularly tests pupils to check their spelling and reading ages and these tests show improvements in standards. However, the findings of the inspection clearly show that many pupils are not able to incorporate these test results into their daily work. This would be very evident to the school if a structured programme of monitoring existed. Additionally, fundamental weaknesses in teachers' planning and their use of assessment information to match work to the needs of the pupils would also be evident.

35. Data about the pupils' performance are collected and analysed. In particular, the school points to data which show that the pupils who took the national tests in Year 6 in 2003 made good progress. The inspection's findings agree that the best progress pupils make in the school is generally in Years 3 to 6. However, measuring progress from Year 3, after the pupils have been in the school three years, does not give a true picture of the progress they make during their time at the school. Data provided by Norfolk County Council and the findings of the inspection show clearly that progress in Years R and 2 is unsatisfactory. This means that standards relative to the pupils' ages are lower in Year 2 than they are in Year R which makes Year 2 an unreliable starting point from which to measure and judge progress overall. Furthermore, although the pupils in Year 6 in 2003 had made some progress, the school's standards overall were in the lowest five per cent in the country compared both with similar schools and with all schools. None of the pupils reached above average standards, most of them were below average and standards in English and mathematics were not as good as those in science. The school only produced these data for one group of pupils.

36. The school gives insufficient weight and attention to the considerable amount of data which shows a different picture. These data are regarded as unreliable and their significance is not appreciated. In fact, some do need to be regarded with caution because of the small numbers of pupils involved. However, data which show standards to be consistently very low, and falling, across a period of years are worthy of significant consideration.

37. The school uses the data available to make predictions of the National Curriculum standards that pupils are expected to reach. However, the teaching and assessment procedures are not planned well enough to ensure that pupils make enough progress to reach these targets. Pupils are encouraged to set their own targets for improvement in English, mathematics and ICT with the teacher's help in Years 3 to 6. The pupils find these targets very motivating. However, they are not sufficiently closely related to what the pupils need to do to improve their National Curriculum standards and do not exist in science. In Reception, the national guidance on the steps children normally take to reach the goals expected by the end of Reception is not used adequately to plan their learning.

38. The school has adopted a policy of not having designated co-ordinators for most subjects. The staff generally work together as a team when a subject is in focus for development. This is a sensible, practical step in such a small school. However, it does mean that English, mathematics and science, where standards are very low, and the Foundation Stage, where curricular provision is unsatisfactory, have no day-to-day leadership to guide their improvement. The effect of good leadership in a subject is quite evident in ICT where standards are above average in Years 3 to 6. The school's management of SEN, however, is unsatisfactory. Procedures for the identification of these pupils are not good enough and too many pupils are unnecessarily regarded as having SEN. As a result, there is an over concentration on the needs of these pupils to the detriment of others. There is no planned programme to meet consistently the needs of pupils who are gifted and talented.

39. As a result of these shortcomings, the school's management has no clear idea of its strengths and weaknesses. This means that the commitment to its success which everyone connected with it has does not have a secure base to build on. Consequently, the school's self evaluation is inaccurate and lacks rigour. In only one instance, relationships with parents, was the school's self

evaluation the same as that of the inspection's. In all other instances, the school rated itself at least one grade higher, and in most cases, two grades higher than the findings of the inspection. Furthermore, in terms of subjects, literacy and numeracy, in which the findings of the inspection show fallen standards since the school was last inspected, were rated as being amongst the aspects of the school which had most improved. As a result, the school's strategic planning does not give sufficient priority to raising standards in English, mathematics and science. Reading and writing are scheduled for improvement in the current year's plan. However, the actions to be taken to bring about improvement are not sufficiently detailed and the criteria for judging success are weak. Development of mathematics and science is planned in subsequent years. Consequently, although all pupils are fully included in the school's activities, they do not receive equality of opportunity. The school's expectations of its pupils are generally too low.

40. The governors take their duties seriously. They are linked to subjects and have a planned programme of monitoring. Some governors confidently expressed the view that they were very able to judge standards and the quality of teaching and learning, as well as analyse data effectively. However, they have not gained the information needed to have an appropriate awareness of the school's weaknesses. Additionally, as the governors lack valid information about essential aspects of the school from its management, they are unable to hold it to account for its performance in an effective manner. In addition, they have been unable to ensure that curricular requirements for the Foundation Stage are met. Furthermore, the statutory information for parents still has some omissions even though this was a key issue for action when the school was last inspected.

