

# INSPECTION REPORT

**GREAT ELLINGHAM PRIMARY SCHOOL**

**Attleborough**

**LEA area: Norfolk**

**Unique reference number: 120812**

**Headteacher: Mrs C Mills**

Lead inspector: Peter Sudworth

Dates of inspection: February 28<sup>th</sup> - March 2nd 2005

Inspection number: 266913

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Community  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll; 162

School address: Hingham Road,  
Great Ellingham,  
Attleborough  
Norfolk

Postcode: NR17 1HX

Telephone number: 01953 453342

Fax number: 01953 457599

Appropriate authority: Governing body

Name of chair of governors: Mr Hugh Collier

Date of previous inspection: 4.3.2004

## **CHARACTERISTICS OF THE SCHOOL**

Great Ellingham is a smaller than average-sized primary school situated two miles from Attleborough. The 162 boys and girls on roll aged four to eleven years are taught in six classes, several of which contain mixed ages. The children begin the Reception class in the September before their fifth birthday either full or part-time dependent on their birthdays. Fifty per cent of the pupils come from outside the village. The area around the school is mostly one of average socio-economic circumstances. The percentage of parents entitled to free school meals is slightly below the national average. There are no pupils from ethnic minorities. Attainment on entry is average overall. Seventeen per cent of the pupils, around the national average, have special educational needs mainly for learning or emotional difficulties. One pupil has a statement of special educational need. There are no pupils with English as an additional language. During the last academic year, nine pupils joined the school and four left, other than at the normal time of admission. The headteacher was in the first year of her substantive appointment at the time of inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2700	Peter Sudworth	Lead inspector	Foundation Stage; English as an additional language; Physical education; Design and technology; Personal, social and health education; Religious education.
8992	Julian Vischer	Lay inspector	
25787	Edmond Morris	Team inspector	English; Information and communication technology; Music; Special educational needs; Art and design.
18381	Gordon Ewing	Team inspector	Mathematics; Science; History; Geography.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Great Ellingham Primary is an improving school that provides a satisfactory quality of education for its pupils.** It is no longer a school with serious weaknesses. Teaching is good in most key areas of learning. Pupils achieve well in part and satisfactorily overall. Standards are in line with national expectations and sometimes above. It is a very happy and caring school and pupils enjoy their learning. The curriculum is satisfactory with good attention to equal opportunities, although the work could be better matched to pupils' abilities in some lessons. There are good opportunities for enrichment. There is good provision for equal opportunity. The school is led and managed well. It provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards are above expectations in mathematics in Year 2 and in English in Year 6, and in speaking and listening throughout the school, though more able pupils need a greater challenge to achieve even more highly in key areas of learning.
- The children get off to a very good start in the Reception class because the curriculum is organised very well and the teaching is often very good.
- The headteacher has made a good start to her headship and she is supported by a very effective and very well led governing body that takes a very keen interest in the school and rapid action to address concerns.
- Pupils' behaviour is very good and very good relationships amongst the pupils supports their progress.
- Some subject leaders have not yet had training or opportunities to evaluate teaching and learning in their subjects and, as yet, lack confidence to do this.
- The timetable is not organised well enough and does not leave enough time for minority subjects to be covered in depth; weekly teaching time is below minimum recommendations nationally in the juniors.
- Pupils do not have clearly identified targets for improvement.
- The school improvement plan does not identify precisely enough how the priorities will be costed and evaluated.

The school has made good progress since the last inspection. The accommodation has been improved very significantly. The decline in standards in Year 6 has been arrested. Standards in English are now above average in this year group and those in science have improved. The quality of teaching has also improved and there is less use of worksheets. More attention is being given to the needs of different abilities, but more is needed in some lessons. The governing body has made tremendous strides in improving the quality of its work.

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2002	2003	2004	2004
English	B	D	B	D
Mathematics	A	C	C	D
Science	D	D	B	C

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

As year groups are smaller than usual, each pupil's results make a significant difference to the overall percentage of results at different levels. The trend of improvement over the past five years in both Years 2 and 6 has been below that nationally. However, the 2004 Year 6 results showed a marked improvement, arresting the decline in English and science of the previous two years. In

mathematics pupils in Year 2 have continued to do much better overtime than pupils nationally. Overall, Year 2 boys have performed better than girls during the last three years because of their superior performance in mathematics, though there was no evidence during the inspection to suggest that this is continuing. There is no significant gender difference at Year 6. However, not enough pupils are reaching the higher levels of the National Curriculum.

Children in the Foundation Stage achieve well in reaching the national expectations for the end of the Reception year with several pupils exceeding them. In the main, pupils achieve satisfactorily in other parts of the school and well in mathematics in Years 1 and 2 and in English in Years 3 to 6. In both of these subjects, standards are currently higher than expected nationally. Standards in Year 2 in English and in Year 6 in mathematics are at an expected level. Pupils throughout the school reach national expectations in information and communication technology (ICT) and science. They are in line with the local expectations in religious education. It was not possible to judge attainment in other subjects because of time restraints.

**Overall, pupils' personal qualities, including their spiritual, moral, social and cultural development are nurtured satisfactorily.** Pupils' moral and social development is **good** and their spiritual and cultural development is **satisfactory**. Pupils' behaviour and their attitudes to work are very good. They are very courteous and polite and relate well to adults. Pupils are punctual and attendance in the last academic year was well above the national average.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education for its pupils.** The quality of teaching and learning seen during the inspection was **good** overall. Assessment is satisfactory, though individual pupils do not know in sufficient detail how they can improve their work. The curriculum provision is satisfactory. The arrangement of the timetable restricts opportunities in subjects other than English, mathematics and science. There is a good range of extra-curricular activities. The staff take very good care of the pupils. There are good links with parents and the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The headteacher has made a good start to leading and managing the school. She is supported very well by a very effective and very well led governing body that fulfils its statutory duties effectively. Monitoring and evaluation of teaching and standards by the headteacher and governors are good. School improvement planning is comprehensive, but the criteria to judge the progress being made on initiatives are not precise enough nor are estimated costs always included in the planning. Some subject leaders are not sufficiently confident in evaluating teaching and learning in their responsibilities because they are new to these and have not, as yet, had the training to observe teaching and learning effectively.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The school has good links with parents. Links with the community and with other schools and colleges are good. Curriculum information for parents is very good, though reports could be more helpful. Pupils think well of the school and are very supportive of it. Pupils enjoy their lessons, make friends readily and like to attend.

## **IMPROVEMENTS NEEDED**

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

- Provide a greater challenge for able pupils so that they attain more highly.
- Train the subject leaders to evaluate and monitor teaching and learning in their subject responsibilities and give them opportunities to do so, keeping up the momentum of improvement.
- Organise the timetable more effectively so that time is more in line with minimum government recommendations and there is more opportunity for foundation minority subjects to be covered in greater depth.

- Ensure individual pupils are clearly aware of how they can improve their work to help their progress.
- Make the success criteria in the school improvement plan more precise so that it is easier to gauge the cost and success of the different initiatives and so monitor value for money.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Overall, children achieve well in the Foundation Stage. They achieve satisfactorily in the rest of the school with good achievement in some aspects of their work. In the main, pupils' English skills are average in the infants. They are above average in the juniors. Mathematics skills are above average in the infants and average in Year 6. Pupils show satisfactory competence in information and communication technology. Pupils with special educational needs and those who have particular ability and talents achieve satisfactorily in the main.

#### **Main strengths and weaknesses**

- Children in the Foundation Stage achieve particularly well in their personal and social development.
- Pupils in Years 1 and 2 have attained consistently well in national tests in the last few years in mathematics.
- Historically, Year 2 boys have been achieving well in mathematics compared to the girls.
- Pupils achieve well in English by Year 6 and in mathematics in Years 1 and 2.

