

# INSPECTION REPORT

**Rocklands Primary School**  
Attleborough

LEA area: Norfolk

Unique Reference Number: 120847  
Inspection Number: 186314

Headteacher: Mrs P Dixon

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Reporting inspector: Mr Phil Mann  
23219

Dates of inspection: 6<sup>th</sup> - 8<sup>th</sup> December 1999

Under OFSTED contract number: 707596

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	The Street Rocklands Attleborough Norfolk NR1 7TP
Telephone number:	01953 483369
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Rickard
Date of previous inspection:	December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Inspector</b>	<b>Subject responsibility</b>	<b>Aspect responsibility</b>
Phil Mann <i>(Registered Inspector)</i>	Children under five; Mathematics; Information technology; Design and technology; Modern foreign languages; Music; Religious education.	Attainment and progress, Teaching; Curriculum and assessment; Spiritual, moral, social and cultural development.
Christine Laverock <i>(Lay inspector)</i>	Equal opportunities.	Attitudes, behaviour and personal development; Attendance; Pupils' guidance and welfare; Partnership with parents and the
Peter Sandall <i>(Team Member)</i>	English; Science; Art; Geography; History; Physical education; Special educational needs.	Special educational needs; Leadership and management; Efficiency of the school.

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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- Pupils are making good progress in English and mathematics due to the very effective implementation of the literacy and numeracy strategies.
- Standards in writing, mathematics, information and communication technology, art and music are good at the end of Key Stage 2.
- Pupils like coming to school, and their positive attitudes, good behaviour and caring relationships enable them to learn.
- Provision for pupils with special educational needs is good and they make good progress.
- Teaching is good in many lessons, and all staff are used well to support pupils' learning.
- The curriculum is enriched by very good provision for extra-curricular activities and promotion of the expressive arts.
- The headteacher and governing body provide strong, clear, committed leadership.
- The management of provision for children under five is good.

### · WHERE THE SCHOOL HAS WEAKNESSES

- I. Statutory requirements concerning some information for parents and the daily act of collective worship are not fulfilled.

· **The school has many strengths and no major weaknesses. It could however, become more effective by improving some of its monitoring procedures. The governors' action plan will set out how the weaknesses identified during the inspection are to be addressed. The plan will be sent to all parents and guardians of pupils in the school.**

### · HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

Several issues concerning leadership and management were identified by the last inspection report, relating to the continued development of existing good practice.

Over the last four years, the school has continued to improve many aspects of the management of the school, as well as the overall leadership. In particular, the school's management is planned over a longer term and is well focused and evaluated. Its capacity for further improvement is good.

## STANDARDS IN SUBJECTS

Test results from previous years based on very small numbers of pupils indicate a trend of improvement. Inspection findings indicate that standards of pupils aged seven and eleven are broadly similar to national expectations, when consideration is given to the high number of pupils with special educational needs within the current year groups. Pupils' attainment in speaking and listening, reading and writing is in line with national expectations for seven and eleven year olds. Attainment in mathematics is above national expectations for 11 year olds and in line for those aged seven. Pupils' skills in numeracy at the end of Key Stage 2 are good. Standards in science are also in line with what is expected of seven and eleven year olds. Pupils at the end of Key Stage 2 are competent in using computers, and their standards are above national expectations for pupils of this age in information and communication technology. Standards are in line with those expected at age seven. Attainment in religious education for both age groups is in line with the expectations of the locally agreed syllabus. Standards are good in art, music and physical education where pupils are making good progress in both key stages. Standards are satisfactory in all other subjects.

The attainment of many five year olds at the start of school is in line with that expected nationally for children of this age. However, the exception is in their reading skills, where overall standards are generally below that expected of similar aged children on entry into reception. All children under five make at least satisfactory progress in all areas of learning, and progress in their creative, personal and social development is good.

Progress is good overall across the school and pupils with learning difficulties make particularly good progress in relation to their abilities. Pupils continue to make satisfactory progress overall at the beginning of Key Stage 2. Those at the end of Key Stage 2 make good and sometimes very good progress in many areas of the curriculum.

