

# INSPECTION REPORT

## **ST ANDREW'S C OF E VA PRIMARY SCHOOL**

North Lopham, Diss

LEA area: Norfolk

Unique reference number: 121149

Acting Headteacher: Mrs Lin Wakeford

Lead inspector: Mr Colin Henderson

Dates of inspection: 19<sup>th</sup> – 21<sup>st</sup> April 2005

Inspection number: 267731

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: Voluntary aided  
Age range of pupils: 4 – 11  
Gender of pupils: Mixed  
Number on roll: 67

School address: The Street  
North Lopham  
Diss  
Norfolk

Postcode: IP22 2LR

Telephone number: 01379 687253

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Appropriate authority: Governing body

Name of chair of governors: Mrs Jennifer Vere

Date of previous inspection: 15<sup>th</sup> May 1999

## CHARACTERISTICS OF THE SCHOOL

St Andrew's Church of England Primary is a very small village school that is situated in an attractive rural setting and serves the local villages of North and South Lopham and Blo Norton. The 67 pupils on roll come from a wide range of economic and social backgrounds, and almost all are of white, United Kingdom ethnic background. There are no pupils who speak English as an additional language. The proportion of pupils entitled to free school meals is below average. Twenty five per cent of pupils have special educational needs, which is above the national average. They mainly have moderate learning difficulties. Only one pupil has a Statement of Special Educational Needs. Pupils are taught in mixed age and mixed ability classes. Attainment on entry varies considerably due to the small number of children in the reception year. It is broadly average overall. The school has experienced a high level of staff change recently as a permanent headteacher has not been appointed since January 2004 and the local education authority has used experienced management staff to cover the vacancy, in acting and consultant headteacher roles. The current acting head has been in post since January 2005. During the inspection, pupils in Years 3 and 4 were taught by an experienced member of the local education

authority's support team as the class teacher had left at the end of the previous term. Most of the Year 5 and 6 lessons were taught by a consultant headteacher, with a small number taken by a part-time member of the teaching staff. The school has a high level of pupil mobility. For example, only three of the seven Year 6 pupils were in the school when the group took their Year 2 tests in 2001.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23742	Colin Henderson	Lead inspector	English; science; information and communication technology; geography; history; physical education.
9652	Colin Herbert	Lay inspector	
30573	Sonia Bosworth	Team inspector	Foundation Stage; mathematics; art and design; design and technology; music; personal, social and health education and citizenship; special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The overall effectiveness of St Andrew's Church of England Primary School is **satisfactory**. It has benefited from effective support from the local education authority to improve significant weaknesses in teaching and leadership and management. The school is a friendly and harmonious community. Most pupils behave well and have good attitudes to their work. Pupils achieve satisfactorily overall, although this is not consistent in each class. The very effective leadership of the acting headteacher is improving teaching and learning and providing a positive direction to the work of the school. The school gives satisfactory value for money.

#### The school's main strengths and weaknesses are:

- The very good leadership of the acting headteacher, supported well by an effective governing body, provides a strong focus on improvement.
- The standards of pupils' skills in writing, ICT and scientific enquiry are not high enough.
- The school's caring and supportive Christian ethos helps pupils to enjoy school.
- Teachers do not use information about pupils' progress consistently, especially in Years 3 and 4, to meet their learning needs and target improvement.
- The effective contribution of teaching assistants supports pupils' learning well.
- Subject leaders are not sufficiently involved in improving teaching and learning.

The school has made satisfactory progress since the last inspection. It has improved planning for the Foundation Stage, extended ICT resources, developed a more balanced curriculum and improved its links with parents. Weaknesses remain in pupils' spelling and improving their ICT skills. Standards of attainment are lower overall. The school has not had a permanent headteacher since January 2004 and this has limited its development.

### 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	D	D
mathematics	B	E	D	D
science	A	E	D	D

*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.*



Pupils' achievements are **satisfactory** overall, although there is significant variation across the school. Most children enter the reception year with average attainment and make satisfactory progress overall. They attain the nationally expected levels in all six areas of learning by the time they enter Year 1. Pupils in Years 1 and 2 achieve satisfactorily overall, although higher attainers are not always challenged enough to attain above average levels. Pupils in Years 3 and 4 do not achieve satisfactorily as teachers' expectations are not consistently high enough, although inspectors found that their achievement has improved very recently. Pupils in Years 5 and 6 achieve satisfactorily. Their achievement has improved recently, although their progress has been affected by a high level of staff change and some inconsistencies in the expectations of teachers sharing the class. As a result, some pupils do not always achieve as well as they should. Year 6 pupils attain standards that are broadly average overall. Current Year 6 pupils attain standards that are above average in mathematics, average in English and below average in science. These are higher overall than the most recent Year 6 test results, as this group of pupils contains a higher proportion than usual of higher attaining pupils, particularly in mathematics. Test results vary from year to year due to the small number of pupils involved and high levels of pupil mobility in some years. Boys achieve equally as well as girls. Year 2 pupils attain average standards and these reflect the overall pattern of national test results over the last four years. Standards in ICT are at expected levels in Year 6, although below expectations in other years as pupils do not have enough opportunities to extend their skills. Standards in art and design, design and technology, geography and history meet nationally expected levels and pupils achieve satisfactorily. There was insufficient evidence to judge standards in music and physical education.

Pupils with special educational needs achieve satisfactorily overall. The good support by skilful teaching assistants helps them to make good progress towards their learning targets and ensures that they are included fully in lessons by adapting the activities to meet their individual needs.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. They have good attitudes to work and most behave well. Attendance is very good and punctuality is good.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **satisfactory**. Teaching and learning are **satisfactory**, but the quality of teaching is different across the school and over time. Teaching was good in the inspection, resulting from the good teaching of experienced support teachers from the local education authority. An analysis of pupils' work from the start of the school year shows that teaching and learning are satisfactory overall, with some unsatisfactory teaching, especially in Years 3 and 4. Assessment is unsatisfactory. The procedures are satisfactory, particularly in English and mathematics, but the information is not used effectively to inform teaching and target improvement. The curriculum is satisfactory throughout the school and enhanced by a satisfactory range of extra-curricular activities. The school takes good care of its pupils and provides good personal support, although guidance for improving pupils' achievement is not developed enough. The good links

with parents, the local community and local schools enhance pupils' learning successfully.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory** overall. The very good leadership of the acting headteacher, supported well by the local education authority, provides a purposeful direction for improving the school. The governance of the school is good and governors ensure that the school meets all statutory requirements. Management is satisfactory overall. The involvement and influence of other key staff are unsatisfactory due mainly to staff changes. Recent staff training and the contributions of the acting headteacher and the part-time consultant headteacher are leading to improvement.

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

Most parents are supportive of the school and value its caring, family atmosphere. They agree that their children like school, the staff treat their children fairly, expect them to work hard and that they are comfortable about approaching the school. Some are concerned about their children's progress and the effect on school leadership of not having a permanent headteacher. Pupils have positive views of the school and find it a friendly and caring place. Some are concerned about the behaviour of a small number of pupils. Inspectors agree with the positive views of parents and pupils. They found that there are inconsistencies in pupils' progress and that the school is being given a strong lead by the acting headteacher. A small number of older pupils behave inappropriately in some lessons when they are not managed effectively.

## **IMPROVEMENTS NEEDED**

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

- Improve pupils' skills in writing, ICT and scientific enquiry.
- Improve the use of assessment information to:
  - ensure that teachers match activities to pupils' learning needs, especially higher attainers;
  - guide pupils to improve the standard of their work;
  - track pupils' progress rigorously across the school.
- extend the role of subject leaders to focus strongly on improving teaching and learning.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Children in the Foundation Stage attain nationally expected levels by the end of the reception year. Pupils attain **average** standards overall at Year 2 and Year 6. Their achievement is **satisfactory** overall, although it is unsatisfactory in Years 3 and 4.

#### Main strengths and weaknesses

- Year 6 pupils attain above average standards in mathematics.
- Weaknesses in pupils' writing skills limit their achievement.
- Higher attaining pupils do not always achieve as well as they should.
- The good use of intervention strategies improves the achievement of lower attaining pupils and those with special educational needs in literacy and numeracy.
- Teachers' expectations of pupils' work in Years 3 and 4 are not consistently high enough.
- Pupils' weak enquiry skills restrict their achievement in science.
- ICT and mathematical skills are not effectively developed across the curriculum.