#### **Commentary**

1. The children's general knowledge and skills when they enter the Reception class are broadly at the expected level for their age though there is a very broad range of ability. Very few children have made a start to reading on entry. The children settle quickly because of the very good arrangements for their induction. They adapt quickly to the routines of the class and develop an early independence and a ready sense of responsibility for their actions. They consolidate and extend their pre-entry skills quickly. Most children are in line to reach national expectations for the end of the Reception year and a minority to exceed them. Children achieve very well in their personal and social development and they achieve well in their communication, language and literacy skills, in their mathematical development, their knowledge of the world and in their creative development. They achieve satisfactorily in their physical development, but this is not as strong as in the other areas because of limited equipment to develop their confidence and range of movements.

2. The trend of improvement in results at both Year 2 and Year 6 has been below that nationally over the last five year period because not enough pupils have been reaching the higher level. This, however, belies a good trend of results in mathematics at Year 2 and much improved 2004 results in mathematics and science in Year 6. The cohorts of pupils in the school vary in ability from year to year and the results of one pupil can affect the overall outcomes significantly in national tests because of smaller than usual year group numbers. One pupil was absent in Year 6 for the national tests in 2004. This absence prevented the school obtaining 100 per cent success in reaching at least the expected level in English and it also affected adversely the grade that would otherwise have been obtained. A significant factor in this good achievement in English was the intervention strategies and small group working to help pupils catch up and also boost their attainment level.

3. The school's Year 2 reading results were average and writing was below the national average in 2004. They were less favourable against similar schools when schools were compared on the basis of free school meal percentages because the percentage of the school's Year 2 pupils reaching the higher level was lower than that nationally in both reading and writing. Despite the favourable 2004 results in Year 6, grades compared to similar schools on the basis of prior attainment remained below the national average in mathematics and English. This was because not enough pupils reached the higher level, though they equalled the national average in science.

4. Over time, the school's girls have attained less well than those nationally in reading and writing at Year 2, whereas its Year 2 boys have performed better than boys nationally. Year 2 girls have performed around the national average in mathematics. Overall, the boys have been achieving well in Years 1 and 2. Pupils' performance in mathematics in Year 2 has remained consistently well above average. Boys continue to do well in the English and mathematics in Years 3 to 6. Over time, their results in national tests in these subjects are significantly above those of boys nationally, although slightly below in science. Year 6 girls have also done well in mathematics compared to girls nationally. Their results in the last three years in English and science are very slightly above the national average for girls. Little difference was noted during the inspection between the relative skills of boys and girls throughout the school.

5. Pupils with special educational needs achieve well from Reception to Year 2. They receive good help from effective support staff and their class teachers who plan work for them that is at an appropriate level. From Year 3 to 6 the achievement of pupils with special educational needs is satisfactory. Work planned is sometimes the same for all pupils in the class and pupils with special needs sometimes struggle to complete it successfully. Throughout the school, individual education plans do not always have targets that are easily measurable and this makes it difficult to assess when individual pupil's objectives have been achieved and new targets need to be set. Pupils with a higher ability achieve satisfactorily. Talented pupils achieve well in extra opportunities provided in music and sport. The extra opportunities now being given to able mathematics pupils by the secondary school is helping to increase their motivation and to improve their achievement. A writing club for able pupils in English has been set up, designed to assist their potential for development.

6. Currently pupils' attainment in reading and writing in Years 1 and 2 is at an expected level and pupils are achieving satisfactorily. However, the slower than usual transfer to a joined script is, in part, responsible for the historically below average grade in writing. Pupils achieve well by Year 6 in English and their overall attainment is above expectations. Speaking and listening skills are good throughout the school and handwriting skills are satisfactory. Pupils achieve well in mathematics in Years 1 and 2 and attainment is above expectations. They achieve satisfactorily in Years 3 to 6 and are reaching expected standards. There is some inconsistency in progress in these year groups in mathematics due to variations in the quality of teaching and because problem solving and the application of mathematics do not receive consistent attention. Pupils' attainment in science and information and communication technology is in line with national expectations throughout the school and the pupils achieve satisfactorily. Pupils reach the expected level in religious education according to the agreed syllabus and achieve satisfactorily. Since the last inspection there has been an improvement in standards in Year 6 and the downward trend of results since 2002 has been reversed.

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

Standards in:	School results	National results
Reading	16.3 (15.3)	15.8 (15.7)
Writing	14.3 (15.0)	14.6 (14.6)
Mathematics	17.4 (17.4)	16.2 (16.3)

*There were 24 pupils in the year group. Figures in brackets are for the previous year*

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	28.0 (26.2)	26.9 (26.8)
Mathematics	27.8 (27.3)	27.0 (26.8)
Science	29.9 (27.8)	28.6 (28.6)

*There were 24 pupils in the year group. Figures in brackets are for the previous year*

## Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their relationships with each other and with adults are very good. Their behaviour in class and around the school is very good. The provision for spiritual, moral, social and cultural development is satisfactory overall. Pupils' attendance is very good and punctuality is satisfactory.

### Main strengths and weaknesses

- Very positive attitudes to school and very good behaviour contribute very well to the progress pupils make.
- Their moral and social development is good.
- Pupils do not have enough understanding of living in a multi-cultural society.
- Pupils with emotional and behavioural difficulties are managed very well.
- Attendance is well above average and there have been no exclusions.

### Commentary

7. Pupils are very polite and they are very respectful to adults and appreciative of one another. Relationships are very good. Throughout the school, they respond well to the staff's expectations of their conduct. Their very good attitudes to work, their attentiveness during lessons and their very good behaviour in and around the school contribute to the pleasant, family atmosphere reflecting the judgements of the previous inspection. Pupils are thoughtful and show concern for each other, demonstrating a good level of social maturity for their age. The school's environment is free from all forms of oppressive behaviour. During the break from lessons, pupils play in a calm and friendly fashion within a safe environment.

8. The well above average levels of attendance reflect the pupils' enjoyment of school and the school's effectiveness in promoting regular attendance. They also reflect the parents' positive views of the school and their support for it. Parents clearly make an effort to ensure their children are prepared well to attend school. Punctuality is satisfactory. There have been no exclusions in the last twelve months.

#### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data:	4.5	School data :	0.3
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.*

9. The pupils are proud of their school and are anxious to express this when given an opportunity to do so. Visitors receive a warm welcome into the school community because pupils are keen to be as helpful as possible.

10. Independence is fostered from an early age. Reception children respond very well to the responsibilities placed on them. They select activities for themselves and take responsibility for keeping the activity groups limited to the numbers that are requested by staff. Elsewhere in the school, there is an openness in the relationship between staff and pupils that encourages the pupils both to ask questions and to answer, knowing that their comments will be valued.

11. Pupils with special educational needs show very good attitudes to their work. Even those pupils who have difficulty with their behaviour settle quickly, show real interest and get on with their tasks very well. The few pupils with special educational needs who have emotional and behavioural difficulties are managed very well in class and during breaks. They are helped by their teachers, support staff and midday supervisors to become valued members of the school community.

12. Spiritual, moral, social and cultural development is satisfactory overall. It is good for pupils' social and moral development and satisfactory for their spiritual and cultural development. Pupils have assumed a number of responsibilities within the life of the school, some are prefects who help other pupils and the midday assistants at lunchtime, act as librarians, and carry out assembly duties. They accomplish these responsibilities successfully. Older pupils go on a residential trip in the summer term and this promotes their social skills effectively. The school council undertakes some duties and responsibilities, but it is capable of more. The good opportunities for extra-curricular activities support pupils' social development effectively. Pupils show a clear understanding of what is right by their actions and their treatment of one another. Music in assembly and the study of different artists in art and design help pupils to understand about the influence of different nationalities, but they have a limited understanding of living in a multi-cultural society. The school uses its 'Book Week' well to widen pupils' understanding of the contribution of authors and storytellers from different backgrounds. Religious education, assemblies and reflective opportunities throughout the curriculum contribute satisfactorily to pupils' spiritual development.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory education for its pupils. The quality of teaching and learning is good overall and assessment is satisfactory. The curriculum provision is satisfactory with a good range of extra-curricular activities. The staff take very good care of the pupils. There are good links with parents and the community.

### Teaching and learning

Teaching and learning are good overall. Assessment is satisfactory.

### Main strengths and weaknesses

- Teaching in the Foundation Stage is very good.
- Discipline and class management are very good throughout the school and pupils respond well in lessons.
- Teaching assistants could be used more effectively during the introductions to lessons.
- There is regular tracking of pupils' progress, but individual pupils do not have enough knowledge of what they need to do to attain more highly.
- Pupils with special educational needs are supported well in class.