## QUALITY OF TEACHING

<b>Teaching in:</b>	<b>Under 5</b>	<b>5 – 7 years</b>	<b>7 – 11 years</b>
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information Technology		Good	Good
Religious education		No judgement	Satisfactory
Other subjects	Good	Good	Good

The quality of teaching for children under five is good, and never less than satisfactory. Planning and preparation of activities for children under five are appropriate, and the staff work effectively as a team. The teachers' expectations of what children can achieve are high, and work is effectively differentiated according to the ability of the children. This is especially so in the afternoon sessions, where a range of suitable activities are planned to fulfil the particular curricular needs of these children. Staff in the Key Stage 1 class interact well with the pupils, and intervene as appropriate to support and enrich their learning.

The quality of teaching throughout the rest of the school is also good, with over two thirds of lessons being good or better. The quality of teaching has been sustained and improved on since the last inspection. In this inspection, the best teaching was observed in Key Stage 1 and at the end of Key Stage 2, where some very good teaching was seen. Only a very small proportion of unsatisfactory teaching was observed during the inspection. Teachers' knowledge and understanding of the subjects are at least satisfactory. It is good in the teaching of literacy, numeracy, information and communication technology, art, music and physical education. In all other subjects, knowledge is generally secure. The school makes effective use of teachers' expertise; several subjects are taught across the school, by individual teachers, acting as specialists.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.*

· **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Good, and pupils respond well to the guidance of staff.
Attendance	Very good, and pupils are punctual.
Ethos*	Purposeful and supportive, with a strong community spirit.
Leadership and management	A very effective governing body, strong headteacher and very good development planning is ensuring the school moves forward.
Curriculum	Broad and balanced, with good procedures for assessment.
Pupils with special educational needs	Provision is good, and pupils make good progress.
Spiritual, moral, social and cultural development	Good overall. Provision for moral, social and cultural is a strength. Spirituality is satisfactory, but planning for its development is insufficient.
Staffing, resources and accommodation	Staff work hard to make good use of poor accommodation.
Value for money	Good.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

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

### **What most parents like about the school**

- II. The small school family atmosphere.
- III. The positive values that the school promotes.
- IV. They find staff easy to talk to.
- V. Their child likes coming to school.
- VI. The provision for pupils with special educational needs.

### **What some parents are not happy about**

- VII. The levels of homework set.
- VIII. They find it difficult to talk to
- IX. The accommodation is cramped and

The school has maintained a good partnership with parents since the last inspection, and there is now a home/school agreement in place. The majority of parents who responded to the inspection questionnaire feel they are encouraged to take an active part in school life. Several parents help in classes and make a very positive contribution to pupils' learning. The majority of parents find staff approachable, but a small minority does not. Evidence indicates that communication is open and friendly, but some parents find it easier to talk to members of the governing body. The accommodation is judged to be poor by the inspection team, and consequently standards in some subjects are not as high as they could be.

· **KEY ISSUES FOR ACTION**

To further develop the effectiveness of the school, the headteacher, staff and governors should:

X. Continue to improve the school's monitoring procedures by:

- \*. Increasing the opportunities for coordinators to monitor the quality of teaching and learning in their subjects;
  - \*. Governors monitoring the work of the school in a more structured way.  
*(Paragraphs: 80, 85)*
  
  - . Ensure statutory requirements regarding the daily act of collective worship are fulfilled.  
*(Paragraph: 59)*
  
  - . Improve the written information for parents by ensuring that the school prospectus and governors annual report to parents fulfil statutory requirements.  
*(Paragraphs: 74,81)*
-

## INTRODUCTION

### · Characteristics of the school

1. Rocklands Community Primary School serves the village of Rocklands, near the Norfolk town of Attleborough. It has on roll 72 pupils, aged four to eleven. The original Victorian building is situated in the centre of the village. The classrooms vary in size and there is no school hall. The school is surrounded by a playground and small garden area.

2. Pupil numbers have recently increased, and the average class size is 23 pupils. The majority of pupils live close to the school, but some travel from other neighbouring villages and Attleborough. The social backgrounds of most families are average. Seventeen per cent of pupils are eligible for free school meals, and there are no pupils from homes where English is an additional language.

3. At the time of the inspection, there were five children under five in the Key Stage 1 class. After a short period of induction, children are admitted full time as reception pupils into the Key Stage 1 class at the start of the autumn term or in January, depending on the date of their fifth birthday. The attainment of many pupils at the start of school is in line with that expected nationally for children of this age.

