

INSPECTION REPORT

FILBY FIRST SCHOOL

Filby, Great Yarmouth

LEA area: Norfolk

Unique reference number: 120806

Headteacher: Mrs Margaret Baker

Lead inspector: John Messer

Dates of inspection: 16-17 May 2005

Inspection number: 266820

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First school

School category: Community

Age range of pupils: 4-8

Gender of pupils: Mixed

Number on roll: 43

School address: Thrigby Road
Filby
Great Yarmouth
Norfolk

Postcode: NR29 3HJ

Telephone number: 01493 369241

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Appropriate authority: Governing body

Name of chair of Mrs Henri Cornish
governors:

Date of previous 17/05/1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This rural community primary school is much smaller than most primary schools. Pupils are organised into two classes. There is an almost equal number of boys and girls. About half of the pupils come from the villages of Filby, Stokesby, Thrigby and Runham and the other half come from further afield as a result of parental choice. Pupils come from mixed social backgrounds but the circumstances of most are broadly average. All pupils are from white British families. Children's attainment on entry to the school is broadly average but there is a very wide range of ability. The proportion of pupils entitled to free school meals, around eight per cent, is below average. The proportion of pupils who are entered on the school's record of special educational needs, 26 per cent, is above average and of these a small number of pupils have a Statement of Special Educational Needs because they need considerable help with their learning. Overall, the proportion of pupils who enter or leave the school partway through this phase of their education, around 31 per cent, is high. Historically a small number of pupils leave the school at the end of Year 2 and transfer to private schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15477	John Messer	Lead inspector	English, information and communication technology, art and design, English as an additional language.
9981	Saleem Hussain	Lay inspector	
30691	Kathleen Yates	Team inspector	Foundation stage, mathematics, science, religious education, history, music, special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that provides an effective education for its pupils. The curriculum is broad and well balanced. Teaching is mostly good and as a result pupils learn successfully. Pupils are well behaved and have good attitudes to learning. The leadership and management of the school are good and the governing body provides valuable support. The school gives good value for money.

The school's main strengths and weaknesses are:

- Overall pupils learn effectively and their achievement is good; they attain standards in reading and information and communication technology (ICT) that are above average.
- Teaching is consistently good for pupils in Years 2 and 3.
- The ethos of the school is good and strongly promotes pupils' happiness and well-being.
- Provision for pupils with special educational needs is good and helps them to achieve well.
- Staff work well together as a team and teaching assistants make a strong contribution to the good quality of teaching and learning.
- Assessment systems are not sufficiently well developed to pinpoint what pupils need to learn next.
- The tasks provided for pupils in Year 1 are not always sufficiently stimulating or challenging.
- The accommodation is unsatisfactory and restricts pupils' achievement in gymnastics, dance and drama.
- Pupils' personal development is good; they have positive attitudes to learning, respect each other and enjoy very supportive relationships.
- The amount of time teaching time for pupils in Year 3 is too short.

The school has successfully tackled the main issues raised in the last inspection report. The quality of teaching has improved and pupils' achievement is now better than it was. However, too many worksheets are still used in Year 1. Planning has improved but the school has rightly identified that assessment systems need developing further because they do not always show what pupils need to learn next. Standards in reading and ICT have improved. Provision for children in the Foundation Stage has improved. Accommodation has not improved and remains unsatisfactory. Overall the school is now more effective than it was and there has been good improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A	B	A	A
writing	B	D	B	B

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

Pupils' achievement is good overall. Pupils achieve satisfactorily in the Foundation Stage and most attain the goals children are expected to reach by the end of reception. In Years 2 and 3 good teaching and consistently challenging work ensure that pupils achieve well. Pupils are not set such challenging work in the reception year and Year 1 so achievement in these years, although satisfactory, is not as good. The school's performance in national tests varies widely from year to year and reflects the wide variations in the characteristics of each year group. Great caution is needed when interpreting the comparative data because the very small number of pupils involved means that a single pupil can have a substantial effect on the school's overall grading. Furthermore, the proportion of pupils with special educational needs varies from year to year, and a high proportion of pupils enters and leaves the school partway through this stage of their schooling. The school's overall performance in the national tests in 2004 was above average. There is likely to be a marked decline in the school's performance in the tests in 2005 because there is a high proportion of pupils in the year group who have significant learning difficulties. Most pupils currently in Year 2 and those in Year 3 attain average standards in writing, mathematics and science and above average standards in reading and ICT.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. They have good attitudes to their work and are confident. Behaviour is good. Relationships are very good, and pupils work and play happily together. Attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a good quality of education. The quality of teaching and learning is good. Teaching in the reception year and in Year 1 is satisfactory. There were examples of good teaching in the class for the younger pupils but teachers do not always maintain high enough expectations of the quality of work that the younger pupils, especially the more able, should produce. Teaching and learning are consistently good in Years 2 and 3. Pupils' positive attitudes to work and their good behaviour support learning well. Classroom assistants make a strong contribution to the quality of teaching and to the school's effectiveness. The good quality of care and guidance helps to foster self-esteem and confidence, and this also contributes to pupils' successful learning. Resources are satisfactory but accommodation is unsatisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and the management of the school are good. The headteacher's effective leadership helps to ensure that the school runs efficiently. There is a strong sense of teamwork and a commitment to continuing improvement and raising standards. Time is not always used well; some lessons are overlong and sometimes playtime extends into lesson time. The governing body is effective, gives good support and ensures that all statutory responsibilities are met. Finances are managed well and are directed towards the most important areas of priority.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express a high level of satisfaction with the education that the school provides for their children. They particularly like the individual care and attention that each pupil receives and describe the school as an extension of the family. Pupils are pleased with their school and are proud to be members of the school community. Many of the newcomers said that this school is much better than their previous schools. They would like a hall and a larger playground.

IMPROVEMENTS NEEDED

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

- Develop assessment systems so that data on pupils' attainment and progress can be readily used to plan the next steps in learning.
- Provide more interesting activities and greater challenge for the younger pupils, especially the most able, so that their interest is captured and they are more fully engaged in their learning.
- Review timetables, the management of time and the amount of time allocated to teaching pupils in Year 3.
- Pursue all possible avenues to hasten the proposed new building.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' achievement is good. It is satisfactory in the Foundation Stage and most children are likely to attain all the early learning goals by the end of reception. It is satisfactory in Year 1 and good in Year 2; standards are average in both years. It is also good in Year 3, where standards are broadly average in most of the subjects inspected. The high proportion of pupils with special educational needs has a significant impact on standards.

Main strengths and weaknesses

- Pupils achieve well in reading; they develop an enthusiasm for literature and standards are above average.
- Pupils' achievement is good in ICT, where standards are above average.
- Pupils with special educational needs are supported well and make good progress.
- There are too few opportunities for pupils in Year 1 to write purposefully.