### Commentary

13. Teaching is good overall and this is an improvement since the last inspection. It is very good in the Foundation Stage, good overall in Years 1 and 2 and satisfactory in Years 3 to 6 with good teaching in the mixed Year 5 and 6 class. Elsewhere in Years 3 to 6 the teaching is inconsistent in quality, but mostly satisfactory.

### Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 ( 0%)	8 ( 25%)	13 ( 41%)	10 ( 31%)	1 ( 3%)	0 ( 0%)	0 ( 0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

14. Teaching in the Foundation Stage is a particular strength, marked by very good relationships, very good class management techniques and very good organisational systems so the children learn well. A significant feature is the way that the children are taught to become independent. The children are adept at organising themselves and quickly settle to class routines. This supports their learning effectively.

15. Mostly, teachers manage their pupils well and have very good relationships with them. As a result, the pupils respond well in lessons and have good attitudes to their work, showing much interest and persevering throughout. Pupils are enthusiastic and co-operative and this helps their progress.
16. Teachers plan individual lessons well and there is a clarity in the long-term planning so that lessons are sequenced effectively. In most lessons, there is a good structure to the learning so that pupils can follow the work and are helped to understand. On occasion, effective use is made of modern technology to project film snippets and some good use is made of other resources in other subjects, particularly science. This helps to engage pupils' interest and support their understanding.
17. English lessons are often taught well with good attention paid to the different needs of pupils and to their capabilities. These lessons are structured effectively. The pupils gain from the well matched activities and make sound progress in lessons appropriate to their capabilities. Mathematics teaching is satisfactory and good in Years 1 and 2. There is some inconsistency in giving attention to the needs of different abilities in the juniors and teachers do not give enough attention to the application of mathematics and to investigation.
18. The teaching assistants are often helpful in supporting groups of pupils during the activity sessions, but they are sometimes not used effectively during the opening to lessons to support pupils with special educational needs. They are sometimes passive onlookers. The quality of support is better in the Reception class and in Years 1 and 2 because the teaching assistants are fully briefed about their role in each lesson. Many keep careful notes of their work and the progress of the pupils who they are supporting. Teachers in Years 3 to 6 do not always give support staff a clear role in each lesson. When working with specific groups in and out of the classroom, teaching assistants give good support to pupils in all classes.
19. Teachers share the learning intentions of each lesson with pupils satisfactorily, but the success criteria are not considered sufficiently well. They are rarely returned to at the end of the lesson to gauge the pupils' understanding. The use of time targets for pupils to complete their tasks is effective when used and pushes along the pace of lessons.
20. Teachers consider health and safety matters well in lessons, for example in physical education and science. They introduce new vocabulary to pupils to good purpose and so pupils develop a working knowledge of terms they can use in different subjects. This helps them explain their understanding concisely and contributes to their good speaking and listening skills. The quality of questioning is satisfactory overall. Some is good and makes the pupils think carefully about their responses. At other times, pupils are not challenged enough to think in depth. Good attention is paid to equal opportunities and both boys and girls have the same opportunities in lessons, often working together well on set activities.
21. Assessment is satisfactory. There has been a satisfactory improvement in this since the last inspection. The tracking of pupils' progress is established well and there are regular reviews to see if the pupils are making enough progress. Record keeping is satisfactory and developing further. There is not yet a well developed record system for pupils' skills in ICT. Marking of pupils' work is up to date. At its best, it gives pupils ideas on how they can improve their work. The marking policy has encouraged a common approach so that pupils know what they have done wrong. There remains, however, a need to have a common policy about corrections in mathematics. The setting of individual targets for pupils is at an early stage of development. Those set, tend to be too broad and not precise enough to measure improvements. Good analysis is made of questions from national tests to find out if there are areas of learning that need more focused attention in the following year and so raise standards.

## The curriculum

Curriculum provision is satisfactory. It is very good in the Reception class. The curriculum is enriched by a good level of additional activities. The accommodation is good overall and resources are satisfactory.

### Main strengths and weaknesses

- The good provision in the Reception class ensures all children achieve well. It provides very well for children with special educational needs.
- The teaching time within the school day is not always used effectively.
- The much improved accommodation has contributed significantly to more effective teaching and learning.
- There are good opportunities for pupils to participate in a wide range of extra activities.
- Pupils are included fully in all aspects of school life and are prepared well for the next stage in their education.
- There is too much overlap between religious education and personal, social and health education in the timetable arrangements.
- The Year 6 pupils spend a disproportionate amount of time in swimming activities.

### Commentary

22. All subjects of the National Curriculum are taught throughout the school together with religious education. Pupils from Year 2 upwards have a weekly French lesson. The mixed-age classes present the school with a challenge to provide work at a suitable level for the pupils and to avoid repeating work. With careful planning of the curriculum and the organisation of the classes by ability and maturity, most of these problems have been largely overcome. The curriculum meets statutory requirements, but a greater emphasis could be given to the application of mathematics and to investigation in mathematics in the juniors. There is good provision for sex and relationships education and drugs awareness. The curriculum quality is similar to that at the time of the last inspection.

23. The curriculum for children in the Reception class is good. All areas of learning are planned well with many interesting and stimulating activities to grab the children's imagination and make learning fun. They are prepared well for moving on to Year 1, as they are very well taught. Work is planned very carefully for the Reception children who have special educational needs and observations of their progress are used to help set new targets. The very good support provided by their teacher and teaching assistant, who work closely together, helps provide a curriculum that gives them a sure foundation for the next stage in their learning. As a result, they achieve well.

24. The curriculum for pupils with special educational needs in Years 1 to 6 is satisfactory. On the occasions when work planned by teachers is linked to the targets in their individual education plans they achieve well. All pupils are given full access to the curriculum and many receive good quality help in groups from a team of competent support staff. When working outside the class with support staff, the pupils are usually engaged in tasks that reflect the work of the other pupils in the class so that they do not miss out on what the others are learning.

25. The teaching time available for pupils in Years 3 to 6 is below the government's recommended minimum by 35 minutes per week. This puts pressure on teaching subjects, other than English, mathematics and science, to an appropriate depth. The time within the school day is not always used effectively. Most classes only have English and mathematics lessons in the long morning session and all the other subjects are taught in the shorter afternoon session. Some of the accommodation is not being used efficiently as a result. For example, the school hall is rarely used for physical education lessons in the mornings. As most classes have physical education lessons in the afternoons, the hall is heavily timetabled. In the event of inclement weather, planned outdoor lessons in physical education are cancelled because the hall is unavailable for an alternative physical activity. Furthermore, Year 6 pupils have a swimming lesson that takes out a whole

afternoon each week. This adds a further pressure for the teacher of this class in incorporating all National Curriculum subjects successfully. The provision for religious education is affected because the same time slot is given to both religious education and personal, social and health education and this results in some overlap between the two.

26. Since the last inspection, the accommodation is much improved. It is maintained and kept well. The spacious, appropriately furnished, light and airy new classrooms provide a very good environment in which pupils can learn effectively. The newly refurbished library is welcoming and the stock of good quality books makes it a place the pupils want to work in, often at lunchtimes. However, the school hall is small and makes teaching of physical education and the staging of concerts difficult. Even with the new building completed, the school still has only six classrooms, which perpetuates the situation of having mixed-age classes, except in the special arrangements made for science because of the involvement of the headteacher in teaching Year 3 for this subject.

27. The teachers are appropriately qualified to teach in the primary phase. Though some lack a depth of experience, they work hard to improve their skills and are keen to learn and to try new ideas. The teachers have good opportunities to update their skills by regular attendance at courses. Resources for learning are satisfactory.

28. There is a good level of additional activities for pupils to enjoy. Pupils learn to play a range of musical instruments successfully. They perform to a good standard in concerts and productions. Pupils take part in sporting clubs and play matches against other local schools. School staff organise recorder, chess and cookery clubs for pupils to join which improve their knowledge and skills. There is a good number of educational visits to places of interest, such as Walsingham Shrine as part of Tudor studies. Various visitors come to the school and help make pupils' learning more immediate and interesting.