4. Twenty eight per cent of pupils have been identified as having special educational needs. There are six pupils at the early, school-based stages of assessment and provision, and fourteen pupils whose needs involve the support of outside agencies. Currently, there are four pupils with a statement of special educational need. The proportion of pupils needing additional support is above the national average.

5. The school's current aims and priorities are to:

- \*. Implement the national literacy and numeracy strategies.
- \*. Develop the early years' curriculum and learning environment.
- \*. Implement the home-school agreement.
- \*. Develop effective procedures for the monitoring and evaluation of the school's work.

1. The school is making good progress towards the targets it has set to raise attainment.

2. The key issues from the last inspection were to:

- \*. Continue to develop;
  - .the efficient management of the resources available to the school;
  - .the effective leadership of the school;
  - .the collaborative team approach prevailing between staff and the governing body.
- \*. Review curriculum planning;
- \*. Develop a consistent approach to recording and using teacher assessment through the school;
- \*. Continue to improve the provision for and teaching of science, history, religious education, geography and information technology;
- \*. Develop the school's management plan so that it looks ahead over a longer term

and includes procedures for formal monitoring and evaluation of the achievement of priorities.

## 1.Key indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	5	3	8

8. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	5	5	5
	Girls	3	3	3
	Total	8	8	8
Percentage at NC Level 2 or above	School	100(100)	100(87)	100(100)
	National	81(80)	81(80)	84(84)

8. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	5	3	5
	Girls	3	3	3
	Total	8	6	8
Percentage at NC Level 2 or above	School	80(100)	80(100)	80(93)
	National	81(80)	85(84)	86(85)

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1999	2	5	7

### 8. National Curriculum Test Results

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	1	2	2
	Girls	5	5	5
	Total	6	7	7
Percentage at NC Level 4 or above	School	86(50)	100(67)	100(67)
	National	65(63)	59(62)	69(69)

### 8. Teacher Assessments

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	1	1	1
	Girls	5	5	5
	Total	6	6	6
Percentage at NC Level 4 or above	School	86(n/a)	86(n/a)	86(n/a)
	National	65(63)	65(64)	72(69)

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

## 8. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised	School	3.0
Absence	National comparative data	5.7
Unauthorised	School	0
Absence	National comparative data	0.5

## 8. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

## 8. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	8
Satisfactory or better	96
Less than satisfactory	4

8. **PART A: ASPECTS OF THE SCHOOL**

8. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

8. **Attainment and progress**

2. Results of the National Curriculum tests for 1999 show that the attainment of pupils aged 11 is well above average in English, mathematics and science, when compared with all schools nationally and with schools whose pupils are from similar backgrounds. However, because these results are based on a very small group of pupils, they provide an unreliable statistical base on which to make reliable judgements. When statistics for the previous two years are compared, standards fell slightly in English and science in 1998 but they rose significantly in 1999 and there is trend of overall improvement. There is very little difference between the attainment of boys and girls overall.

3. Test results for pupils aged seven in 1999 show that standards are very high in reading and well above the national average. When compared with similar schools, standards remain as high in reading, writing and mathematics.

4. Again, because these results are based on a very small group of pupils, they provide an unreliable statistical base on which to make reliable judgements. Trends over time indicate a fluctuation in performance in reading and writing, but standards in mathematics have improved for this group of pupils. The main reason for these fluctuations is the wide variation in overall attainment within each year group.

5. Inspection findings are that the standards of pupils aged seven and eleven are broadly similar to national expectations, when consideration is given to the high number of pupils with special educational needs within the current year groups. Pupils' attainment in speaking and listening, reading and writing is in line with national expectations for seven and eleven year olds. Attainment in mathematics is above national expectations for 11 year olds and in line for those at seven. Pupils' skills in numeracy at the end of Key Stage 2 are good. Standards in science are also in line with what is expected of seven and eleven year olds. Pupils at the end of Key Stage 2 are competent in using computers, and standards are above national expectations for pupils of this age in information and communication technology. Standards are in line for those at seven. Attainment in religious education for both these age groups is in line with the expectations of the locally agreed syllabus. Standards are good in art, music and physical education, where pupils are making good progress in both key stages. Standards are satisfactory in all other subjects.

