

# INSPECTION REPORT

## **WEASENHAM VC PRIMARY SCHOOL**

Weasenhams, near King's Lynn

LEA area: Norfolk

Unique reference number: 121064

Headteacher: Mrs V Lucas

Lead inspector: Mr R Cheetham

Dates of inspection: 7 - 8 February 2005

Inspection number: 268207

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 Controlled                              |
| Age range of pupils:         | 4 to 11   |
| Gender of pupils:            | Mixed   |
| Number on roll:              | 43  |
| School address:              | Common End<br>Weasenham<br>King's Lynn<br>Norfolk |
| Postcode:                    | PE32 2SP  |
| Telephone number:            | 01328 838365                                      |
| Fax number:                  | 01328 838365                                      |
| Appropriate authority:       | The Governing Body                                |
| Name of chair of governors:  | Mrs S North                                       |
| Date of previous inspection: | March 1999  |

## CHARACTERISTICS OF THE SCHOOL

Weasenham Voluntary Controlled Church of England Primary School is much smaller than most other primary schools and has 43 pupils on roll. This has increased since the previous inspection. The school serves a rural community and is popular with parents since it draws in pupils from outside its immediate area. This area is one of average socio-economic circumstances. Pupils' attainment on entry varies significantly each year and is average overall. The proportion of pupils entitled to a free school meal is below average at five percent. The percentage of pupils whose first language is not or believed not to be English is five percent and this is above average. There are 22% of pupils with special educational needs and this is above average. The pupils' needs include: specific learning difficulties and autistic spectrum disorders. There are no pupils with a statement of special educational need.

Since the previous inspection, the governors have appointed a new headteacher and most of the other staff. The school is working towards the Healthy Norfolk Schools Award and is a member of the Norfolk Well Being Project that promotes the well being of all members of the school community. The pre-school group now operates from a temporary building on the school site rather than on the school premises. This means less disruption to the younger pupils with whom the pre-school formerly shared accommodation.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                |                | Subject responsibilities  |
|--------------------------------|----------------|----------------|---|
| 2592                           | Mr R Cheetham  | Lead inspector | Mathematics<br>Science<br>Geography<br>History<br>Physical education<br>Religious education<br>Special educational needs<br>English as an additional language |
| 9003                           | Mr B Findley   | Lay inspector  |   |
| 26219                          | Mrs P Hatfield | Team inspector | English<br>Information and communication technology<br>Art and design<br>Design and technology<br>Music<br>The Foundation Stage                               |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This school provides a sound education for its pupils** and gives satisfactory value for money. Standards have improved this year, pupils achieve soundly and the school includes all pupils well in its provision. Teaching and learning are satisfactory overall and leadership and management are satisfactory.

The school's main strengths and weaknesses are:

- Year 2 pupils' attainment in reading, writing, mathematics and science has improved to average levels
- Year 6 pupils' attainment in English, mathematics and science has improved to average levels
- Children in the Foundation Stage achieve well and reach above average standards
- Pupils' attitudes, behaviour and personal development are very good
- Additional activities enrich the curriculum
- The school cares for its pupils well and ensures that they have a very good introduction to school life
- There are very good links with parents, the community and with local schools
- Teaching in the Foundation Stage and in Years 1 and 2 is good
- The headteacher provides a good role model and has a clear sense of purpose to promote further improvement
- The quality of teaching in Years 3 to 6, although satisfactory is not consistently promoting pupils' higher achievement
- The curriculum in Years 3 to 6 is not planned or assessed in enough detail in art and design, design and technology, geography, history, information and communication technology (ICT), music, physical education and religious education (the foundation subjects)
- The school's strategic planning and self evaluation are not detailed or rigorous enough

The school has made satisfactory progress since it was last inspected. Pupils' attainment is broadly similar. Resources for ICT have improved but more staff training is needed. The school budget is now projected over three years to support governors' decisions on maintaining staffing levels. The school has imaginatively improved the physical education curriculum.

### STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools |      |      | similar schools |
|---|-------------|------|------|-----------------|
|   | 2002        | 2003 | 2004 | 2004            |
| English   | E*          | C    | D    | E               |
| Mathematics   | B           | E    | E*   | E*              |
| Science   | C           | C    | E    | E*              |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* in the lowest five percent nationally*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

Care should be taken when interpreting the results of this small school since the effect of one pupil's attainment on the school's percentage measure is significant. Nonetheless, the table above shows that recent standards have mostly been well below average. **Current pupils achieve satisfactorily overall.** Children achieve well in the Foundation Stage. They progress well in personal, social and emotional development, communication, language and literacy and in mathematical development and are likely to exceed the Early Learning Goals (the standard expected) in these Areas of Learning. There is not enough inspection evidence to make a judgement on the three other Areas of Learning (the Foundation Stage curriculum). Pupils achieve

satisfactorily in Years 1 and 2 and reach average standards in English, mathematics, science and information and communication technology (ICT). Pupils achieve satisfactorily in Years 3 to 6 and reach average standards in these same subjects. There is not enough inspection evidence to report on standards and achievement in the remaining subjects. However, there are indications that Year 2 pupils' attainment in art and design and history is average as is Year 6 pupils' attainment in music. Pupils with special educational needs achieve well in Years 1 and 2 and satisfactorily in Years 3 to 6. Pupils learning English as an additional language make good progress in acquiring the language and make similar academic progress as their peers. **The development of pupils' personal qualities is very good. Their spiritual and moral, social and cultural development is very good.** They have very good attitudes to school and behave very well. Their attendance and punctuality are very good.

### **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education. The quality of teaching and learning is satisfactory overall.** Teaching and learning are good in the Foundation Stage and in Years 1 and 2. They are satisfactory in Years 3 to 6. Lesson planning in Years 1 and 2 makes good use of national guidance but this is only true of English, mathematics and science in Years 3 to 6. In the remaining subjects, planning does not support pupils' learning well enough and expectations of how they record their work are unsatisfactory. There is some good use of learning resources and teachers encourage pupils to work together in small groups well. This cultivates their interest and involvement and they support one another well. Pupils with special educational needs, especially in Years 1 and 2 are taught well by good team work between the teachers and learning support assistants. The teaching of literacy and numeracy skills is good. The skills are taught well in other subjects and this promotes satisfactory achievement. Pupils are generally enthusiastic learners who support one another well. The marking of pupils' work in Years 3 to 6 is unsatisfactory because it does not give pupils clear guidance on how to improve their work. Staff take good care of the pupils and provide good access to the curriculum. They do not plan or assess their progress in Years 3 to 6 in enough detail in the foundation subjects. The curriculum provides extra learning opportunities. The school values its very good links with parents who support their children's learning well. Staff foster very good links with the community.