#### Commentary

1. Most children enter the reception year with average attainment, although it varies significantly from year to year due to the small number of children joining the school. They settle quickly and happily into school life and make satisfactory progress towards the nationally expected goals in all six areas of learning. Most attain the nationally expected levels by the end of reception year, mainly as a result of the satisfactory teaching and the good contributions from teaching assistants.

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

Standards in:	School results	National results
reading	16.3 (16.1)	15.8 (15.7)
writing	14.5 (14.6)	14.6 (14.6)
mathematics	17.8 (15.2)	16.2 (16.3)

*There were 8 pupils in the year group. Figures in brackets are for the previous year*

2. Pupils in Years 1 and 2 achieve satisfactorily overall and attain average standards overall. Some of the higher attaining pupils are not always extended enough to attain above average levels. Their average standards in reading, writing and mathematics, compared with all schools and with similar schools, reflect the overall results of national tests for Year 2 pupils over the last four years, although results vary from year to year due to the small numbers of pupils taking the tests. Pupils' speaking and listening skills are developed well

and they attain above expected standards. Pupils' writing skills are not developed consistently and weaknesses in handwriting skills and spelling limit their attainment. Higher attainers are not encouraged sufficiently to extend the range and quality of the language used in their writing. The achievement of pupils in Years 1 and 2 in ICT is unsatisfactory. They attain standards that are below nationally expected levels as pupils do not get enough opportunities to improve their skills and knowledge.

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

Standards in:	School results	National results
English	25.9 (25.9)	26.9 (26.8)
mathematics	26.5 (24.9)	27.0 (26.8)
science	28.1 (27.4)	28.6 (28.6)

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

3. By Year 6, pupils achieve satisfactorily and attain average standards overall, although with some variation between subjects. Standards are above average in mathematics, average in English and below average in science. These are higher than the results of national tests over the last four years which have varied considerably due to the small number of pupils taking the tests and the high pupil mobility. Only three pupils in the current Year 6 were in the school to take the national tests in Year 2. The current Year 6 group of pupils has a higher proportion of pupils attaining above average levels than previously, especially in mathematics. The proportion of pupils likely to attain Level 5 in national tests is above average in mathematics, average in English and below average in science. Although this year group has experienced a high level of pupil mobility and staff changes, recent good teaching and the school's effective use of support strategies are improving pupils' achievements and helping them to attain higher standards, particularly in mathematics. Weaknesses in the accuracy and range of language limit pupils' attainment in English. Pupils' weak skills of scientific enquiry restrict their overall attainment in science and their achievement in science is unsatisfactory overall.
  
4. By Year 6, pupils' attainment in ICT meets expected levels with a significant number having good skills, supported by frequent extension of their skills and knowledge using their home computers. This enhances their achievement. There was insufficient evidence during the inspection to make a judgement on standards in music and physical education. Pupils attain the nationally expected levels in art and design, design and technology, history and geography and achievement is satisfactory.
  
5. An analysis of pupils' work in Years 3 and 4 shows that their achievement overall since the start of the school year is unsatisfactory. They have made good progress very recently due to the good teaching of the experienced support teacher currently teaching the class. However, over time they have made unsatisfactory progress as teachers' expectations were not high enough. Too often the same learning task was given to all pupils in a mixed age and mixed ability Year 3 and 4 class. Teaching has not provided more challenging activities for older or higher attaining pupils. This limited their achievement

considerably. The amount, accuracy and presentation of work were below expected levels. The achievement of pupils in Years 5 and 6 has been affected by a high level of staff change. They have made better progress recently, although an analysis of pupils' work shows that there are some inconsistencies in the expectations of the part-time teachers sharing the class. This does not ensure that these pupils always achieve as well as they should.

6. Pupils with special educational needs make good progress towards the steps noted on their individual education plans. They make satisfactory progress overall in class lessons because of the good support received from teachers and teaching assistants. Teaching assistants provide good additional guidance for identified pupils in literacy and numeracy on an individual basis or in small groups.

### **Pupils' attitudes, values and other personal qualities**

Pupils behave **well** and their attitudes to school and to their learning are **good**. The provision for spiritual, moral, social and cultural development is **good** overall. Pupils' attendance at school is **very good** and their punctuality is **good**.

### **Main strengths and weaknesses**

- Attendance rates are well above national average.
- Pupils demonstrate a very high level of confidence and maturity.
- The good behaviour of most pupils helps them to focus well on their learning, although a small number of older pupils do not always sustain their concentration.

### **Commentary**

7. Pupils have good attitudes to school and to their learning and most are well behaved both in class and around school. The relationships between pupils and between pupils and adults are also good. A small proportion of parents expressed some concern about the behaviour of children in the playground but no unsociable behaviour was observed during the inspection.
8. Pupils say that they enjoy school and this positive attitude was observed in the playground before the start of morning school and in the classroom. Pupils with special educational needs have good attitudes as the skilful guidance of teaching assistants encourages and supports them to grow in confidence and participate more in lessons. There was no evidence of any unsociable or racist behaviour whatsoever during the inspection, although occasional silliness by individual pupils in Years 5 and 6 is not always managed consistently. Pupils are polite and well mannered towards visitors and many demonstrate a very high level of maturity and confidence. There have been no exclusions. Pupils show respect to each other and the accommodation. The school provides a happy learning environment for its pupils.
9. The opportunities for pupils to take responsibility and demonstrate initiative in school are good and they enjoy being involved in the school council. However, with the high levels of confidence and maturity that many of the older pupils

display, the range of personal development opportunities is limited, for example, in developing their own scientific investigations.

- The provision for spiritual, moral, social and cultural development is good. Pupils show good respect for the feelings of others and they have a good understanding of the difference between right and wrong. Good opportunities are provided for social development through the school council and through their involvement in the community. The provision for cultural development is also good and the school is working hard to provide pupils with more opportunities to explore the multi-cultural world in which they live. The provision of all these aspects within school life promotes the personal development of all pupils successfully.

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

Authorised absence		Unauthorised absence	
School data:	4.3	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.*

- Attendance rates are very good and well above national average. Parents adopt a very responsible attitude towards this aspect of school life and the school is always informed about absences. Punctuality is good.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory**. Assessment is **unsatisfactory**. The curriculum is **satisfactory**, enriched by a **satisfactory** range of extra-curricular activities. The day-to-day care of pupils is **good**. Links with parents, the local community and other local schools are **good**.

#### Teaching and learning

Teaching and learning are **satisfactory**. Assessment is **unsatisfactory**.

#### Main strengths and weaknesses

- The very effective use of experienced support teachers from the local education authority contributes very well to the overall quality of teaching and learning.
- Teachers work in an effective partnership with teaching assistants.
- Teachers' expectations of pupils in Years 3 and 4 are not consistently high enough.
- Teachers do not use assessment information consistently to match learning activities to pupils' needs and to target improvement.
- Some teachers do not always insist on high standards of pupils' behaviour.

#### Commentary

#### Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	7	5	0	0	0

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

12. Teaching and learning are satisfactory overall and have been maintained at the level reported in the last inspection. The quality of teaching was good, and often very good, in the lessons observed during the inspection. However, an analysis of pupils' work since the start of the school year shows that there is considerable variation in teachers' expectations with a significant level of unsatisfactory practice, especially in Years 3 and 4. Teaching is satisfactory and, on occasions, good in the Foundation Stage and in Years 1 and 2. It is unsatisfactory overall in Years 3 and 4, although it was very good during the inspection when the class was taught by an experienced support teacher from the local education authority. Teaching in Years 5 and 6 is satisfactory overall. There is good practice, particularly from the acting headteacher and the part-time consultant headteacher. However, there are some inconsistencies in the expectations of the part-time teachers who share the class. This is clearly reflected in the analysis of pupils' work. Most parents believe that teaching is good and many commented on the recent improvements in their children's work.
13. Teachers plan their lessons satisfactorily, making good use of national subject guidance to identify clear learning objectives. Most share them with the pupils so that pupils know what they are trying to achieve, although this is not consistent in each class. Teachers work closely with teaching support staff, sharing the planning and maintaining an effective written communication so that they are kept informed about pupils' achievements. Teaching assistants provide good support to lower attaining pupils and those with special educational needs both in class and when withdrawn for individual and small group activities. They have been particularly successful in using a good range of support strategies to improve pupils' literacy skills. Teaching assistants contribute well to the quality of teaching and ensure that lower attaining pupils are included fully in the range of learning activities by adapting activities to suit the needs of individuals. There is good quality sharing of information about how well a pupil responds to the tasks planned by teachers, so that everyone has a clear understanding of pupils' progress towards the targets set and to plan the next stage of learning. Teaching assistants provide a very valuable link between part-time teachers who share class teaching.
14. Teachers use resources well to stimulate pupils' interest and focus their attention for example, in science and history. They use questions effectively to encourage pupils to share their ideas, although too few use follow-up challenging questions to require higher attaining pupils to apply their knowledge and understanding and achieve higher standards. During the inspection, the experienced support teachers provided a good range of learning activities to ensure that all pupils were challenged appropriately. They expected more to be achieved by higher attaining pupils. However, the analysis of pupils' work shows that this was not consistent throughout the year. Too often, especially in



Years 3 and 4, all pupils have been given the same learning activity and teachers have not expected enough of older and higher attaining pupils in mixed age and mixed ability classes. Teachers' expectations of the amount, accuracy and presentation of pupils' work have often been too low. A more consistently higher standard of work was evident in the very recent work of Year 3 and 4 pupils, as pupils have responded positively to the teacher's higher expectations.