29. All pupils are valued individually and the school works hard to ensure that they derive full benefit from the curriculum planned for them. They are prepared well for the next stage in their education as they move through the school and then on to secondary education.

### **Care, guidance and support**

Provision for pupils' care, welfare and health and safety is good. The support, advice and guidance pupils receive based on monitoring is satisfactory. Involvement of pupils through listening to their views is satisfactory.

### **Main strengths and weaknesses**

- Very good monitoring of issues related to health and safety ensure a safe learning environment.
- Child protection procedures are good and ensure pupils' welfare is at the forefront.
- The good procedures for induction help the pupils settle quickly into school life.
- Pastoral advice is good and gives pupils confidence in turning to the staff if they have problems.

### **Commentary**

30. Pupils learn in a safe environment. Conscientious monitoring and effective record-keeping are important parts of the health and safety procedures. In addition, governors are closely involved, thereby offering a fresh eye on potential hazards. Regular risk assessments of the site are supplemented by detailed monitoring records that clearly show issues resolved or the progress made towards their resolution. Educational visits and classroom activities are assessed for potential risk. All staff are trained in basic first aid, while one member of staff is fully trained.

31. All staff know the standard procedures for child protection as they receive training each year and have an information pack that gives clear guidance about what to do if issues arise. One governor has also received official training in child protection and monitors the school's provision.

32. Close-knit ties with the neighbouring pre-school lie at the heart of the good induction procedures. For example, pupils enjoy joint events together, such as the Easter bonnet parade, and also share playtimes and story-times. This means they are familiar with the school before they enter. In addition, parents are offered a full visit to observe the Reception class in action. Parents meet with teachers in the Autumn term to discuss how their child is settling in and how they can help them. Procedures for pupils that enter school after the Reception year are also organised well. All new pupils are paired up with another child who acts as a 'buddy' to help them settle in. There are good transition arrangements to help pupils settle quickly in their new secondary school.

33. Pupils receive good advice and support about their personal development and are confident that there is an adult on hand to help them. Guidance given to pupils based on academic monitoring, although satisfactory, is not as effective. Pupils' involvement in their own target-setting is not so well developed and many targets for improvement are of a general nature and not as specific as they could be.

34. All pupils with special educational needs are tracked to monitor their progress and to ensure that they are achieving well. Their individual education plans are regularly reviewed. Liaison with outside agencies is good and the school makes great efforts to ensure that pupils receive as high a level of care as possible. Pupils with a statement of special educational need receive the full entitlement as outlined in their statement.

### **Partnership with parents, other schools and the community**

The school has good links with parents. Links with the community and with other schools and colleges are also good

### **Main strengths and weaknesses**

- Curriculum information for parents is very good.
- The school listens to parents' concerns and responds effectively.
- Reports to parents on pupils' progress could be more helpful.
- There are strong links with the village Baptist church.
- The Friends' Association is very active.
- There are close ties with the pre-school and good transition arrangements with the secondary schools.

### **Commentary**

35. The school supplements an annual overview of what the pupils are going to study with a very useful weekly sheet of the activities for each year group. This enables parents to be very involved in their children's learning. Parents of pupils in the youngest year group receive especially detailed information. The headteacher promotes an active dialogue with parents through her readiness to meet and discuss any concerns they may have and at the earliest opportunity. The high turnout for parents' evenings reflects the good relationships between parents and the school. Parents' positive comments prior to the inspection also confirm that the school listens to them.

36. Annual reports to parents on their child's progress give good information about what has been achieved, but there are few useful prompts on what their child needs to do to achieve more. Targets are of a very general nature. This reduces the opportunities for parents to help their child at home.

37. The Friends Association is well-established and very active. It not only raises large sums of money for the school, but also organises key events in the community with the school as the focal point. For example, the popular Summer fete is a very good fundraiser and provides a highlight in the village calendar. The association has been instrumental in the purchase of various resources to benefit the pupils. There are good links with the local Baptist church. The minister takes assemblies each month and also an extra-curricular sporting club. The school has other valuable



links with the community, including training with Norwich City football club, all of which provide a wider range of opportunities for pupils and confirm its central role in the local community.

38. Good links with other schools benefit many pupils. The close ties with the adjacent pre-school are reflected in the headteacher's honorary role as its president. The sharing of various events and facilities ensures pupils settle into school quickly and there is continuity in the curriculum. The recent introduction of French lessons resulted from links with one of the cluster group of schools and widens the learning experience for pupils. Some pupils have also taken part in a concert recently alongside pupils from a nearby special school. Prior to transfer to the secondary school, Year 6 pupils spend a day attending lessons there so they are familiar with the routines. Pupils linked to the High School's able mathematics club attend lessons at the High School prior to entry.

39. The school involves parents and carers of pupils with special educational needs from the moment their child is identified as being in need of additional help. They are always invited to meetings to review individual education plans and are given copies so that they can support their child further at home. Parents are always welcome to discuss the provision with the class teachers and the special needs co-ordinator at times other than the review meetings.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The leadership and management of the newly appointed headteacher are good. She is supported very well by a highly committed group of governors who provide very good governance to the school. The leadership of key staff is satisfactory. This very positive picture represents a significant improvement since the last inspection.

### **Main strengths and weaknesses**

- The governors are very well informed about the work of the school and take rapid action to address concerns.
- There is a very good relationship between the headteacher and governors and both share a strong commitment to raising standards across the school.
- The quality and frequency of monitoring and evaluation of standards by the headteacher and governors have improved significantly since the last inspection.
- There is a close link between school improvement and staff performance management.
- The new subject leaders in English and science are not yet confident in evaluating teaching and learning in their subjects.
- Success criteria in the school improvement plan are imprecise and initiatives are not costed effectively.

### **Commentary**

40. The leadership, management and governance of the school have improved a great deal since the last inspection. The new headteacher has made a good start and has immediately established a clear educational direction for the school that is focused on raising pupils' attainment and providing a broader and more enriched curriculum. For example, the reintroduction of year group teaching for science, through the inclusion of herself in this teaching, has improved the continuity of provision in the subject. With parental consultation, she has reviewed and amended the organisation of the mixed-age classes with a greater focus on pupils being able to manage the work.

41. The chair of governors, who has a strong link with the school, leads the governing body very well and, with the support of his fellow governors, acts as a very good 'critical friend' to the senior management team. The governors have formulated a rigorous and well-considered process of monitoring and evaluation that provides them with a clear view of standards and areas for development. This process includes regular visits in school, lesson observations and the analysis of

performance data, as each governor is linked to a subject. The headteacher and staff keep the governors very well informed about standards. Governors are actively involved in targeting action and resources to address any concerns. The very strong committee structure, with clear terms of reference, enables the governors to help shape the future direction of the school effectively and to track progress in a systematic way. They fulfil their statutory duties very well.

42. Staff confidence and self-esteem have been enhanced as lines of communication have improved and are now clear. The headteacher and governors hold review meetings frequently to assess progress and agree the next steps. Teaching and learning, especially in English, mathematics and science, are monitored more closely than at the last inspection and examples of good practice are shared with the whole staff. The headteacher's monitoring of teaching and learning has been effective and resulted in a useful dialogue with individual teachers about the quality of their work. Her lesson observations are documented well and have contributed to an improvement in the quality of teaching. A strong emphasis is placed on simple, but effective, assessment systems to track the pupils' progress and these are beginning to inform classroom practice. There is a clear view among all the staff and governors of the need to ensure children achieve as well as they can. The school improvement plan reflects the school's ambitions for its pupils and is exploring ways to make school even better for them. The improvement plan is comprehensive, has relevant priorities for improvement and is on schedule, although the success criteria identified lacks precision, making the tracking of progress more difficult and generalised. Furthermore, initiatives are not clearly costed reducing the opportunities to ensure that the school is providing good value for money.