Commentary

1. Pupils' achievement is good and they make good progress but this is not always reflected in the standards they attain because there is a high proportion of pupils who have special educational needs. Children's attainment on entry to the reception class is broadly average but there is an exceptionally wide range of ability within each year group. However, most children are on course to attain the early learning goals in each area of learning by the end of reception, and in their personal, social and emotional development they are likely to exceed the early goals. A high proportion of pupils in Year 2 are new to the school. The school tends to attract pupils who have not been successful in their previous schools. It is evident that many of the newcomers arrive with very poorly developed skills in reading, writing and mathematics. In Years 1 and 3 a very high proportion of the pupils are entered on the school's register of special educational needs. These factors constrain the standards that pupils attain, although nearly all make good progress in their learning in relation to their prior attainment.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.2 (16.7)	15.8 (15.7)
writing	15.5 (14.1)	14.6 (14.6)
mathematics	16.6 (16.7)	16.2 (16.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year

2. Pupils with special educational needs achieve well. They receive very good support from well-qualified teaching assistants and this helps them to make good progress towards the targets described in their individual education plans. Lower attaining pupils are also supported well and they achieve well in relation to their prior attainment. The faster learners in Years 2 and 3 also achieve well and attain standards that are above average. In the national tests and assessments in 2004 the proportion of pupils who exceeded the national target of Level 2 and attained the higher Level 3 standard was

above average in reading, mathematics and science and well above average in writing. One of the main reasons why all groups achieve well is the way in which teaching assistants are so well trained and so well deployed. This enables pupils to be taught in very small groups and receive very close attention. Another reason is the intimate knowledge all staff have of each pupil and the very good relationships that have been developed between pupils and staff.

3. Throughout the school there is a strong emphasis on the teaching of reading and all pupils achieve well. Also parents make a strong contribution to pupils' good achievement by reading with them at home, usually on a daily basis. Pupils are enthusiastic about reading. Most have developed a good knowledge of a wide range of children's novels. Many also enjoy poems and information books. Across the school standards are above average. This is consistent with the school's performance in national tests - standards in 2004 were well above average in reading.
4. Pupils also achieve well in writing but many find writing much more difficult and standards are average. Standards are not as high as in reading. Nationally it is also the case that standards in reading are better than those in writing but there are also specific reasons why standards are not so high in this school. It is partly because many pupils, especially those who are new to the school, have not yet developed a sufficient knowledge and understanding of phonics and spelling. Another contributory factor is that opportunities for pupils in Year 1 to practise writing are limited because undemanding worksheets are used too frequently. These often require pupils to fill in missing letters in words rather than encourage attempts at writing sentences. They consolidate learning but do not always extend pupils' writing skills. This is similar to the findings of the previous inspection. Nevertheless most pupils attain average standards and the progress they make is better than at the time of the last inspection. Pupils make especially good progress in Years 2 and 3 because the teaching is consistently good. The work that pupils are required to complete is purposeful and presents pupils with appropriately challenging material. Although the school's performance in national tests in writing was above average last year the most recent teacher assessments show that there will be a marked decline this year.
5. Pupils achieve well in mathematics, science and standards are average in both Year 2 and Year 3. The school's performance in national tests and assessments was average in mathematics and above average in science in 2004 but will not be as high this year because the group taking the tests has a higher proportion of lower attaining pupils. Also there is a lower proportion of more able pupils. ICT is taught well and standards are above average. Pupils use computers and the Internet confidently and for a wide range of purposes, including word processing and research. Too few lessons were seen and there was insufficient evidence available to make overall judgements about pupils' achievement and the standards they attain in the other subjects. Overall the improving trend in the school's performance in national tests since 2000 has been above the trend nationally. When the groups taking national tests are very small it is often helpful to look at the school's average performance over the past three years. This shows that between 2002 and 2004 the school's performance was above average in reading, writing and mathematics.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour and their spiritual, moral, social and cultural development are all good. Attendance and punctuality are also good.

Main strengths and weaknesses

- Pupils' good attitudes and behaviour make a significant contribution to achievement.
- The school is a harmonious community and relationships are very good.
- Pupils mature well because there is good provision for personal development.

Commentary

6. Attendance is above average for the great majority of pupils. There is a small amount of unexplained absence because parents do not always provide reasons for their children being away from school. The school is working positively with the families concerned. Good use of a computer-based information system enables the school to monitor attendance well.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.4
National data	5.1	National data	0.4

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

7. Pupils show high levels of interest and enthusiasm in their work. Many good examples of positive attitudes were seen during the inspection; for instance, pupils in Year 3 were engrossed in discussions with each other during their book reviews. Many pupils rubbed their hands in anticipation as soon as they were told to use the computer to write out their conclusions. Children in the Foundation Stage of their learning are developing good attitudes and behaviour. By the end of the reception year most are likely to have exceeded the early learning goals in personal, social and emotional development. Pupils' good attitudes and behaviour support learning well and contribute to their good achievement.
8. A significant number of parents chose this school because of its increasing reputation for good behaviour and freedom from bullying. Behaviour is good in the classroom, assembly and playground. This is because staff praise and reward good behaviour enthusiastically. Pupils are always polite and well mannered towards others. All pupils are aware of the school rules. The school has not excluded any pupil in the last school year.
9. The school has made good improvement to relationships since the last inspection. This is because staff often discuss the benefits of co-operation with pupils. All pupils play and work together very well. For example, in physical education (PE) and after-school sports they take it in turn to lead teams and work very effectively in groups. The very good relationships between pupils and teachers support learning well because pupils feel comfortable about asking questions and about saying that they do not fully understand some aspects of the work.
10. Opportunities in assembly and in the curriculum allow pupils to marvel at the world around them. For instance, in history, pupils said they were astonished as they learnt about the pyramids in Egypt and speculated how people could possibly have built them. Prayers pervade the school routines and also contribute well to spiritual development. Pupils have a good sense of right and wrong. School and classroom

rules are often discussed and pupils make a good contribution to developing new ones. Pupils have strong views about issues such as bullying, and human and animal rights – they show much concern about endangered species in our world and the environment.