15. Teachers have good relationships with their pupils. Most organise their classes well and pupils respond positively. However, there are some inconsistencies in teachers' use of control strategies to manage the inappropriate behaviour of a very small number of pupils. These pupils are aware that teachers' expectations of their attitudes and behaviour are not consistent and, where the class is taught by different teachers during the week, they do not always respond in a consistently positive manner. This limits their achievement and, on occasions, the achievement of other pupils in the class. The school has recently established a code of conduct, although this is not always reinforced in some lessons in Years 5 and 6 to ensure that all pupils stay focused on their work.
16. Assessment is unsatisfactory. Teachers in Years 1 to 6 use satisfactory procedures to check how well pupils are doing, particularly in literacy and numeracy. They set predicted targets for their yearly achievement. However, these are not reviewed regularly. Teachers do not use on-going assessments to check the progress that pupils are making towards their targets. They do not identify weaknesses in pupils' learning that will then be reflected in their teaching. Teachers do not use assessment information to let pupils know what they need to improve to raise the standard of their work. Discussions with pupils show that they are not sure what they need to improve in order to gain a higher level of work. Teachers' marking is encouraging and praises pupils well for their efforts. It does not let pupils know what is needed to improve. The analysis of work completed more recently by pupils shows that the experienced support teachers are providing good examples of constructive marking. The acting headteacher is aware of the need for more consistent practice and plans to develop it through the school's involvement in the 'Assessment for Learning' initiative.

### **The curriculum**

The quality of the curriculum is **satisfactory**. There are **satisfactory** opportunities to broaden pupils' experiences through extra-curricular activities. The school's accommodation and resources are **satisfactory** overall.

### **Main strengths and weaknesses**

- The range of activities does not always challenge higher attaining pupils sufficiently.
- Teaching assistants make a valuable contribution to children's learning in all classes.
- The school places a strong emphasis on pupils' personal, social and emotional education that promotes good behaviour and relationships.

- Lack of a secure outside play area and weaknesses in the accommodation limit the range of imaginative and investigative activities needed to extend children's learning in the Foundation Stage.
- There are insufficient opportunities for scientific enquiry and to use and extend ICT, numeracy and literacy skills in other subjects.

### Commentary

17. The school has improved the quality of the curriculum and the amount of time allocated to art and design and design and technology since the last inspection. It now meets all statutory requirements. The school mostly uses national guidance satisfactorily to provide a sound range of curriculum activities, planned over a two-year cycle to cater for the mixed-age classes. However, pupils do not have enough opportunities to learn and practise experimentation and investigative skills in science and consequently their understanding is below average. Teachers link some subjects well, for example scientific knowledge is applied well in design and technology in all classes, but generally pupils do not have enough opportunities to extend their numeracy, writing and ICT skills in other subject areas. The school has put in place a good personal, social and health education and citizenship programme, which helps pupils consider subjects such as healthy eating and bullying. Assembly time is used well to reinforce good behaviour and respect for each other.
18. The national strategies for teaching literacy and numeracy are applied satisfactorily. A scrutiny of work from the last two terms demonstrates that in literacy and numeracy work is not always matched carefully to the next stage of pupils' learning, particularly with higher attaining pupils. This limits the attainment of these pupils. The current acting headteacher has stringently monitored classroom practice, pupils' work and progress, so that the management of the curriculum has improved and is already contributing to improving standards. Teaching assistants provide good additional literacy and numeracy support in daily withdrawal sessions, which helps pupils to achieve at a better rate in a small group situation and to 'catch up' with their peers. The acting headteacher provides good 'booster classes' for higher attaining pupils in mathematics in Year 6.
19. The Foundation Stage curriculum has improved since the last inspection and now provides a developmental programme for all six areas of learning. Teachers and teaching assistants make good use of the classroom and hall for activities and supervise children satisfactorily for outdoor activities. However, the range of activities and the element of independent choice in the learning of young children are restricted by the limited classroom space available in the mixed-age class and the lack of an outdoor secure area.
20. The provision for pupils with special educational needs is good. Individual education plans have clear and relevant targets for learning, which teachers use well in planning for lessons or in the good support given by teaching assistants. The school uses advice from outside agencies well to support pupils with learning or behavioural difficulties. Teachers are just beginning to identify pupils who are gifted and talented, but they have already made good links with

a local secondary school to provide master classes in mathematics for a Year 6 pupil.

21. The school provides a satisfactory range of clubs to enhance the curriculum, which are attended well. Opportunities for individual instrumental teaching and for all junior pupils to learn the recorder contribute well to the music curriculum. A visiting theatre group and visitors to lead 'Viking' and 'Tudor' days are used well to create empathy with historic periods and to promote understanding about how musicals are performed, but pupils make few visits to local museums or places of interest. Year 6 pupils have the valuable social experience of a residential visit and are able to extend their physical education at Kingswood.
22. Good use is made of the limited space in the building to fulfil National Curriculum requirements. The library has recently been refurbished and provides an additional space for small groups to work. Resources have recently been audited and additional purchases made, so that resources are now adequate.

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

The school provides **good** care for pupils. The school provides **satisfactory** support, advice and guidance for its pupils. It provides a **satisfactory** opportunity for pupils to be involved in school life by seeking, valuing and acting on their views.

### **Main strengths and weaknesses**

- The governing body takes its responsibilities for health and safety seriously.
- Effective procedures are in place for health, safety and child protection.
- The academic support and guidance that the school provides for pupils is unsatisfactory.

### **Commentary**

23. St Andrew's has maintained the good standards reported at the last inspection. It looks after the emotional and physical needs of its pupils well and it takes its responsibility for their health and safety and for child protection seriously. The school maintains accurate records for first aid, fire drills, accident recording and risk assessment. This aspect of school life is supported well by the governing body which is currently reviewing and updating the health and safety policy to make it more school specific. The procedures for child protection are effective and all staff understand them. These good procedures for pupils' welfare reflect the positive views of most parents and pupils about the school's caring ethos.
24. The provision for the support, advice and guidance of pupils is satisfactory overall. The level of pastoral support is good and is underpinned by the good knowledge that all adults have of pupils and the good trusting relationships that exist within the school community. However, the level of academic support resulting from the monitoring of pupils' work is currently unsatisfactory. The school has not established effective procedures to track pupils' progress closely throughout the school and to guide them on how to improve the standard of

their work. Support and guidance for pupils with special educational needs is effective. Good individual education plans are in place. Regular monitoring by teachers and teaching assistants ensures that the targets set for pupils are both realistic and achievable. The school promotes effective liaison with external agencies and local authority support staff to provide additional support and guidance when needed.

25. The school council provides a satisfactory forum for pupils to make their views known about aspects of school life to adults. Pupils in Year 6 show some disappointment that it does not meet very regularly and that they are not contributing as much to school life as they could. The school plans to develop the role of class councils and the school council further.

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

The school has developed **good** links with its parents, carers and the local community. Information to parents and carers has improved and is now **good**. Links with other schools are **good**.

### **Main strengths and weaknesses**

- Support provided by parents through the Friends Association and on visits is good.
- The good links with the local cluster of schools enhance pupils' learning well.

