

INSPECTION REPORT

SOMERLEYTON PRIMARY SCHOOL

Lowestoft

LEA area: Suffolk

Unique reference number: 124608

Acting Headteacher: Mr R Laflin

Lead inspector: Mrs M Gough

Dates of inspection: 10th – 12th January 2005

Inspection number: 267683

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:	5 - 9
Gender of pupils:	Mixed
Number on roll:	25
School address:	The Green Somerleyton Lowestoft
Postcode:	NR32 5PT
Telephone number:	01502 730503
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Jones
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Somerleyton, near to the town of Lowestoft. It is a very small primary school with only twenty five pupils on roll. The pupils come from a wide range of different socio-economic backgrounds, and a high percentage of pupils come from outside the immediate locality of the school. All children are of white ethnicity and no pupils speak English as an additional language. Five pupils are on the school's special educational needs register. This represents 20% of the school population and is average. No pupil has a Statement of Special Educational Needs. Levels of mobility are average with two pupils leaving school other than at the usual point of transfer and two pupils joining the school other than at the usual point of entry. The attainment of the children when they join school varies from year to year, sometimes quite significantly, and is average for the current group of Reception children. At the time of the inspection, the school was led and managed by a part-time acting headteacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	Educational inclusion, special educational needs, mathematics, science, information and communication technology, art and design, design and technology, music, physical education.
16472	Mrs C Stormonth	Lay inspector	
10638	Mr M Newell	Team inspector	Foundation Stage, English, religious education, geography, history, personal, social and health education and citizenship.

The inspection contractor was:

Altecq Inspections Limited
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	10
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** and improving school that is emerging from a very difficult period of staff turbulence. Achievement in Key Stage 1 is now satisfactory, and in Key Stage 2, achievement is often good. When the pupils leave school at the age of nine, their attainment in English is in line with national expectations, and their attainment in mathematics and science is above national expectations. Teaching is good in the Foundation Stage and in Key Stage 2, and in Key Stage 1 it is satisfactory and has good features. The school is satisfactorily led and managed, although the long-term absence of the headteacher through illness has adversely affected the rate of whole-school development over recent years. Despite its high unit costs, the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The provision for children in the Foundation Stage is good and has improved very well since the time of the last inspection.
- In Year 3 and Year 4 pupils achieve well in English and mathematics, and very well in science.
- Pupils are very enthusiastic about coming to school and have very positive attitudes to work. Their behaviour is very good overall.
- Teaching is good in the Foundation Stage and in Key Stage 2. The teaching in Key Stage 1 has good features.
- The school provides a very caring environment for all pupils.
- Links with parents are very good.
- Despite significant staffing problems, the morale of the current staff is very good, and they are all committed to ensuring the school's continued improvement.
- The school has a very positive ethos and is very effective in the way in which it promotes the pupils' social and moral development.
- Assessment systems are weak in subjects other than English, mathematics and science, and not enough use is made of assessment information to inform curriculum planning.
- The current organisation of teaching groups places too much pressure on the newly qualified teacher.
- The allocation of co-ordinating roles is too onerous and as a result, co-ordinators have difficulty in monitoring and developing their areas of responsibility.
- Although the curriculum is satisfactory, too much time is given to English and mathematics leaving only a limited amount of time for other subjects.

The overall picture of improvement is mixed, but is satisfactory overall. There has been good improvement in the quality of teaching. Achievement in Key Stage 1 is now satisfactory and this shows a good improvement since the previous inspection. Behaviour and attitudes have improved and the school continues to provide very good levels of care for its pupils.

STANDARDS ACHIEVED

Pupils achieve **well** overall. Achievement is good in the Foundation Stage and in Key Stage 2 and satisfactory in Key Stage 1. By the time pupils leave school at the age of nine, their attainment is in line with national expectations in English, and above national expectations in science and mathematics.

Year 2 results

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

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

Typically the cohorts of pupils entered for the end of Key Stage 1 national tests are very small, with sometimes as few as one pupil in the year group. As a result it is difficult to draw any meaningful conclusions from the test results, or to make reliable comparisons with the performance of pupils in similar schools.

At the time of the last inspection, Key Stage 1 pupils were not achieving the standards of which they were capable. The school has successfully addressed this situation, and Key Stage 1 pupils are now achieving satisfactorily overall. In Key Stage 2, where the staffing has been more stable, the pupils' achievement is good overall. The provision for the Foundation Stage children has improved significantly, and these children make good progress and achieve well from their different starting points.

The current group of Year 2 pupils contains a significant number of pupils who have special educational needs. The attainment of this group of pupils is in line with national expectations in English, mathematics, science, information and communication technology and physical education. At the end of Year 4, the attainment of the current group of pupils is in line with national expectations in English, information and communication technology and physical education, and above national expectations in mathematics and science. In religious education, pupils in both key stages attain the expectations of the Locally Agreed Syllabus and their achievement is satisfactory. In personal, social and health education and citizenship, pupils of all ages make good progress and achieve well, and their attainment is above the expected level at the end of Key Stage 1 and well above the expected level when they leave school at the end of Year 4.

The attainment on entry of the current group of Reception children is broadly average, and most children have strong personal and social skills, and a good general knowledge and breadth of experience. The children achieve well, and their attainment is securely at the expected level in communication, language and literacy, mathematical development, physical development and creative development, and above the expected level in personal, social and emotional development and knowledge and understanding of the world.

Pupils throughout the school have very positive attitudes to work and to school. Their behaviour is very good overall, although a small number of Key Stage 1 pupils have difficulty in managing their behaviour. The pupils' spiritual, moral, social and cultural development is **very good**. There are particular strengths in their social and moral development which is very good. Their spiritual development is good, and their cultural development is satisfactory. Attendance is in line with the national average and is satisfactory overall.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education, and there are some significant strengths in some aspects of the provision. Teaching and learning are **good** overall. Teaching and learning are good in the Foundation Stage and in Key Stage 2. In Key Stage 1, teaching and learning are satisfactory with some good features. Assessment is good in the Foundation Stage but there are weaknesses in the assessment of subjects other than English, mathematics and science in Key Stage 1 and Key Stage 2. The school provides a good curriculum for the Foundation Stage children, and the curriculum for Key Stage 1 and Key Stage 2 pupils is satisfactory. The school provides a satisfactory range of enrichment activities, but visits to places of interest are limited. The accommodation is satisfactory, and resources are generally good. Levels of care are very good and satisfactory systems are in place for monitoring the pupils' personal development. The school is very effective in the way in which it seeks the views of pupils. The school has established very good links with parents. Parents are very supportive of school events, but the school would benefit from more help in class. Links with the community are good, and links with other schools are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher, the governing body and key staff are **satisfactory** overall. However, whole-school development has been hampered to a great extent by the frequent changes in staff and by the long-term absence of the headteacher. The distribution of co-ordinating roles amongst the very small number of teaching staff is onerous, and staff changes in recent years have meant that some planned initiatives have not been carried through. The appointment of a newly qualified teacher in the Reception, Year 1 and Year 2 class has led to good improvements in teaching and in the achievements of pupils, but the school has not given enough thought to different ways of organising teaching groups across the school to give her the support she needs at this early stage in her teaching career. The governing body is supportive and has been a stable influence on the school. It has made some difficult decisions over recent years and has worked well with the headteacher and staff to address the issues arising from the last inspection. The governing body ensures that the school fulfils its statutory duties.