41. Management in this school is too complacent. It refuses to accept or investigate evidence which it finds uncomfortable and, in so doing, does not ensure that its pupils are catered for as effectively as possible. The school too readily provides, and accepts, superficial reasons for the pupils' low performance. Furthermore, the data produced by the school to show the progress made by pupils who left Year 6 in 2003 were inaccurately interpreted in a way which over emphasised the progress made by these pupils by as much as 50 per cent. Accurate interpretation shows that, in many respects, the school's evidence agrees with national data showing that the pupils in this year group made less than half of the progress made by pupils nationally.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	177,090	Balance from previous year	5,000
Total expenditure	172,309	Balance carried forward to the next	4,781
Expenditure per pupil	5,059		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **unsatisfactory**.

42. Children are admitted to school on a part-time basis in September of the year during which they become five. They are gradually integrated into full-time attendance, usually by their first half term in school. They enter a class that also has a group of twelve pupils in Year 1 and six pupils in Year 2. There are currently three children in the Reception year. Induction procedures are good and this means that the children quickly get used to the school routines. Two teachers, one in the morning and one in the afternoon teach the class. Overall, the quality of teaching and learning is unsatisfactory, but ranges from unsatisfactory to good. When the school was last inspected, teaching was sound. The teachers' planning seen during the inspection showed insufficient regard to the statutory requirements detailed in the national guidance for the curriculum for the Reception Year children. Planning for children of this age was also unsatisfactory when the school was last inspected. There is no designated co-ordinator for the Foundation Stage which is unsatisfactory.

43. Too few learning activities are provided that are appropriate for the children's stage of development, which slows down their progress and hinders their ability to achieve higher attainment. Too often, the children are directed to an activity. There are too few opportunities provided for them to develop their independent learning through choosing an activity and being able to use their imagination in free-play activities. The children cannot easily move between the indoor and outdoor environment, as detailed in the guidance for children in the Reception year. Although there is a small, but adequate outside area, with a covered area for use in inclement weather, this was not used during the inspection for any outside activities during lesson time. The school does not have any large wheeled toys for the children to use, which impinges on both their personal and social, and physical development. However, during the lunchtime, they are able to use the good quality clambering and climbing equipment, which is provided for the whole school on the school field. Good care is taken of the children, which enables them to feel secure.

Main strengths and weaknesses

- The children are happy in school.
- Relationships between adults and children are good.
- Unsatisfactory teaching and learning limits the children's progress.
- The curriculum is unsatisfactory, as it is not matched well to the children's needs.

Commentary.

44. Most children's attainment on entry is average. They are on course to reach the goals children are expected to reach by the end of Reception in their mathematical and physical development. However, most are likely to achieve below the expected standards in their communication, language and literacy development. Standards have fallen in this area of learning since the school was last inspected. Insufficient evidence was gathered to make secure overall judgements in other areas of learning. Much of the teaching and learning are unsatisfactory, which restricts the children from making the best possible progress. The curriculum is unsatisfactory, as it is not matched to the children's diverse needs.

45. In their **personal, social and emotional development**, the children are happy to come to school and settle easily into their activities each day. Relationships between adults and children are good, and this helps to promote the children's self-esteem and confidence. They are encouraged to feel confident by praise from adults for their efforts. They are very well behaved and are willing to take part in activities to which they are directed. They respond willingly to requests to stop their activities and to be ready to listen. However, the provision for children to choose activities for themselves is unsatisfactory, as too few opportunities are offered to them to initiate their own ideas through play. They mostly work and play alongside the older pupils in the class rather than being part of the group. Two of the three children are often directed to work together. However, one child mostly directs the activities and dominates the learning situation. During the inspection, there was very little intervention by an adult for these two, so their learning was restricted to the level of knowledge of the more dominant child. The school does not have any large wheeled toys for the children to use for outside play, which limits their learning of taking turns and sharing with others.