11. Provision for social development is good. Pupils are pleased to accept responsibility for jobs around the school and know that they have an important role to play in the community. They enjoy their responsibilities and understand that is especially important to help teachers by clearing tables after lunch and by helping to prepare the classroom for the afternoon session. Pupils' appreciation of their own cultural heritage is good because they have many chances to visit art galleries, museums and other places of interest. Pupils appreciate the variety of beliefs and customs in multi-cultural Britain through religious education and opportunities in English to explore cultural themes. In one good literacy lesson, for example, pupils were studying the re-telling of an African story, 'The Fire People' that described why the different peoples of the world have different coloured skins. This provided a good basis for thoughtful discussion and reflection about cultural differences.
12. The school has maintained its work in all the above areas since the last inspection whilst making good improvements to pupils' spiritual development and relationships.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good overall. Classroom assistants makes a strong contribution to pupils' effective learning. The curriculum is broad, balanced and relevant to pupils' needs. It is taught thoroughly and meets legal requirements. Good arrangements are in place to ensure the welfare and care of pupils. Very good links with the community make a strong contribution to the school's effective provision.

Teaching and learning

Teaching and learning are good overall. They are generally satisfactory and sometimes good in the Foundation Stage. They are satisfactory in Year 1 and good in Years 2 and 3. Assessment is satisfactory overall.

Main strengths and weaknesses

- The teaching of pupils in Years 2 and 3 is consistently good and this helps all pupils to achieve well.
- Teachers are sensitive to the learning needs of each individual pupil, but the records they keep do not always show clearly what skills pupils have mastered and what knowledge and understanding they have gained.
- Teaching for pupils in reception and Year 1 is not always sufficiently stimulating and so it does not always capture pupils' interest.
- Pupils with special educational needs receive good teaching and this helps them to achieve well.
- Classroom assistants make a strong contribution to the quality of teaching and learning.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	15	10	0	0	0

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

13. There is a relatively large number of adults in each class and they are deployed well to form small teaching groups. The classroom assistants are skilled and support pupils well. One particular strength of the teaching is the detailed knowledge of each individual pupil that each member of staff has developed. The small teaching groups help staff to provide close attention to the needs of individuals. This supports the teaching and learning of pupils with special educational needs particularly well. Teaching and learning for this group is good so that they make good progress. The teaching assistants have been trained well. All have received training in teaching ICT, one has developed expertise in an initiative designed to improve speaking and listening skills as well as how to teach children in reception, and another in managing pupils with special educational needs. They work under the direction of the class teachers and follow the teachers' lesson plans. They teach confidently and the quality of their teaching is always at least satisfactory and mostly good. In three good ICT lesson for pupils in Years 2 and 3, for example, one classroom assistant demonstrated good levels of expertise in the teaching of word processing and of how to use data handling programs.

14. Teaching and learning are enhanced by a good range of visits and visitors. Pupils in reception and Year 1, for example, visited a local water mill and found out about the process of grinding corn into flour. They brought some of the flour back to school and used it to make a bread base for pizzas that they had designed in a design and technology lesson. They cooked and ate their own individual pizzas. However, teaching for pupils in Class 1, reception and Year 1, is not always as interesting and does not always capture children's interest. Occasionally there is an over-reliance on using worksheets rather than introducing more interesting tasks and sometimes lessons are over-long and lack variety. However there are examples of good teaching and overall teaching is satisfactory for these year groups. Teachers are experienced and have a good understanding of how to teach key skills. Routines are well established and pupils know exactly what is expected of them. Teaching assistants are deployed well and a well-ordered atmosphere is maintained.
15. Homework is used well to support learning. Not only do pupils read regularly with their parents, they also complete tasks from a homework 'menu'. This includes spelling, a mathematical activity and a challenge such as, for example, 'How many times can you throw and catch a ball in two minutes?' Parents are pleased with the good balance of activities.
16. Teaching for pupils in Years 2 and 3 is good. Lessons are thoroughly planned and prepared in detail. The different groups within the class are managed extremely well so that all are assisted in working on tasks that are appropriately challenging. In a mathematics lesson, for example, the teacher taught and responded to three groups simultaneously as they completed three sets of graded tasks on their small whiteboards. The short session was brisk and was an example of highly skilled teaching. Lessons are interesting partly because there is just the right amount of challenge for all pupils to achieve success and feel that they have accomplished something worthwhile. They are proud of their achievements and understand that they are making good progress. The teacher and the teaching assistant give clear explanations and use good questioning strategies to check on pupils' understanding. Pupils learn good techniques to help them with addition and subtraction using number lines. They understand a system that they call 'bridging through the tens' for calculating the differences between numbers and they learn mnemonics to help them with their spelling. Towards the end of each lesson the teacher leads the pupils in assessing their learning as she also evaluates the effectiveness of her teaching. These sessions often start with questions such as, 'What did you find difficult?' The teaching assistants are also closely involved in assessing pupils. During a discussion session, for example, one logged the number of times that each pupil participated in the discussion. The data is collated and is used to reveal whether any pupils are reluctant to participate so that they can be given extra attention. However, records of what pupils have learned are not sufficiently detailed. Consequently teachers do not have a clear picture of what stage each pupil has reached in their learning. In most subjects there is insufficient analysis of what skills, knowledge and understanding pupils have gained. As a result teachers do not have sufficient information to set clear targets for the next steps in learning.

The curriculum

The curriculum overall is satisfactory but not enough time is allocated to teaching the curriculum to the older pupils. Additional activities support pupils' personal and social development well. Accommodation is limited and inadequate for the teaching of some subjects. Resources are satisfactory.

Main strengths and weaknesses

- The length of the school's taught day is too short to ensure full coverage of all subjects for pupils in Year 3.
- Additional activities enrich pupils' personal development.
- Provision for pupils with special educational needs is good.
- There has been insufficient improvement in the accommodation, which remains unsatisfactory for the teaching of gymnastics, dance and drama.

Commentary

17. The curriculum is broad and meets statutory requirements. The curriculum and resources for children in the Foundation Stage have improved and all areas of learning are now covered satisfactorily. The amount of time allocated to teaching older pupils is well below average, however, and does not meet the recommended time to teach the National Curriculum in sufficient depth. Although pupils generally achieve well, there is limited time available for pupils in Year 3 to write extensively in English or to conduct detailed investigations or complete in depth experimental work in mathematics and science.
18. A wide range of visits and visitors to the school enriches the curriculum. This is an improvement on the findings of the previous inspection report. Attendance at after-school activities is good, and these enhance pupils' social learning and their sporting skills. The 'Stepping Stones Day Nursery' to which the governing body is deeply committed is an exciting new project, housed in the school grounds. There is good liaison between the school and the nursery, which also provides good facilities before and after school and a holiday scheme, which many pupils attend. The school accurately recognises that problem solving and thinking skills are areas for improvement and has embarked on the 'Thinking Skills' project, which is helping pupils to investigate elements of problem solving, for example, in mathematics, in more depth.
19. There is a good curriculum for pupils with special educational needs. They receive high levels of support from well-qualified teaching assistants who have a very good understanding of their needs. They explain new learning very clearly and question pupils deeply to check their understanding so that they all achieve well.
20. The school makes good use of the accommodation available. While pupils enjoy a private grassed area and an interesting wildlife area, indoor accommodation is very limited. As at the time of the last inspection, the school still lacks a hall, which severely restricts the provision for indoor energetic exercise. The library is housed in one small room, which is also used for small group work, a resource store and for computer studies. This arrangement does not provide pupils with an attractive and stimulating learning environment where they can regularly access the library both for reading for enjoyment and for information. The lack of a staff room and the use of classrooms for dining arrangements restrict opportunities for teachers to plan and prepare for lessons. There is no headteacher's room for confidential discussions with parents or visiting specialists, such as the educational psychologist. Access to and supervision of reception children in the outdoor learning environment, where there is no shelter from inclement or very hot weather, remain unsatisfactory. Resources are satisfactory in all subjects.