### **Commentary**

26. The school has successfully addressed the key issue that was identified at the last inspection and is now improving its relationship with its parents and carers considerably. Although very few parents or carers help out in the classroom, there is much better support for class visits into the community. A few parents and friends from the community are able to help out with such activities as football coaching and line dancing and this support is welcomed by the school. There is a committed and hard working Friends Association (FOSTA) and they arrange a number of interesting activities that are well supported by parents, carers and the village. The money that they raise has contributed to improving library and play area resources and visits into the community. The school values the contribution that all its parents and friends make to school life.
27. The school now produces some good information for its parents and carers. The regular newsletter is informative and parents who were spoken to in school said that the topic letters gave them a good indication of what their children would be learning. Some parents expressed mixed views about communication from school. They considered that staff changes had led to some inconsistencies in quality of information. Annual reports on progress are appropriately personalised and, although pupils do not have the opportunity to reflect on their own progress, targets for improvement are included.
28. The school has established good links with parents of pupils who have special educational needs. They are informed of their child's learning needs and

encouraged to be involved in the setting of targets for individual education plans and review procedures. The school consults these parents regularly and gives them access to relevant information.

29. The school has now developed a good partnership with the local community and this improvement has been welcomed by parents and carers. Pupils are involved in village activities such as Remembrance Day and events at the Church such as Harvest Festival. Additionally, membership of the local school cluster has brought about the sharing of resources and the joint funding and sharing of many visits and visitors. Good links with local primary schools and the community enrich the sporting and musical activities satisfactorily. The effective links with local schools also ensure that pupils are able to make the move into Year 7 without any concerns. The close link with the local playgroup is also beneficial to both organisations.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory** overall. The leadership of the acting headteacher is **very good**. The governance of the school is **good**. The leadership and management of other key staff are **unsatisfactory** overall.

### **Main strengths and weaknesses**

- The acting headteacher is giving a clear and purposeful direction to the work of the school.
- The governing body works well with the acting headteacher, her staff and a very supportive local education authority to check on how well the school is doing and influence the direction of its work.
- Subject leaders are not consistently effective in evaluating standards and targeting improvement.
- Procedures to track pupils' achievements are not rigorous enough.

### **Commentary**

30. The acting headteacher has gained a very good understanding of the school's strengths and weaknesses in a short time. The school had significant weaknesses in the quality of teaching and learning and in aspects of leadership and management, resulting mainly from the high level of staff change. The acting headteacher, benefiting from very effective support from the local education authority, has rapidly identified the key priorities for development and taken effective steps to improve them to the level reported at the last inspection. She has maintained the caring and supportive school ethos and has worked closely with an increasingly effective governing body to evaluate and improve the quality of teaching. This good leadership reflected the views of most parents, although many were less certain in their views due to the frequent leadership changes. Rigorous monitoring of teaching and learning has helped the acting headteacher to improve standards which were reflected clearly during the inspection. She has involved staff and governors successfully in developing a clearly prioritised school development and improvement plan

that provides a strong focus for improving the school's effectiveness. She leads by example and, despite many staff changes, has encouraged a good team approach. Teaching and support staff know what is expected of them and have a strong sense of purpose to enable pupils to achieve well. With continued support from the local education authority, the school is set up well to raise standards and provide a better quality of education for its pupils.

31. The acting headteacher, working closely with a part-time consultant headteacher, has involved the school in the Primary Leadership Programme. This is providing an increased focus on improving assessment procedures, especially those used to track pupils' progress across the school. The school sets end-of-year targets for each year group but the progress towards achieving these targets is not checked frequently enough. This does not enable teachers to evaluate how well pupils are doing and identify on what their teaching needs to focus in order to raise standards. Procedures are not rigorous enough to contribute well to improving pupils' achievement. The acting headteacher is working closely with a part-time consultant headteacher, other staff and governors to improve these procedures.
32. The role of subject leader is not developed consistently enough. There is considerable variation in the contributions made by subject leaders towards improving subject provision and raising standards of attainment. The local education authority has provided some professional development training for subject leaders and the acting headteacher provides a good example to her colleagues in the way in which she leads numeracy. She is supported well by a consultant headteacher who has recently taken on the subject leadership in literacy. They are providing a more consistent focus on evaluating teaching and learning and targeting improvement, although these are in the early stages of development and have yet to influence practice consistently in each classroom and in every subject.
33. Governors are supportive of the school, fulfil their role well and meet all statutory requirements. The governing body has had a high level of change recently, with a significantly increased involvement of parent governors. Governors have benefited from a broad range of good quality training and are more confident and purposeful in their role, for example, when looking at assessment information to check on pupils' achievements. They have responded very positively to working on the Project Board with key members of the local education authority and from the diocese. This has given governors a clear and positive direction for planning the school's future development. They contribute well to the school development and improvement plan and are effectively involved in monitoring and evaluating the effectiveness and quality of what the school provides for its pupils. The chair of governors maintains a very good link with the acting headteacher and helps in school very frequently. There has been a huge improvement in the role and contribution of the governing body within the last eighteen months. With good guidance from the acting headteacher and the local education authority, it is now an increasingly effective and positive influence on the school's development.

34. The financial planning and management of the budget are satisfactory overall and improving. The school is receiving transitional financing to adjust staffing levels. This is helping governors to keep a close track on spending levels and evaluate how they influence the quality of education provided by the school. Governors ensure that the principles of best value are applied well when purchasing goods. They manage the funds for special educational needs successfully with improved procedures to evaluate how effectively the funds are being used to support these pupils. Funds are usually used fully, although the high level of staff changes over the last two years has resulted in a small surplus being built up.

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

<b>Income and expenditure (£)</b>		<b>Balances (£)</b>	
Total income	214 140	Balance from previous year	10 895
Total expenditure	215 973	Balance carried forward to the next	9 062
Expenditure per pupil	3 272		

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

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

Provision is **satisfactory** in the Foundation Stage.

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

- Teachers plan the curriculum well together to provide a purposeful working atmosphere, which develops children's enthusiasm for learning.
- Teachers and teaching assistants work effectively together to provide continuity in children's learning throughout each week.
- The lack of a safe outdoor area limits children's independent choice and opportunities for structured learning activities.
- Good induction procedures help children to settle quickly into school life.
- Lack of classroom space restricts the opportunities for children to work independently.

#### **Commentary**

35. There are currently eight children in reception. When they enter the school, the majority of children have average knowledge and skills in comparison with children of a similar age. They achieve satisfactorily and most of the children attain the levels expected in all areas of learning by the end of the reception year. Children with special educational needs are identified early in the year and supported well, so that they achieve satisfactorily. Children settle quickly into school life because staff have good links with the local playgroup and good preparatory visits are planned into the summer term before children start in September.
36. The quality of teaching and learning is consistently satisfactory across all the areas of learning and sometimes good. The two part-time teachers plan effectively together to promote satisfactory learning activities for young children, who share the class with Years 1 and 2 pupils. Teaching assistants make good contributions to children's learning, often taking children into the hall for guided activities or outside for physical activities or to observe aspects of the environment. Teachers make good use of the available space in school, but the range of opportunities within the areas of learning is restricted by the limited classroom space available in the mixed-age class and the lack of a designated safe area outside the classroom. Although teachers and support assistants do their best to make activities such as painting and physical activity available throughout the week, these activities are not continually available throughout the day.
37. The provision for the Foundation Stage is led and managed satisfactorily. Since the last inspection, the school has developed a suitable curriculum that takes account of the learning needs of young children in all areas of learning. Assessment procedures are thorough and help monitor the progress of every child and inform teachers about what they need to plan next in order to meet



children's next stage of learning. Resources for learning are just adequate. Provision has improved well since the last inspection.