43. There have been several staff changes since the last inspection. The procedures for the recruitment and induction of staff, training and development of their skills mean that teachers soon become established in their responsibilities. Good management has ensured that a correct key focus of raising standards of attainment across the school has been particularly focused on improving the performance of pupils' writing. There are effective links between the school improvement plan and the performance management of staff with clear links to targets for improvement. Subject leaders for English, mathematics and science have been increasingly involved in the monitoring of standards. Well focused action is being taken to improve attainment, including additional provision for able pupils to challenge them even further, and also intervention programmes to boost the performance of others. However, as yet, due in part to quite recent re-organisation of responsibilities, subject leaders in English and science have not observed lessons in all classes to create a clear view of standards of teaching and learning and they have not yet had the specialist training to do this. However, specific training for the English subject leader in aspects of her role has already resulted in improved planning in the subject throughout the school. There has been an effective monitoring of standards of work and analysis of test results, and subject leaders have acted on this information well. The leadership and management of the Foundation Stage are very good and help the youngest children make a very good start to school. The Foundation Stage leader ensures that the parents are fully informed about teaching methods and promotes effectively the partnership between school and home.

44. The special educational needs provision is managed satisfactorily. Pupils are tracked to check that they are achieving well. The format of the individual education plans is in the process of being improved to include more measurable targets with clear success criteria. All paperwork is kept up-to-date and outside agencies are consulted and involved in the provision when required. The provision meets statutory requirements.

45. The governors have followed the local education authority's self-review programme and have drawn up a challenging development plan for the governing body. They have updated their skills, knowledge and understanding through regular training.

46. The governors and headteacher ensure that the budget reflects the school's educational priorities. Sound financial procedures are in place and there is regular monitoring of the financial position during the year. There has not been a recent local education authority financial audit.

47. Significant aids to the school's work are the school's governors, the headteacher's commitment and that of the staff and the very good behaviour of the pupils. These are combined with focused intervention groups to assist the pupils' progress and the new accommodation, including the new library. The organisation of the timetable, the challenge of mixed-age classes and the small size of the hall affect the quality of provision and add to the school's difficulties. The school provides satisfactory value for money.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	386,881	Balance from previous year	11,138
Total expenditure	388,056	Balance carried forward to the next	9,993
Expenditure per pupil	2,445		

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The provision for the Foundation Stage is **very good**.

48. All children enter the Reception classes in the September during the year in which they become five and commence full-time in either September or January according to their birthday. Overall, attainment on entry is about average for children of this age, although there is a wide spread of ability.

49. Teaching in the Foundation Stage is very good overall. Assessment is very good. Teaching methods and the focus for the children's studies are well informed because the staff have a good knowledge of children's development and needs for this age group. As a result, the class is organised very well and the children are given a good range of stimulating activities that effectively support their learning and progress in many aspects of their work.

50. The Reception class teacher, ably supported by the teaching assistant, makes good use of available space, including the outside provision. There is a good mix of teacher directed activities and those that the pupils choose for themselves from the very well prepared and relevant work tasks.

51. Leadership and management of the Foundation Stage are very good. Detailed planning carefully takes into account the statutory requirements for children of this age with themes that embrace a very good range of learning activities. Observations of the children's progress are noted on a regular basis and these inform the next stages of learning for the individual children.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- The children have many opportunities to use their initiative and become independent.
- Children enjoy very good relationships with the staff and other children of their age and work and play happily together.

#### **Commentary**

52. Teaching is very good and children achieve very well in this area of learning. A large number of the children are on course to reach, and many to exceed, the early learning goals at the end of the Reception year in this aspect. Staff have high expectations of the children's behaviour to which the children respond well. As a result, the classroom is a very orderly place of learning. The children work sensitively, quietly and are absorbed in their work with the needs of others in mind. They are taught classroom routines from entry in a firm yet kindly manner. The children adjust quickly to the routines, for example the procedures for hanging up their coats at the start of the day, registration and snack time. They undertake their special responsibilities as daily helpers, such as feeding the fish, with much thoroughness. They readily put on aprons, without being told, before playing with the water tray. At the end of activities, they co-operate together well in tidying up and putting away the equipment. They are taught to be polite and look at the person they are speaking or listening to. They co-operate in keeping to the numbers of children allowed at the different activities when they choose their own and are considerate of others. They are orderly in their movements and treat their classroom, the staff, other children and the outside with respect.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Staff provide a good range of activities and make good links between aspects of learning to foster the children's communication and language skills.
- The good provision of printed material around the classroom helps the children to understand that print carries meaning.

### **Commentary**

53. Teaching is very good and the children achieve well. A large proportion of the children are in line to reach the expectations for their age and several children to exceed them. They have very good opportunities to acquire skills in all forms of communication as well as in listening carefully to others. Role-play corners give the children opportunities to 'write' notes, assisting their knowledge that writing conveys meaning and preparing them for their own first attempts at writing. The carefully selected stories, well told by the teacher, help the children to listen attentively and to take an interest in the sequence of events as the story unfolds. Their interest in story is furthered as they listen to story tapes of books, which they follow carefully, and which have been chosen particularly for their interest value. These are often linked to the theme of the work, such as 'Jack and the Beanstalk' and so re-inforce the children's understanding of the story line. Good attention is given to teaching the children the sounds of letters, which gives them clues about what particular words say. As a result, they can use sounds to take their first steps in writing simple words. The paired discussions about their weekend activities and opportunities to speak in role-play situations, such as the garden shop, when they use the 'telephone', develop their speaking and listening skills in imaginative ways. These particular skills are furthered through the re-enacting of a story in small groups with model characters. By the end of the Reception year, some children are already taking the initial steps in writing independently and have confidently overcome the first hurdles in learning to read, reading simple story texts aloud. By this stage, most children have acquired a good knowledge of letter sounds and most can blend letter sounds together.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good attention is given to ensuring that each child is stretched according to its capability.
- Mathematics is made fun through the good use of mathematical games.

### **Commentary**

54. The teaching of mathematics is very good and frequently imaginative so that the children's interest is aroused and they want to take part in activities, such as making dominoes and counting the spots. They roll two dice, sum the amounts through counting and cover up the matched number on a coloured fish in a game they play, trying to cover up all their numbers before the other children who are playing the same game. The good use of pictorial settings, games and other practical equipment seizes the children's interest. They achieve well and acquire a good level of accuracy, for example, when adding two numbers together and in counting accurately. The teacher feeds in correct mathematical vocabulary so that they are aware that special terms are used for different processes such as 'add' and 'equal'. The children develop a good knowledge of the names of commonly used two and three-dimensional shapes. They are shown how to form numbers correctly and apply their knowledge of shape to make Jack's castle from the story of 'Jack and the Beanstalk' and so learning is made relevant and interesting to the general study theme. The children's good

achievement in this area of learning enables a large proportion of the children to reach the expected level for their age and a few children to exceed the goals for the end of the Reception year.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The children acquire knowledge about the world through well thought out practical activities.
- The curriculum the children receive prepares them well for the National Curriculum.

### **Commentary**

55. Good teaching and well planned activities that make connections with other areas of their learning promote in the children an increasing knowledge of the world about them. These good features facilitate the children's good achievement and enable most of them to reach the expectations for the end of the Reception year. The theme during the week of the inspection of 'Jack and the Beanstalk' helped the children to understand that a plant has different parts that serve different functions, such as the stem to hold it up and roots to give it food. The children planted their own beans and hypothesised that plants would need soil, water and light to develop. Their planting of two beans, one in the soil and one on the outside of a moist paper in transparent containers, is helping the children to see how plants grow. The daily routine of sequencing the days and date enables the children to understand that there is an order to time. They note the changing pattern of the weather and learn to denote the type by weather symbols. Children gain good experience on the computer and are already adept at selecting icons and manipulating the mouse. Other activities that the children have experienced recently include:

- finding out about the food minibeasts and other animals like to eat;
- the observation of fruit, such as an apple, to examine its parts;
- autumn fruits and whether they sink or float;
- sorting food packages according to the material they are made from;
- sorting toys according to their characteristics.

56. This broad depth of work gives the children a very good preparation for the National Curriculum in Year 1. Indeed, some of the elements of the National Curriculum for young children are already within this programme of work.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- The children enjoy physical activity.
- There is limited equipment to enable the children to work at different heights.