Care, guidance and support

The school makes good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with good support and guidance and involves them satisfactorily in aspects of its development.

Main strengths and weaknesses

- Pupils enjoy very good, trusting relations with staff within a positive family ethos.
- Children new to the school settle in easily through good induction procedures.
- The school works well with outside agencies in supporting pupils' learning.

Commentary

21. Pupils are confident that staff will always help them if they have any concerns or worries, for instance, if they feel bullied. All pupils completing the inspection questionnaire said that they could turn to an adult for help if they had any problems.
22. New children are gradually and sensitively inducted. An open day, new parents evening and two pre-school induction sessions for children provide ample opportunity for parents and their children to familiarize themselves with the school's learning routines.
23. Arrangements for child protection are good. The designated officer is well trained and procedures are well known by all staff. General health and safety risk assessments are undertaken as required. All but one member of staff have received basic first aid training and two staff members are to attend an extensive course very shortly.
24. Staff know pupils well and generally give good advice, support and guidance. Good monitoring of achievement, attendance and behaviour ensures that any problems are quickly identified and resolved. Close working with the education welfare service and local education authority support specialists ensures that pupils receive additional support in their learning when necessary.
25. Staff value pupils' views about the school. The headteacher is considering the development of a school council in the future to channel pupils' ideas better.

Partnership with parents, other schools and the community

The school has a good partnership with parents. Links with other schools are satisfactory and partnerships in the wider community are very good.

Main strengths and weaknesses

- Parents have good chances to give their views to the school.
- Parents' contribution to pupils' learning at school and at home is good.
- Very good links with the community help to enrich the curriculum.

Commentary

26. The headteacher and staff are approachable and are always pleased to discuss any parental concerns. Procedures to ensure satisfaction and to deal with complaints are good. A broad ranging questionnaire is sent to parents periodically and this, along with many informal opportunities, enables parents to participate in influencing the direction of the school. The school has made many changes following parents' suggestions. These include changes to

induction procedures for new children and the celebration of pupils' out-of-school achievements.

27. Parents are well informed about the school through the prospectus and regular newsletters. A curricular plan is also sent to parents and this gives good information about forthcoming work in each class. Written advice about supporting homework is good. Pupils' annual reports are generally good.
28. The Friends Association supports the school well by organising many social and fundraising events. The group makes significant contributions towards meeting the costs of school trips and buying additional resources such as play equipment for the reception class. Many parent helpers also give their time generously to the school by helping with special events and accompanying school trips. Parents support their children's learning at home well by listening to reading and homework.
29. Links with the community are very good. The school is at the heart of the community, as demonstrated during the 'Filby in Bloom' event each year. Pupils work very hard to make the event a success by providing entertainment and taking part in activities such as planting. There are very close ties with the 'Stepping Stones Day Nursery' (a pre-school group). Many children at school start off at the nursery, and transfer to school life smoothly because of the very good relationships between staff. The vicar from the local church usually leads assembly each week and supports religious education very well. The pupils invited ladies from the Women's Institute to school and served them tea and cakes. This good link supported social development well. There are good links with other schools. They share the outside learning areas. A good link with the high school has been established as part of the Year 10 'School Business Project'. This involves pupils from Year 1 visiting the pretend market that the older pupils have organised in order to practise and extend their skill at using money. Other links include contacts with the post office, which the pupils visit regularly, and a local artist who demonstrates painting techniques. School trips to a wide variety of venues enhance the curriculum considerably. The school puts much back into the community, for instance, through fundraising for charities and good causes.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher leads a team that reflects on its work and seeks to improve its performance. The work of the governing body is good and governors provide effective support.

Main strengths and weaknesses

- The headteacher has organised the staff into an effective team who support each other well.
- The governing body provide strong support and help to guide the direction of the school well.
- The staff and governors have worked together successfully to establish a productive learning environment.
- The school readily embraces change in its pursuit of raising standards and improving the quality of education it provides.
- The governing body manages finances well and with good foresight.
- Some minor issues raised in last report have not been fully resolved.

Commentary

30. The headteacher has succeeded in building an effective teaching force. She has ensured that teachers and teaching assistants have participated in a good range of training so that all have developed specific expertise to teach successfully and meet the needs of all pupils. The co-ordinator for provision for pupils with special educational needs has ensured that provision for these pupils is good. There are very few teachers to share responsibility for curricular development but all seek to identify where improvements might be made. The subject leaders for English, mathematics, science and ICT have guided developments well so that there has been good improvement in these subjects since the last inspection. However, due to a lack of classroom release time, subject leaders have had limited opportunities to monitor the quality of teaching and learning in their subjects across the school. They have not, therefore, had sufficient influence on ensuring that teaching in their subjects is consistently good. Furthermore, the headteacher spends nearly all her time teaching. She has not fully tackled inconsistencies in the quality of teaching by organising a rigorous programme of monitoring in order to identify areas for improvement. Nevertheless teaching and learning are better than at the time of the last inspection and overall improvement has been good. Some minor weaknesses from the previous inspection report, such as the over-use of worksheets and raising expectations of the younger children's achievement, have not been fully resolved. The school secretary provides very good support and helps to ensure that the day-to-day running of the school proceeds smoothly. This helps the headteacher to teach her class without too many interruptions.
31. The headteacher has also been highly successful in gaining the confidence of parents. The pre-inspection meeting and the questionnaires showed high levels of satisfaction with the education provided by the school. All parents who returned the questionnaire considered that the leadership and management of the school are good, that teaching is good, that they are kept well informed, that staff are approachable and that the school consults them fully on school matters. At the parents' meeting they expressed their appreciation of the productive learning ethos that the headteacher and her staff had established.
32. The headteacher has taken a lead in formulating a good school improvement plan that is underpinned by clear action plans that describe how improvements are to be made. This is one of the ways in which she provides clear direction for the work of the school. Another is the way in which the school welcomes all new pupils, often pupils who have not been very happy at their previous schools. The school has developed a reputation in the area as one that deals well with pupils who have learning difficulties or problems with social integration. As a result a significant proportion of pupils who join the school have special educational needs. Each individual's particular needs are quickly assessed and each receives appropriate support. All staff have a good understanding of each pupil's particular characteristics and personalities. This good knowledge, coupled with the very good relationships between staff and pupils, helps to ensure a constructive ethos for learning. The learning environment is geared to meet the needs of all in this very inclusive school.
33. The school reviews its performance regularly and identifies the main areas for improvement accurately. The school has recognised, for example, the need to establish better assessment systems to track pupils' attainment and progress more precisely so that appropriate individual targets for learning can be set in reading, writing, mathematics and science. This is part of the school's strategy for improving standards further. Currently a great deal of assessment is carried out and much data is produced but the whole system is due for a complete overhaul in order to ensure that systems are clear and manageable. The headteacher has ensured good improvement since the last inspection. All the main key issues have been successfully tackled.
34. The headteacher and the governing body have worked closely together to facilitate the establishment of a nursery school in the school grounds. This initiative has been extremely successful and is welcomed by parents as a major improvement since the last inspection. It not only provides nursery education but also a breakfast club and an after-school club for