### **LEADERSHIP AND MANAGEMENT**

**The quality of leadership and management is satisfactory overall.** The headteacher sets a good example to the staff team in her teaching and by working closely with them. She has inducted them well to the school. She manages aspects of the school well including the Foundation Stage and the provision for pupils with special educational needs. Other areas such as the development of the foundation subjects in Years 3 to 6 are managed unsatisfactorily and improvement is not planned in enough detail over the medium term. The delegation of responsibilities is uneven and not shared equitably among available staff. The development of science provision is led well by the Year 3 to 6 teacher. Although the headteacher monitors aspects of the school's provision, this is not systematic and does not identify all the areas for improvement. The governing body is committed to the school and fulfils its statutory duties soundly. Its budget oversight is improving and it has developed a three yearly forecast. It has a good understanding of the school's strengths and weaknesses and promotes very good links with the community and parents.

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

Parents think very well of the school and pupils enjoy learning there.

### **IMPROVEMENTS NEEDED**

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

- Improve the overall quality of teaching in Years 3 to 6 to promote higher achievement
- Ensure that the planning and assessment of the Year 3 to 6 curriculum in the foundation subjects provides a secure sequence of skills' progression
- Provide more detail in the school's strategic plan and ensure that monitoring and evaluation systematically examines all aspects of the school's provision

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in Areas of Learning, subjects and courses**

Standards of achievement on entry are average overall and vary considerably each year due to the very small size of each cohort. There is similar variation in the attainment of pupils in Year 6 for similar reasons. The current Foundation Stage group's attainment is above average. They achieve well and by the end of the Foundation Stage are likely to exceed the Early Learning Goals (the standard expected) in the Areas of Learning inspected. Pupils achieve satisfactorily in Years 1 and 2 and reach average standards by the end of Year 2. Pupils in Years 3 to 6 achieve satisfactorily and reach average standards by the end of Year 6.

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

- Over recent years, pupils' standards of attainment in Years 2 and 6 were low
- Current standards in both year groups have improved
- Children in the Foundation Stage achieve well
- Pupils with special educational needs make good progress in Years 1 and 2
- Pupils are making good progress in speaking and listening and in investigative skills in science

#### **Commentary**

1. Children in the Foundation Stage achieve well in communication, language and literacy and in mathematical development and in their personal, social and emotional development. This achievement is partly because of their personal qualities but also due to well managed teaching and the opportunity to learn, at times with older pupils. There is not enough evidence to make a judgement on their achievement in knowledge and understanding of the world, physical development and creative development.
2. Year 2 standards in reading have fallen since 2001 and for the last two years have been either well below average or very low. There is a similar pattern in writing and standards in mathematics have generally been low. The overall trend of improvement is below the national trend. Results fluctuate within this trend and in 2002 for instance, standards were above average. In science in 2004, standards were well below average. In that year, there was very little higher attainment. Year 6 standards in English have risen slightly since 2001 but have fallen in mathematics and science. The overall trend of improvement has been below average. In 2004, there was very little higher attainment. As in Year 2, standards fluctuated. For instance, 2002 standards in English were very low and those in mathematics were above average. From their Year 2 starting points, pupils in 2004 made good progress in English, poor progress in mathematics and satisfactory progress in science. The school met its targets for Year 6 pupils' attainment in 2004 in English but did not do so in mathematics.
3. The present Year 2 and Year 6 pupils are achieving soundly in English and reach average standards. They develop confidence in speaking and listening because there are many opportunities to practise. In Years 1 and 2, pupils learn the sounds of letters to make sense of unfamiliar words but do not always apply this skill later. By Year 6, pupils enjoy reading for pleasure and can use books and other sources for research. Some aspects of writing such as empathetic and reflective pieces are developing well but achievement in spelling and handwriting are unsatisfactory because of the lack of revising skills. In mathematics, pupils achieve soundly. They reach average standards by Years 2 and 6. Year 2 pupils make good progress in recognising number patterns and higher attaining pupils make good progress in problem solving. Year 6 pupils achieve soundly in most aspects of mathematics except in data handling where their progress is unsatisfactory. In science, pupils achieve satisfactorily and make good progress in investigative skills because teachers have good subject knowledge and promote investigations well. In ICT, pupils reach average standards and



achieve satisfactorily in Years 2 and 6. Year 2 pupils can find programs to create pictures and save their work. Year 6 pupils use spreadsheets and research the Internet. There is limited evidence to inform judgements in other subjects generally but there are indications that Year 2 pupils' attainment is average in art and design and history and Year 6 pupils' attainment is average in music.

4. Pupils with special educational needs make good progress in Years 1 and 2 because the targets in their Individual Education Plans are clear and measurable and they are supported well. Pupils learning English as an additional language make good progress in learning the language because they have good role models and enjoy ample opportunities to practise their speaking and listening skills.

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

Pupils have very good attitudes to lessons and they behave very well. They mature very well and provision for their spiritual, moral, social and cultural development remains very good. Attendance rates are very good and pupils arrive punctually.

### **Main strengths and weaknesses**

- There are consistently high standards of behaviour
- Pupils willingly take on additional responsibilities and carry them out very well
- The cultivation of pupils' personal development is a very high school priority and their overall development is very good
- There is well above average attendance and punctuality

### **Commentary**

5. These aspects of pupils' development continue to be strengths of the school and contribute much to making the school a calm and happy place in which they can learn. Parents are pleased with the very good attitudes and behaviour promoted by the school, particularly the friendships across the year groups. Pupils are pleased to come to school and attend in good time to prepare for lessons. Attendance rates are consistently high and improving.
6. Children start the Foundation Stage confidently and have very good attitudes to work. This is because there are very good arrangements to introduce them to school life. They settle well and quickly adapt to school routines. They share equipment and take turns with activities such as mixing ingredients in cooking. They adjust easily to working either with a learning support assistant in the Reception area or when appropriate with the larger Year 1 and 2 group. They make good progress in their personal, social and emotional development and will exceed the levels expected of children of this age.
7. The behaviour of pupils in the rest of the school is very good because the school reinforces the pupils' family values, with clear expectations about conduct and positive relationships with the staff. Pupils are polite and helpful. They hold sensible, kind conversations. They respond very well to staff's high expectations by respecting rules and can be trusted to move around the building in an orderly way without the need for regimented procedures. The attitudes and behaviour of pupils with special educational needs is very good and they are positive about their work.
8. Pupils soon begin to demonstrate independence and self-organisation. Year 2 pupils, for example, take responsibility for organising their own materials well in art and design. Pupils learn quickly to be considerate of others especially when sharing resources. A good example of this was in the Foundation Stage and Years 1 and 2 when pupils patiently took turns in examining a dragon puppet. Very good levels of co-operation exist all around the school and this fosters the very good relationships.