6. Children are admitted full-time as reception children into the Key Stage 1 class at the start of the autumn term or in February, in accordance with the date of their fifth birthday. At the time of the inspection, there were five children under five in the Key Stage 1 class. Inspection findings indicate that the attainment of many children at the start of school is in line with that expected nationally for children of this age. However, the exception is in their reading skills, where overall standards are generally below that expected of similar aged children on entry into reception. All children under five make at least satisfactory progress in all areas of learning, and progress in their creative and personal and social development is good.

7. Progress is good overall across the school and pupils with learning difficulties make particularly good progress in relation to their abilities. Pupils continue to make satisfactory progress overall at the beginning of Key Stage 2. Those at the end of Key Stage 2 make good and sometimes very good progress in many areas of the curriculum.

8. Progress is at least sound in English lessons in Key Stage 1. These pupils make good progress in reading due to the effective implementation of the literacy hour. They are developing a range of strategies for tackling new and unfamiliar words, and have a good understanding of letter sounds. These good foundations are steadily built on in Key Stage 2. Progress in writing is satisfactory in Key Stage 1, and pupils with highest attainment write at some length, re-telling a story in their own words. Pupils' spelling is often accurate, and they are beginning to develop cursive handwriting. Younger pupils in Key Stage 2 show appropriate standards in some of their work, but, both in lessons and in their exercise books, they produce an insufficient quantity of writing to maintain the progress made earlier. Progress is better at the end of Key Stage 2, where pupils write narrative, imaginative and factual pieces. Higher attaining pupils develop a sound understanding of the structure of language. They consolidate their understanding of different forms of writing by completing exercises and short pieces of writing correctly. However, they do not often apply this understanding to lengthier pieces of work. Word processing is used consistently and well to aid writing, and appropriate use is made of other computer programs to support English activities.

9. Progress is good overall in mathematics and best at the end of Key Stage 2. This is due to the very effective implementation of the National Numeracy Strategy for these older pupils. All pupils, including those with special educational needs are making good progress in their numeracy skills because teaching is clearly focused in many lessons. Progress is sometimes unsatisfactory when the teacher's aims and objectives for lessons are unclear, or expectations of what pupils can achieve are too low, as seen in one lesson at the beginning of Key Stage 2. Pupils at Key Stage 2 are provided with good opportunities to undertake investigative work and data-handling in other subjects, such as science and information and communication technology.

10. Progress in science is satisfactory. Pupils in Key Stage 1 are developing a sound understanding of scientific phenomena. For example, the youngest pupils understand the connection between exercise and health. Most pupils in Year 2 understand the effect of exercise on pulse rate, and are able to talk about other changes such as increased breathing. In conversation, these pupils can name different parts of a flower, although they require some prompting. Pupils with higher attainment describe how to make a simple circuit. Progress continues to be satisfactory in Key Stage 2. In Class 2, pupils hypothesise as to whether there is a connection between physical attributes, such as 'Do long legged people run faster?' or 'Do tall people have bigger feet?' Older pupils in Key Stage 2, already familiar with electrical circuits, carry out experiments to see whether the length or the thickness of the wire used affects the brightness of a bulb. They make predictions, test them out and draw conclusions.

11. Skills in information and communication technology are developed effectively throughout the school, and progress is particularly good at the end of Key Stage 2. Older pupils have regular access to the computers in the classroom and the recently developed

computer room. Teachers and classroom assistants further enhance pupils' progress by their effective teaching of computer skills. All areas of the curriculum are covered, and the work undertaken in data-handling is a strength in both Key Stage 2 classes.

12. Pupils in both key stages, including those with special educational needs, make satisfactory progress overall in religious education, and this is an improvement on the findings of the last inspection. Progress is enhanced by the way the curriculum is made relevant for pupils, for instance through specific lessons, personal and social education sessions and assemblies.

13. Staff make a conscious effort to promote the expressive arts. Pupils make good progress in art throughout the school, and this is an improvement since the last inspection, when standards were judged to be sound. The main reason for this improvement in art is that pupils receive specialist teaching across the school. This gives the subject continuity and progression due to one approach, and a good knowledge of pupils' capabilities. The quality of artwork, both on display and in the school's portfolio, shows that different media are used in interesting and sometimes innovative ways. There are good links with other subjects, such as history, with high quality line and tone work in pencil and charcoal drawings, for instance those by older pupils of Greek sculpture and architecture.