pupils in the school. It also provides holiday clubs and activities. This extended provision has proved to be very popular, especially with working parents.

35. The school had prepared itself well for moving into temporary accommodation this year in order to move back into new buildings in September. Pupils and parents had been fully consulted and kept well informed. They welcomed the planned extension to the buildings and the steady expansion of the school to include pupils up to the age of eleven years old. Parents were especially pleased that pupils would continue to be taught in the village up to the age of eleven rather than have to use buses to get to and from the middle school. There was great disappointment when, at very short notice, the plans had to be postponed due to the failure of the private/public initiative. The governing body had prudently accrued a reserve sum of money to pay for the extra teachers required and to equip the new classrooms. They had worked hard to prepare everybody associated with the school for the proposed reorganisation. The close involvement of the governors throughout this process further strengthened their close association with the school. The governing body is continuing to liaise closely with the local education authority to hasten the eventual completion of new, modified plans and ultimately the establishment of a new building. The thorough manner in which the governing body has dealt with this issue is a measure of its strength and of its wholehearted support for the school, its parents and pupils.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	160 561	Balance from previous year	37 941
Total expenditure	169 967	Balance carried forward to the next	28 535
Expenditure per pupil	3 777		

36. The expenditure per pupil is broadly average for a very small village primary school. Taking into account the good quality of teaching, pupils' good achievement and that the standards the school achieves often compare well with those of similar schools, the school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. There are nine children of reception age, who are taught alongside the eight pupils in Year 1. They are provided with a satisfactory curriculum, which is an improvement on the findings of the previous inspection report. Teaching and learning are at least satisfactory in all areas of learning and this promotes satisfactory achievement. In personal, social and emotional development teaching and learning are good and children achieve well. Procedures for day-to-day assessment of children's achievement lack rigour and daily plans do not show details of the small steps children are to make in their learning. This was also a concern of the previous inspection. However, planning has improved as it now follows the requirements of the Foundation Stage curriculum and overall there has been satisfactory improvement since the last inspection. The teaching assistant makes a valuable contribution to children's learning. As at the time of the previous inspection there is no immediate access to the outdoor area from the reception class, nor is there any shelter to protect children from inclement weather or from the heat of the sun. Opportunities to take part in physical development inside are constrained by the lack of a school hall. Resources for children in reception have improved and are now satisfactory. On entry to school the attainment of the majority of children is broadly average. By the end of the year it is likely that most children will attain the early learning goals in all areas of learning and many are on course to exceed the expected levels in personal, social and emotional development. Leadership and management are satisfactory. Links with the nursery school and arrangements for children's admission into school are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults and children enjoy very good relationships.
- Routines are rigorously established so that children achieve well.

Commentary

38. Teaching and learning are good and all children achieve well. The very good relationships and teamwork of the staff ensure that all children enter a warm and caring environment where they settle quickly and readily make friends. Staff praise children enthusiastically for their good work and behaviour and this motivates them well so that they are keen and eager to learn. The majority of children are confident to tackle activities independently, share resources well and concentrate on activities. Those who are unsure are well supported by adults. Staff have high expectations for good behaviour and children have a clear understanding of what is acceptable and what is not. The school values parents as partners in children's education and parents support children well with homework. Most children are likely to exceed the learning goals by the end of reception.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Stories and poems are chosen well to interest children.
- Teachers' daily planning is not sufficiently detailed.

Commentary

39. Teaching and learning are satisfactory. Adults read with good expression so that most children listen attentively and confidently join in at appropriate places. The teaching assistant questions lower attaining children well so that they search eagerly for information from the pictures in stories and are keen to discuss their findings. Higher attaining children speak clearly and in full sentences, such as, 'The shore is where the sea meets the land.' They read short simple sentences confidently and write a sentence independently and neatly. Less able children make good efforts to recognise sounds in words and demonstrate good pencil control when forming their letters. The pace of learning slowed in one lesson observed because too many poems were read so that children became restless and concentration waned. Daily planning does not specify the small steps in learning that children are to experience in order to meet the learning goals, so that activities sometimes lack a clear focus. Achievement is satisfactory and by the end of the year most children are likely to attain the early learning goals.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- The high ratio of staff to children enables children to have plenty of instruction.
- There is a lack of challenge to promote higher learning.

Commentary

40. Teaching and learning are satisfactory. The small size of the class helps to ensure that children are well supported and have plenty of attention from adults. The teaching assistant uses the small room leading off the main classroom well to supervise children as they make a sequence of patterns. She used praise well to motivate children so that they felt confident in their ability to sort objects by colour and by shape. They explained their arrangements clearly, using appropriate mathematical language. There is good emphasis on developing mathematical language and children talk about what they are doing in accurate terms such as 'more than' or 'the same as' as they work. They begin to understand different shapes and use the correct vocabulary, such as 'a round apple', to describe them, and begin to understand how to organise, sort and place objects in order according to size. Many opportunities for play are provided, for example threading beads, numbering from 1-10 and 1-20 and printing sets of repeating

patterns. More able children have a secure understanding of 'zero' and can count well beyond twenty accurately. However, opportunities are sometimes missed to extend their knowledge further and to provide enough challenge for the faster learners. Achievement is satisfactory and by the end of the year most children are likely to reach the early learning goals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Activities provide children with fun and enjoyment.
- Visits and visitors enhance the curriculum.
- Planning for the development of computer skills lacks clarity.