46. Overall, the children are attaining below average standards in their **communication, language and literacy** development, as they make limited progress in developing new skills. Teaching and learning, and the curriculum for speaking, listening, reading and writing are unsatisfactory. Although the children listen well, some of them are not confident speakers and do not have a wide vocabulary. Too often, the children are not given sufficient time to express their thoughts, as the older pupils in the class quickly answer for them. During the inspection, the teacher asked a child for an answer, but when the child hesitated, the teacher quickly asked an older pupil for the answer. Although the teaching assistant is a nursery nurse, she mostly works with older groups of pupils within the class. When she does work with the children in the Reception year, she uses effective open-ended questioning, which helps them to make satisfactory gains in their learning. The children enjoy

listening to stories and know how to use books. They are at the early stage of reading, using picture clues and a few known words to help them to understand the text.

47. However, there are missed opportunities to extend the children's understanding of the names of letters and the corresponding phonic sounds. When two children were using the computer to find which letter was the odd one out, they did not have any adult support. One child was asking the other one to find the odd one out, but their learning was limited to the more dominant child's own level of understanding. The children take books home to share with their parents, and are provided with a book in which the teacher and parents can share valuable information on the progress of the child. There are insufficient opportunities for the children to experiment with writing for themselves and an over emphasis on writing words correctly, which restricts their self-esteem and confidence in their own ability to write. There are missed opportunities for the children to see writing modelled well in order to extend their learning of how to write. For example, during a whole class teaching session on how to write an invitation, older pupils were asked to suggest and write individual words on a large piece of paper to create an invitation. However, the three children in the Reception year could not see how the words were written, as the paper was on the floor. For forty-five minutes, one child did not see how any words were written and was not involved. Even when the invitation was finished, the teacher left the paper on the floor, turning it so that she could read it, but did not hold it up so that the children could see the completed writing.

48. The children are at the expected level for their age in their **mathematical development**. They are encouraged to count by playing games and singing number songs. However, the teaching and learning of mathematics are unsatisfactory, which restricts their overall achievement. The direct teaching of mathematics is not always matched appropriately to the children's stage of development, which limits their learning. For example, at the start of a whole class lesson on money, while sitting in a circle, the children were asked to use mental calculations to say the number, which would follow their neighbour's answer. At first they had to add on in fives, then ones and then twos, although some of the younger children could barely count on in ones. However, a more able child was able to count in twos to find out how many ears were in the room. Whilst a few pupils made ten pence using plastic coins, some of the children had to sit and watch and were not actively engaged for up to fifteen minutes, which limited their learning. Insufficient questioning and support from an adult while the children are engaged in practical activities, such as matching coins, restrict their mathematical understanding. The children know the names of basic shapes, such as circle, triangle and square.

49. During two lessons on different fruits and vegetables, when teaching and learning were satisfactory, the children made satisfactory gains in their **knowledge and understanding of the world** through first-hand experiences of looking closely at, tasting and describing the fruits and vegetables. The children have access to computers and adequately control the mouse to move the cursor. Children's awareness of religious and cultural traditions is appropriately enhanced through stories. Although the limitations of the accommodation mean that children do not have free access to an outdoor play area, most children are at the expected level of development for their age and have satisfactory control of their bodies in their **physical development**. The children are able to use the good quality large climbing apparatus on the school field at lunch times. However, this does not form part of any lesson plans to develop the children's physical skills. It does not compensate for a good programme of physical development lessons, where children can steadily progress in their development and control of their bodies. Although alternative arrangements are in place for them to use a nearby school hall for physical development lessons, these only take place every two weeks, which is insufficient to develop fully their physical skills. During the inspection, the children were taken to the nearby school hall and enjoyed rolling, jumping and walking on tiptoes. They are provided with a satisfactory range of experiences to help improve their manipulative skills by handling modelling materials, scissors and brushes. As part of their **creative development**, the children enjoy learning and singing simple songs and are given opportunities to explore percussion instruments and chime bars, and tap rhythms on their knees. In the music lesson seen, teaching and learning were good.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Pupils have positive attitudes to the subject.
- Standards in English are well below average.
- Pupils' achievement is poor.
- Teaching and learning are unsatisfactory.
- The pupils' literacy skills are not used well enough in other areas of the curriculum.
- Management of English is unsatisfactory.