The school is currently being led by a part-time acting headteacher who already has a very good grasp of the strengths and weaknesses of the school. The acting headteacher has been very successful in keeping staff morale high, and in continuing to take the school forwards. The staff and the acting headteacher are working very well together as a team, and there is a very high commitment to continued improvement, and a clear shared vision for the future short-term development of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the standard of education the school provides, the friendly atmosphere of the school, and the high levels of pastoral care. There is some natural concern about the recent staffing problems and the ongoing absence of the headteacher who has a substantial teaching commitment, but in the main parents are very supportive of the school and its aims. Pupils of all ages speak very highly of the school and their teachers. They greatly enjoy coming to school and take pleasure in their work and play.

IMPROVEMENTS NEEDED

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

- organise teaching groups in a more imaginative way so that the newly qualified teacher has more support in the early stages of her teaching career;
- make better use of assessment, especially in the foundation subjects, to set targets for individual pupils, to inform curriculum planning, and to track and monitor pupils' progress;
- establish a manageable and efficient system for the co-ordination, monitoring and development of subjects and key areas of the school's work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children in the Foundation Stage achieve **well**. The achievement of Key Stage 1 pupils is **satisfactory** overall, and in Key Stage 2, the pupils' achievement is **good** overall. Attainment is **at the age expected level** for pupils throughout the school, with the exception of mathematics and science in Key Stage 2, where attainment is above the expected level.

Main strengths and weaknesses

- Good provision for children in the Foundation Stage ensures that they have a good start to their education and that they achieve well from their different starting points.
- In Key Stage 2, pupils achieve well in English and mathematics, and very well in science.
- Throughout the school, pupils achieve well in personal, social and health education and citizenship.
- There has been good improvement in the attainment and achievement of Key Stage 1 pupils.

Commentary

Foundation Stage

1. The overall attainment on entry of the Reception children varies significantly year on year because of the small number of children in each year group. The current group of Reception children is made up of four full-time children and two part-time children. Collectively the attainment on entry of this group of children is average. There are strengths in their personal and social development, and in their knowledge and understanding of the world. The children are achieving well, and each is making good progress across all areas of learning. By the end of the Reception year, their attainment is likely to be at the level expected for their age in communication, language and literacy, mathematical development, physical development and creative development, and above the level expected in knowledge and understanding of the world and personal, social and emotional development.

Key Stage 1

2. The school has undergone a difficult period following the last inspection. At that time, Key Stage 1 pupils were not achieving their potential because of weaknesses in teaching. These weaknesses have now been resolved, and good improvements made, and the Key Stage 1 pupils are now achieving satisfactorily across all subjects. However, the legacy of the past weaknesses remains, and current Year 2 pupils have some gaps in their learning which the new teacher is successfully identifying and addressing. Pupils with special educational needs achieve at a similar rate to their classmates and benefit from the good additional support provided by the teaching assistant.
3. Given that the number of pupils entered for the end of Key Stage 1 national tests is usually very small, it is not reliable to draw too many conclusions from the results or to make comparisons with the performance of pupils from similar schools. The 2004 group of Year 2 pupils contained only five pupils. The current group of Year 2 pupils is

one of the largest to go through the school in recent years and contains eleven pupils. The spread of ability within the group is wide and spans the full range with some pupils having special educational needs, and others attaining well above the age expected level. The inspection findings suggest that the attainment of the current group of Year 2 pupils is in line with national expectations in English, mathematics, science, information and communication technology and physical education. In religious education, the pupils' attainment is in line with the expectations of the Locally Agreed Syllabus. The pupils' attainment in personal, social and health education and citizenship is above the expected level for their age.

Key Stage 2

4. In Key Stage 2, the pupils' achievement is good overall. In Year 3 and Year 4, pupils achieve well in English and mathematics, and in science their achievement is very good. In information and communication technology, physical education and religious education, the pupils' achievement is satisfactory, and in personal, social and health education and citizenship, their achievement is good.
5. The attainment of the Key Stage 2 pupils is at the nationally expected level in English, and above national expectations in mathematics and science. In information and communication technology and physical education, the pupils' attainment is in line with national expectations, and in personal, social and health education and citizenship, their attainment is well above the nationally expected level. Pupils' attainment in religious education is in line with the expectations of the Locally Agreed Syllabus.

Pupils' attitudes, values and other personal qualities

Attitudes to learning and behaviour are **very good**. The pupils' spiritual, moral, social and cultural development is **very good**. Attendance is **satisfactory**. Punctuality is **good**.

Main strengths and weaknesses

- Pupils are very enthusiastic about all aspects of school life and enjoy coming to school.
- Behaviour is usually very good in lessons and enhances pupils' learning.
- Pupils have a strong sense of morality and very good social development
- Pupils' understanding of the cultural traditions and customs of others is underdeveloped.
- The school has a very good ethos for learning.

Commentary

6. The school has been successful in maintaining and further strengthening the positive features described at the time of the last inspection. The very good relationships throughout the school underpin the very positive ethos, and help to ensure a very positive and relaxed learning environment. Pupils of all ages enjoy coming to school. They especially like their teachers and friends, and appreciate the family atmosphere this small school provides. Pupils have very positive attitudes to work, and are proud of their achievements. When given the opportunity to work independently pupils usually respond well. Pupils also work very productively with others in shared tasks, showing very good levels of collaboration and co-operation.
7. Pupils are helpful, friendly and polite, and overall their behaviour is very good. Older pupils behave very well in lessons and show very good levels of maturity when

answering questions in a measured and thoughtful way. Younger pupils usually behave well in the classroom, but a small number of boys at times exhibit boisterous behaviour in the playground. Bullying and other forms of harassment seldom occur, reflecting the proactive approach the school takes to deterring bad behaviour, and the very good emphasis that is placed on promoting the pupils' personal and social development. There have been no exclusions in recent years.

8. The pupils' moral and social development is very good, and is actively promoted through daily activities. Pupils become increasingly more mature and responsible as they move through the school, and show a good sense of morality and a real sense of the notion of citizenship. The pupils' spiritual development is good, and collective acts of worship provide a good forum where pupils can share thoughts and reflect on aspects of their own lives and those of others. Pupils have a good appreciation of local cultural traditions such as the 'Penny and Bun' day at Somerleyton Hall, and have some opportunities to consider the music, art and literature of other cultures. However, their awareness of Britain as a multi-cultural society, and their appreciation of cultural diversity, are limited.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.1	School data:	0.1
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. Attendance is satisfactory and is at the national average. Unauthorised absence is below the national rate and reflects the good systems the school has in place for following up unexplained absence. Absence is attributable to genuine illness and some holiday taking. Punctuality is good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the school provides a **satisfactory** quality of education. Teaching is **good** in the Foundation Stage and Key Stage 2 and **satisfactory** in Key Stage 1. Assessment is **good** in the Foundation Stage but there are weaknesses in the assessment of subjects other than English, mathematics and science in Key Stage 1 and Key Stage 2. The curriculum is **good** in the Foundation Stage and **satisfactory** for Key Stage 1 and Key Stage 2 pupils. The school provides a **satisfactory** range of enrichment activities. The accommodation is **satisfactory** and resources are **good**. Levels of care are **very good** and **satisfactory** systems are in place for monitoring the pupils' personal development. The school is **very effective** in the way in which it seeks pupils' views. Links with parents are **very good**, links with the community are **good**, and links with other schools are **satisfactory**.