Commentary

41. Teaching and learning are satisfactory. Adults ensure due care and attention is given to health and safety. In one session children washed their hands thoroughly and donned aprons in preparation for the icing of biscuits. Adults used questions well and gave children good opportunities to examine and use their senses to feel the texture of icing sugar and to predict the effect of adding water and food colouring as they followed a recipe intently. A visit to the local church gave children a good introduction to festivals that take place in a church, and to looking at buildings that are very old. While the skills children are to learn on the computer are not clearly set out in daily plans, most children control the mouse competently and gain a satisfactory knowledge of keyboard skills when, for example, they click and drag musical instruments to show their understanding of pattern. Most children achieve satisfactorily and are likely to reach the learning goals by the end of the school year.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children follow instruction and take turns well.
- Opportunities for imaginative play are limited.

Commentary

42. Teaching and learning are satisfactory. Resources have improved since the previous inspection and children now enjoy riding on a good range of wheeled vehicles in the spacious outdoor area. They respond well to the teaching assistant's clear instructions and high expectations and show a good awareness of space, of themselves and of others. Most children achieve satisfactorily and are on course to reach the early learning goals by the end of reception. The grassed area enables children to control their bodies well in activities such as climbing, jumping and running. The teacher's planning does not include sufficient challenge for children to participate in more adventurous play and to develop their imagination.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Good links are made to other areas of learning.
- Not enough use is made of the teaching assistant.

Commentary

43. Teaching and learning are satisfactory. Children are confident to explore and experiment with colour. Adults make good links with work in other areas of learning.

For example, following their visit to the church, children dressed up and enacted a wedding service. They enjoy role play in the Chinese restaurant that has been set up in the classroom. Children are provided with a good range of musical instruments, which they treat respectfully and enjoy listening to. They understand how to make musical patterns. However, they are sometimes required to sit for too long so that their attention wanders. In one lesson observed insufficient use was made of the teaching assistant, for whom no specific tasks were allocated. Achievement is satisfactory and most children are likely to reach the learning goals by the end of the school year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils develop an enthusiasm for reading, achieve well and attain standards that are above average.
- A very good system that helps pupils to assess their written work supports their learning well.
- Teaching for pupils in Years 2 and 3 is consistently good.
- In Year 1 teachers do not always expect enough of pupils, especially the most able.
- A good programme to support the development of speaking and listening skills is administered well by a teaching assistant.

Commentary

44. All pupils, including those with special educational needs, achieve well. Sound foundations for reading are established in the reception class where children love listening to stories and poems. The older pupils further develop their enthusiasm for books and stories and all say that they love reading. These positive attitudes support learning well and in both Year 2 and Year 3, standards in reading are above average. Most pupils read with confidence, describe the main characters in stories clearly and describe the plots accurately. Most demonstrate a growing knowledge of children's authors and illustrators. Pupils also like writing but, although most achieve well, many find this aspect of the subject much more difficult. They make good progress in their learning and do well to attain average standards. Although nearly all pupils make good progress, achievement in Year 1 is not as rapid as in Years 2 and 3, where teaching is livelier and more readily captures pupils' interest. Standards are higher than those reported at the time of the last inspection and there has been a good degree of improvement.
45. Pupils' achievement in speaking and listening is good but many of the newcomers enter the school with low standards and so overall standards are broadly average. Several have narrow vocabularies and experience difficulty in explaining their thoughts and feelings. One particularly good initiative has been the adoption of the 'Talking Partners' strategy. This is a good scheme to support the development of speaking and listening skills, as well as reading, in a step-by-step structured approach. Staff have received specialist training and one of the teaching assistants uses the scheme well to teach lower attaining pupils in Year 1. The teaching assistant assesses pupils at the beginning of each ten-week course and again at the end. The records show that the pupils using the strategy make good progress in speaking and listening as well as in reading.
46. Parents make a major contribution to pupils' good progress in reading. Records show that most parents read with their children at home on a daily basis. Consequently pupils read a good quantity of books and the regular practice helps them to achieve well. Handwriting is taught regularly and systematically so that most pupils write neatly. Several of the more able pupils have a good understanding of the grammar and some of the techniques that can be used to enliven their writing. Most pupils have a good understanding of punctuation and the more able use inverted commas accurately to denote speech and set their work out in paragraphs. It is very clear that a high proportion of pupils who have recently joined the school arrive with poorly developed reading and writing skills and a poor understanding of the sounds that letters

represent. The gaps in their learning are quickly identified and the staff work hard to help them catch up.

47. The quality of teaching and learning is good overall. The teaching in Year 1 is satisfactory and it is good in Years 2 and 3. One particular strength of the teaching across the school is the teamwork that has been established between teachers and teaching assistants. Another is the very good relationships that have been established between teachers and pupils. Pupils feel comfortable about asking questions and expressing their viewpoint. Generally lessons progress at a brisk pace but there are occasions in Years 1 when the teacher's expectations of the quantity and quality of the written work that will be completed in a given time are too low. Here the tasks set do not always capture pupils' interest and there is too much reliance on completing undemanding worksheets. Consequently pupils, especially the faster learners, do not always achieve as well as they could.
48. The consistently good teaching for pupils in Years 2 and 3 helps many to make remarkable progress in reading and writing. Here lessons are very well planned and staff maintain high expectations of pupils' performance. One especially effective strategy is the use of checklists against which pupils assess their own work. The checklists detail the criteria needed for successful pieces of writing in different styles and for different audiences, such as writing a letter of complaint, for example. This has become a well-established routine and helps guide pupils towards writing effectively as well as helping them to see clearly how they can improve the quality of their writing. Spelling is taught systematically and the class makes a collection of unfamiliar words that they encounter. The teacher also teaches the children phrases such as 'Big elephants can't always use small exits' to help them spell such difficult words as 'because' accurately. Pupils also use the spell checker in word processing programs to help them to identify inaccurate spelling.
49. Leadership and management are good. The subject leader has a good knowledge and understanding of national initiatives and curricular developments. She maintains a sound overview of provision by sampling the work that pupils produce. She has correctly identified the development of pupils' writing skills is an area for improvement and a good action plan has been written to guide the raising of standards. One particularly good feature of the leadership is the good teamwork and common approach that has been established. Also appropriate training has been organised in response to accurately identified areas of specific need, such as speaking and listening. Special book weeks are organised each year to further develop pupils' interest in books and reading for pleasure.