14. Progress in music is also good, and standards have been improved since the last inspection. The foundations of making music are built in Key Stage 1 through a range of activities. Pupils in Key Stage 2 continue to develop their knowledge and skills in lessons where specialist teaching provides good continuity. Some effectively play instruments such as a keyboard to perform their short compositions. Others can play a range of instruments such trumpet and clarinet to a good standard. These pupils are developing their ability to appraise the music of others and their use of technical language is good. The progress of pupils in receipt of peripatetic tuition is good, and these pupils are learning to play a range of brass and woodwind instruments to a good standard. Older higher attaining pupils are making good progress in using a computer program to compose short pieces of music in three parts.

15. Pupils make satisfactory progress in geography and history throughout the school. Progress in history although, satisfactory overall, is uneven, with some considerable gaps in pupils' historical knowledge and understanding by the end of Key Stage 2. Progress in geography is more consistent and skills are developed effectively. For example, older pupils in Key Stage 1 are able to talk about their own locality and identify the differences between towns and villages. They are aware of local rivers and ponds. Pupils at the end of Key Stage 2 have compared their lives with those of people in Ethiopia, with a close focus on the use and availability of water. Skills in mapwork are developed well; for instance pupils understand the use of scale and grid references. They develop their mapping skills practically through orienteering at the local recreation ground.

16. Progress is satisfactory in design and technology, and pupils enjoy the practical nature of the subject, together with the decision-making it involves. They persevere with activities, seeing them through to a satisfactory conclusion, from initial ideas to evaluation of the final products.

17. Pupils make good progress in physical education, in spite of the severe restrictions placed on the subject by the lack of suitable facilities. The school makes every effort to ensure that pupils are offered an appropriate curriculum. For example, suitable and safe indoor games are played in the classrooms and corridor, the local environment is used effectively for adventurous activities, such as orienteering, and pupils make satisfactory progress in swimming lessons at a local pool.

18. Pupils with special educational needs make good progress in relation to their abilities in both key stages in all subjects. This is due to a good level of targeted support, clear and specific individual education plans, and the school's positive attitude.

## **25. Attitudes, behaviour and personal development**

19. As in the last inspection, pupils have good attitudes to their learning. All children under five have positive attitudes to learning. They are enthusiastic and persevere with their tasks. Children are very attentive to adults and take part in discussion times while they have a drink after the morning break.

20. These children are particularly responsive to discussions where they are able to express their thoughts to their peers and staff, in group work in the under fives area. Other pupils are keen to contribute to lessons and like coming to school. There are occasions when they become very excited and enthusiastic due to the imaginative work they are set. This was seen in the youngest class when making a sculpture in design and technology, and in the oldest class when pupils were fascinated by patterns in numbers during a numeracy lesson.

21. The majority of pupils are able to sustain concentration, although there is a small number in each class who are restless and sometimes distract others. When this is not effectively managed, it impedes the progress of all pupils in the class. Independent learning skills are reasonably well developed. This was seen in a Year 6 religious education lesson, when pupils used their initiative to write out small parts of the Bible to assist them in their reading. Pupils in Key Stage 1 present their work neatly, but work in Key Stage 2 is sometimes untidy.

22. Behaviour is good overall. The majority of pupils behave well in lessons, assemblies and around the school. In the playground, behaviour is satisfactory. There is only a small number of incidents, although there is not much space for pupils to play. Pupils are friendly to visitors, courteous and trustworthy. Respect is shown for surroundings, and displays of work are not disturbed. However, coats are sometimes left on the floor without being picked up. In the last academic year, there has been one pupil excluded for two days following inappropriate behaviour.

23. Relationships are good. Pupils get on well with each other and with adults. They are supportive and tolerant of one another, and show particular concern for those with special educational needs.

24. All pupils are well integrated into the life of the school and work cooperatively when asked. This was seen in a Year 3/4 science lesson, when pupils were making predictions, recording their findings and then examining data. Respect is shown for others' feelings,

values and beliefs.