9. The school is successfully building on the very good provision for spiritual, moral, social and cultural development from the previous inspection. Pupils have many opportunities to explore values and develop their own ideas of themselves. The recent achievement of Ellen McArthur in sailing round the world single handed was used expertly in the Year 3 to 6 class to raise pupils' expectations of themselves and discuss issues of personal courage and determination. Assemblies are used well to allow pupils to reflect on their response to situations and to build a sense of social cohesion among the pupils. In these ways, the school is working hard to build pupils' self-esteem and their pride in achievement was very evident in a celebration assembly.
10. Pupils discuss moral issues, such as in work by Year 5 pupils on poverty where they considered Nelson Mandela's 'Cry for Justice' speech and discussed the idea of fair trade. These occasions reinforce notions of fairness and support pupils' ideas about ethical codes of behaviour and their own rules of conduct. The school also provides a sense of community through a family atmosphere and encouragement to co-operate with each other. Pupils are given opportunities to take responsibilities, such as the Year 5 and 6 pupils who work with younger ones in paired reading. Year 6 pupils carry out a range of daily duties around the school, such as playground equipment monitors and library tidying. In this atmosphere, acts of care and consideration become spontaneous, such as helping when someone is feeling unwell.
11. Pupils' personal development is promoted very well by the range of cultural experiences. Art, music and dance develop pupils' notions of their own culture and books from other cultures are used in literacy. A governor speaks and shows artefacts about her travels, such as in Guatemala. She also produces multi-cultural puppet shows in school. Other visitors have included a Black storyteller. A multi-cultural festival is a biennial schools cluster event that is being organised by the school this year. Activities will include African music, Portuguese and Indian dance and Chinese writing and cooking. The teaching of French and the introduction to the French way of life adds another dimension to the pupils' cultural development.

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 4.2 | School data          | 0.2 |
| 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.*

#### **Exclusions**

The school did not exclude any pupils last year.

#### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a satisfactory education and includes its pupils well in its varied curriculum. Pupils are taught soundly and the school takes good care of its pupils. The school promotes very good links with parents and with the community.

#### **Teaching and learning**

Teaching and learning are satisfactory overall. They are good for children in the Foundation Stage, for pupils in Years 1 and 2 and for pupils with special educational needs in Years 1 and 2.

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

- Foundation Stage children gain from learning alongside older pupils for part of the time

- Lesson planning in English, mathematics and science is good
- It is unsatisfactory in the foundation subjects in Years 3 to 6
- Pupils' investigative skills in science are promoted well and they make good progress
- Literacy and numeracy skills are taught well across the curriculum
- Pupils learn together well by co-operating in small groups
- Teacher's marking of work in Years 3 to 6 does not help pupils to improve

### Commentary

12. In the Foundation Stage, children learn well because teachers plan carefully for their learning needs. They benefit from spending some of their time with the older pupils in the class by joining in appropriately with the same activities. This increases their rate of progress. For example, one four-year-old participating in a discussion about the three times table was able to tell his teacher that fifteen came after twelve: understanding not normally expected in pupils of that age. On other occasions, Foundation Stage children work in a small group with a learning support assistant and they currently benefit from very close attention. Sometimes, the teaching tends to dictate too rigidly what the children will do rather than letting them select activities for themselves. This prevents them from learning to make informed choices.
13. In Years 1 and 2, lesson planning is good because it successfully integrates different subjects within a theme that makes learning relevant to the pupils. Mathematics skills, learned in numeracy lessons, are practised in science and literacy skills are promoted well in geography and history. The teachers take advantage of the low class numbers to organise learning well by providing pupils with good access to materials and giving them some choice over where to learn. This promotes their confidence and personal development. Occasionally, they do not intervene at the right time to promote faster progress, especially that of the older pupils. The teachers plan the work for learning support assistants so that they can work effectively with small groups of pupils. This is mainly how pupils with special educational needs are supported well. Throughout the lessons, staff promote pupils' speaking and listening skills well through questioning and revision of what they have learnt at the lesson's end. Teachers are starting to use 'marking ladders' to help pupils assess their written work and make improvements but these are not yet impacting on achievement.
14. In Years 3 to 6, the teacher is working hard to match her teaching strategies to the needs of this wide age range and is being increasingly successful. This is particularly true in mathematics and science lessons when work is well matched to abilities and stage of understanding and is backed up by work in small groups. The teacher uses a wide range of questions and good resources to promote all the pupils' learning. In other lessons, work is sometimes initially pitched too highly for the younger pupils or the expectations of what the older pupils can produce in written form, especially in the foundation subjects, are too low. In the teaching of ICT, subject knowledge is unsatisfactory and current arrangements for this to be taught by a learning support assistant are changing. As in Years 1 and 2, the teacher plans the work for the learning support assistants but this is not always followed. Also, the targets for pupils with special educational needs are not as precise as in Years 1 and 2 and so they support a satisfactory level of progress. Pupils are included well throughout the lessons because they have ample opportunities for speaking and listening and the different reading strategies encourage pupils to work together well. Although marking of work is regular and up-to-date, it does not help pupils improve their work.

### Summary of teaching observed during the inspection in 13 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 0         | 6    | 6            | 1              | 0    | 0         |

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

## **The curriculum**

The school provides a satisfactory range of activities and experiences to help pupils learn. They cover the requirements of the National Curriculum and religious education and include a good range of after-school activities and opportunities to enrich the curriculum.

## **Main strengths and weaknesses**

- There is a good range of clubs, out-of-school activities and visits which motivate the pupils and contribute to their achievement
- Provision for pupils with special educational needs is good
- The school provides opportunities for Year 3 to 6 pupils to learn French
- There is a strong personal, social and health education programme which links to the Healthy School programme
- The school prepares pupils well for the next phase of their education
- ICT across the curriculum is not well developed or planned for
- Curriculum planning for foundation subjects in Years 3 to 6 is unsatisfactory