### **Commentary**

57. Good teaching was seen in lessons, but the quality is satisfactory overall because limited resources do not give the children a rich enough range of opportunities to work in different settings, for example, in climbing and balancing. In the main, the children achieve satisfactorily. In the opportunities provided the children enjoy their work. They have chances to ride and manoeuvre wheeled toys, although inclement weather did not permit them to do so during the inspection. They are beginning to understand how to catch a ball correctly and are taught the correct techniques. A few children can bounce and catch a ball on the move. Most of them understand the term 'jog' and they jog successfully round the hall in the context of other movements they execute. They can change to hopping on the teacher's command, which most accomplish well. They use space

effectively and change direction when requested. They are beginning to think of their own methods to move from one place to another. The children develop correct techniques for holding a pencil and brushes and they use scissors with satisfactory dexterity. The rolling and twisting of playdough in their creative time develops finger flexibility that supports these movements. Children are on course to meet the early learning goals at the end of the Reception year.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- The children have good opportunities to express themselves in a creative way.
- Good links are made with the main area of study so that learning is purposeful.

58. Good teaching provides the children with good opportunities to work imaginatively in a range of media and to represent the world as they see it. Coloured tissue, wax rubbings and felt are all used either singularly or combined to represent objects and pattern. The quality of their work, and the experiences they have, help the children to meet the expectations for the end of the Reception year. The good range of opportunities and taught techniques help them to achieve well in the creative area of learning. They learn to mix paint and observe the effect of adding black to a colour and the use of this skill enhances the quality of their work. They use paints in different ways, for example, to make individually designed patterns, to mix and blend or to define a specific scene. Good links are made across areas of learning, as when the children make leaves out of felt for Jack's beanstalk, which helps to embed the story in their minds and makes the task purposeful. The use of different shades enhances its quality. Drawing from observation, as when they make representational drawings of a banana, help them to develop a sense of shape and proportion of different objects. The teacher's use of visual material in music helps the children to sing at different volumes to represent the words being sung. They select appropriate percussion instruments to accompany their singing and develop a sense of rhythm and beat. Some can recognise whether sounds are high or low in music. Many know the names of the more common percussion instruments.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

#### **MAIN STRENGTHS AND WEAKNESSES**

- Standards attained at the end of Year 6 are above the national average.
- The quality of teaching is good. Pupils achieve well.
- Pupils have a very good attitude to their work and behave very well.
- The subject is led and managed well.
- Links with other subjects are not developed well.

#### **COMMENTARY**

59. There has been a good improvement in English since the last inspection. Standards in reading in Year 2 are now in line with the national average and in Year 6 the standards in English are above those found nationally. Pupils currently in Year 2 are attaining standards in reading and writing as expected for their age. The pupils currently in Year 6 are working at levels in reading and writing that are above those expected for their age. Speaking and listening skills are good throughout the school. This is a direct result of the many well-planned opportunities pupils have in lessons and at other times, such as in productions and assemblies, to develop these skills. For example, they use 'talking partners' to discuss their ideas before reporting back to the class. By the time the pupils are in Year 6 they are confident and articulate speakers and willingly listen to the views of others. Handwriting is satisfactory.

60. Pupils achieve satisfactorily in Years 1 and 2 in reading and writing and pupils in Years 3 to 6 achieve well. All pupils achieve well in speaking and listening. Teaching is good overall throughout the school. Lessons are planned well with work for different groups of pupils carefully matched to their prior attainment. This ensures that all pupils, including those with special educational needs, achieve well as they move through the school. Teachers generally use their teaching assistants well to support pupils who require additional help. Most teachers fully involve them in all parts of the lesson, but occasionally they are passive and do not contribute to pupils' learning effectively. Sometimes, pupils identified as requiring additional help to ensure that they reach their full potential, work outside the class with support staff to help improve their skills in English. These sessions are a significant factor in raising standards as they are very well focused and planned well to meet the varying needs of each pupil. Teachers manage their pupils very well and create a very good working atmosphere in their classrooms in which pupils can thrive.

61. Pupils have very good attitudes to their work and behave very well in lessons. They have very good relationships with adults and each other. This was clearly seen in a very good Year 1 poetry lesson in which the super relationships and mutual regard resulted in pupils producing some high quality work. When working in pairs or groups, they support each other and share ideas sensibly and fairly. Pupils are keen to succeed and are attentive to their teachers and other adults they work with.

62. English is led and managed well. The monitoring of the subject is now firmly established and the analyses of test data are proving effective in identifying individuals or groups of pupils in need of additional support, including extra provision for the gifted and talented. Pupils are tracked to make sure they are achieving at an appropriate rate. If there are any concerns then such pupils are immediately given additional support in a variety of ways.

#### **Language and literacy across the curriculum**

63. Pupils' language and literacy skills are used satisfactorily in other subjects of the curriculum, but the planning for this is not meticulous enough, as it often happens by chance. When



it is carefully planned, the pupils gain in knowledge and understanding and improve their skills in both subjects. For example, in a good Year 5/6 geography lesson, the pupils created a piece of persuasive writing about the effects of tourism on a mountain region. During the lesson they all produced writing of a high standard as the work was relevant and they were knowledgeable about the theme. However, opportunities to use topics and themes from other subjects as source material for literacy lessons are rather limited.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards by Year 2 are above average.
- The quality of teaching and learning in Years 1 and 2 is good.
- The subject leader provides very good leadership.
- Pupils' attitudes to mathematics are very positive.
- Procedures for assessing pupils' progress have improved significantly since the last inspection.
- Insufficient opportunities are provided for pupils to undertake mathematical investigations.
- Pupils in Years 3 to 6 have difficulty in solving word problems that have more than one mathematical operation.
- Pupils make inconsistent progress in Years 3 to 6 and planning in the Year 3/4 class does not adequately meet the learning needs of some pupils.

64. Currently, pupils are achieving well in Years 1 and 2 in reaching above expected standards and satisfactorily in Years 3 to 6 in reaching standards that are appropriate for their age. The stronger performance by pupils at Year 2 is due to a greater consistency in planning and in the quality of teaching. There is a well-constructed programme of work which teachers use to plan carefully for the needs of all pupils. Teachers mark children's efforts positively, giving a clear indication of what they can do and how to correct their errors. This information is used effectively by teachers to provide tasks that are closely matched to individual needs. In a very good lesson in the Year 2/3 class, for example, the pupils could add and subtract confidently and clearly understood the value of 10's, 100's and 1,000's. The teacher maximised their learning by effectively structuring the pupils' thinking by breaking the tasks down into smaller, sequential steps. They were able to add two digit numbers by, mentally, breaking numbers into tens and units to make the calculation more easy. All the activities planned were well geared to pupils' abilities and, consequently, all pupils, including those with special educational needs, achieved well. Their attitudes and enthusiasm for learning were infectious.

65. Several lessons observed during the inspection were taught well. Teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6. Overall, the quality of teaching is satisfactory. The quality of teaching in Years 3 to 6 is more variable because too frequently, it does not cater adequately for the full range of abilities and learning styles prevalent in the classes. Insufficiently high expectations in some teaching in Years 3 to 6 is resulting in pupils' learning being too static and the pupils not making enough progress. The quality of teaching observed during the inspection in the Year 5/6 class was very good. In this class, the teacher structured the lesson by using well-considered activities and highly effective questioning to develop pupils' understanding. By careful, structured teaching, the pupils were actively engaged in calculating the area of regular shapes such as rectangles. Every pupil was able to calculate the area by counting centimetre squares and the majority of pupils could use the formula,  $\text{area} = \text{length} \times \text{breadth}$ , with confidence. A high proportion of pupils was also able to use this knowledge to calculate the areas of more complex shapes, including right-angled triangles. Pupils displayed sustained concentration in tackling a range of problems and made very good progress.

66. Throughout the school the curriculum is structured well to cover most aspects of the National Curriculum. However, opportunities for pupils to undertake mathematical investigations and to solve problems with more than one mathematical operation, for example, a combination of

addition, subtraction, multiplication or division, are under-developed and this impedes pupils' mathematical learning.