38. In the area of **personal, social and emotional development** children achieve satisfactorily because of satisfactory teaching and learning. The children benefit from sharing a class with Year 1 and Year 2 pupils, who generally set a good example through their own behaviour which reception children copy. They integrate with the older pupils well at playtimes and share the toys and games. In whole class sessions, children generally maintain concentration and interest well for short periods of time and listen carefully to the teacher and to other children. They respond well to frequent praise and encouragement and most try hard to do their best. Teachers plan a satisfactory range of activities that encourage sustained interest and concentration, which helps them to learn effectively. However, in group work, a few children find it difficult to maintain concentration for very long without adult attention and find it difficult waiting for turns. Rules and routines are clearly and consistently established and by the summer term children are able to organise themselves first thing each morning and in clearing away. Children are confident in their learning because their own self-worth and respect for each other are nurtured well in assembly times and in everything they do in the classroom. Independent learning skills are promoted satisfactorily during the short periods when children can choose from a range of activities. Choices are limited, however, by the physical space to set up interesting activities in the classroom when Years 1 and 2 are occupied at tables for their own learning activities and the lack of an outdoor space. By the end of the reception year, all children are likely to achieve the early learning goals.
39. Satisfactory teaching and learning in the area of **communication, language and literacy** promote satisfactory achievement overall by children. Children are confident speakers and sound opportunities to extend their speaking and listening skills are planned into reception group sessions. Generally, in whole class sessions they listen politely to each other, older children and adults, and contribute their views with increasing confidence when asked. Children develop their early reading skills well because teachers plan short sessions that focus on the sounds of letters and those contained in simple words such as 'had'. They show positive enjoyment in these '*Jolly Phonics*' sessions, increasingly gaining confidence in reading and relishing the associated actions for each letter sound. By the end of the reception year, most children have a good appreciation of books and most are able to retell simple stories read to them by the teacher. Reception children have their own sharing or reading books, which they take home regularly. Frequent opportunities for them to practise in class and good support from home ensure that children achieve well in this aspect of this area of learning. Children's writing skills vary greatly in range, but teachers plan effectively to match activities to their needs. For instance, the most able children, who can write a full sentence and make good attempts at spelling more difficult words, work with Year 1 pupils to extend their skills. Teachers and teaching assistants encourage other children satisfactorily to improve their formation of letters, to copy a sentence accurately and to think of the sounds and blends of letters that might make up a word. By the end of the reception

year, most children achieve the expected levels of the early learning goals and some exceed them.

40. By the time the children enter Year 1, most children are likely to attain the expected early learning goals for **mathematical development** and a few are likely to exceed them. Children have good attitudes to mathematics and satisfactory teaching and learning promote satisfactory achievement. Teachers plan carefully to develop children's understanding of number, shape and measurement through practical activities. For example, teachers reinforce the matching of numerals to a number of objects in games and activities every day for lower attaining children, whereas more able children practise early stages of addition and subtraction. Good use of three-dimensional shapes guides children satisfactorily to count the faces and corners and to reinforce their understanding of the names of the two-dimensional faces. With sound encouragement children successfully make repeating patterns of varying complexity with cubes and cuboids. Teachers and teaching assistants use every opportunity to use mathematics or mathematical language in stories, games and imaginary play. They constantly ask questions such as "How many?" or "Can you put them in the correct order?" to aid children's thinking and make them confident with numbers.
41. Children achieve satisfactorily in their **knowledge and understanding of the world** because satisfactory teaching provides them with interesting activities to stimulate their curiosity. Children explore the properties of sand frequently and during the inspection a tray of peat and salt dough were also available. The school provides a satisfactory range of construction sets and in special lessons children design and make junk models. However, because of the accommodation and resource constraints, the children have too few 'free-choice' activities, which would enable them to find out more things for themselves. Nevertheless, children do have free access to computers and build on their good mouse control to access a variety of programs, such as those for 'painting' pictures. Most activities start with an initial session with the children's older classmates but subsequent activities suited to the children's age and level of ability are planned well and taught satisfactorily by either by a teacher or teaching assistant. Children eagerly collected plants in the school grounds with a teaching assistant. Sound questioning by the teacher then led to the successful identification of roots, leaves, stem and flower. Religious education is taught regularly. Children gain a sound understanding of the ways people celebrate special days, such as at Diwali, Christmas and birthdays. This area of learning has improved since the last inspection.
42. Children's achievement in **physical development** is satisfactory. They satisfactorily use small tools such as crayons and construction materials. In writing, the majority produce good letter shapes and some already show an awareness of how to space the letters and get them to be the same size. Teaching and learning are satisfactory. Lessons in dance extend children's movements, as children follow the good modelling by the teaching assistant. However, children are not encouraged to refine and improve their movements further. Outside, teachers or teaching assistants supervise and guide children satisfactorily as they learn to use the space on a small area of the playground

with large wheeled toys or to develop early ball skills. At other times, children use the large play equipment on the school field and are guided satisfactorily in the skills of balancing, climbing, swinging, hopping, skipping and running. Because there is no secure outside space, there are no opportunities for spontaneous play outdoors. Nevertheless, most children are on track to attain the nationally expected levels by the end of the year.

43. Children achieve satisfactorily in **creative development** and most are likely to attain the expected level for their age by the time they move into Year 1. This is because teaching and learning are satisfactory overall. There are sound opportunities for imaginative role-play in the 'café' set up in one corner of the classroom, although not many children are stimulated by this setting and need encouragement to participate. However, other settings, such as a 'cave' have been more successful in the past. Children need a lot of help and guidance from teaching assistants to interpret possible mimes for a taped musical story, mostly because the area for movement in the classroom is quite limited. Children enjoy singing in assemblies and participate well with other children in choruses. They replicate a rhythmic pattern of handclaps well. Teachers plan satisfactory and regular experiences of a good range of media. Children respond well and a scrutiny of work shows a satisfactory development of drawing from observation and imagination, shading, painting and colour mixing and weaving. However, because the classroom space is shared with older pupils and there is no outdoor secure space, access to painting and musical activities are not freely available throughout the day. This area of learning has improved since the last inspection.

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

### **ENGLISH**

Provision in English is **satisfactory** overall.

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

- Good speaking and listening skills help pupils to express their views clearly and confidently.
- Weaknesses in pupils' writing skills restrict achievement in English and in other subjects.
- The good use of support programmes help to accelerate the progress of lower attaining pupils.
- Teachers do not use information on how well pupils are doing to track their progress closely and let them know how they can improve their work.
- Teachers' expectations of pupils' written work is not consistently high enough, particularly of higher attaining pupils.
- Rigorous procedures to help the new subject leader to monitor and evaluate the provision in English have not been established.

#### **Commentary**

44. Pupils in Year 2 and Year 6 attain average standards overall. These reflect the overall results of national tests over the last four years, although there has been some yearly variation due to the small number of pupils in each year group. Pupils' speaking and listening skills are above expected levels. Attainment in reading is average overall. Pupils throughout the school read with increasing confidence and accuracy. Their reading skills are often good, although discussions with pupils show that few are enthusiastic readers and their knowledge and understanding of different authors and texts are limited. Standards are lower in reading than at the last inspection. They remain good in speaking and listening and average in writing, although weaknesses remain in spelling and handwriting skills. The improvement since the last inspection is satisfactory overall.
45. Achievement is satisfactory overall. Pupils' achievement is satisfactory in Years 1 and 2. Their achievement in Years 3 and 4, clearly reflected in the analysis of pupils' work since the start of the school year, is unsatisfactory. Teachers' expectations of the amount and quality of pupils' written work were not high enough, especially for higher attaining pupils. The standard of work achieved by these pupils in the first two weeks of the current term is significantly better than that achieved earlier. Pupils' achievement in Years 5 and 6 is satisfactory. It has improved recently, although there are inconsistencies in the expectations of the part-time teachers who share the teaching of these older pupils. As a result, some pupils do not achieve as consistently well as they should in some lessons.
46. Speaking and listening skills are strong. Teachers encourage pupils well to contribute their ideas and opinions in partner, group and whole class activities. They do so articulately and with confidence. Pupils listen attentively and show respect when others talk about their work, for example, when Year 5 and 6 pupils discuss the characters in a story from China. Some teachers use follow-up questions well to extend pupils' use of language, although they do not always require pupils to improve the quality of their spoken replies. Pupils' achievement in reading is satisfactory overall, supported by effective guided reading groups, particularly for lower attaining pupils. Pupils' achievement in writing is limited by weaknesses in spelling, inconsistencies in their handwriting and a lack of interesting and imaginative vocabulary in the few pieces of extended written work they have completed. Teachers do not focus enough on the range and quality of pupils' language in their writing, although higher standards were achieved very recently when the whole school completed some poems on the theme of Spring.
47. Teaching and learning in English are satisfactory overall. Teaching in Years 1 and 2 is satisfactory, and often good. Pupils make good progress in their speaking and listening skills and satisfactory progress overall in reading. Teachers work very well with teaching assistants and voluntary helpers to provide good support to pupils in reading, especially lower attainers and those with special educational needs. They ensure that they are involved fully and many achieve well. Teachers in these years are well organised and use questions well to encourage pupils of different abilities to contribute their ideas. They provide some good writing opportunities, with an effective focus on the

use of basic punctuation. They do not use a broad enough range of approaches such as prompt words and phrases to extend pupils' creative and descriptive writing skills.