## **Commentary**

15. The children in the Foundation Stage benefit from a good ratio of adults to help them learn through carefully planned activities that they enjoy. They benefit from opportunities to work with older children. The large outdoor area and recently refurbished canteen area enhance learning opportunities. As a result the children make good progress.
16. The school provides well overall for pupils with special educational needs and they have full access to learning, both in lessons and in out-of-school activities. Learning support assistants support pupils in both classes. The learning support assistants mostly communicate well with the teachers to ensure pupils' progress is monitored. Teachers ensure each pupil's work is relevant to targets in their Individual Education Plans. Those for Years 3 to 6 pupils lack sufficient detail and so their progress is slower and less easy to monitor.
17. The school has good links with other schools in the local cluster (the Litcham Federation) and with the local high school. Year 5 and 6 pupils visit the high school to experience extra science activities in addition to planned visits as part of the transfer programme for the high school. As a result the Year 6 pupils feel comfortable about progressing to their next stage of education.
18. Pupils take part in a good range of out-of-school activities that contribute to their learning and provide them with good opportunities to take responsibility and develop social skills. An example is the lunch club which is facilitated by the Year 3 to 6 teacher but organised entirely by those Year 5 and 6 pupils who wish to take part. The pupils plan healthy menus, organise the purchase of ingredients and then cook and eat their lunch. The range of extra activities includes chess, football, craft and science clubs and recorder lessons. In addition, the school organises a multicultural day with a programme of dancing, music, art and literature from a range of different cultures. The curriculum is enhanced by visits to places such as Norwich Castle, which has stimulated the pupils' interest in art. A highlight of the school year is a two day visit to Sheringham for pupils from Year 2 upwards. Personal, social and health education is a strong feature of the curriculum. The school is working towards the Healthy School award and staff reinforce healthy eating messages.
19. The school has a satisfactory match of teachers and support staff. There is an additional teacher on Monday afternoons who teaches French and music in Years 3 to 6. The pupils enjoy these well organised lessons, which make a good contribution to pupils' cultural and social development. Pupils with English as an additional language engage well in French lessons and pupils with special educational needs are drawn effectively into animated discussions. Overall, the school's accommodation and resources for learning are satisfactory.

The library is attractive, well-resourced and is a good feature of the school. The extensive grounds have been developed for outdoor learning opportunities. The school lacks a school hall, but uses the hall in a local cluster school for indoor physical education during the winter months, combining the journey with a visit to the local swimming pool.

20. Provision for ICT as a discrete subject is satisfactory. However, the school has not yet planned to ensure the pupils have opportunities to practise ICT skills in other curriculum areas, although teachers try to make links where possible. Neither do teachers regularly use ICT themselves as a tool for teaching.
21. The curriculum in Years 1 and 2 is well organised. There are effective links between subjects and this helps pupils to understand the relevance of what they are learning. For example, a science lesson on forces was linked to the story of the Owl and the Pussy Cat. The pupils made boats for the owl and investigated floating and wind power. Links between different subject areas are also emphasised in Years 3 to 6. For example, a geography lesson on water purification also emphasised science skills. Planning for English, mathematics and science is well organised in Years 3 to 6. The science co-ordinator has designed a sequence of work that is appropriate for a mixed-age class. However, planning for foundation subjects in this class is unsatisfactory. The school has developed a two-year rolling programme for coverage of different topics, but there is no planned progression of skill development, or system for recording attainment or acquisition of skills.

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

Arrangements to ensure pupils' care, welfare and safety are good. Pupils receive good levels of support, advice and guidance in their personal development. The school involves pupils well in its development.

### **Main strengths and weaknesses**

- Staff know pupils very well and take good care of their health, welfare and safety
- Pupils feel very secure and know to whom they should turn when in difficulties
- Pupils' behaviour is monitored and supported very well
- Pupils are well consulted on school matters

### **Commentary**

22. The school is diligent in its care for pupils. Health and safety procedures are thorough and keep the school a safe place, for example in the measures taken for secure use of the Internet. There are very good levels of first-aid expertise and child protection procedures conform to local recommendations. The school is making good progress towards Healthy Schools status with features such as a healthy foods programme in place.
23. Induction arrangements for pupils are very good. Many Foundation Stage children, who have attended the on-site pre-school, are already known to the staff when they start school. There are carefully planned arrangements for the pre-school children to experience activities such as lessons and lunchtime activities.
24. Monitoring of pupils' progress in the Foundation Stage and in English, mathematics, science and ICT is satisfactory. Recently developed systems for tracking pupils' year on year progress allow the headteacher to check the progress of each pupil in these subjects. The trackers are also used to set challenging targets for these pupils. However there are unsatisfactory systems for monitoring progress in the foundation subjects. As a result, the school has no precise way of monitoring and improving pupils' development of skills and knowledge in these subjects. No targets for improvement are set and this impedes their progress.

25. Although targets are set for pupils in English and mathematics, pupils have little understanding of how to improve their work to achieve them. The teachers in Years 1 and 2 are introducing marking ladders (steps for improvement) to help pupils understand their strengths and weaknesses and these challenge pupils to make good progress. These are beginning to have an impact in this class but similar systems have not yet been introduced to pupils in the Year 3 to 6 class.
26. The quality of pastoral support is good because of the close and trusting relationships that exist between pupils and adults in the school. The school responds quickly to pupils' interests and problems, such as support given to a pupil with a particular interest in archaeology. Any concerns are discussed and noted at special educational needs staff meetings. This leads to specific support where appropriate, such as for behaviour modification. Serious concern over behaviour is extremely rare but a log is kept of incidents such as racism or sexism to provide an early indication of any developing patterns.
27. The school seeks and acts on pupils' views well. All pupils are involved in discussion during class circle times (pupils sit in a circle and discuss school matters or personal concerns). Working groups are formed when action is decided on, such as when improving play equipment. Pupils feel their views are listened to and they have seen the introduction of clubs and changes made to the cooking programme as the result.

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

The partnership between the school and parents is very good. Links with the community and with other schools are also very good.

### **Main strengths and weaknesses**

- There is very good quality information about school activities
- The quality of school reports varies but is satisfactory overall
- Parents are regularly consulted formally and informally
- Parents support pupils' learning well at home
- Links with the local schools' cluster are very effective and support curriculum development well

### **Commentary**

28. The school continues to enjoy a very good relationship with parents, who think very highly of the school and give their support willingly. The school fosters this relationship very well through high quality information, such as the prospectus, which goes far beyond what is required. Weekly newsletters keep parents regularly up-to-date. The best reports on pupils' progress state what a pupil can do, indicate strengths and weaknesses and show how a pupil can improve. Others are too brief and give limited comments on progress or targets for improvement. Parents generally feel well informed about the progress their children make.
29. The school has very good links with the local pre-school. The headteacher visits regularly and in meeting new parents and children, she helps them feel part of the wider school community. This aids the induction of children into the Foundation Stage and there are effective systems for involving and informing parents in this process.
30. The parent/school relationship is also very well supported by regular daily contacts and at school activities, such as weekly celebration assemblies. Parents are encouraged to help in school and provide resources. A friends group continues to raise funds for school activities, such as transport for visits and mathematics games for parents and pupils. The informal contact with parents affords very good opportunities for consultation. The school consults more formally over issues such as parents' involvement with their children's learning; this included their views about levels of homework, the skills they could provide and what their

needs were. As a result, there is a programme to show parents how mathematics is taught and how they can give support at home.