25. Pupils' personal development is good. They are willing to take responsibility for tasks around the school. From the youngest age, they take responsibility for their lunch trays and classroom jobs. Pupils participate in leading assemblies, and are involved in the life of the local community. For example, they sing to local community groups and participate in a range of educational visits, and older pupils develop their awareness of citizenship when they visit a local senior citizen with their teacher to have lunch.

26. Pupils with special educational needs are equally positive in their response to lessons. Where pupils have behavioural difficulties, they are positively supported and well managed by both teaching and non-teaching staff. As a result, there is no evidence of poor behaviour affecting other pupils' education. Pupils with special educational needs are fully accepted by their peers, and, although they form a large percentage in some classes, it is not possible to identify them by their behaviour or attitude other than in a minority of cases. They are encouraged to solve problems by discussing them with fellow pupils before approaching the teacher.

### 33. **Attendance**

27. Pupils' attendance has improved recently and is now well above the national average. Punctuality is also very good. Attendance is reported to parents each year in pupils' reports, but figures are not included in the school prospectus. It is reported inaccurately to parents in the governing body's annual report, and this needs rectifying. There is a very low proportion of unauthorised absence, although there are a few occasions when absences are incorrectly authorised, for instance holidays for periods of over ten days. There is no difference in the attendance patterns of pupils with special educational needs.

28. Registration is carried out at the beginning of each session, and provides a friendly and relaxed start to the day. In the youngest class, it is used effectively to develop pupils' speaking and listening skills.

### 35. **QUALITY OF EDUCATION PROVIDED**

#### 35. **Teaching**

29. The quality of teaching for children under five is good overall. It is never less than satisfactory and in half of lessons it is good.

30. Planning and the preparation of activities for children under five are appropriate, and staff work effectively as a team. Teachers' expectations of what children can achieve are high, and work is effectively matched according to the level of attainment of the children. This is especially so in the afternoon sessions, where a range of suitable activities is planned to fulfil their particular needs. Staff in the Key Stage 1 class interact well with the children, and intervene as appropriate to support and enrich their learning.

31.The quality of teaching throughout the rest of the school is also good. Teaching is very good in eight per cent of lessons and only four per cent was unsatisfactory.

32.The quality of teaching has been sustained and improved on since the last inspection. In this inspection the best teaching was observed in Key Stage 1 and at the end of Key Stage 2, where some very good teaching was seen. Only a very small proportion of unsatisfactory teaching was observed during the inspection. Teachers have at least satisfactory knowledge of the range of subjects. It is good in the teaching of literacy, numeracy, information and communication technology, art, music and physical education. In all other subjects, knowledge is generally secure. The school makes effective use of teachers' expertise in that several subjects are taught across the school by individual teachers. Teachers use vocabulary that is easily understood, but they also introduce and use language that is specific to the subject they are teaching. This was seen in a very good mathematics lesson on factors and square roots in the Key Stage 2 class for older pupils.

33.Teachers' day-to-day planning is good. Teachers plan interesting activities that motivate and stimulate pupils. Teachers' expectations of pupils' achievements are generally high, but they are highest at Key Stage 1 and at the end of Key Stage 2. Where teaching is very good, as seen in an art lesson for the oldest pupils in Key Stage 2, teachers set out very clearly in their lesson plans what is to be taught and what pupils are to learn. On the other hand, sometimes expectations of pupils at the beginning of Key Stage 2 are not sufficiently high, and this results in some underachievement, as seen in a numeracy lesson on data-handling. In this lesson, learning objectives were unclear and tasks set for the average and higher attaining pupils lacked sufficient challenge for these pupils to make progress in the new data-handling skills being taught.

34.Teachers' methods and lesson organisation are good overall. The majority of lessons have a clear focus, and resources are used effectively to support pupils' learning. Teachers use an appropriate range of strategies to organise pupils and maintain their interest and enthusiasm. Groups are chosen very carefully so that tasks match their level of attainment in literacy and numeracy lessons in the vast majority of lessons at both key stages. All teachers use questions to challenge pupils' thinking and probe their understanding. Explanations are often interesting, and demonstrations are well matched to the age and interests of the pupils. For example, in an information and communication technology lesson, pupils in the Year 3 and 4 class sat attentively while the teacher demonstrated effectively the use of a data-handling program. In this lesson, the interest of the pupils was maintained, because the work was challenging, the pace brisk and activities were used effectively to support paired and cooperative study. All staff support pupils effectively at their work areas, and pupils are encouraged to explain what they are doing and why. Pupil behaviour is managed satisfactorily in lessons, but teachers are inconsistent in allowing pupils to call out their answers in class introductions and sessions at the end of lessons to review learning.