48. The quality of teaching in Years 3 to 6 varies considerably. Good teaching in the inspection enabled pupils to achieve well in all four years, for example when Year 3 and 4 pupils used different starting lines to write short and humorous ditties. However, pupils' work from earlier in the year shows that teachers do not expect enough of older and higher attaining pupils in mixed age and mixed ability classes. Too often all pupils were given the same writing task and teachers did not use assessments to plan work that challenged pupils, especially higher attainers, to extend their writing skills. Pupils presented their work untidily and teachers frequently used grammar or punctuation worksheets that simply required one-word answers. The marking of pupils' work is not constructive and does not help pupils to know what they need to do to raise the standard of their work. More recent work has shown a significant improvement in the quality of presentation and some teachers are beginning to provide clearer guidance on how work can be improved. However, there are still significant differences in pupils' achievement in English where the class is taught by different teachers at different times in the week. Expectations are not always high enough and this results in inconsistent progress.
49. Teaching assistants make a very valuable contribution to pupils' learning both in lessons and when providing specific literacy support to individuals or groups of pupils. Teachers and teaching assistants make good use of various intervention strategies to help pupils to improve their literacy skills and become more confident in using them. This valuable support has enabled many lower attaining pupils and those with special educational needs to make rapid progress in a short time.
50. The leadership and management of the subject are satisfactory overall. The subject leader has only recently taken on the responsibility and has not had the opportunity to observe the teaching of literacy – that is planned for later this term. She is giving a clearer leadership to the subject and has evaluated progress on the school's improvement plan and has improved resources for handwriting and spelling. She has arranged for staff training on the teaching of spelling. However, aspects of subject management are unsatisfactory. Rigorous procedures to evaluate standards and the quality of teaching and learning are not established. Annual literacy targets are set for the end of each school year but are not reviewed regularly. Assessment information is not used to track pupils' progress consistently, to inform and modify targets or to identify key areas for improvement. The subject leader plans to improve these aspects through her involvement in the Primary Leadership Programme.

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

51. The acting headteacher and new subject co-ordinator have identified the need to ensure that pupils practise their literacy skills more consistently in other subjects. Although there are some opportunities for pupils to extend their literacy skills, for example, in history and geography, these are not enough to

improve pupils' weak writing skills or support standards well in other subjects. Language and literacy are not promoted satisfactorily across the curriculum.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The recently improved leadership and management provide a strong focus on raising standards.
- Inconsistencies in teachers' expectations in the Year 3 and 4 class lead to inconsistent progress in pupils' learning.
- Assessment information is not always used effectively to match work to pupils' next stage of learning.
- Pupils have good attitudes to their work and thoroughly enjoy their learning.

### **Commentary**

52. Standards attained by pupils at the end of Year 2 are average. They are lower than the results of national tests and tasks in 2004 and those found in the previous inspection. However, in small cohorts of pupils there can be large variation from year to year. There are fewer higher attaining Year 2 pupils in the 2005 cohort than in 2004. Standards attained by pupils at the end of Year 6 are above average. Standards have been maintained since the last inspection and significantly improved from the test results of 2003 and 2004. A major contributor to this rise in standards over the last few months is the acting headteacher, who leads and manages this subject well. In a short space of time, she has monitored numeracy lessons in all classrooms and pupils' work. From her observations she has put strategies in place to improve the quality of teaching and learning in classes for pupils in Years 3 to 6. Consequently, the rate of pupils' achievement has improved.
53. Achievement is satisfactory overall. In Years 1 and 2 it is satisfactory, but teachers do not always provide sufficient challenge to allow more able pupils to achieve more rapidly. Evidence from a scrutiny of work for the past year and the results of tests for mathematics in Years 3 to 6 over a period of years, show that pupils' achievement in Years 3 and 4 has been unsatisfactory until the end of the spring term 2005. Although targets are set for each year, many of the targets in the Years 3 and 4 class are not challenging enough and a significant proportion of pupils do not achieve them. Pupils' work in this class demonstrates that lower attaining pupils and those with special educational needs have good teaching assistant support for practical activities, but sometimes other work is too difficult. Conversely, many middle and higher attainers' work shows that expectation is low and there is insufficient challenge to raise attainment and achievement. However, pupils' work for the summer term already shows a rise in expectations as the new teacher takes account of the abilities of pupils in her planning and lessons. Inspection evidence shows that in Years 5 and 6, pupils' achievement accelerates, particularly during the

last term and a half, because focused learning activities are more closely matched to pupils' prior attainment, especially for higher attainers. Nevertheless, in lessons there are inconsistencies in expectation and confidence in the subject between the two part-time teachers and pupils respond accordingly, which can lower achievement. One teacher receives good additional support from the subject leader to plan lessons and target increased achievement. Pupils with special education needs are supported well by teachers and teaching assistants in all classes and they achieve their own individual targets well.

54. Teaching and learning are satisfactory overall. It is satisfactory in Years 1 and 2. The teaching seen in lessons and current pupils' work in Years 3 to 6 are good but over time this has not been the case. The analysis of pupils' work indicates that until the end of the spring term 2005, teaching and learning in Years 3 and 4 were unsatisfactory, because pupils' prior knowledge was not taken into account sufficiently when setting new work. Opening sessions to the lesson involve all pupils taking part in a range of mathematical games and tables, which pupils enjoy greatly. Most teachers use their questioning skills well and pupils confidently answer and enthusiastically explain their own strategies for mental computation or for working out answers quickly. Where questioning skills are not so effective, teachers do not extend pupils' answers to provide challenge, particularly of the highest attainers. Under the recent guidance of the subject leader, assessment information is beginning to be used more effectively to determine the groups in which pupils are to be taught in Years 3 to 6. This enables higher attaining pupils across the two year-groups in each class to undertake work that extends their knowledge and skills more successfully. A good teaching assistant skilfully supports lower attaining pupils in Years 5 and 6, ensuring that they fully understand the tasks set by teachers and guiding them well to complete them. The acting headteacher provides good additional support three times a week, to improve the rate of achievement of higher attaining pupils in Year 6.
55. Although individual pupil targets have been set in the past, these have had little impact on raising achievement. The subject leader and teachers are planning well together to involve pupils more in their learning by setting targets to achieve a higher level. The subject is now being given good leadership and management. The school is already beginning to track pupils' attainment and achievement more rigorously to raise standards.

#### **Mathematics across the curriculum**

56. Pupils' mathematical skills are not used sufficiently across the curriculum. Pupils use measurement in some model making in design and technology and they measure the growth of plants in science. Some use of scale is used in geography. However, the work analysis and teachers' planning show little evidence of systematic development of mathematical skills in other subjects.

## SCIENCE

Provision in science is **unsatisfactory**.

### Main strengths and weaknesses

- Pupils' skills of scientific enquiry and their use and understanding of scientific terms are weak.
- Pupils have a good knowledge and understanding of life processes.
- Inconsistencies in the quality of teaching restrict pupils' progress.
- The subject leader does not evaluate standards or monitor assessments closely to target improvement.
- Inconsistencies in teachers' marking do not inform pupils what they need to do to raise the standard of their work.

### Commentary

57. Year 2 pupils attain average standards. The standards attained by Year 6 pupils are below average overall. Improvement since the last inspection has been unsatisfactory as standards are lower in Years 3 to 6 and there has been little improvement in improving pupils' investigative skills. Achievement is unsatisfactory overall.
58. Pupils' achievement is inconsistent throughout the school reflecting the quality of teaching. Pupils achieve satisfactorily overall in Years 1 and 2. Their knowledge and understanding of different types of food and how they are used to have a healthy body are good. They make satisfactory progress in developing their enquiry skills, for example, by making predictions and recording their observations in different ways, such as diagrams and tables. Higher attaining Year 2 pupils are not challenged consistently to try to explain their results and achieve a higher level of attainment.
59. Most Year 3 pupils achieve satisfactorily, although higher attainers do not always achieve as well as they could. The achievement of Year 4 pupils is unsatisfactory overall as an analysis of pupils' work shows the teacher's expectations of most of these pupils are not high enough. Pupils in both year groups are given the same learning task, mostly aimed at average attaining Year 3 pupils. There is little opportunity for higher attaining pupils, particularly in Year 4, to extend their skills and knowledge and this limits their achievement. Year 3 and 4 pupils do not present their work neatly enough and weaknesses in their writing skills restrict its accuracy. The very recent work of pupils in Years 3 and 4 in the summer term show that they respond well to teachers' higher expectations and present their work neatly and in more detail.
60. Pupils in Years 5 and 6 have a good knowledge and understanding of different types of food groups and the effects of microbes on food. However, their skills of scientific enquiry are weak. An analysis of pupils' work in Years 3 to 6 and discussions with pupils show that they do not have enough opportunities to apply these skills. They do not build effectively on their prior learning in Year 2. There is little evidence of investigations in the work analysis. Pupils' knowledge



and understanding of key scientific terms and processes, for example, how to carry out a fair test and check the reliability of their results, are below expected standards.