31. The school continues to be a major focus for the community and the roles of parent, governor and community resident are intertwined to provide a source of skills and experiences to enrich the curriculum. The local rector visits regularly to lead assemblies and pupils visit churches in the locality. A very committed member of the Governing Body encourages pupils to appreciate life in other cultures and explores with them the music, art and styles of life in different parts of the world. She uses marionettes to provide puppet shows of a range of cultures, such as African tales. Local residents have spoken about their wartime experiences and a local musician led workshops on composing.
32. The arrangements the school makes with other schools improve its provision such as in physical education. There is also a very effective local schools' group, which arranges joint activities such as sporting events, staff training and curriculum development. The school takes a lead in some of these areas, such as provision for a multi-cultural day. There is an effective programme for the transfer of pupils to their next stage of education. Transfer from pre-school provision and from Year 2 to Year 3 is well planned for so that pupils become familiar with their new surroundings. There is also an effective programme for onward transfer to secondary education that is well supported by the high school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory. The headteacher provides sound leadership of the staff team. The school is satisfactorily governed.

### **Main strengths and weaknesses**

- The headteacher has a clear sense of purpose to promote further improvement
- She provides a good role model in many aspects of the school's life
- Leadership and management of the Foundation Stage are good
- Staff are inducted well
- The governors use three year budget forecasts well to maintain current staffing levels
- The school does not plan for improvement in enough detail over the medium term
- The school's procedures for self evaluation are not systematic
- Management responsibilities are currently uneven

### **Commentary**

33. In this small school, a significant number of management responsibilities fall to the headteacher. These are in addition to her class teaching responsibilities and she balances their competing demands well. She manages the Foundation Stage curriculum well and has a clear understanding of how young children learn and a vision for how this will work in the school. The accommodation improvements allow the Foundation Stage children to be taught separately when necessary and provide space for imaginative play.
34. Since the previous inspection, she has worked well to induct and build a new team of staff across the school to plan and work together. They promote the inclusion of all pupils in the school's provision well. The headteacher manages well the provision for pupils with special educational needs and ensures that transfer arrangements for them to secondary school are effective. She has worked well with staff to develop the English and mathematics curriculum across the school and has improved the way pupils' progress in English, mathematics and science is recorded. She has delegated responsibility for developing the science curriculum in Years 3 to 6 and this is being carried out well. However, the delegation of other aspects of improvement is unsatisfactory and leaves too large a load on her shoulders. Partially as a result of this, her oversight of the development of the foundation subjects in Years 3 to 6 is unsatisfactory and the arrangements for monitoring or improving this aspect of school provision are not systematic.

35. The school's current improvement priorities are the right ones for this year and were properly consulted on with the governors. The development plan is broadly satisfactory for this period but not enough of the targets are measurable which makes it difficult for staff and governors to monitor the school's progress towards them. The headteacher keeps the governors informed about the plan through a report but they do not actively monitor aspects for themselves. There is a useful three year forecast on potential income and expenditure and budget monitoring procedures are improving following a recent audit. However, the school has not built on the practice of previous years to plan curriculum and management improvements in enough detail for the same period. Governors did not note this change as part of their development planning involvement. They have started a programme of visits and now make reports to the meetings. They plan to play a greater part in the writing of the annual report to parents. The chair of governors is a regular visitor and makes a distinctive contribution to its curriculum. Governors are soundly organised to carry out their duties and provide an effective link with the community and parents.

## Financial information

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

| Income and expenditure (£) |         | Balances (£)                        |        |
|----------------------------|---------|-------------------------------------|--------|
| Total income               | 162,295 | Balance from previous year          | 7414   |
| Total expenditure          | 156,296 | Balance carried forward to the next | 13,413 |
| Expenditure per pupil      | 5886    |                                     |        |



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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good and this is an improvement since the previous inspection. Most children attend the on-site pre-school and all children are inducted into the school very well. Children start school at the beginning of the academic year in which they are five. Those with birthdays before Christmas attend full-time. Younger pupils attend part-time until after Christmas, when their full-time education starts.

Standards of achievement on entry to the school vary considerably from year to year. This is due to the very small size of each cohort. However, the current children have skills and knowledge above those expected. They make good progress and are on track to achieve or exceed the expected goals in the reported Areas of Learning by the time they start Year 1.

There are only two children currently in the Foundation Stage, one of whom only started full-time education after Christmas. As a result of the small numbers and the way the timetable was organised, it was not possible to observe all the Areas of Learning during the inspection. Consequently, this report will cover all six Areas of Learning and will report in full on three and from sampled evidence on the remaining three.

### Main strengths and weaknesses

- The Foundation Stage is well led and managed
- Teaching is good
- Resources are good and the new activity area is a valuable addition to facilities
- Foundation Stage children benefit from working with older ones
- Activities are sometimes too teacher-directed
- The area set aside for role play is unsatisfactory

### Commentary

36. Four staff work with the Foundation Stage at various times and the children benefit from this contact with adults who provide them with good role models. The headteacher has built up a strong team who work well together to implement the planning jointly devised by the two teachers. The planning is based on the six Areas of Learning and links well with the activities planned for Years 1 and 2. The Foundation Stage children benefit from working with the older pupils because they learn from them and have challenging activities. An example of this was when a Foundation Stage child showed his ability to count in threes because he joined in a group of older pupils. The overall accommodation is good with a large outdoor area and a recently refurbished indoor area specifically for Foundation Stage children.
37. The area of **personal, social and emotional development** is well taught and children achieve well. The children benefit from knowing the school and routines well before they start school. As a consequence, they settle to tasks quickly, are confident and have very good attitudes to learning. They generally stay on task well, though occasionally staff persist with directed activities when the children would benefit from an opportunity to select a new task. They happily share with each other and with the older children and are independent in dressing and in personal hygiene. They engage in group activities with confidence and feel secure in putting forward their points of view.
38. Teaching in **communication, language and literacy** is satisfactory and children achieve well partly because of the stimulation they get from joining in the conversations with older pupils. Through good questioning by the learning support assistant they talk through their ideas and develop their thoughts. For example, in an activity developed from the main task in the Year 1

and 2 class, the Foundation Stage children talked with the learning support assistant about a magic journey. They considered what their magic carpet might look like and where they might go on it. The Foundation Stage area would be improved with an imaginative role play area which would enable staff to develop further the children's language skills. The children enjoy books and like to talk about them. One child selected a book about aliens, turning the pages carefully and described the actions and features of the different characters.