35.Teachers are fully aware of the specific needs of pupils in their classes identified as having special educational needs. They include these pupils in whole-class teaching where possible, but more attention could be paid to ensuring that they have an opportunity to respond in plenary sessions. Activities are suitably differentiated where appropriate to offer sufficient challenge. Good use is made of support, both through teaching and non-teaching staff. This includes support teachers employed by the local education authority. Pupils' individual

education plans are referred to when planning work, including homework.

36. Teachers' use of time and resources varies but is satisfactory overall. In most literacy and mathematics lessons, the focus is clear, work is appropriately matched to pupils' abilities, and enough time is allocated to review learning at the end of lessons. The pace of many lessons is brisk, as seen in a literacy lesson for Key Stage 1 pupils. Nevertheless, sometimes visual aids are not used effectively to illustrate the key learning objectives, as seen in a numeracy lesson for Year 3 and 4 pupils. In all other lessons, a good range of resources is used satisfactorily to bring lessons to life, as seen in a science lesson for pupils at the end of Key Stage 2. Information technology is used effectively to support learning in all classes. A very good feature is the use of the available indoor space to provide opportunities for physical education, as seen in good lesson for pupils in Key Stage 1. Classroom displays in all rooms are attractive, and effectively reinforce and celebrate pupils' learning.

37. The relationships between pupils, teachers and support staff are good. Most lessons have a calm atmosphere, although some can be a little noisy. Teachers use praise well to motivate and encourage pupils to do their best, so maintaining a good ethos for learning.

38. The quality of day-to-day assessment is good overall, but the quality of marking is inconsistent. Teachers mark pupils' work regularly, but they do not always indicate ways for pupils to improve their work. Not all work is marked in workbooks, with the result that pupils' mistakes are not always rectified.

39. Classroom assistants and volunteer parents all contribute effectively to the overall quality of teaching. They are appropriately briefed by teachers and have a clear understanding of their roles.

40. The use of homework is good throughout the school. Inspection evidence indicates that many pupils take home a range of material to support their learning. The homework policy is being effectively implemented, and the quantity of work set is appropriate. Reading diaries provide a good opportunity for dialogue between home and school.

#### **47. The curriculum and assessment**

41. The curriculum for children under five is satisfactory in providing appropriate activities that lead them through the areas of learning recommended for children of this age into the National Curriculum programmes of study. There is a good balance of activities directed by the staff and those that the children choose themselves. Good use is made of space in the classroom to provide stimulating role-play areas, such as the 'Mary Seacole Hotel', and facilities for sand and water play. Provision for outdoor physical play is limited to physical education lessons, sand and water play in fine weather and the use of large, wheeled toys during afternoon play.

42. The curriculum at both key stages is broad and balanced and meets statutory requirements. This is an improvement on the last inspection, when the allocation of time for some subjects was unsatisfactory. French is taught in addition to the subjects of the National Curriculum, and music is a strong feature. Religious education is provided in accordance with the Norfolk

Agreed Syllabus. The school gives the curriculum a high degree of relevance by making good links between the different subjects it teaches. The school has

implemented the National Literacy and Numeracy Strategies very effectively. Pupils' personal development is promoted well through its curriculum and extra-curricular activities, and there is a good emphasis on intellectual development. For example, pupils are given opportunities to work with pupils in other schools and a number play instruments in the school orchestra.

43. There is very good provision of extra-curricular activities. All pupils have the opportunity to take part in a very good range of clubs after school, including those for art, design and technology and the school orchestra. Extra music tuition is provided for many pupils during the week. Pupils also enjoy a range of sporting activities with other local small schools. Many parents feel that these activities are a strength of the school.