61. Teaching and learning are satisfactory overall with some significant and recent improvements in Years 3 to 6. Teaching observed during the inspection was consistently good across the school. Teachers are well organised and use a good range of resources effectively to interest pupils and encourage their involvement in practical activities. They use questions well to clarify pupils' understanding, for example of electrical circuits, although they do not always ensure that pupils know how to record their work accurately. Frequent staff changes in Years 3 to 6 have led to considerable variation in the quality of teaching and an analysis of pupils' work shows a high level of unsatisfactory teaching. This has resulted in inconsistent progress in both classes of junior-age pupils. Teachers do not have consistently high enough expectations. Pupils are aware of these differences and this is reflected in the variable quality of work. Teachers in Years 1 and 2 mark pupils' work well and make regular assessments to monitor progress. However, this is not continued effectively in Years 3 to 6 where marking does not inform pupils how well they are doing or indicate what needs improving.
62. The leadership and management of science are unsatisfactory. The subject co-ordinator has monitored some samples of pupils' work but procedures to assess pupils' achievement regularly and identify what they do well and what they need to improve have not been established. Pupils' progress is not tracked closely and the school does not set clear points for improvement in science. There is not a sufficiently rigorous focus on raising standards and the lack of monitoring of teaching does not allow the co-ordinator to identify weaknesses, for example, in the development of pupils' enquiry skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The school makes effective use of higher attaining Year 6 pupils to improve the skills, knowledge and understanding of other pupils.
- Teachers do not provide enough opportunities for pupils to extend their ICT skills in other subjects.
- Weaknesses in some teachers' subject knowledge restrict the extension of pupils' skills in some classes.
- Procedures to assess pupils' skills and knowledge and to evaluate teaching and learning are not established.

### **Commentary**

63. Year 6 pupils attain standards that meet nationally expected levels. They have improved since the last inspection, as most of the small number of Year 6

pupils benefit from frequent access to a home computer to extend their skills and knowledge. Year 2 pupils attain standards that are below expected levels, similar to those reported at the last inspection. The school has improved ICT resources and very recent support from the local education authority's ICT adviser has helped teachers to plan and prepare more learning opportunities. Teachers are beginning to use ICT more effectively, and this is raising standards. However, most pupils, particularly in Years 1 to 4, do not yet have enough opportunities to extend their skills and knowledge to meet expected levels. This results in unsatisfactory achievement overall, as uncertainties in teachers' confidence and subject knowledge do not ensure that pupils' skills build consistently on their prior learning.

64. Over half of the pupils in the current Year 6 have good ICT skills and knowledge and use them well to achieve some high quality work, for example, when producing visual presentations that include aspects of animation. Many explained how they used their own computers to extend the skills they had learned at school, some with parental support. The school makes good use of these pupils' advanced skills to support and guide other pupils, for example, by organising and running an extra-curricular computer club. Pupils in other years have mostly had too few opportunities to improve their standards, although some individuals have satisfactory skills. Some teachers provide many more opportunities than others for pupils to use the computers. The lack of a consistent approach to extending pupils' skills restricts standards of attainment.
65. Teaching and learning are unsatisfactory overall, although improving. Some teachers require pupils to use computers in lessons to support their work in other subjects, for example, in science but this is not consistent in each class, especially where classes are taught by different teachers, some of whom are not fully confident in their own skills and knowledge. Where teachers are confident in their own knowledge and use of ICT, this is reflected in good teaching. However, an analysis of pupils' work since the start of the school year and discussions with pupils show that teaching is unsatisfactory as teachers have not provided enough opportunities for pupils to improve their skills in all required aspects. Some teachers have recently improved the range and frequency of opportunities. This is encouraging pupils to have an enthusiastic approach and seek to improve their standards.
66. The leadership and management of ICT are unsatisfactory overall, although improving rapidly. The acting headteacher has only taken on this subject responsibility at the start of the current term. She is aware of the weaknesses in the subject's provision and has drawn up a detailed action plan to provide a clear direction for improvement. She has already increased the level of support being provided by the local education authority's support staff to improve teachers' subject knowledge, for example, by giving teachers guidance on how and when to use different software. Procedures to evaluate the effect of teaching on pupils' learning and to check on standards being achieved across the school are not established. A booklet to record pupils' skills was introduced but has not been used consistently to assess how well pupils are doing. Procedures to assess pupils' skills, knowledge and understanding are not developed enough.

## Information and communication technology across the curriculum

67. Pupils do not use their ICT skills enough across the curriculum. They use their word processing skills in some literacy sessions, for example, to type up poems that they have written. An analysis of pupils' work shows that some pupils use their computer skills in art and design, for example, to design their own Christmas card, and to gather information for their topics in history, geography, science and religious education. Although this has improved recently, there are significant inconsistencies between teachers and they do not use ICT sufficiently to enhance the quality of pupils' learning.

## HUMANITIES

68. Religious education was inspected under Section 23 by the diocese. Only one **history** lesson and no **geography** lessons were seen during the inspection. Pupils' work and teaching plans were studied and there were discussions with subject co-ordinators and with other staff and pupils. There was insufficient evidence to give a judgement on provision and the overall quality of teaching and learning in either subject.
69. Pupils attain nationally expected standards in **history** and **geography** by the end of Year 2 and Year 6. Achievement is satisfactory overall in both subjects, with effective use being made of theme days and visitors, especially in history, to stimulate pupils' enjoyment and enhance their learning. Standards are lower than at the last inspection, as the school has reduced the 'generous time' allocated to the subjects reported previously. The subjects are taught through a rolling two-year programme of historical and geographical topics. This allows teachers to use national subject guidance well to include all required aspects, and pupils achieve satisfactorily overall. Their skills, knowledge and understanding are extended effectively through interesting practical activities, although the too frequent use of worksheets limits the opportunities for pupils to use their writing skills and provide detailed, well informed written answers. For example, they research photographs of an Indian village satisfactorily to describe differences in people's lives, but their answers are limited to short sentences. Teachers do not require pupils to use their knowledge and understanding to explain the answers in more depth, for example, by explaining the reasons for these noticeable differences. This restricts the standards attained, especially of higher attaining pupils.
70. Pupils make satisfactory progress in developing key geographical and historical skills, for example, in map work. Many Year 2 pupils have a sound understanding of the local area and its main features. These are built on well in later learning, for example, when Year 5 pupils identify ways in which they would improve their local environment. They make good use of their mapping skills by showing their changes on sketch-maps of the village. Pupils' historical knowledge and understanding is enhanced well by the school's use of visitors to make the subject 'come alive', for example, through a Tudor Christmas and a Viking Day. Good use is made of visitors from the local community to extend pupils' understanding, for example, of the effect of World War 2 on the local

area. Pupils recalled these 'history days' with much enthusiasm. Pupils' knowledge of specific historical eras and events is often good, but their overall standard is let down by weak writing and presentation skills.