39. Teaching is good in **mathematical development**, where a range of interesting activities promote mathematical understanding well. The Foundation Stage children take part in the oral sessions with the older children, answering questions that the teachers carefully pitch at their level and then undertake specific activities to promote their learning. An example of this was a cooking activity where they mixed ingredients for cheese snakes, making them different sizes and then talked about the differences, using mathematical language such as longest or shortest. They can count reliably to at least 10 and are likely to exceed the Early Learning Goals by the time they enter Year 1.
40. There were few opportunities during the inspection to make judgements regarding **knowledge and understanding of the world**. Both children have opportunities to use computers and can use a mouse and the print icon to design and then print a magic carpet using a paint program. They showed good small muscle control and co-ordination, which indicated some skill in **physical development**. In addition, the large outdoor area facilitates physical development. Teachers plan many opportunities for children to develop skills in **creative development**, although these were not observed.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- The use of paired reading (older pupils reading with younger ones) contributes to the pupils' enjoyment of reading
- Pupils achieve well in speaking and listening and reading
- Pupils with special educational needs are supported well
- The headteacher leads the subject well
- Pupils have very good attitudes to their work
- Presentation of work and spelling is unsatisfactory
- Marking of pupils' work in Years 3 to 6 does not help pupils to see how to make improvements

#### **Commentary**

41. Since the previous inspection, the school has made satisfactory improvements to the provision in English and standards are higher than in recent years. Standards of attainment have varied over the recent past partly because of the very small size of each cohort. In the current Year 6 and Year 2, standards of work are broadly average and achievement is satisfactory.
42. In Year 2 and Year 6, pupils' attainment in speaking and listening is in line with the standards expected nationally, and they achieve well. Throughout the school, most pupils are confident when they speak with each other and with adults. They listen carefully, make thoughtful contributions to discussions and listen to different viewpoints. An example of this was when some Year 6 pupils talked about their visit to Norwich Castle and discussed the artwork they had seen. The paired reading system enables older pupils to make thoughtful comments about the achievement of younger ones. The celebration assembly is also an occasion which supports well the development of speaking and listening skills.

43. Pupils achieve well in the development of reading skills. Standards are in line with those expected nationally in Year 2 and in Year 6. In Years 1 and 2, pupils are taught a range of skills to use for tackling new words. Lower attaining pupils are supported in a small group by a learning support assistant who helps them understand how to use letter sounds. In a lesson using Edward Lear's *The Owl and the Pussy Cat*, the teacher emphasised rhyming words and the author's use of repetition. Pupils enjoy reading. The paired reading sessions encourage enjoyment of reading throughout the school. Older pupils gain confidence from working with younger pupils and they in turn benefit from good role models. This aspect of the school's work encourages pupils' very good attitudes to their work and makes a very good contribution to their social and moral development.
44. In Year 6, the pupils enjoy reading for pleasure and speak with enthusiasm about their favourite authors and types of books. They understand how authors use different conventions to create atmosphere and suspense. For example, one able pupil explained that an author had used a character's first and surname in a particular passage to convey anger and formality: She noted, "If she had just used the first name, it would have been more casual and the anger wouldn't have worked." Some lower attaining pupils are too reliant on using context cues (the sense of the passage) to recognise unfamiliar words and do not use letter sounds enough. The school's library is well organised and equipped. There is a good range of books in classrooms and pupils use them well for research.
45. Standards of writing in the current Years 2 and 6 are broadly average and match the targets the school has set. The pupils experience a range of writing in different styles. Pupils in Years 1 and 2 enjoy writing stories about imaginary journeys. Some of the best work was some creative work on a Remembrance Sunday theme. The pupils expressed their views about war using strong symbolic language and conventions such as metaphor and onomatopoeia. The pupils' work in Years 3 to 6 is often presented unsatisfactorily with insufficient attention given to spelling and handwriting. All pupils have opportunities to practise writing in other subjects, which help their understanding and competence.
46. The quality of teaching and learning is good in Years 1 and 2 and satisfactory in Years 3 to 6. Lessons are well planned and organised and work is prepared for different ability groups although in the Year 3 to 6 class, the work is not always geared towards the younger or lower attaining pupils. However, the younger pupils do benefit from working alongside older pupils at other times. Teachers in the Years 1 and 2 have recently introduced the idea of 'marking ladders' to help pupils with the assessment of their own work and to understand what they need to do to improve. These have not yet had an impact on achievement. The school has plans to introduce a similar system into Years 3 to 6. Currently, marking of pupils' writing in this class is unsatisfactory. There are few helpful marking comments, to show pupils how they can improve their work and pupils have little understanding of personal targets. This is an area which the school intends to develop. There are satisfactory systems in place to check on pupils' progress.
47. Learning support assistants provide good support for pupils during lessons, particularly for pupils with special educational needs. This contributes to their good progress. The work in small groups and good communication between the learning support assistants and the teachers ensures that their needs and progress are closely monitored. Occasionally, the learning support assistants do too much for the pupils and this does not encourage independence in learning. Pupils learning English as an additional language are making good progress mainly because of the good range of speaking and listening opportunities all pupils enjoy.
48. The subject leader has set up satisfactory systems for monitoring pupils' progress. She has overseen the planning of pupils' work, has organised resources and the deployment of learning support assistants. She has a vision for how the subject should develop throughout the school and supports other colleagues well to work towards that vision.

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

49. The use of language and literacy in other subjects is good because the school has made the development of literacy skills a key focus for the school's development. Pupils have many opportunities to practise literacy skills. For example, in a geography/science lesson Year 3 to 6 pupils worked in mixed age groups to negotiate, plan and then record an investigation into how to purify water. Teachers ensure key vocabulary is provided for lessons. In the geography/science lesson, scientific words were provided; in a mathematics lesson, the words pupils needed for different angles were displayed for them. Pupils in Years 1 and 2 use literacy skills well in a topic on transport and journeys.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have very good attitudes to mathematics
- The quality of teaching and learning is good
- Pupils are currently making good progress
- The assessment of pupils' work is not helping them improve
- The subject is well led