Commentary

50. Most pupils enter Year 1 with the expected level of attainment in English. However, many pupils in Years 1 and 2 and in Years 3 to 6 are attaining well below average in standards in English. This represents poor achievement. This includes pupils with SEN and the more able pupils. Since the last inspection, there has been a marked decline in standards in English.

51. Overall, most pupils are attaining average standards in speaking and listening. Throughout the school, teachers work hard to ensure that pupils are given satisfactory opportunities to develop their speaking and listening skills. However, many pupils in both classes still call out and teachers do not always insist that these pupils wait for their turn to speak. Most pupils throughout the school have a limited vocabulary, which affects their standards in writing. Pupils speak confidently to each other, but younger pupils are less confident when speaking to adults. Pupils are well behaved and have positive attitudes to learning, which enables all to learn.

52. Standards in reading are well below average in Years 1 and 2, which is lower than at the time of the last inspection and similar to the 2003 test results. More able pupils read texts accurately, but their reading material lacks any challenge, which restricts these pupils from achieving higher attainment. They talk about the books they read and show a suitable understanding of the story. Pupils in Years 3 to 6 are achieving standards that are below average in their reading. They enjoy reading and name their favourite authors as Jacqueline Wilson, Pat Moon and J.K. Rowling. Older pupils are able to find information in books in the school library, which is easily accessible, as it is adjacent to their classroom.

53. Standards in writing are well below average throughout the school. The content of pupils' writing is poor. Most pupils use a limited range of vocabulary and mainly simple sentence construction. Much of the work lacks correct basic punctuation and spellings. The presentation of the pupils' work is poor. A few more able pupils in the school have a satisfactory grasp of the spelling of common words. There is a lack of the use of adjectives and adverbs to enhance their writing. Insufficient use is made of good quality literature to extend and enhance pupils' vocabulary and learning of story structure. A very few older pupils are attempting to use paragraphs, but as most of their writing lacks correct punctuation and spellings, the standard of their work is still well below average. Although pupils repeatedly write out spellings from the published scheme of work introduced by the school, most pupils do not correctly spell these words in their own writing. Most pupils work slowly and produce a very limited quantity of writing, much of which is of poor quality.

54. Teaching and learning are unsatisfactory. Rather than keeping to the national literacy strategy, teachers in this school have implemented a published scheme for English, which was devised mainly for pupils who have SEN. However, few pupils in this school actually require such a small steps approach, which is very time consuming and repetitive. This is restricting many pupils from making sufficient progress for them to achieve the best possible standards of attainment of which they are capable. Teachers do not use assessment information well enough in order to help pupils to improve sufficiently to reach higher standards of attainment. The analysis of pupils' work showed that, in Years 1 and 2, there is insufficient marking of pupils' work, although there are some

congratulatory remarks. In Years 3 to 6, the teacher sets targets for pupils and all work is marked with helpful comments to show pupils how to improve their work. Teaching assistants are well prepared for lessons and make a good contribution to pupils' learning.

55. The management of English is unsatisfactory. There has been a decline in standards in English since the school's last inspection. The school does not have an identified member of staff as the coordinator for English, as all the teachers oversee the subject. This means that no one person is actually responsible for ensuring that the low standards in the school are raised. Assessment in English is unsatisfactory as teachers do not use this well enough to plan future work to help to improve pupils' standards of attainment. Results of national tests are not analysed rigorously enough to identify areas where pupils have difficulty.

Language and literacy across the curriculum

56. Speaking and listening skills are developed satisfactorily through all subjects. Teachers are aware of the need to promote clear speaking skills and so they provide opportunities for pupils to speak with partners, as part of a group or to the whole class. Older pupils confidently use reference and resource books. However, literacy skills are not used sufficiently well across the curriculum and opportunities are missed to develop writing and recording skills, such as the overuse of worksheets in mathematics and science.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards in mathematics are well below average in Years 1 and 2 and below average in Years 3 to 6.
- Pupils' achievement is poor in Years 1 and 2 and satisfactory in Years 3 to 6.
- Teaching and learning are unsatisfactory in Years 1 and 2 and satisfactory in Years 3 to 6.
- Pupils have positive attitudes to the subject.
- The targets set in Years 3 to 6 have strengths and weaknesses.
- Management of mathematics is unsatisfactory.