71. Teaching was satisfactory in the one lesson observed. The teacher made good use of an interesting range of historical artefacts to stimulate pupils' interest about learning about the past and the different ways in which the information can be gained. The teacher made good use of pupils' speaking and listening skills to enable them to share their information well, although some inconsistencies in managing pupils' behaviour did not ensure that they all achieved as well as they should.
72. There is significant variation in the leadership and management of history and geography and this affects pupils' achievement. The leadership and management in history are good. The co-ordinator has very good subject knowledge and is very enthusiastic about promoting her subject. She provides a strong and clear lead and has a good grasp of what needs improving, particularly the improvement in written work. She has linked this closely to professional development and subject development priorities. Assessment procedures developed by the local education authority have been introduced but are not yet consistently established. Leadership and management in geography are unsatisfactory. The subject co-ordinator checks on resources but does not monitor standards of attainment or the quality of teaching and learning. She does not have a clear understanding of what pupils achieve across the school. Assessment procedures are not established and there are no effective arrangements for evaluating the subject and targeting areas for improvement.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Too few lessons were seen in design and technology, music and physical education to make judgements on provision and these subjects were sampled. Art and design was reported in full.
74. Pupils' work in **design and technology** was studied and the subject discussed with the subject leader. Displays around the school and pupils' written work, indicate that standards are in line with those expected nationally at the end of Year 6. This is an improvement from the last inspection as teachers now plan sufficient time in the curriculum for pupils to develop the skills of the subject. Teachers use national guidance satisfactorily to plan topics on a two-year cycle to cater for the mixed age classes. Pupils achieve satisfactorily in projects, which mostly link well with science lessons. For example, Years 1 and 2 pupils design and make moving pictures linked to work on pushes and pulls and Years 5 and 6 construct musical instruments when investigating 'changing sounds' in science. The 'evaluation' element of the subject is variable across the school. Year 4 pupils evaluate the outcome of their project to make a torch and the manufactured sandwiches and parsnip crisps in detail, with good, constructive ideas about how the products could be improved. Older pupils do not always consider the success criteria when making their designs and evaluate against those criteria. Consequently, their evaluations are often too simplistic and uncritical of the products made. The subject is led and managed unsatisfactorily at present. The acting headteacher took on the leadership of the subject just before the inspection, so has had little opportunity to address any development in the subject. Teachers assess pupils' attainment at the end of units of work, but at present this is not yet used sufficiently to raise standards.
75. Examples of teachers' planning and discussion with the acting headteacher indicate that the curriculum in **music** includes all the required aspects. Evidence from two assemblies indicate that pupils' singing standards are broadly in line with those expected in Years 2 and 6. With the good encouragement of teachers and the accompaniment of a volunteer with musical expertise, Year 2 pupils use their voices confidently and follow the shape of the melody satisfactorily. Year 6 pupils mostly sing in tune with a good awareness of diction and breathing. The subject is led and managed satisfactorily, although much of the development and teaching of the subject is due to the unstinting assistance of the musical volunteer and the expertise of one of the school's teaching assistants. This assistant's expertise supports non-specialist teachers in Years 1 and 2 well and she contributes significantly to pupils' musical skills in Years 3 and 4, where she teaches recorder to half of the class at a time. The specialist volunteer, provides knowledgeable expertise in class lessons for Years 5 and 6 with the assistance of the class teacher. The two specialists enhance the development of singing further by taking hymn practices, providing a well-attended lunch-time choir session and taking a leading role in the preparation of Christmas musical productions. Pupils in Years 5 and 6 have had the valuable experience of performing with other local schools following additional teaching from a local authority adviser. Pupils listen to a wide variety of music as they enter and leave the hall for assemblies. The

school has a satisfactory range of instruments suited to the scheme of work, with representative percussion from a variety of cultures. There are satisfactory opportunities for individual music tuition from visiting teachers.

76. From discussions with pupils, the acting headteacher and other staff, it is clear that pupils enjoy **physical education** and are enthusiastic in their approach. They are keen to participate and to extend their skills, for example, when pupils in Years 3 to 6 go for swimming lessons at Diss Pool. Many enjoy the opportunity to extend their skills in competitive activities. Although teaching plans show that pupils are taught a satisfactory range of activities, many would like to have more opportunities to play sports competitively. This reflected the views of a significant number of parents. Although the school does offer some sporting fixtures, they are not frequent enough to enhance pupils' skills and knowledge, for example, of tactics and positional play. Some volunteers from the local community help with extra-curricular clubs, such as country dancing. However, opportunities to establish links with local community sporting organisations and other voluntary helpers have not been explored fully, although the school plans to develop this area further.
77. Teaching in the one lesson observed was very good. The teacher's very good control and organisation helped pupils to develop their dance skills very well. They all successfully achieved a short dance sequence, many showing good control and balance, although the teacher did not require pupils to evaluate their movements to improve the quality. Observations of pupils practising their games skills on the playing field at lunchtimes reflected their enthusiasm, although also showed weaknesses in their understanding of team play.
78. The school benefits from the use of a good playing field, although it has not improved the size and condition of the outdoor hardcourt area and the hall. These were identified for improvement at the last inspection and restrict the range of activities and identify some potential health and safety concerns. The subject leadership is satisfactory overall. The acting headteacher has only recently taken on the subject responsibility and has checked the range and quality of resources and observed some lessons. Procedures to evaluate standards across the school and to focus on improving the quality of pupils' work are not established.

## **Art and design**

Provision in art and design is **satisfactory**.

### **Main strengths and weaknesses**

- The subject leader has not yet had the opportunity to put strategies into place to raise standards.
- Teachers do not always focus clearly enough on helping pupils to improve their work.
- Pupils enjoy art and design activities but are not always careful in their work.

## Commentary

79. Standards of attainment are similar to those expected nationally at Year 2 and Year 6. This is an improvement since the last inspection, because the amount of curriculum time has been increased and gives pupils sufficient time to cover the art curriculum. Inspectors saw lessons in Years 3 to 6, but none in Years 1 and 2. They gained additional evidence from pupils' sketchbooks and work and photographs for the past two terms from all classes. Pupils achieve satisfactorily in their skills and techniques and in their knowledge of the work of famous artists. Pupils with special educational needs are supported sufficiently to help them to achieve satisfactorily.
80. Teaching and learning are satisfactory overall. All teachers use sketchbooks satisfactorily to give pupils the opportunity to practice the techniques taught in the lesson, which are later transferred to paintings, drawings or three-dimensional artefacts. However, in many cases, the rate of achievement is lowered because teachers accept pupils' work without teaching them how to improve its quality by concentrating on the use of the pencil, the composition of a picture, or by examining the style of a particular artist. Teachers in Years 1 and 2 make satisfactory links between art and design and other subjects but on the whole there are few instances where art is used effectively in other subjects in Years 3 to 6. In Years 3 and 4, the teacher provides a good range of media, which are used effectively by some pupils. For example, higher attaining pupils in Year 4 develop good drawing skills of figures in different positions, using pencil and pastel. However, other pupils can be very slapdash in their final piece of work. Years 3 and 4 pupils demonstrate enthusiasm, perseverance and concentration as they draw small sections of patterns satisfactorily from the stimulus of a wide variety of multicultural materials and artefacts provided by their new teacher. The higher expectation by the acting headteacher of a quality product was evident in a lesson in Years 5 and 6, when pupils planned carefully how to paint patterns onto mostly well-designed clay pots made previously. Pupils use ICT drawing and painting programs satisfactorily and research the work of artists soundly.
81. The leadership and management of the subject are unsatisfactory. The acting headteacher took on this leadership only a week before the inspection and has responsibility for many other areas of the curriculum that take priority. She has reviewed resources and ensured that there are sufficient to teach the programme of work. A good display of daffodil paintings and drawing from the reception year to Year 6 show a satisfactory development of skills. However, although teachers make satisfactory assessments of pupils' work, at present this information is not used to respond to individual needs or to help pupils to improve their work.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. Only one lesson in personal, social and health education and citizenship was seen but there is a good range of evidence to show that pupils attain standards that are above average by the age of 11. The school successfully promotes a

supportive, caring Christian ethos to improve pupils' confidence, self-esteem and relationships through timetabled lessons, religious education, assemblies, support systems in the school and daily interactions with staff. The school uses national guidance well to develop pupils' understanding and choices in the development of a safer and healthier lifestyle and for older pupils to think of human rights such as the right to food, water and respect. All pupils in the school consider aspects of bullying well, with older pupils winning a local poster competition on the subject. The school has improved pupils' knowledge and understanding of different cultural traditions by attending local authority multicultural days, as well as thinking about different celebrations, such as Diwali, in religious education. The school has recently put a considerable emphasis on the five important school rules. These are discussed in one assembly each week, when pupils demonstrate a good understanding of their role as citizens in the school community. Paired reading sessions, family groupings at lunchtimes and a playground buddy system foster caring relationships. The school develops pupils' responsibilities in the world in which they live well in their studies about '*What's in the news*' and encourages pupils to raise money for charities, for example the sponsorship of pupils in Guatemala.

83. Subject leadership and management are satisfactory. There are plans in place for further training, so that the subject leader can carry out her role more effectively.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
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 (ethos)</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
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	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>4</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	5
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).*