Teaching and learning

Teaching is **good** in the Foundation Stage and Key Stage 2 and **satisfactory** in Key Stage 1. Assessment is **good** in the Foundation Stage. Although assessment is **satisfactory** in the core subjects of English, mathematics and science, it is **unsatisfactory** in other subjects in Key Stage 1 and Key Stage 2.

Main strengths and weaknesses

- Foundation Stage children are well taught, and assessment information is used well when planning the next stage of their learning.
- There have been good improvements in the quality of teaching in Key Stage 1 and in the Foundation Stage.
- The teaching of science at Key Stage 2 is very good.
- The teaching assistant is used very effectively to work with the Foundation Stage children and to support pupils in Key Stage 1 who have special educational needs.
- The school has not given enough thought to ways in which the teaching load of the newly qualified teacher can be reduced by grouping the pupils in different ways.
- Throughout the school relationships between adults and pupils are very good, and teachers have very high expectations of the pupils' behaviour.
- Teachers plan thoroughly but do not make enough use of assessment information in the foundation subjects to ensure that work fully meets the learning needs of all pupils.

Commentary

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	2	9	4			

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

10. At the time of the last inspection, teaching was unsatisfactory in Key Stage 1 and the Foundation Stage. This situation has been successfully addressed, and the quality of teaching has improved. Teaching and learning are now good in the Foundation Stage, and satisfactory with good features in Key Stage 1. As at the time of the last inspection, the teaching in Key Stage 2 is good overall.
11. The classteacher plans very thoroughly for the Foundation Stage children, and liaises very closely with the teaching assistant to ensure that the children enjoy their learning and have a good balance of adult led and child initiated activities. The teaching assistant is effective in the way in which she uses the time she has with the Reception children, spending time with individuals, and encouraging the children to make choices and decisions, and to develop independent learning skills. During the afternoon sessions, the Reception children are very well integrated with the Key Stage 1 pupils, and benefit from working alongside, and following the example of the older pupils.
12. The teaching of Key Stage 1 pupils is satisfactory overall, and has some good features. The teacher has only been in the profession for a very short time. However, she has made a good start, and demonstrates some good basic teaching skills. She has already formed very good relationships with the pupils, and is effective in the way in which she manages the group, some of whom have challenging behaviour. She uses puppets very well to capture the pupils' attention at the start of some lessons, and gives good thought to her lesson planning so that activities are interesting. Her use of questions is good, and she gives the lower attaining pupils time to formulate their answers. The headteacher has been absent since the appointment of the newly qualified teacher, and as a result, some minor and easily redeemable weaknesses, which occur because of the teacher's lack of experience, have not been identified and addressed. In mathematics and science, there are not enough opportunities for the pupils to set work out for themselves, and for them to use and practise cross-curricular

skills of literacy, numeracy and information and communication technology. In mathematics there is an over-reliance on commercial scheme books which require the pupils to insert only the answer. As a result the pupils have some difficulty when they are asked to write their own 'sums'. Occasionally activities are not sufficiently challenging for the higher attaining pupils.

13. The teaching of Key Stage 2 pupils is good overall. Lessons are well paced, and resources are used well to enliven the teaching and to illustrate important teaching points. This is especially the case in science where the teaching is very good. Individual support for pupils ensures that the needs of all pupils are fully met, and that even when the activities are broadly the same for the whole-class that higher attainers are extended to their full capacity. The teachers create a good balance between giving the pupils the information necessary to extend their knowledge and understanding, and between providing practical opportunities for them to use and apply what they have learned. Good opportunities are provided for pupils to use key skills of literacy, numeracy and information and communication technology in their work in other subjects.
14. Throughout the school, the teaching of personal, social and health education and citizenship is good, reflecting the strong emphasis that is placed on this area of learning. Teachers share ideas with the pupils, and encourage them to discuss a wide range of important issues. Because of the very good relationships between adults and pupils, pupils are willing to share their ideas and to put forward their points of view. During the inspection, good teaching was also seen in physical education in both key stages.
15. The assessment of children in the Foundation Stage is good, and the teacher effectively maintains the recommended national Foundation Stage Profiles, updating them on a weekly basis so that she has a good and continuous overview of the children's progress and attainment. In Key Stage 1 and Key Stage 2 assessment is satisfactory in the core subjects, but unsatisfactory in the foundation subjects. In subjects other than English, mathematics and science, the school does not have efficient systems for recording the information so that it can be used effectively to inform teachers' planning, set targets for individual pupils, and to track and monitor the pupils' achievement and attainment as they move through the school.

The curriculum

The school provides a **good** curriculum for Foundation Stage children and a **satisfactory** curriculum for Key Stage 1 and Key Stage 2 pupils. The enrichment of the curriculum is **satisfactory**. Accommodation is **satisfactory** and resources are **good**.

Main strengths and weaknesses

- The curriculum for the Foundation Stage reflects the needs of young children well.
- In Key Stage 1 and Key Stage 2 too much time is given to English and mathematics reducing the time that is available for other subjects.
- The use of visits and visitors to enrich the curriculum is limited.
- Good provision is made to develop pupils' personal, social and health education.
- Learning resources are good.

Commentary

16. The curriculum for children in the Foundation Stage is good, well-planned and meets the needs of young children well. Although the children are taught alongside the Year 1 and Year 2 pupils, the teacher is careful to ensure the small number of Reception aged children undertake activities that are well geared to their needs and interests. A good balance is struck between the direct teaching of key skills in different areas of learning and free-choice activities for the children. The Foundation Stage curriculum is much improved since the last inspection when it was judged to be unsatisfactory.
17. The curriculum for pupils in Key Stage 1 and Key Stage 2 is satisfactory, and meets statutory requirements. The school is committed to inclusion and all pupils are involved in all aspects of the curriculum. The school ensures that all subjects of the curriculum are covered but too much time is given to English and mathematics, limiting the time that can be allocated to other subjects. The school is not sufficiently creative in how it uses the morning teaching sessions in Years 1 to 4.
18. The provision for pupils with special educational needs is satisfactory. The small number of pupils in the school with special educational needs are all in Key Stage 1, and the staff ensure that they take a full and inclusive role in all aspects of the curriculum and all that the school has to offer. The teaching assistant provides good levels of additional support for these pupils.
19. The school provides a satisfactory range of extra-curricular sporting and other activities which have a positive impact on pupils' learning experiences. Pupils in Key Stage 2 have been on educational visits to the local Environmental Study Centre, Carlton Marshes, and to Lowestoft Porcelain, a pottery centre where they designed and made their own tiles. However, the number of visits and visitors provided to enrich pupils' learning and to add to their cultural development is limited, and the inspection findings support the parents' views that this is an area of school life where further improvements could be made.
20. The personal, social and health education and citizenship programme is good, and is taught to pupils of all ages. Regular discussion between staff, and a robust scheme of work, ensure good levels of progression in the pupils' learning as they move through the school. The school meets statutory requirements in terms of teaching drugs, sex and health education.
21. The accommodation is satisfactory. There is no school hall but good use is made of sporting facilities at a nearby primary school. The overall space available within the school is good given the number of pupils attending the school. The staff and governors are rightly evaluating how the accommodation could be remodelled in an imaginative and creative manner to provide a stimulating and exciting learning environment for the pupils and for the day-to-day running of the school to be even more effective. The school is well resourced.