Commentary

57. Provision in mathematics is unsatisfactory, as standards and achievement are poor in Years 1 and 2 and unsatisfactory by the time pupils leave Years 3 to 6. Although pupils in Years 3 to 6 make satisfactory progress, this is not quick enough for many to achieve the expected levels for their age, or to make up for earlier poor progress. Standards of attainment are lower now than at the time of the previous inspection.

58. Overall, teaching and learning are unsatisfactory. They are unsatisfactory in Years 1 and 2 and satisfactory in Year 3 to 6. Analysis of pupils' work in Years 1 and 2 shows that much of the work is the same for all pupils and is not matched to the individual needs of pupils. This means that the work is too hard for some pupils yet lacks challenge for the more able pupils, thus limiting most pupils' achievement. In a whole class teaching session on money, some pupils made up ten pence with their own choice of one, two, five or ten pence coins, while others sat and watched. These pupils were not involved and time was wasted for them. Later, in a question and answer session, it was clear that the more able pupils had good mental recall of numbers, as they could quickly say how much more they needed to make one pound and then find half of varying amounts of money. Therefore, they had wasted valuable time during the earlier part of the lesson while they and other pupils made ten pence.

59. An overuse of frequently undemanding worksheets restricts pupils' practical work in mathematics. This also limits pupils' development of the skills which would allow them to present

their written work in an organised way. In Years 1 and 2, much of the pupils' work is undated and unmarked, so it is difficult to judge progression and for pupils to know if they are being successful. In Years 3 to 6, pupils are grouped according to their levels of attainment, which is being effective in helping to raise standards. There is some evidence of younger pupils in this class achieving higher standards but, at present, most pupils in Years 3 to 6 are achieving below average standards. In Years 3 to 6, the teacher sets short, specific targets for pupils, which helps them to know the next steps in their learning in order to achieve higher attainment and to feel successful. However, they are unaware of National Curriculum levels and of how their targets relate to the different levels.

60. Pupils' positive attitudes and good behaviour help to ensure that a positive learning environment is created in their classes, which enables other pupils to learn.

61. The management of mathematics is unsatisfactory. There has been a decline in standards in mathematics since the school's last inspection. The subject does not have a coordinator, as all the teachers oversee mathematics, which means that no one person is actually responsible for ensuring that the low standards in the school are raised. Results of national tests are not analysed rigorously enough to identify areas where pupils have difficulty. Information and communication technology is used well to reinforce pupils' understanding of mathematics.

Mathematics across the curriculum

62. There are examples of the appropriate use of mathematics in other subjects, for example, in science. However, this is not widespread or well enough developed to extend the pupils' skills adequately.

SCIENCE

Provision in science is **unsatisfactory**

Main strengths and weaknesses

- Standards are too low.
- Pupils do not make enough progress although progress improves in Years 3 to 6.
- Assessment procedures are ineffective.
- There is no permanent co-ordinator for the subject.

Commentary

63. No teaching of science took place during the inspection although the work in literacy was linked with the subject in one lesson. Judgements are based on the full range of the other evidence available including analysis of the pupils' work, discussions with staff and pupils, scrutiny of the school's planning and consideration of assessment data for the subject.

64. In the 2003 national Year 2 assessments made by teachers, pupils were in the lowest five per cent of pupils reaching Level 2 and above compared with all and similar schools. The findings of the inspection are that standards in Year 2 are well below average and achievement is poor. Analysis of the pupils' books showed that they had produced only limited amounts of poorly presented work of a well below average standard. All of the work was related to life processes and living things. It was the same for pupils of all ages and abilities. Too many undemanding worksheets were used and the pupils' writing skills were well below average. Talking with the pupils revealed a similar picture. For example, they knew what plants needed to grow but had no idea how this could be tested. Their knowledge of materials was very weak. They did not understand what was meant by the simple properties of materials. The pupils had some knowledge of light sources and had made an electrical circuit but their understanding of forces and physical processes generally was limited. They did not know what work they had undertaken and recorded in their topic books and most said that they found

the work in science easy. The indications, based on the pupils' standards and progress, are that teaching and learning are unsatisfactory in Year 2.