67. The mathematics curriculum is led by the subject leader very well. Pupils' progress is now being tracked closely to identify good practice and to pick up on any underachievement. Strategies are now in place to improve standards further by raising teachers' awareness and expectations in order that all pupils are appropriately challenged, particularly in Years 3 to 6. Mathematics is managed well. The subject leader analyses performance data and information from national tests results to check that all the different groups in the school are making the progress they should. Children with special educational needs make good progress, particularly in Years 2 and 6. The subject leader is striving to raise standards of all ability levels and is paying particular attention to those pupils who reached the higher level at Year 2 to ensure that they also reach the higher level at the end of Year 6. She is also monitoring the teaching and learning of mathematics across the school, but has insufficient training or release time to make this fully effective. She interviews pupils to assess their learning and to gauge their enthusiasm and enjoyment for mathematics. Furthermore, she has organised evenings for parents in order to keep them abreast of modern approaches to teaching and learning in the subject.

68. The link governor for mathematics makes regular visits to the school and to lessons. She is very well informed of the performance of pupils in mathematics and is directly involved in discussions regarding future improvement and resourcing.

69. There are very good links with the local high school and two high school teachers regularly support teaching in Year 6. In addition, high attainers in mathematics are invited to a range of enrichment activities at the high school and elsewhere.

### **Mathematics across the curriculum**

70. Mathematics is used effectively across the curriculum, especially in geography, history and science. Examples of this include the use of coordinates and direction in geography, constructing tables and graphs in science and the use of timelines in history. This helps pupils to understand its practical application in other subjects and in day-to-day life.

## **SCIENCE**

Provision for science is **satisfactory**.

### **Main strengths and weaknesses**

- The pupils' have good opportunities to plan and carry out scientific investigations.
- Pupils enjoy the subject.
- The analysis of pupil performance in Year 6 national tests is very thorough and informs future teaching.
- There is a good range of teaching resources.
- Monitoring of pupils' progress throughout the school is under-developed.
- Monitoring of teaching and learning is not undertaken on a systematic basis.

### **Commentary**

71. The school has made satisfactory progress since the last inspection. Standards have improved steadily over the last two years at age 11. Pupils of all abilities achieve satisfactorily, including those with special educational needs. Pupils are reaching the expected level for their age in both Years 2 and 6.

72. All pupils enjoy science because of the practical approach to it. Pupils' very good behaviour and positive attitudes to their learning are clearly evident throughout the school. The quality of teaching is never less than satisfactory and, in lessons where the teaching was good, all

pupils made effective progress. In a Year 2 class, for example, the pupils were involved in a discussion about healthy foods and linked this to the needs of plants and animals for their healthy growth. The pupils shared ideas swiftly and, guided by the effective teaching and good classroom management skills, their learning moved forward at a good rate. The emphasis on the use of scientific language, encouraged pupils to extend their vocabulary and they used words such as 'dehydrate', 'energy' and 'lethargic' with confidence and increased understanding. Good links were made to a recent physical education lesson and pupils were able to associate exercise with a healthy lifestyle.

73. In a good Year 6 lesson, the pupils carefully designed an investigation into how shadows are formed and what factors affect shadow size and shape. The teacher's good quality of questioning stretched pupils' understanding of how to carry out a fair test and pupils used scientific vocabulary correctly. They understood clearly that repeating their experiment would increase the reliability of their results and they worked hard to ensure that their investigation was fair and accurate. Boys and girls made good progress and they worked effectively in groups. They made reasonable predictions about their investigation and set about their tasks with enthusiasm and vigour. The quality of thought and discussion throughout the lesson were good and pupils' appreciation of experimental method was well formed.

74. The quality and range of activities experienced by pupils are not consistent across the school and, in some classes, identical work was presented to pupils of all abilities. Consequently, some able pupils were not fully stretched and the work for pupils with special educational needs was too difficult. In some lessons, the teachers' knowledge of the subject is insecure and pupils' learning is impeded by imprecise questioning or unclear guidance as to how to complete the investigation. In a Year 4 lesson, for example, pupils were studying the differences between solids and liquids. The resources were prepared well but were not labelled so that the pupils could understand the whole class discussion that followed as each group gave their views on whether the dishes contained a solid or a liquid. This affected the quality of their learning adversely.

75. The new subject leader has made a good start in leading and managing the subject, supported by the headteacher. The time allocated to science is now in line with national recommendations and the re-organisation of classes into single-aged units of pupils is more successful in providing effective curriculum coverage. A more detailed analysis of how pupils' progress in science is now established and the results of the Year 6 national tests have been thoroughly scrutinised and strategies have been put in place to raise standards further. An example of this is the school's focus on raising the achievement of able girls, whose performance in the national tests in 2004 was behind that of the boys. The monitoring of teaching and learning through classroom observations, tracking pupil progress using performance data and a regular scrutiny of work have been inadequate in the past to provide a good view of standards across the school.

76. The subject leader has ensured the provision of a good range of equipment and has plans in place for the future development of the subject. This includes the provision of additional enrichment opportunities, a further science day and science-based visits from outside agencies.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There has been a good improvement in resources since the last inspection.
- The quality of teaching in Years 5 and 6 is good. These pupils achieve well.
- Pupils have a very good attitude to their work.
- There is not enough depth of coverage in some aspects of ICT.

## Commentary

77. Standards in ICT are as expected at the end of Years 2 and 6. The recent improvements in resources with the new bank of laptops are having an immediate impact on standards as pupils have regular access to good quality machines. Despite the teething troubles with the new system the pupils are now learning at a good rate and some pupils are achieving well. Teachers have a good level of subject knowledge and are computer literate. Word-processing is an aspect of ICT that is particularly well developed. Pupils are confident in producing text that is enhanced by added clipart or other images. Pupils show good skills in accessing the Internet and in retrieving information.

78. The quality of teaching in Years 5 and 6 is good. These were the only classes seen having ICT lessons during the inspection. However, through looking at work completed in other classes it is clear that teachers are teaching ICT regularly and have a good knowledge and understanding of the subject. Teachers manage their pupils very well and create a positive working atmosphere in which pupils can concentrate and learn effectively. In a very good Year 5 lesson in which pupils were learning to interrogate a database, the teacher set a challenge for the pupils to find out how useful various searches were. All worked diligently to complete the work successfully. The lesson was planned well at a level designed to help pupils of all abilities learn effectively.

79. Pupils thoroughly enjoy ICT work and are proud of their accomplishments. Throughout the school, pupils have a very good attitude to their learning and display high levels of concentration, frequently working together well. There is often a buzz of excitement during lessons and they give each other very good support if problems are encountered. For example, in a Year 6 lesson the pupils who knew how to find their way around the multimedia presentation program willingly helped their less sure classmates how to access various functions.

80. The school has firm plans to improve the provision even more in the near future. They realise that some areas are not being covered to the same depth as others.

81. Pupils' keyboard skills are developing well with the introduction of new and improved resources, although their speed in typing often frustrates them and limits their output in the allocated time.

## Information and communication technology across the curriculum

82. Some useful links are made in subjects such as English, mathematics, geography and history. Pupils use their word-processing skills to write for a range of different purposes in English lessons and how to use the Internet to find out about the Great Fire of London in their history studies. In geography the pupils also use the Internet to research various mountain ranges in the world.

## HUMANITIES

83. Only two lessons were seen in each of history and geography. It is, therefore, not possible to give an overall judgement about provision.

84. All aspects of the National Curriculum are covered in **geography** through the well planned scheme of work. In Year 2, pupils learn about the local area as well as about the effects of volcanoes and earthquakes. In Year 6, pupils study mountain environments and how the weather affects the way people organise their lives. They also study how tourism impacts on a locality. Pupils' completed work indicates that standards attained are in line with expectations.

85. One of the two lessons seen was good and one unsatisfactory. In the good lesson, the teacher planned carefully for the full age and ability range in the class so that all pupils made good progress. Through the use of high quality questioning and carefully structured learning, all pupils shared ideas about the positive and negative effects of tourism on the environment. Pupils' attitudes and enthusiasm for learning were good. In the unsatisfactory lesson, the teacher failed to

give clear instructions about the nature of the task and pupils were confused about the lesson objectives. They could make simple descriptions about their local area but struggled to make predictions about how the area could change in the future because the teacher's guidance was imprecise.