Care, guidance and support

The school takes **very good** care of pupils. The arrangements for health and safety are **satisfactory**. Support and guidance based on monitoring of personal development and academic progress are **satisfactory**. The involvement of pupils through seeking, valuing and acting on their views is **very good**.

Main strengths and weaknesses

- The care provided for pupils is a strength of the school, and pupils are very well known to their teachers.
- Individual target setting is at an early stage and pupils are uncertain about their performance, and about their academic and personal goals.
- Pupils talk openly and easily to their teachers and classmates, and agree that teachers listen to their views and ideas.
- Pupils with special educational needs are not involved in setting the targets on their individual education plans.

Commentary

22. The school has maintained the many strengths described at the time of the last inspection, and continues to provide very good levels of care for all pupils. Pupils of all ages and abilities feel very secure in school and know that they can approach any adult for help, or to share their concerns or joys. Systems for dealing with, and for recording accidents and illness are very good, and parents are very pleased with the speed with which they are informed about any incidents that occur. Child protection procedures are in place and are well known to staff. Governors are awaiting training to help them to more effectively support the school in this aspect of its work. Health and safety systems are satisfactory, although because of the long-term absence of the headteacher and the changes in staffing, there are some minor outstanding issues arising from the last whole-school audit. The school makes good risk assessments prior to pupils going out of school on educational visits and trips.
23. Pupils and their families are very well known to all staff, enabling the teachers and teaching assistant to provide good levels of informal support and guidance. However, the school does not have a formal system for tracking the pupils' progress and attainment in relation to their personal development. Target setting is at an early stage of development and pupils are not sure what their academic targets are, or what they need to do to achieve them. Currently pupils with special educational needs are not involved in the setting of targets in their individual education plans and as a result, they do not always know what is expected of them.
24. Pupils are confident, and older pupils have strong opinions which they are keen to voice. The school is very effective in seeking the pupils' views about school life and other issues through whole-school assemblies, personal, social and health education lessons and individual discussions. Recently the headteacher sent out a pupil questionnaire. In the main, pupils are very pleased with what the school has to offer, although they would like more visits to places of interest.

Partnership with parents, other schools and the community

The school's links with parents are **very good**. Links with the local community are **good** and the school's links with other schools and colleges are **satisfactory**.

Main strengths and weaknesses

- The quality of information parents receive about their children's progress is very good.
- The school actively seeks, values and acts upon parents' views.
- Links with the community enrich and enhance the pupils' personal development.
- Links with other schools could be developed further to benefit the pupils' learning.

- Only a small number of volunteers help out in class and the school would benefit from more support of this nature.

Commentary

25. Overall there has been satisfactory improvement in this aspect of the school's work since the last inspection. Parents have high levels of confidence in the school and feel a true sense of partnership based on good two-way communications and mutual trust. Parents receive very good information about the progress their children are making. Pupils' progress reports are detailed and contain precise individual information about the pupils' progress and attainment in all subjects, and perceptive comments about their personal development. Arrangements for formal consultation are very good. Staff make themselves available to parents every day and the 'open-door' system works very well. Newsletters, letters about learning and other information parents are provided with are good and help to keep parents fully involved in their children's education and school life. Parents are encouraged to take an active part in school life by helping out in class and with other activities, such as accompanying pupils on the bus to their swimming or gymnastics sessions. However, only a small number of parents volunteer on a regular basis, and this limits some of the activities the school provides.
26. The school's links with the local community are good. The school is at the heart of the village and welcomes locals at school events such as the annual Summer Fayre which is well supported. The school uses the village as a learning resource for history, art and science and personal and social education and there are frequent visits to the church and Somerleyton Hall. The village green is used for sporting events and the local leisure centre swimming pool is regularly used to extend provision in physical education. Talks from local people have enriched the pupils' learning in history, especially about conditions during World War 2.
27. Overall links with other schools are satisfactory but not enough is done to foster curricular links and to enrich pupils' learning through shared provision. The school has developed a strong partnership with the Somerleyton Pre-school Group, enabling the smooth transfer of children to primary education. There are some good pastoral links with the main receiving middle school and the school has been involved in an LEA initiative looking at the teaching of mathematics across the key stages. The school belongs to the local cluster of primary schools, but the long-term absence of the headteacher has meant that these links have not been maintained of late. The school takes students on work experience from the local high school which has a technology status.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school by staff and governors are **satisfactory** overall.

Main strengths and weaknesses

- The acting headteacher has been very successful in moving the school forward and helping to keep staff morale high.
- The long-term absence of the substantive headteacher has hampered long-term school development.

- Significant changes in staff over recent years have meant that some agreed priorities and initiatives have not been carried through to completion.
- Staff demonstrate a great deal of commitment when trying to fulfil their individual leadership and management roles, but their duties are onerous.
- The organisation of pupils into teaching groups does not always make best use of teachers' expertise and experience.
- The governing body has been highly supportive and a stable influence on the school during a period of staff turbulence.

Commentary

28. In the short time the part-time acting headteacher has been at the school he has gained a very good grasp of the school's strengths and weaknesses. He has created a very good balance between maintaining the systems already in place, and effecting necessary short-term development enabling the school to continue to move forwards during the absence of the substantive headteacher. He works closely with the staff, taking on board their suggestions, and benefiting from the knowledge and experience of those who have been with the school for some time.
29. The school has a satisfactory School Improvement Plan, and progress towards targets is monitored well by the governing body. However, significant staffing problems in the past and the long-term absence of the substantive headteacher have hampered long-term school improvement. In the short-term, under the strong leadership of the acting headteacher, the staff have started to move forwards on short-term priorities, such as improving special educational needs provision, and there is a very good staff morale, and a shared commitment to continued improvement.
30. Currently there are twenty five pupils in the school who are organised into two classes. Class One, which caters for the Foundation Stage children and the Key Stage 1 pupils, contains eighteen pupils, and Class Two, which caters for the Year 3 and Year 4 pupils, contains seven pupils. The pupils are taught mainly in class groups, although the teaching assistant often withdraws Reception children in the morning session so that they receive individual attention and can take part in a wide range of practical and structured play activities. Whilst in the main this arrangement works well, the burden for the newly qualified teacher in Class One is heavy as she has to plan for two different key stages. The school has not given enough thought to different ways of grouping the pupils across the school for different subjects, both to relieve the pressure on the newly qualified teacher, and to maximise the strengths and expertise of the whole-school staff.
31. The current allocation of co-ordinating roles creates very heavy workloads for individuals who have several key areas to manage. As a result, despite their best efforts, co-ordinators have difficulty in monitoring and developing their areas of responsibility. This is exacerbated by the fact that, with the exception of the newly qualified teacher who is not yet ready to take on curriculum responsibilities, all of the other teaching staff are employed on a part-time basis.
32. The leadership and management of the governing body are satisfactory overall. The governing body is competent, very supportive and committed to the school and ensures that the school fulfils its statutory duties. There is a full complement of governors who regularly attend meetings and know a lot about the school through informal visits and detailed headteacher's reports. Governors have provided the school with good levels of continuity during long periods of the headteacher's absence, and have had to take some difficult staffing decisions in the past which have led to good