65. In the end of Year 6 national tests for the last three years, standards have been in the lowest five per cent in the country compared with all and with similar schools. The data show that pupils are consistently more than four terms behind the national average in the progress made. The findings of the inspection are that standards in Years 3 to 6 are below average and achievement is satisfactory. However, although achievement improves compared with Year 2, it is still unsatisfactory, overall, by the time that pupils leave the school.

66. The analysis of the pupils' work and conversations with them showed suitable amounts of reasonably well presented work covering all aspects of the curriculum. The strongest area was physical processes although some pupils found it difficult to explain, for example, the concept of a balance of forces although this was work that they had covered. The weakest area was investigative work. The pupils had clearly undertaken work in this area such as experiments with parachutes and shadows. However, it was clear that they did not devise their own methods and that the work was very directed by the teacher. Drawing conclusions from their work presented the pupils with some difficulties. In the books examined, the work was, essentially, set at the same level for all the pupils. As a result, the less able did not always complete the work set. Evidence was provided of more difficult work set for an able child but this was not evident in the work seen. As in Year 2, too many simple worksheets restricted the pupils' application of their writing skills. Further evidence of the pupils' inability to apply their literacy skills to science well enough was seen in an English lesson. The pupils were asked to explain how to carry out a task. They found this difficult and most produced limited amounts of work of a very low standard by the end of the lesson. There is evidence of some appropriate use of ICT and numeracy in this subject. For example, the pupils have used sensors to obtain and record data connected with heat, light and sound. Pupils generally felt that they were required to work hard in this subject. Based on the pupils' standards and progress, indications are that teaching and learning are satisfactory in Years 3 to 6.

67. When the school was last inspected, standards were judged to be average in Years 2 and 6. Standards in the national tests have shown a consistently downward trend since 1999 in both Year 2 and Year 6. Standards have, therefore, fallen since the school was last inspected and improvement since that time has been unsatisfactory. Several of the weaknesses evident in science when the school was last inspected remain. For example, lesson plans lack sufficient detail and assessment information is not used well enough to plan suitable work which matches the pupils' needs. Furthermore, the analysis of the pupils' results in the national tests is not good enough to be used to help others to do better. In addition, the marking of pupils' work is too variable and does not sufficiently help pupils to improve their work. As a result, and because they have no individual targets to aim at in this subject, they have too little idea of how to do better. The management of the subject is unsatisfactory. There is no designated co-ordinator although this is a major subject where standards are low and falling, and no one with a clear overview of science. The result of this is a lack of rigour in monitoring the subject, no clear understanding of its strengths and weaknesses and no effective action to improve the situation.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- In Years 3 to 6, progress is good and standards are above average.
- The curriculum is well covered.
- Resources in the subject are good.
- Pupils enjoy ICT and are confident when using it.
- ICT is well managed.
- The use of ICT in other subjects of the curriculum does not fully apply the pupils' skills.

Commentary

68. Standards are average in Year 2 but above average in Years 3 to 6. This represents satisfactory achievement in Year 2 and good achievement in Years 3 to 6. In Year 2, pupils have, for example, programmed a robotic toy, used a paint program and word processed satisfactorily. In Years 3 to 6, the pupils demonstrate good levels of competence in all aspects of the subject. For example, they handle and interrogate data well, use E mail and the Internet well and work successfully with simulations.

69. In Year 2, teaching and learning are satisfactory. No direct teaching of ICT was observed during the inspection. However, the subject was suitably used at other times. For example, pupils were well supported by the nursery nurse as they used ICT in their DT work. They also worked independently and effectively on a simulation program in the same lesson.

70. In the Years 3 to 6 lesson seen, teaching and learning were good. The teacher's expertise and confidence were very evident in the way the lesson was organised. Pupils took part in a range of challenging activities and were well supported, when necessary, by the teacher and the teaching assistant. The pupils were clearly well used to working independently and worked with a will on activities which included scanning, data handling, sending E mails, control technology and simulations. The teacher's management of the pupils and their behaviour were both good. The result of this well planned and knowledgeable teaching was good progress by pupils of all abilities. The lesson illustrated the good coverage of the ICT curriculum found in the school. It also showed that the subject is well resourced and that good use is made of these resources including the school's small multipurpose ICT suite.