86. Cross-curricular links are good and these include links with literacy, for example, through writing persuasive arguments for or against tourism, and in science, where pupils study rocks and soils.

87. In **history** all requirements of the National Curriculum are met. Pupils make satisfactory progress as they move through the school. In Year 1 pupils study their school grounds by looking around the area and, using an aerial photograph of the school from the past, are able to make simple descriptions of similarities and differences over time. In Year 2, pupils place particular historical events on a time line from 1216 to the present day and discuss how the Great Fire of London began and who the main historical characters were at that time. In Year 6, the pupils study how life has changed since the 1930's.

88. In the two lessons observed, both in the infants, the teaching was satisfactory in one lesson and good in the other. In the Year 2/3 class, the pupils were studying the events leading up to the Great Fire of London. Through the use of an Internet website, pupils were able to identify the Monument in London and to go back in time to view how the same streets probably looked in 1666. They knew that the houses were built of different materials and the people of the time wore different clothes. They also studied Samuel Pepys through contemporary portrait paintings and heard how he buried cheese and wine to protect them from the fire. Subsequently, they made their own choices of various different household items that they thought should be buried for the same reason. The pupils discussed their ideas confidently and showed great enthusiasm for their learning. The careful planning by the teacher ensured that pupils of all abilities achieved well.

89. In both subjects a range of visits enriches the curriculum. Artefacts are used effectively and there is a good range of resources that help develop pupils' observational skills, for example, with photographs of the local area, Ordnance Survey maps and the school log books dating back to 1893. Good displays of work show the pupils' enthusiasm and enjoyment for both subjects.

## **Religious education**

Provision in religious education is **satisfactory**.

## **Main strengths and weaknesses**

- The scheme of work has been carefully mapped out for the mixed-age classes.
- There is too much overlap on the time-table between religious education and personal, social and health education.

## **Commentary**

90. Only two lessons could be observed during the inspection. The quality of teaching in these was satisfactory. Pupils are achieving satisfactorily, but they do not always take good care with the presentation of their work. Pupils study different world faiths including Christianity, although the breadth of resources is rather scanty. There are some, but not many, video clips to support pupils' understanding of religious practice in different faiths. Good use is occasionally made of local religious places of worship to help the pupils understand ceremonies and worship in the Christian faith. In one of the lessons observed, satisfactory use was made of a video clip to help pupils understand the start of Holy Week for Christians. In the other lesson, pupils came to understand better the concept of forgiveness through the reading and discussions of the parable of the prodigal son. There was a good involvement of the pupils in relating personal experiences of being sorry. The class usefully explored the difference between saying sorry and the act of forgiveness, though

an opportunity was lost for pupils to work in groups to dramatise incidents which involved such concepts.

91. Changes in staffing have resulted in very recent alterations to the leadership and management arrangements and it is not possible, therefore, to judge the quality. Shared leadership in the past has involved the local education authority adviser in improving the curriculum plans. Currently, there is some overlap in the time-tabling of personal, social and health education and religious education and, as a result, the subject does not always receive an appropriate amount of taught time.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

92. Two lessons were observed in physical education, one in design and technology and art and design and none in music. It is, therefore, not possible to judge the overall quality of provision or attainment in these subjects.

93. **Art** lessons are planned in all years and all aspects are taught. Many of the skills in art and design are taught through links to other subjects and this makes the work more interesting and relevant. Art displays are attractive. For example, some good quality Year 4/5 collages of Greek pots were made after observing the shape and design of Ancient Greek pots studied in history lessons. Pupils in Year 1 are introduced to a range of different media in their lessons. They learn to mix paints and practise mark making in their sketchbooks. Pupils also print using polystyrene tiles and create some interesting and attractive effects. In Year 2, the pupils further develop their skills with paint and also use charcoal for sketching local buildings as part of their geography studies. Using an ICT program, Year 3 pupils create fish in the pointillist style of painting. Often the artwork is in the style of famous artists such as Matisse, Lowry and Van Gogh. The quality and quantity of the work seen in Years 1 and 2 are good, but the emphasis on art for the older pupils is not as strong and they do not produce a great deal of quality work for display or to enhance their work in other subjects.

94. All aspects of **music** are taught to pupils throughout the school. Pupils sing very tunefully in assemblies. Many pupils learn to play instruments such as the flute, trumpet, clarinet, piano, keyboard, saxophone and recorder with visiting specialists and the school's teachers. The recorder playing by the advanced group is of a very high quality indeed. All pupils in Year 5 learn to play a tuned instrument. They are taught to play the penny whistle by a skilled practitioner who comes in each week. Pupils listen to music at the start and end of assemblies to improve their knowledge of the works of famous composers. Pupils take part in various concerts during the school year. Video evidence of the Christmas Nativity by children in Reception and pupils from Years 1 and 2 indicates that it was very well produced and the singing of a high standard. Further video evidence of the production of 'Frankie and Me' by Year 6 pupils staged in the local village hall indicates that it was performed very well with some confident soloists and good quality singing. Both of these productions were received enthusiastically by parents and carers. Pupils thoroughly enjoy all of these opportunities and are proud of their success.

95. Whilst the school has satisfactory playground facilities and field space which support games activities as part of the **physical education** curriculum, the small size of the hall and lack of equipment to challenge pupils physical skills hinders the opportunities in gymnastics and the development of confidence in movement. Year 6 pupils have good opportunities to develop confidence in swimming and fulfil national recommendations in swimming through an all-year round programme. However, the time taken to get to and from the pool means that one whole afternoon is taken out of their timetable. The two lessons observed were satisfactory, though pupils had to remain aware of others as they worked in the hall because of the restricted space. The oldest pupils showed satisfactory skills as they considered different types of jumping and rolling movements and then combined movements together in a sequence. Younger pupils responded with satisfactory levels of imagination and skill to a recorded dance broadcast.

96. There is good involvement of the local community in the provision of extra-curricular activities in sport, which the pupils are keen to engage in and respond to well. The timetable

organisation whereby all physical education takes place in the afternoon means that pupils sometimes miss their lesson when the weather is inclement because the hall is already occupied by another class and therefore cannot be used as a substitute place for physical activity.

97. The programme for activities in **design and technology** is clearly mapped out, but there is little evidence remaining in the school of previously made artefacts to judge their quality. In the past, younger pupils have made popup Christmas cards and considered simple pneumatic systems involving a pump and balloon placed between two pieces of card to force the card apart. Older pupils have designed and made shelters. In the one lesson seen, pupils made good progress in planning to make biscuits and in appreciating the different processes and issues that have to be thought about, such as the shape of biscuit, and packaging techniques. Pupils' recorded work in design and technology indicates that they have satisfactory skills in evaluating their products and in putting forward ideas for improvement, though there are indications that the quality of work could be improved with a little more time given to the subject.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

Provision in personal, social and health education is **satisfactory**.

#### **Main strengths and weaknesses**

- Good links are made to other areas of the curriculum.
- The new curriculum plans for the subject have yet to take root.

#### **Commentary**

98. The curriculum for personal, social and health education has recently been reviewed and the new plan and teaching materials have yet to exert their influence on the curriculum. Existing connections with other subjects are established well as seen in the good level of health and safety consideration in physical education and science. The emphasis in the personal, social and health education policy on pupils having worthwhile and fulfilling relationships are reflected well in the way that pupils conduct themselves, in the happy relationships amongst the pupils and also between staff and the children. The emphasis on independence is considered carefully in the Foundation Stage where the children develop a very good level of confidence in managing their own affairs and work schedule. The school council enables the pupils to have some understanding of democracy and sense of responsibility, but there is scope for much further development in its work. The well planned sex and relationships policy and drugs awareness programme enable the pupils to be properly informed on these matters and the subject content is carefully and sensitively handled. The new personal, social and health education curriculum is now firmly in place and awaiting fulfilment. Pupils have already made a start to considering issues of personal, school, local and global matters to help them deal with personal or potential problems and to widen their horizons. Collections for various charities over time help the pupils to understand that there are others who are much less fortunate than themselves.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
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	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
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	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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