Language and literacy across the curriculum

50. Pupils have many useful opportunities to use their literacy skills in other subjects. After walking to the church as part of their work in history, for example, pupils wrote about their experiences and what they had learned while it was fresh in their minds. In religious education they retell Bible stories and in geography they write about conditions in the countries they have studied. Pupils have many opportunities to practise their reading skills when following instructions in computer programs or reading problems in mathematics. Good opportunities are provided to extend speaking skills during assemblies and during the short sessions towards the ends of lessons where pupils discuss what they have learned. There are some good opportunities to write purposefully, such as sending emails to friends in other countries. Although there are some good examples of pupils producing good booklets, such as the one on

'Materials' in science, the time available for extended pieces of writing is limited. Generally, pupils use their language and literacy skills well in subjects across the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- Developing thinking skills through mathematics is supporting the development of pupils' investigative skills well.
- Assessment systems are not sufficiently developed to pinpoint what pupils need to know next.

Commentary

51. The achievement of most pupils, including those with special educational needs, is good. This represents good improvement since the last inspection. However, this good progress is not reflected in the standards that pupils attain because recently there has been an influx of pupils who have entered the school with poorly developed skills, knowledge and understanding. Pupils do well to attain average standards in both Year 2 and Year 3. The good ratio of adults to pupils in all the lessons seen enables pupils of all levels of ability to be well supported. It also helps pupils to develop confidence in their mathematical understanding and to explore new concepts meaningfully.
52. Teaching for pupils in Year 1 is satisfactory and most pupils make sound progress in their learning. In lessons pupils were eager to learn. In the mental arithmetic session at the beginning of one lesson, the more able pupils counted confidently in 2s, 5s, and 10s but the lower attaining pupils worked more slowly and were not provided with apparatus, such as number lines, to aid their understanding. Good teaching was seen for pupils in Years 2 and 3 where the pace of the lessons was brisk and pupils' achievement is good. The pupils made good use of small individual whiteboards to create their own number lines as an aid to solving problems. The teacher and the teaching assistants understand pupils' widely varying stages of development very well. They have good questioning strategies to probe pupils' understanding. Pupils collect and use data efficiently and present their findings accurately. Expectations of pupils in Year 3 are high and they responded well to the challenges set. They use their 'thinking skills' well to investigate and solve problems and then use calculators to check their answers.
53. The leadership and management are good. A particular strength is the establishment of good teamwork between teachers and teaching assistants. The teaching assistants have been well trained and have developed good levels of teaching expertise. This enables very small teaching groups to be organised so that pupils receive a great deal of individual attention. The subject leader has accurately identified the need to develop target setting as a means of raising standards. She has formulated a good action plan designed to improve the assessment of pupils' attainment and progress in order to create a good basis for setting individual targets. The school does not have a system to track pupils' progress systematically so teachers do not always know precisely where pupils need further support or further challenges. Teachers make the best use of the available space and resources are systematically replenished.

Mathematics across the curriculum

54. The use of mathematics to aid pupils' learning in other areas of the curriculum is satisfactory. For example, in science, geography, history and design and technology pupils have opportunities to use mathematical skills of measuring and calculating. The time available for pupils in Year 3 to carry out detailed investigations is limited.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of good teaching.
- There is an over-reliance on the use of worksheets in Year 1.
- Good links are made to ICT and literacy.
- Teachers use practical approaches to make learning meaningful.
- Assessment of pupils' work is underdeveloped.

Commentary

55. The quality of teaching and learning is good and pupils achieve well. This represents good improvement since the last inspection. Pupils do well to attain average standards in Year 2 and Year 3. The scrutiny of work and talking to pupils in Year 1 showed that they cover a satisfactory range of work but that much of the recording relies heavily on filling in worksheets at the expense of more imaginative ways of writing up the findings of experiments. This was also found to be the case at the time of the previous inspection.
56. Pupils in Years 2 and 3 are taught together because of the small numbers in year groups but the teacher plans work thoroughly to meet the differing learning needs of the different groups in the class. Pupils have produced a very good booklet about their work on materials. This is very well presented and shows pupils have gained a good understanding of different materials and their uses. Good use has been made of a digital camera to record their research into wood, glass silk and rubber. Pupils have demonstrated their ICT skills well by writing in a variety of fonts and by including a variety of illustrations and photographs in their work.
57. Teaching and learning are satisfactory in Year 1 where the achievement of all pupils, including those with special educational needs, is satisfactory. Teaching and learning are good in Years 2 and 3 and all pupils achieve well. Lessons are very well planned in Years 2 and 3 and pupils have good opportunities to work in small groups. This was noted where pupils carefully examined the characteristics of snails, how they move, and what they eat. Pupils enjoyed the activity, especially when they were able to use a microscope linked to the computer to see at very close range the 'whorls' and 'tentacles'. This helped pupils to learn new vocabulary in a meaningful way. Teaching assistants are very well briefed and deployed as they question pupils thoroughly and help them to work systematically through a range of tasks. Most pupils produced accurate drawings of snails, which they labelled clearly and accurately. Lower attaining

pupils also achieved well though they found the whole afternoon session a little too long and lost concentration towards the end.

58. Pupils in Year 3 continue to make good progress. Teachers present thoughtful challenges and prompt pupils to answer key questions so that they successfully identify what is fair and unfair about tests. Pupils gave sensible reasons about how they might measure the distance a snail travels. The time available to carry out in-depth investigations and to present the results in detail is limited.
59. The leadership of the subject has been good and there has been good improvement since the last inspection. The present emphasis on practical investigation and enquiry skills supports effective learning. The management of the subject is satisfactory but the subject leader has not developed adequate assessment procedures. Assessment arrangements throughout the school are not sufficiently refined to enable teachers to know exactly what pupils know and can do and what they need to learn next. Also pupils do not have specific targets to work towards. Teachers do not trace pupils' achievement and progress in sufficient detail. Consequently they do not have a clear understanding of pupils' widely varying stages of development nor how to match tasks to individual needs. Good links are made with other subjects as when, for example, pupils used their knowledge of electrical circuits to light the houses they had made in design and technology.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' achievement is good and most attain standards that are above average.
- The quality of teaching and learning is good and is supported well by teaching assistants.
- Assessments of pupils' attainment and progress do not show clearly what skills pupils have mastered and what they need to learn next.

Commentary

60. Pupils thoroughly enjoy this subject and concentrate well when working on computers. Their achievement is good and standards are above average in Year 2 and Year 3. Standards are higher than at the time of the last inspection. Pupils In Year 2 demonstrated advanced skills when they used a program that involved the use of spreadsheets to sort and illustrate data they had gathered. The pupils understood the term 'cell' and could use co-ordinates to identify and describe the position of each cell. Lower attaining pupils were able to explain that they could choose to illustrate their data either as a pie diagram or in the form of a variety of different block graphs. Furthermore they explained that one particular type of block graph was better than another because it showed the difference between the numerical values, especially where the difference was slight, more clearly. They also explained that it was more appropriate to use line graphs when recording differences in temperature over time. Pupils also demonstrated good levels of understanding and expertise when using different word processing programs. They were familiar with the keyboard and typed fairly quickly using two hands, used the spell checker well and showed a good understanding of how to alter fonts. They produced lengthy pieces of well-crafted original prose.