improvements in the teaching and achievement of Key Stage 1 pupils. However, the monitoring role of the governing body is not yet fully developed or formalised, and there is more work to be done in terms of developing the skills of all concerned so that the headteacher, staff and governors can make critical and accurate evaluations of the school's work.

33. Day to day administration is efficient and the receptionist contributes well to the smooth running of the school. Financial procedures are satisfactory and there have been improvements in the monitoring of expenditure against agreed budgets. Finances have been severely dented by the high cost of supply teachers in recent times, and as a result, the predicted carry forward figure into the next financial year is very low. Although the school provides a satisfactory standard of education the unit cost per pupil is very high. Overall, the school provides satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	148 337
Total expenditure	153 702
Expenditure per pupil	6148

Balances (£)	
Balance from previous year	11 551
Balance carried forward to the next	6186

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

Main strengths and weaknesses

- Teaching is good and the children take part in a varied range of learning experiences.
- Curriculum planning is good and impacts well on how well children achieve.
- The teaching assistant contributes significantly to how well children learn.
- Assessment is used well to inform and guide teaching and learning.
- Provision is much improved since the time of the last inspection.
- The outside play area for the children is not ideal for advancing their physical development.

Commentary

34. Currently, four children are in the Reception class on a full-time basis, and two further children attend on a part-time basis. The size of the school means that the Reception aged children are taught alongside the Year 1 and Year 2 pupils. The attainment of the children when they join school varies from year to year, sometimes quite significantly, and is average for the current group of Reception children. During their time in the Foundation Stage children of all abilities make good progress and achieve well. By the time that they move into Year 1, the majority of the children will have achieved the national early learning goals in communication, language and literacy, mathematical development, creative development and physical development. Attainment in the areas of personal, social and emotional development, and knowledge and understanding of the world is above the expected level by the time that children are ready to start in Year 1.
35. Teaching and learning are good across all areas of learning. There is a good balance of activities that the children choose themselves and those that are led by an adult. The quality of the teacher's planning is detailed and reflects her knowledge of how young children learn. The teaching assistant is a skilful practitioner and contributes much to how well the children achieve. Following the teacher's planning, the teaching assistant often works with the Reception group in the mornings enabling them to have good levels of individual attention. Good procedures are in place for assessing the children's attainment both when they start at the school and on a day-to-day basis. The information is used well to assess what children are capable of achieving and to guide and inform curriculum planning. The children quickly settle into school life because of the teamwork and strength of relationships between adults and themselves, and benefit from working in a learning atmosphere that enhances their very positive attitudes and which encourages them to behave very well.
36. The school has established a good partnership with parents who are keen to support their child's learning in as many ways as they can. Good information is provided to parents. The teacher, who is newly qualified, manages the curriculum well, ensures that the needs of individual children are met in an effective manner and has played a significant role in improving the quality of provision, which was judged to be unsatisfactory at the time of the last inspection.

37. Children achieve well in their **personal, social and emotional development** and attainment levels exceed the early learning goals by the end of the Reception year. Teaching and learning are good. Adults put a good early emphasis on the children developing as independent learners. Teaching also encourages children to share resources and to work in harmony with one another. The children receive plenty of encouragement and praise from adults, and as a result, develop good levels of self-confidence. Children show good levels of concentration and perseverance and good levels of social interaction with adults, visitors and their older classmates. They cope well with changing for physical education and in making decisions about which tasks to participate in and returning resources after they have used them.
38. Children make good progress and achieve well in the area of **communication, language and literacy**. Attainment is at an expected level for most children by the end of the Reception year. Teaching and learning are good. Teaching provides good opportunities for children to use and extend their speaking and listening skills across the different areas of learning. Sensitive adult intervention is successful in getting children to talk lucidly about their own experiences. Early reading and writing skills are taught well. Good attention is given to the teaching of early phonics' awareness, and higher attainers write initial letter sounds and name letters as well as working towards forming sentences. Children enjoy listening to stories, and follow them well, and higher attainers recognise how print conveys meaning. The good range of books that is available in the classroom helps to develop in the children an early love of literature.
39. Children achieve well in their **mathematical development** and most children attain the early learning goals by the end of the Reception year. Teaching and learning are good. Adults provide the children with lots of good opportunities to learn through practical tasks in sand and water, and to play number games and puzzles which constantly reinforce number awareness. Children are making good progress in developing their counting skills because of skilled questioning by the teaching assistant, and because of the many opportunities for them to recite counting songs. Lots of sorting and matching activities are on offer and children take part in these with high levels of enjoyment and fun. Children are starting to measure different objects using non-standard measures and good links are made with their creative development when children are asked to make repeating patterns using paint. The good and consistent adult input and intervention mean that there is always a good emphasis on children developing a satisfactory mathematical vocabulary.
40. The children's attainment in **knowledge and understanding of the world** exceeds the early learning goals. Achievement, teaching and learning are all good. Children have a good level of general knowledge and name and recognise a variety of domestic and wild animals. The reading of 'Handa's Surprise' in literacy lessons has provided the children with a good opportunity to find out about different fruits and where they come from in the world. The quality of teaching and resources in the classroom makes children inquisitive and encourages them to want to find out more. Teaching provides children with opportunities to handle artefacts from the past and to explore the locality. The children have good knowledge and awareness of their position in the family and recognise that there are differences in what they can do now compared to when they were a baby or a toddler. The good direct teaching of specific computer skills is enabling children to develop good keyboard and mouse skills. Children learn about their own feelings and those of others through religious education lessons, assemblies and other activities.
41. By the end of the Reception year most children attain the early learning goals in terms of their **physical development**. Children achieve well. Teaching and learning are good. There is good direct teaching of skills, for example when the teaching assistant

worked with children during the inspection teaching them how to throw and catch a ball, and showing them how to hold tools such as paint brushes and scissors. On large wheeled toys children move around and control their direction in a satisfactory manner. The small size of the outdoor play area prevents children from being more adventurous or having to put a lot of physical effort into their work and this prevents learning from being better. When children take part in movement lessons in the classroom they show satisfactory levels of co-ordination and agility, interpret music well and refine previously learned sequences of movement in a mature manner.