### **Commentary**

50. The school has made satisfactory progress since the previous inspection and pupils' attainment has recently improved. This is partly because the headteacher (also the subject leader) has worked closely with the Year 3 to 6 class teacher to ensure that the national guidance on the teaching of mathematics is soundly implemented. This approach helped to overcome previous, short term staffing difficulties that slowed pupils' progress.
51. Year 2 pupils currently reach average standards in all aspects of mathematics and achieve soundly over time. Most pupils are making good current progress in recognising number patterns such as those made by odd and even numbers patterns. Higher attaining pupils are also making good progress in working out simple problems by converting the words into mathematical operations and in seeing the connection between multiplication and addition. Year 6 pupils reach average standards and achieve soundly in most aspects of mathematics except in data handling where their progress is unsatisfactory. This is because they have not had enough recent practice in this area. In other areas, their recent progress is good. This is partly because teaching is encouraging pupils to make sensible estimations and to justify their answers. They have a sound understanding of the properties of shapes and are beginning to set and solve their own mathematical problems.
52. Lessons are planned well and teachers make good use of national guidance to ensure that pupils develop and practise skills regularly. Teachers use resources well to help pupils learn. For example, in a Year 3 to 6 lesson, the teacher used charts on compass points and bearings to help older pupils make the connections. Teachers have high expectations of pupils' behaviour. They respond very positively and enjoy the challenge of their mathematics work. However, this enjoyment does not show itself enough in older pupils' presentation which sometimes lacks care and accuracy. Although marking is supportive, it is not helping Year 3 to 6 pupils to make improvements in their work. Teachers strongly encourage the development of speaking and listening skills through their classroom management. This includes setting work for groups of pupils that is matched to their abilities and ages and in the Year 3 to 6 group, asking separate questions of different age groups. Support staff are mostly deployed and used well to help pupils with special educational needs learn. Teachers provide guidance for learning support assistants in their work with groups of pupils but this is not followed consistently in Years 3 to 6. The teacher in Years 1 and 2 uses the final parts of lessons well to consolidate what pupils have learnt by asking them to explain their answers.

53. The subject leader has ensured continuity of pupils' learning through a period of staff changes through staff induction and encouraging working as a team. She leads joint lesson planning exercises well and provides a good role model for teaching. She has developed systems of recording pupils' attainment that can now be used to track their progress.

### **Mathematics across the curriculum**

54. Teachers plan good opportunities in other subjects for pupils to use their skills. In Years 1 and 2, the use of mathematics is becoming a natural part of classroom activities. In science, pupils turn to measuring tapes to check their estimates of how far model cars have travelled and in art and design, they measure 50 centimetres of ribbon to weave into their magic carpet. In geography in Years 3 to 6, pupils estimate and measure the capacity of liquids with increasing accuracy and in science they represent some of their findings using block graphs.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have very good attitudes to learning science
- Teaching and learning are good
- The assessment of pupils' progress is unsatisfactory
- The subject is well led

### **Commentary**

55. The school has made satisfactory progress since the previous inspection and pupils' attainment has recently improved. This is partly because the subject leader is a science specialist and has made significant improvements to the Years 3 to 6 curriculum. This has helped remedy previous shortcomings in the teaching of science that contributed to a slowing of pupils' progress.
56. Pupils in Years 2 and 6 reach average standards of attainment and achieve soundly over time. Their current good progress in investigative work is the result of good teaching and a consistent emphasis that is channelling pupils' natural curiosity. By Year 2, pupils have a good understanding of forces and satisfactory prediction skills. They are beginning to grasp what it means to conduct a fair test. By Year 6, they have a sound understanding of electrical circuits and can categorise solids, liquids and gases. They are beginning to link their predictions to measured outcomes but are not yet evaluating them.
57. Teachers have good subject knowledge, especially in Years 3 to 6 where there is very close attention to health and safety issues. Teachers plan their lessons carefully to cater for the different learning needs of the different ages in their classes. This is especially true of the Year 3 to 6 class where the teacher matches work well to the different groups by setting different tasks to engage their interest. Teachers use resources very well to help pupils learn. For instance, in a well organised Year 1 and 2 lesson, pupils enthusiastically organised their own experiment to test the distance model cars travelled down a ramp of varying height. They shared out the work, made comparisons and talked about the possible reasons for differences in performance. Unfortunately the teacher did not intervene at the right moment to capitalise on this and ensure better progress. The teacher in Years 3 to 6 is succeeding in establishing the development of scientific skills in other subjects such as geography. In a well planned lesson, the teacher provided a good range of equipment that enlivened pupils' interest and enabled them to work productively in small groups. As in Years 1 and 2, this teaching and learning strategy gave pupils good access to learning opportunities because they supported one another very well and helped each other to learn. However, teachers' marking is not enabling pupils to see the next steps they need to take in order to improve. Also, in Years 3 to 6, the teacher is not giving pupils enough guidance on how to write up their work to compile a gathering record of their progress.

58. The school is using the subject knowledge of the subject leader effectively to re-plan the Years 3 to 6 curriculum and to promote the development of investigative skills in science throughout the school. The school is also making good progress in recording the attainment of pupils in Years 2 and 6 in order to make judgements about their achievement. Staff plan well together to promote the development of speaking and listening skills and those of estimating and measuring in science lessons. The school links well with the local schools to extend pupils' scientific experiences.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Where pupils are taught by a learning support assistant, teaching is unsatisfactory because of inadequate subject knowledge
- Teachers check regularly how well pupils are doing; pupils complete their own 'I can do' assessment and teachers use the information to plan future work
- Pupils have very good attitudes to work

### **Commentary**

59. By Year 2, standards are broadly average and pupils make satisfactory progress. They achieve soundly in Years 3 to 6 and standards in Year 6 are also broadly in line with those expected. Pupils are eager to learn. Many have computers at home and this supports their learning in school. Since the previous inspection, the school has made satisfactory progress and has improved its resources.
60. In the one lesson seen which was led by a learning support assistant (under the direction of a teacher), the teaching was unsatisfactory. This was because of a lack of subject knowledge. The school has acknowledged this and steps have been taken to change the discrete teaching of ICT. No direct teaching of ICT was observed in Years 1 and 2. Records show that these pupils can find programs, save work and are familiar with programs to create pictures. They can program robotic toys to move in different directions. In Years 3 and 4, pupils extend their knowledge of sending emails, using the Internet and adding attachments. In the lesson observed, Year 5 and 6 pupils were building on prior knowledge of control by writing a set of instructions for a screen turtle (an icon) including turning it through angles other than 90 degrees. Pupils can also use spreadsheets, and access the Internet and can copy and paste information from different sources. Pupils are confident in their use of computers and support each other well. The pupils' use of the Internet is carefully controlled by the teachers, who pre-select the sites to which pupils have access.
61. The leadership of the subject (by the headteacher) is satisfactory. She has built up the resources within the school and oversees the planning and curriculum development. She has also introduced a recording sheet used by pupils to record what they can do. Teachers use these to monitor progress and plan the next steps in learning. A 'cyber suite' (a set of personal computers) in the school was previously used by the community and the pupils. The school plans to develop its use to broaden pupils' access.

### **Information and communication technology across the curriculum**

62. ICT across the curriculum is an area the school has identified for future development. Pupils use their ICT skills well in English and mathematics. A good example is the work on control in the lesson observed which supported work on angles the pupils were learning in mathematics. Pupils use the Internet for research, but there is no overview of how the subject will be used consistently in other subjects to build upon the skills learned and to ensure pupils can select the appropriate ICT for their needs.