61. All the teaching seen was good. The teachers plan lessons carefully and computers are used mainly to support teaching and learning in other subjects. The teaching assistant who generally supports pupils in Years 2 and 3 teaches groups under the class teacher's direction. She uses her expertise well and gives clear instructions so that pupils are in no doubt about what is required. She maintains high expectations of their performance and urges them to get on and finish their work within the time available. They settle to tasks readily and concentrate so hard that the lesson often proceeds briskly and in near silence. In one short session, a pupil in Year 3 completed two pages of a well-written piece that included inverted commas around quotes and an appropriate number of paragraphs. This consistently good teaching promotes good progress and standards that exceed those normally associated with pupils in Year 3. Pupils also demonstrate that they are good at using the Internet for research purposes and for emails. They also use programmable robots to help them with the basic understanding of programming processes.
62. The leadership of the subject are good. Good staff training has helped to develop the expertise of teachers and teaching assistants. The school has experienced frustrating technical problems with its computer equipment and there have been long periods when problems caused the computers not to work properly. The school has recently managed to secure the services of a computer technician from the local secondary school and the situation has improved. Staff have continued to persevere despite recurring difficulties with hardware and have ensured that pupils' achievement has not been too adversely affected. The school follows a good planning framework which helps to guide teachers' lesson preparations so that skills are taught systematically. This represents good improvement since the last inspection. The management of the subject is generally satisfactory but the assessment and recording of pupils' attainment and progress is not sufficiently systematic and it is not clear what skills have been mastered and what pupils need to learn next.

Information and communication technology across the curriculum

63. Good use is made of computers to support teaching and learning across the curriculum. Pupils learn how to enter data from science experiments onto spreadsheets and then how to illustrate the data in graphs and diagrams. The Internet is used well for research, as when finding out about foreign countries in geography. Pupils in Year 3 email friends in Texas and Thailand and pupils send information to a friend from the locality who has recently begun work in an African village. Digital cameras are used well for many purposes, including the recording of work completed and keeping records of school visits. Pupils have produced exceptionally good booklets that include the importation of their own digital photographs and illustrations drawn from the Internet. Booklets on the school's visit to the Cromer lifeboat and another on the subject of materials and their use were both well written and beautifully presented. Pupils have taken photographs around the village and have linked them to a local map together with explanatory details of the views selected. They import clip art to illustrate their poems and use computers to make repeating patterns when designing Christmas wrapping paper. They use an electronic microscope in science and experience a sense of awe as the clear images reveal unexpected details. The use of computers is well established in the school's curriculum.

HUMANITIES

Religious education and history were sampled. Geography was not inspected.

64. No lessons took place during the inspection in **religious education**. However, statutory requirements to conduct an act of collective worship are met, and discussions

with teachers and pupils and the scrutiny of work revealed that pupils have a satisfactory understanding of the locally agreed syllabus.

65. Younger pupils have visited the nearby church, and used the digital camera to record features such as the font and stained glass windows. They know what a font is used for and the enactment of a christening ceremony made learning meaningful. Teachers promote pupils' thinking skills well as older pupils study the meaning of phrases in the 'Lord's Prayer' and in their writing pupils show their understanding of feelings. They talk about participating in meditation as 'breathing deeply to calm the mind'. Suitable links are made to other faiths as pupils talk about the eight rules for living as represented in the spokes of the Buddhist Wheel. Teachers use assembly time effectively and give pupils good opportunities to sing and reflect in prayer on ways in which we may look after our world and keep everyone safe.
66. A good range of visits and links across curriculum areas ensure that pupils gain a good understanding of **history**. Younger pupils know the stained glass windows in the church are very old and describe them as looking like a 'jigsaw'. Older pupils make good links to geography, art, design and literacy as they study Ancient Egypt, locate the pyramids at Giza, dress up as Potiphar's wife, discover how papyrus is made and decode hieroglyphics. They have a good knowledge of aspects of World War Two. They understand how people tried to protect themselves from air raids and have written good letters home when pretending to be evacuees. A good assembly was based on the nursery rhyme 'Ring a Ring of Roses' which featured pupils' work on the Great Plague, Samuel Pepys and The Great Fire of London. Good links were made with environmental and health education issues such as collecting rubbish, preventing fire hazards by not dropping litter and how to stay healthy. Pupils showed a good level of understanding of both the lessons to be learned from history and the environmental perspective.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and music were sampled. Design and technology and physical education were not inspected.

67. There are examples of good work produced in **art and design**. Pupils in Years 2 and 3 produced some exceptional pictures inspired by the Japanese artist Sho-sun. They studied his painting of 'White Birds Flying in Snow' before producing stunning work using chalks on a watercolour background. Pupils are introduced to a good range of media and different techniques such as printing and marbling. In all year groups pupils use pastel crayons and watercolours well to create bold pictures of carefully observed wild flowers, trees and leaves. The younger pupils have studied the works of Claude Monet and have used his paintings as a basis for their own work. They have also used computers to draw coloured vehicles as part of their project on transport. Good links are made with other subjects, as when the older pupils used clay to model scarab beetles as part of their work on the Ancient Egyptians. They used computers to design Joseph's coat of many colours in the style of Pollock, Mondrian and Rothko.
68. In **music**, teaching and learning in the lesson seen were satisfactory. Pupils in Year 1 developed a satisfactory understanding of pattern as they played a range of instruments to well known tunes. Some unaccompanied singing was heard in assemblies where pupils sang well together in time and in tune. There is a two-year plan for music which covers the recommended curriculum. Also visiting musicians perform for the children using a wide range of different instruments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

69. Evidence from discussions and looking at pupils' work shows they gain a good understanding of their place in society and of their responsibilities as citizens. They talk earnestly about the importance of looking after the environment and are quick to help those who are in trouble. All pupils are given suitable opportunities to take on responsibilities and carry them out sensibly. 'Circle time', a special time when pupils sit together to talk about social and personal issues, provides good opportunities for all pupils to discuss matters such as school rules, to listen to each other and to share ideas. Pupils appreciate the need for rules when living in a community. They have helped to write them for the school and abide by them well. Pupils are involved in choosing the charities to which they would wish to give collections from the harvest celebration and Christmas collections. This promotes a clear understanding of their responsibilities as members of the wider community.

70. As they move through the school, pupils develop a good sense of responsibility and awareness of the effect of their behaviour on others. Very good relationships pervade the whole school, ensuring pupils feel fully involved in their learning and are confident to take part in new activities. The daily issue to all pupils of fresh fruit and the availability of bottles of water help them to be alert in their learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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