42. Most children attain the early learning goals in **creative development** by the end of the Reception year. Achievement, teaching and learning are all good. Teaching provides children with opportunities to experiment with paint mixing, to work with a range of different media and to be imaginative and creative in their work as shown in the satisfactory portraits that the children produce. Children enjoy the opportunity of making choices as to the colour or media they use when taking part in a range of different creative activities. Some of the activities such as dipping marbles in paint and then rolling them around the paper are most inventive as well as filling the children with enthusiasm. Good opportunities are provided for the children to take part in imaginative role play activities which are also a good vehicle for developing children's communication skills. Children's singing ability is satisfactory.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Year 3 and Year 4.
- There have been good improvements in the achievement of Key Stage 1 pupils since the last inspection.
- Assessment and tracking of pupils' progress is not good enough.
- Good emphasis is given to the development of pupils' early phonic and reading skills in Key Stage 1, and reading and writing are taught well in Key Stage 2.
- There are some good examples of the development of pupils' writing skills in lessons and across different subjects but at other times opportunities are missed.
- Key Stage 2 pupils make good use of information and communication technology to support their learning in literacy.

Commentary

43. Because the groups of pupils entered for the end of Key Stage 1 national tests in reading and writing are often very small, it is not meaningful to comment on trends in attainment over recent years, or to compare the school's results with national results and those attained by pupils in similar socio-economic circumstances. The results as demonstrated by national test data are very variable from year to year depending on the natural ability of the pupils.
44. At the time of the last inspection, the pupils' achievement was unsatisfactory in Key Stage 1 and good in Key Stage 2. The good achievement in Key Stage 2 has been maintained, and the achievement of pupils in Key Stage 1 is now satisfactory reflecting good improvement since the last inspection. The current group of Year 2 pupils

contains a number of pupils with special educational needs. This group is on course to attain the nationally expected levels for their age by the end of the year. Because of their low starting point at the end of Year 2, the current Year 4 pupils are also on course to attain the nationally expected level by the end of the year.

45. By the end of Year 2 most pupils are attentive listeners and are keen to take part in question and answer sessions. They are confident speakers and many articulate their thoughts well. Occasionally a small minority of boys do not always listen well enough to the contributions of their classmates. By the time that pupils leave the school they have developed an expressive vocabulary which they use well in different subjects. They readily contribute to class discussions and show high levels of respect when others are talking. They listen well to instructions and this means that little time is wasted when they set off to complete their tasks. A good emphasis is given to the development of pupils' phonic skills in Year 1 and Year 2 and this helps them to tackle new words and phrases in their reading in a satisfactory manner. Although pupils' reading skills by the end of Year 2 are satisfactory and technically secure, not all pupils are expressive readers. By the end of Year 4, pupils are good readers and are developing good skills in being able to locate information. They have acquired a good array of skills to help them tackle any unfamiliar words. By the end of Year 2 pupils' writing skills are at an average level. Pupils' writing is technically secure but sometimes lacks vibrancy. In Year 3 and Year 4 pupils write for different purposes and audiences, and their writing is never less than satisfactory. Occasionally the vocabulary that is used lacks a little sparkle or their writing tails off after a good lively opening.
46. Teaching and learning are satisfactory with some good aspects in Key Stage 1. They are good in Key Stage 2. The Key Stage 1 teacher is newly qualified, and although she has many good skills, she is still learning how to manage the wide range of ages and abilities in the class which contains Reception children as well as the Year 1 and Year 2 pupils. The teaching of phonic skills is good, and there is systematic development of pupils' reading. However, there are occasions when the teacher's expectations are not sufficiently high in writing, and not enough time is allowed for the pupils to complete longer tasks. Teaching in Year 3 and Year 4 is good. Reading skills continue to be taught well and there are high expectations about the quality of pupils' work. Writing skills are taught in a direct and systematic manner and pupils are provided with good writing frameworks to enhance and guide the quality of their work. Pupils are managed well and good open-ended questioning is used effectively to include all pupils in discussions. The work that is set takes good account of the differing abilities of the pupils. The marking of pupils' work is good across the school because it often gives good pointers for development and improvement. There are satisfactory procedures in place for assessing pupils' attainment and progress, but individual target setting is at an early stage of development.
47. Although leadership and management of the subject are satisfactory overall, because of the small number of staff at the school, most of whom are part-time, the task is quite an onerous one. However the school has rightly recognised the need to look at more imaginative and flexible ways in which the staff can work together as a unit to monitor and evaluate teaching, learning and standards in the subject, rather than it being the responsibility of an individual. The use of information and communication technology to support pupils' learning is satisfactory in Key Stage 1 and good in Key Stage 2.

Language and literacy across the curriculum

48. The opportunity to use and develop pupils' literacy skills across the curriculum is satisfactory overall, but there is some scope for improvement. Pupils' speaking and

listening skills are developed well in many different subjects because question and answer sessions are an integral part of many lessons and role play and imaginative play is a feature of the provision for the younger pupils in school. Although there are some good examples of pupils' writing skills being enhanced in different subjects in Key Stage 2, there are times when opportunities are not planned for or capitalised on and chances to enhance pupils' writing in an interesting, stimulating and relevant manner are missed.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The teaching of Key Stage 2 pupils is good enabling them to achieve well and to attain the standards of which they are capable.
- Pupils throughout the school have a good knowledge of number and there are good opportunities for them to develop mental arithmetic skills.
- Although pupils have practice in solving straightforward word problems, there are too few opportunities for them to investigate aspects of mathematics and to solve open-ended problems.
- There have been good improvements in the overall provision for Key Stage 1 pupils, although there is still an over-reliance on commercially produced workbooks for recording.
- There are missed opportunities for using information and communication technology in mathematics in Key Stage 1.
- In Year 3 and Year 4, good use is made of mathematics to support the pupils' work across other subjects.

Commentary

49. It is difficult to draw any meaningful conclusions from the end of Key Stage 1 national test results because the groups of pupils entered for the tests are very small. For example, the 2004 Year 2 group contained only five pupils. The last report noted that pupils were not achieving the standards of which they were capable. This is not the case currently, and all pupils are now making satisfactory progress and their achievement is satisfactory. However, the legacy of the weak teaching in the past is still evident, and there are gaps in the learning of the Year 2 pupils. The attainment of the current group of Year 2 pupils is in line with national expectations across all aspects of the mathematics curriculum. In Year 3 and Year 4, where teaching has many strengths, the pupils achieve well, and their attainment is above average for their age.
50. Throughout the school, there are strengths in the way in which pupils manipulate numbers and solve simple word problems. However, in both key stages, there are too few opportunities for the pupils to solve more open-ended investigations to extend the highest attaining pupils and help them to develop a more creative approach to working with mathematical ideas. Pupils' mental arithmetic skills are well developed, and they are confident when making calculations. In Key Stage 2, pupils are skilled in using a variety of strategies to check the reasonableness of their answers, and make sensible estimates and approximations. In Year 2, there are still a number of pupils who have difficulty in setting out their work, and who regularly reverse numbers when recording their calculations.

51. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. In both key stages, teachers have good questioning skills, and effectively probe the pupils' understanding of new ideas. Relationships between pupils and teachers are very good and as a result, the pupils are confident about sharing their ideas and giving answers to questions. Teachers use the mental arithmetic starter session of the National Numeracy Strategy well to develop the pupils' skills, and the activities for these sessions are interesting, fun and capture the pupils' imagination. In Key Stage 2, lessons move at a brisk pace, and good support for individual pupils ensures that they work to the best of their ability. In Key Stage 1, there is an over-reliance on commercial workbooks for recording, and this means that the pupils have only limited opportunities to choose their own methods of recording, and to practise setting their work out.
52. The leadership and management of the subject are satisfactory. There has been some monitoring of teaching and learning, but because of staff turbulence, and the long-term absence of the headteacher, whole-school development has been hampered. Assessment is satisfactory, although target setting is in the early stages of development. Not enough thought has been given to the organisation of the pupils for the teaching of mathematics with the result that the newly qualified Key Stage 1 teacher has the larger mixed age class, and the very experienced Key Stage 2 teacher has a much smaller class containing just seven pupils. There are only limited opportunities for the pupils to use information and communication technology to support their learning in mathematics in Key Stage 1.

Mathematics across the curriculum

53. Key Stage 1 pupils make satisfactory use of mathematics in their work in other subjects. In Key Stage 2, there are good opportunities for pupils to make calculations, measure and estimate, especially in science and design and technology.

SCIENCE

Provision in science is **satisfactory** in Key Stage 1 and **good** in Key Stage 2.

Main strengths and weaknesses

- The teaching of science is very good in Key Stage 2 enabling pupils to achieve very well.
- In Key Stage 1, although there have been good improvements since the last inspection, not enough time is given to the direct teaching of science.
- Pupils throughout the school have very positive attitudes to the subject and work very well together on shared activities.
- In Key Stage 2, the pupils' investigative skills are exceptionally strong, and they have very good recording skills.
- In Key Stage 2 pupils make good use of literacy, numeracy and information and communication technology skills to support and enhance their learning.
- Not enough use is made of assessment information to track and monitor the pupils' progress as they move through the school.

Commentary

54. The groups of pupils in each year group are very small and so it is unreliable to place too much emphasis on the results of the annual teacher assessments of Year 2 pupils. However, the results over recent years have been below the nationally expected level

at the end of Key Stage 1, and at the time of the last inspection pupils were not achieving their potential because of weaknesses in teaching. Overall, Key Stage 1 pupils now achieve satisfactorily, and this represents good improvement since the last inspection. However, although the current group of Year 2 pupils is on course to attain the nationally expected level by the end of the academic year, there are some gaps in their learning. Key Stage 2 pupils benefit from very good teaching, and make very good progress. Their attainment is above the expected level for their age.

55. Key Stage 1 pupils have a satisfactory knowledge of the aspects they have covered, and use scientific vocabulary well to explain their ideas. However, there are some gaps in their knowledge because of past weaknesses in teaching. Pupils' knowledge of living things and materials is reasonably secure, but they have little knowledge of forces or of sound and light. Key Stage 2 pupils have a good scientific knowledge, and are very skilled in the way in which they carry out investigations. They record their ideas in a logical way, making good use of literacy and numeracy skills to explain their ideas. Key Stage 2 pupils make good use of information and communication technology to support their learning, and record some of their work using digital cameras. In Key Stage 1, there are missed opportunities for pupils to use key skills of literacy, numeracy and information and communication technology.
56. Teaching and learning are very good in Key Stage 2 and satisfactory in Key Stage 1. In Key Stage 2 a good amount of time is given to the subject and there is a very good balance between the teacher providing pupils with the knowledge and skills they need, and opportunities for the pupils to carry out practical tasks where they can practise and refine their skills, solve problems, and explore their own lines of enquiry. Pupils are thoroughly engaged in the activities that are provided and show very high levels of interest and enthusiasm. In Key Stage 1, science activities are presented through topic work and whilst this gives the pupils' learning a meaningful context, there is not enough focus on the specific acquisition of scientific skills and knowledge. Too much emphasis is placed on the pupils using commercially produced worksheets to record their work, and this limits the opportunities for them to express their ideas creatively. Throughout the school pupils have very good attitudes to learning and work very well together on shared tasks. Assessment is satisfactory.
57. The leadership and management of the subject are satisfactory overall. The school has a comprehensive programme of work which takes good account of the fact that pupils are often in the same class group for several years. There has been some monitoring of teaching and learning through lesson observations and the scrutiny of pupils' work, but in recent years, whole-school development has been hampered by significant staff changes and the long-term absence of the headteacher. The current grouping of pupils for the teaching of science does not make best use of the extensive experience and very good skills of the Key Stage 2 teacher.

INFORMATION AND COMMUNICATION TECHNOLOGY

No judgement can be made about the overall provision for information and communication technology as no lessons were being taught during the inspection, and there was therefore no direct observation of teaching.

Main strengths and weaknesses

- Pupils of all ages make very good use of the digital camera to record aspects of their life at school.
- Control technology is a weaker aspect of pupils' learning in both key stages.

- Pupils have very positive attitudes to learning and are confident when using the computers.
- There is not enough direct teaching of information and communication technology in Key Stage 1.
- Key Stage 2 pupils have good opportunities to use computers to support their learning across the curriculum, but in Key Stage 1 opportunities are limited.
- The school does not have secure systems for assessing the pupils' progress and attainment.
- The school has a good ratio of computers to pupils and is constantly improving the range of software.

Commentary

58. At the end of Key Stage 1, and Year 4, when the pupils leave school, attainment is in line with national expectations. The pupils' achievement is satisfactory overall, although there are some gaps in the pupils' learning arising from past weaknesses in teaching in Key Stage 1. The school has a good ratio of computers to pupils, and is building up a good range of software to support pupils' learning across the curriculum.
59. Throughout the school pupils' word-processing skills are at the age expected level and pupils show good control of the mouse and a good knowledge of the location of command keys on the keyboard. In Key Stage 2, pupils use computers well for drafting and editing text, but in Key Stage 1, not enough opportunities are provided for pupils to use computers at the drafting stage. In both key stages pupils use the digital camera very well for recording important aspects of school life. In Key Stage 2 pupils show good levels of independence in scanning photographs into the computer and then manipulating the images. Good cross-curricular links are made when pupils use painting programs to produce art work and designs, such as Islamic prayer mat designs in Key Stage 2, or images of stained glass windows. There are some gaps in pupils' learning in both key stages in terms of their knowledge of control technology, but strengths in their use of computers for research.
60. No direct teaching of information and communication technology skills was seen during the inspection, but evidence from pupils' work and discussions with pupils indicates that teaching is at least satisfactory overall. In Key Stage 2, pupils benefit from the direct teaching of key skills, which they then have the opportunity to practise. In Key Stage 1 there is little whole-class teaching of key skills, and as a result, the pupils' learning is not always sufficiently systematic. Pupils throughout the school are confident learners who enjoy working on the computers and using the digital camera. Pupils work very well together on joint tasks, and show good levels of confidence when exploring menus and applications with which they are as yet unfamiliar. Currently the school does not have effective systems for assessing the pupils' progress and attainment as they move through the school.
61. The leadership and management of the subject are satisfactory, and the staff collectively agree priorities for development, and plan the upgrading of hardware and software. Good use is made of the skills of a part-time technician who ensures that the computers are in good working order and who spends some time each fortnight teaching the Key Stage 2 pupils.