71. Pupils enjoy using ICT. They work well together and with great purpose and understanding. The pupils are not afraid to make and learn from mistakes. They show a good knowledge for their ages of basic functions such as opening and operating programs, use of the mouse controller, printing and saving and the functions of the keyboard. In Years 3 to 6, they are involved in setting and checking their own targets for improvement in the subject and do this with understanding and enthusiasm. Pupils in Year 2 are less certain of this aspect of their work. They did not understand the purpose of the record books which were inside the covers of their work books. In conversation, pupils in Year 3 to 6 felt that they worked hard in this subject. Pupils in Year 2 said that the work was sometimes easy compared with what they did at home.

72. The subject is well managed. High standards have been maintained since the school was last inspected. This represents a good improvement since the school was last inspected. The co-ordinator has a suitable action plan for the continuing development of the subject. The syllabus is based on national guidelines and is implemented effectively. There are good assessment procedures in place. These are well used in Years 3 to 6 but are not used well enough in Years 1 and 2. The school has an ICT technician who plays an important part in making sure that equipment is kept in working order ready for the pupils to use.

Information and communication technology across the curriculum

73. There is some evidence of the use of ICT in other subjects. For example, pupils use and record data from sensors in science, word process in subjects including English, use numeracy programs and find information on the Internet. However, the evidence available from displays, books and talking to pupils and teachers indicated that the use of ICT is inadequately developed given the pupils' good grasp of the subject. A Local Education Authority report recognised the school's plans to improve the use of the subject to support the pupils' learning in literacy and numeracy. In the school's last inspection, ICT was judged to be integrated into all subjects which was regarded as a strength of the school.

HUMANITIES

No evidence was collected in either history or geography so no comments can be made about these subjects.

74. In **religious education** there was insufficient evidence to make judgements about standards or the quality of teaching and learning. However, from discussions with pupils from Years 2 and 5 and 6, they are achieving standards below those expected for the Locally Agreed Syllabus. In a discussion with pupils in Year 2, they knew that the Bible is a special book and that Christians celebrate Easter because Jesus came alive again after the crucifixion. They only had a brief understanding of the Nativity, Noah's ark and the story of Joseph's coat of many colours. They knew that some people are Jews, but could not give any details about Judaism. In discussions with pupils in Years 5 and 6, they knew that there is an Old and New Testament in the Bible and that this referred to the times before, and after the life of Jesus. Although they could name their favourite story from the Bible, they did not know which part of the Bible the story was from. Their knowledge of Christianity is slight. They know that Judaism is a religion, but cannot explain anything about it. None of the pupils from Years 2, 5 and 6 could name or talk about anything from other religions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No evidence was collected in art and design so no comments can be made about it.

75. Design and technology (DT) lessons were observed in Years 1 and 2 and no other evidence was gathered and overall judgements cannot, therefore, be made. The lessons seen were developments of the same theme. In these **DT** lessons, the quality of teaching and learning was satisfactory and promoted satisfactory achievement. Standards were average. The lessons were well prepared so that the pupils used practical experiences to use their senses to describe different fruits and to make a salad. Planning for the lessons was brief. Both lessons were characterised by good relationships and the pupils' good attitudes and behaviour. Effective question and answer sessions developed the pupils' understanding appropriately and consolidated their learning. For example, the pupils knew that fruit and vegetables were good for them and had some understanding of words such as "carbohydrates" and "vitamins". Areas of comparative weakness in one of the lessons were the involvement of the Year R children, one of whom took little part in the lesson, and the lack of effective use of the nursery nurse. However, in the other lesson seen, ICT supported the lesson appropriately as the pupils were assisted by the nursery nurse.

76. In **music**, there was insufficient evidence to make judgements about standards or the quality of teaching. However, in the one lesson seen, pupils in Years 1 and 2 enjoyed their music making. They took turns to play chime bars and tambourines and kept in time with the rest of the class tapping a steady rhythm on their knees. During a whole school collective worship, pupils tunefully sang the school song as a rap and kept good rhythm as they clapped along with it.