## HUMANITIES

63. Work in geography, history and religious education was sampled and not reported in full because too little evidence was available to make secure judgements on provision. One lesson was seen in geography and teachers' plans, pupils' work (where available) and classroom displays were examined in all three subjects. Older pupils were interviewed about their work. In all three subjects, outline planning is from national guidance or, in the case of religious education, from the local Agreed Syllabus. In this sense, the school complies with statutory requirements. However, detailed planning in Years 3 to 6 is weak.
64. Only limited evidence was available in **geography** and so no judgement can be made about provision. From other evidence detailed above, it is clear that pupils are enthusiastic about geography and have access to a good range of learning activities that promote their personal development well. These include local visits to places of interest such as the annual Sheringham visit that give pupils a broad background knowledge of their locality. Year 6 pupils have a sound understanding of the water cycle and of some regional climatic differences. However, their general understanding of geography is fragmentary because lesson planning in Years 3 to 6 does not develop pupils' skills over time.
65. There was very limited evidence available in **history** and so no judgement can be made about provision. From the evidence listed above, pupils enjoy their work in history. Younger pupils have a sound understanding of chronology and can make simple comparisons between conditions in Victorian schools and those now. Older pupils have studied the Second World War and produced some very good writing to show a clear understanding of people's sense of loss. However, their historical skills are unsatisfactory and there is little recorded work to demonstrate their progress.
66. There was similarly limited evidence available in **religious education** and so no judgement can be made about provision. From the above evidence, pupils have good attitudes to the subject and enjoy listening to Bible stories. Their knowledge of the Christian religion is satisfactory but older pupils' knowledge of other faiths is weak. The school has good links with the local church. The vicar often leads assemblies and the pupils visit the church for study and worship. Readings in assemblies add to pupils' knowledge but the planning and recording of pupils' work, especially in Years 3 to 6, does not give a satisfactory picture of the breadth of their work or their progress.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. Because of the limited availability of evidence, art and design, design and technology, music and physical education were sampled. One lesson was seen in art and design, one in music and none in design and technology or physical education. Therefore no judgements can be made about the overall quality of provision. Inspection evidence was gained from a scrutiny of pupils' work and teachers' planning, pupil interviews and work on display in classrooms. The school keeps few records of pupils' attainment or progress in these subjects and there is little detailed planning in Years 3 to 6 to guide the development of pupils' skills. This is unsatisfactory and impedes pupils' progress.
68. From the limited evidence available it is likely that pupils' standards of attainment in **art and design** are broadly average but their evaluative skills are unsatisfactory. Pupils talked with enthusiasm about their artwork and a number are identified on the gifted and talented register for their art skills. In discussion pupils indicated they did a lot of art and could talk about their favourite artists. One Year 6 pupil spoke about her admiration for William Morris and described her work in designing some wallpaper in his style for a doll's house in the Foundation Stage room. Pupils had also been inspired by a visit to Norwich castle and created their own 'word art' to replicate that of Cornelia Parker. Art in Years 1 and 2 is linked well to work in other subjects such as history and geography. In the lesson observed, the teaching and learning were satisfactory. Pupils designed a magic carpet following literacy

work using the text: 'Rosie's Magic Carpet' and had good ideas and understanding of colour and texture. As a group, they worked diligently and produced some pleasing results but were not prompted to make comparisons or consider how to make improvements. .

69. There was no **design and technology** work observed from Years 3 to 6 and little in Years 1 and 2. The work seen was of satisfactory quality. Pupils in Years 1 and 2 had designed and made train trucks using axles and wheels. They had developed skills in measuring and cutting in order to achieve success with their models. Design and technology is not a current school priority. The long term plans indicate appropriate coverage of work, however there are no records kept of attainment and progress and pupils do not talk with confidence about their design and technology work.
70. The school provides a specialist **music** teacher on a Monday afternoon who takes small groups for recorder lessons. The lesson observed was well organised and pupils enjoyed it. The teaching was satisfactory. Year 6 pupils can use correct musical vocabulary, recognise musical notation and keep a rhythm. Pupils sing tunefully in assemblies and use a good range of percussion instruments to compose their own music. One of the governors supported the pupils in a musical presentation in the celebration assembly, which made a very positive contribution to pupils' social and cultural development. Pupils benefit from opportunities to take part in music festivals with other schools including days with a focus on the music and dance of different cultures. The school is currently reviewing and developing creativity in the curriculum through involvement in a professional development module. This has not yet had any impact but figures in the school's future plans. The school is working towards accreditation for the Artsmark (a national award).
71. Since the previous inspection, the school has improved well to provide a broad and balanced curriculum for **physical education**. It has overcome the limitations of not having indoor facilities by using the hall of a local school for gymnastics and dance and a local centre for swimming lessons. In the summer term, pupils take advantage of the good school grounds for team games and athletics and have outdoor and adventurous activities during their residential visit. The pupils take part in extra activities such as football and compete against local schools at sports meetings.

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

72. Provision in personal and social and health education (PSHE) is good. The school supports pupils' broader personal development very well and it informs many aspects of its work. Planned activities such as circle time provide them with good opportunities for discussion about their thoughts, feelings and interests and develop their self-esteem. PSHE lessons are used well to promote social skills and health, drugs and sex education. The Year 3 to 6 teacher is particularly effective in discussing with pupils any concerns they have about relationships or behaviour and pupils greatly value this. The school provides ample opportunities for speaking and listening to develop confidence and set role models for younger pupils. Staff are sensitive to the needs of their pupils and recognise the initial difficulty Year 3 pupils have in settling into a larger class with four age groups. Lessons provide increasing opportunities for reflection. For instance, following work on Remembrance Sunday as part of a World War 2 project, pupils produced sensitive writing about the tragedy of war.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i>  | <i>Grade</i> |
|--|--------------|
| <b>The overall effectiveness of the school</b>                       | <b>4</b>     |
| How inclusive the school is  | 3            |
| How the school's effectiveness has changed since its last inspection | 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</b>        | <b>2</b>     |
| Attendance   | 2            |
| Attitudes  | 2            |
| Behaviour, including the extent of exclusions                        | 2            |
| Pupils' spiritual, moral, social and cultural development            | 2            |
| <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     | 3            |
| Accommodation and resources  | 4            |
| Pupils' care, welfare, health and safety                             | 3            |
| Support, advice and guidance for pupils                              | 4            |
| How well the school seeks and acts on pupils' views                  | 3            |
| The effectiveness of the school's links with parents                 | 2            |
| The quality of the school's links with the community                 | 2            |
| The school's links with other schools and colleges                   | 2            |
| <b>The leadership and management of the school</b>                   | <b>4</b>     |
| The governance of the school   | 4            |
| The leadership of the headteacher                                    | 4            |
| The leadership of other key staff                                    | 4            |
| The effectiveness of management                                      | 4            |

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