Information and communication technology across the curriculum

62. In Key Stage 2, pupils make good use of information and communication technology to support their learning in other subjects. In Key Stage 1, there are only limited

opportunities for pupils to use information and communication technology across the curriculum.

HUMANITIES

The inspection focused on **religious education**. Not enough evidence was collected to make firm judgements about provision, standards, teaching and learning in **history** and **geography**. However, evidence from teachers' planning shows that these subjects are taught on a regular basis in both classes, and that the school makes good use of the local area as a learning resource. Although teachers make ongoing assessments of pupils' attainment, not enough use is made of assessment to track the pupils' progress as they move through the school. The subjects are satisfactorily led and managed, although whole-school development has been hampered by staff changes and the long term absence of the headteacher.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Different topics are covered in good depth.
- Although all pupils have individual targets set for them they do not always take account of the differing abilities of the pupils.
- There are occasions when the subject is not used well enough as a vehicle for enhancing pupils' writing skills.
- Assessment in the subject is not effective enough.

Commentary

63. Standards in religious education are in line with the expectations of the Locally Agreed Syllabus by the end of Year 2 and Year 4. The achievement of all pupils is satisfactory. Improvement since the time of the last inspection has been satisfactory.
64. By the end of Year 2 pupils have a satisfactory understanding and awareness of what it means to be a Christian, and what celebrations, events buildings and books are important to Christians. Pupils are developing a secure early knowledge of other world faiths. They are provided with opportunities to explore their own feelings on a range of issues and to talk about times, people and places that are special to them. Pupils continue to develop their religious knowledge and awareness at a steady rate in Years 3 and 4. By the time that pupils leave the school, they have a satisfactory knowledge of different stories and their meaning from the Bible. Pupils recognise the importance and significance of Easter in the Christian calendar. Pupils' knowledge of Islam, Judaism and Hinduism is satisfactory and pupils show good levels of respect for the beliefs of others. Pupils continue to be provided with good opportunities to talk about their own beliefs, friendship, families and how their actions can impact on others. This adds another layer to their spiritual development, which is also fostered and nurtured well in assemblies.
65. Teaching and learning are satisfactory overall. Teaching in the subject is carried out by a specialist teacher who is effective in ensuring that the subject is well planned and that all aspects and topics are covered in sufficient depth. This helps to give pupils a

secure understanding of what they are learning. The strength of relationships in the school means that pupils are only too ready to discuss their feelings and emotions knowing full well that adults and classmates alike will respect them. At times, too much use is made of commercial worksheets for pupils to record their ideas. As a result, pupils sometimes spend too much time colouring pictures rather than developing and practising their writing skills by producing their own accounts of what they have learned.

66. The leadership and management of the subject are satisfactory. The co-ordinator has carried out some monitoring of pupils' work, but there has been little monitoring of the teaching of religious education through classroom observations. Assessment procedures in the subject are unsatisfactory. Although informal assessments are made about the pupils' progress and attainment, there is no whole-school system for tracking the pupils progress as they move through the school. In addition, although targets to support and enhance learning are displayed in pupils' folders and pupils are aware of these targets, the targets are often the same for pupils of different abilities and some pupils would clearly benefit from more challenging targets.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on **physical education**. Not enough evidence was gathered to make secure judgements about the provision in **music, design and technology** or **art and design**. Evidence from discussions with pupils, displays of pupils' work, and teachers' planning indicates that pupils take part in a wide range of relevant activities. Music, design and technology and art and design are taught regularly in both classes, and good cross-curricular links are made with other subjects. Assessment is currently unsatisfactory in that there is no whole-school picture of the pupils' progress and attainment, and not enough use is made from the ongoing evaluation of pupils' work to inform planning.

Physical education

The provision for physical education is **satisfactory**.

Main strengths and weaknesses

- In the lessons seen during the inspection, teaching and learning were good enabling pupils to achieve well.
- The school does its best to compensate for the lack of a hall by using local resources.
- Not enough thought has been given to the organisation of teaching groups.
- Pupils have positive attitudes to learning and work hard.

Commentary

67. During the inspection, lessons were observed in dance and games. Standards in these lessons were at the level expected for the pupils' age. Pupils of all ages achieved well because of good teaching which focused well on how the pupils could improve their skills and performance. The school does not have its own hall, but throughout the year makes good use of the hall at another local primary school, and the swimming pool in the nearby leisure centre. The school benefits from direct access onto the Village Green which is used throughout the summer months for outside games and adventurous activities.

68. Pupils throughout the school demonstrate satisfactory levels of co-ordination and control of their bodies. They move with purpose and take good note of their teachers' suggestions for improvement so that the quality of their work improves within lessons. In dance, they respond well to the music, and higher attainers are imaginative in the way in which they interpret the sounds they hear through their movements. In games, Key Stage 2 pupils are learning how to play a version of hockey, and are quickly mastering the basic skills, with the highest attainers keeping the stick in close contact with the ball, and passing and receiving with accuracy.
69. The teaching seen during the inspection was good in both key stages. Lessons are well planned and teachers give good prompts for improvement and provide good opportunities for pupils to demonstrate and evaluate the work of others. Pupils are given good reminders about the need for ensuring their own and others' safety, and good emphasis is placed on the pupils understanding the purpose and impact of regular exercise. Pupils have very positive attitudes and are keen to learn. They are supportive of one another, listen well to the teachers' instructions, and show very good levels of concentration.
70. The subject is satisfactorily led and managed by the staff, although staff changes and the absence of the substantive headteacher have meant that whole-school development has been hampered. The school does not yet have a comprehensive system for assessing pupils' progress and attainment in the different aspects of the physical education curriculum. Currently the organisation of teaching groups means that the Key Stage 2 class has only seven pupils. This makes it very difficult for the teacher to arrange competitive team activities in lessons, although pupils have had the opportunity to take part in various inter-school tournaments during the last academic year. The school has not given enough thought to ways in which this situation could be addressed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. The school places a strong emphasis on developing pupils' personal, social and health education and citizenship. The quality of provision is good and is the main reason why pupils achieve well in this area of the curriculum. The school promotes healthy eating and lifestyles through both the science and the physical education curriculum. Good provision is made for pupils to learn about sex education and drug awareness and these aspects are handled in a very sensitive manner in respect of the young ages of the pupils at the school. Personal, social and health education lessons are timetabled for all pupils on a weekly basis, and issues such as friendship, families, relationships, dealing with different viewpoints and bullying are discussed confidently and openly between staff and pupils. There are regular short 'circle time' sessions for Foundation Stage and Key Stage 1 pupils which are used well as a forum for discussing pupils' feelings and any issues and concerns that they may have. Good opportunities are provided for pupils to take responsibility for tasks around the school and pupils carry these out with good levels of maturity. Discussions with pupils show that they feel that they are always given the chance to contribute to the life of the school as a community and that their voices are always listened to, respected and acted upon.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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