Physical education (PE)

Provision in PE is **satisfactory**

Main strengths and weaknesses

- Pupils in Years 3 to 6 reach good standards in swimming.
- The school successfully overcomes the difficulties in teaching the subject presented by its accommodation and resources.

Commentary

77. One lesson of PE involving pupils in Years R, 1 and 2 was observed during the inspection. In this lesson, satisfactory teaching and learning promoted satisfactory achievement and standards were average. The lesson began with a suitable variety of warm up exercises. The pupils then performed to an average standard when, for example, rolling, hopping and jumping on the floor and

on mats. They followed instructions carefully, work well in pairs, enjoyed themselves and behaved well. Effective use was made of time. The teacher noted pupils who were having difficulty, for example, in skipping and helped them suitably. She also gave sound demonstrations such as rolling, which helped the pupils to succeed. Weaker aspects of the teaching were the facts that the work was the same for pupils of all ages and abilities and most of it was directed by the teacher giving the pupils little chance to develop their skills. Additionally, the work of the Nursery Nurse was not always directed to the best effect. Weaker areas of the pupils' performance were their use of space and the confidence and poise with which they performed.

78. Swimming was not observed during the inspection as the planned session was cancelled. However, under normal circumstances, the pupils in Years 3 to 6 swim fortnightly throughout the year. The school's records show that they reach good standards in swimming. Most of the pupils are able to swim. Many swim safely using a recognised stroke for much longer distances than the 25 metres specified as appropriate for the end of Year 6. This represents above average standards and indicates good quality teaching and learning. All of the pupils spoken to said how much they enjoyed swimming.

79. Improvement in the subject since the school was last inspected has been satisfactory. The school faces considerable difficulties in meeting the requirements of the National Curriculum in this subject. However, it surmounts these and requirements are met. For example, it has no school hall and lacks large gymnastics equipment. These difficulties are substantially overcome by the use the school makes of facilities in nearby schools although the need to travel reduces the teaching time available. Additionally, the school has plans to make use of the village hall for PE and has obtained substantial funds to buy equipment when this happens. The school has an adequate hard surfaced area to support teaching and learning in the subject and a large grassed area. There is also an adventure playground in the school's grounds which helps the pupils' physical development. There is no permanent co-ordinator for the subject. The staff work together on its development when it comes into focus. Given the size of the school this is sound practice and leads to satisfactory management of PE. However, it does mean that aspects of the subject such as assessment procedures and the monitoring of the quality of teaching and learning are under developed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

80. No teaching and learning in **PSHCE** took place during the inspection and no overall judgements can be made about the subject. Evidence was collected by talking to teachers and pupils and examination of planning and pupils' work. The school has appropriately adopted national guidelines as a scheme of work for the subject. These are taught formally once a week in the Years 3 to 6 class. In addition, in that class, for a few minutes three mornings a week, the teacher and the pupils discuss issues related to the "Three C's". This may include, for example, the celebration of individual success or talking about issues the pupils care about. Successes are also celebrated in a weekly Star Award assembly. However, formal "circle time" where pupils discuss and develop their social ideas was not well understood by pupils. PSHCE is well promoted throughout the school's life and activities. As a result, pupils have good attitudes to their work, behave well and value each other as individuals. Several examples of pupils spontaneously helping others who needed assistance in various ways were seen during the inspection. The pupils say that, essentially, there is no bullying and, that if any occurs, it is quickly dealt with. They are confident that the adults in the school would help them if they had any problems. Pupils have some opportunities to accept responsibility but these are not extensive. They are, however, well involved in the development of the school. For example, they contributed ideas for the development of the school grounds which extended their understanding of the environment. The school prospectus includes a good set of aims which include those for the pupils' personal development. It also indicates that sex education is dealt with in this subject and that the pupils benefit from the support that the school receives from the school nurse in teaching this aspect of their education. Pupils also benefit from taking part in activities with other local schools. Pupils' PSHCE also benefits from educational visits to places like Cromer Museum and the planned visit to Holt Hall.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>7</i> Inspection judgement	Grade
The overall effectiveness of the school	5
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	4
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	3

Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

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