44. The school's provision for personal and social education is satisfactory. Health education is taught as part of science, with additional contributions from the school nurse, who talks to the Year 5 and Year 6 pupils about puberty and related health issues. Drugs education is also provided in line with school policy, using commercially produced resources. There are planned opportunities for pupils to relate to others of different ages, and this helps to promote personal and social development. For example, older pupils sit with and support younger pupils with their reading during 'book browse' sessions. Further opportunities exist for personal development during school trips, public performances by pupils, and visits to local hospitals and senior citizens.

45. The school liaises regularly with the local playgroups and nurseries to ensure a smooth transition for the under fives to the school. The curriculum for under fives is planned according to the official desirable learning outcomes, so that it is appropriate and prepares them well for the National Curriculum. Provision for outdoor play is restricted by nature of the accommodation, which is inadequate in bad weather.

46. The curriculum for pupils with special educational needs meets the requirements of the official code of practice. Pupils are usually taught with the rest of the class group. They are withdrawn on occasion for specific tuition as individuals or in small groups where this is appropriate. This is planned to have the minimum impact on other aspects of the curriculum. The support they receive in the classroom ensures that they follow the same curriculum as their peers as far as possible. Older pupils with special needs take part in discussions of the targets set in their individual education plans. Reviews of their progress are carried out at regular intervals, and their individual education plans are amended accordingly.

47. All pupils have equal access to the curriculum. Teachers know their pupils well, and use this information effectively to organise pupils into ability groups so that their progress is consistent across the school. The two-year planning cycle ensures that pupils should not repeat work previously taught. There are, however, some instances of repetition for some pupils working in a different age-grouped class. The school has recognised this issue, and intends to undertake a review of the curriculum so as to cater for predicted changes in pupil numbers within some year groups. Some pupils are withdrawn from assemblies and lessons for music tuition. Whilst this means they miss their main lesson and sometimes the act of collective worship, it is arranged in such a way that the same lesson or assembly time is not missed on each occasion.

48. Teachers plan using the National Curriculum documents and associated guidance. These include school schemes of work, official guidelines, local authority and published schemes of work. The quality of the school's curriculum documentation is satisfactory overall, with good examples of effective guidance for staff in information and communication technology, art and music. This is an improvement on the findings of the last inspection, where there were a number of gaps in overall curriculum provision. There are, however, still some gaps in the development of pupils' knowledge and understanding in some subjects, such as history and geography.

49. There are good systems in place for the assessment of pupils' learning, and this represents good improvement on the last inspection. Teachers maintain detailed records of individual pupils' attainment, and reading diaries, weekly tests in spelling, and mental arithmetic tests, all provide an ongoing profile of individual pupil progress. The regular use of formal tests in the core subjects and meetings by teachers to agree levels attained by pupils, all serve to promote effective assessment procedures. There is regular monitoring of attainment, through assessment and detailed records are kept of individual pupil progress. In some subjects, such as English, the judgements made of pupils' levels of attainment are not always accurate and teacher assessments can be at variance with pupils' National Curriculum test results.

50. Assessment information is however used effectively to set specific targets for each pupil, and their progress is tracked carefully. Teachers use this information well to group pupils according to levels of attainment in each class. Lesson evaluations assist in the planning of the next stages of learning.

#### **57. Pupils' spiritual, moral, social and cultural development**

51. Provision is good overall. The last inspection found that there was limited opportunity for cultural development, but this aspect is now good. There are many opportunities for pupils to develop an understanding of their own cultural heritage and that of others, through art, music and multi-cultural assemblies. Parents are of the opinion that the school provides a strong sense of community, and this is confirmed by inspection evidence.

52. Pupils' spiritual development is satisfactory overall, but statutory requirements for an act of daily collective worship are not being fulfilled. Opportunities are provided for spiritual development, but pupils are not given sufficient time in assemblies to individually reflect on stories told or think about the prayers read. Some pupils who receive individual instrumental tuition are withdrawn from assemblies during this time. When moments for spiritual development in lessons are planned, there are missed opportunities to provide time for individual reflection. For example, at the end of a design and technology lesson, pupils gazed in awe at the reflections of burning candles on the class sculpture. Nevertheless, the opportunity was missed to develop this experience into individual reflection in the daily act of collective worship at the end of the day.

53. However, pupils are provided with appropriate experiences in art to develop an appreciation of the beauty of paintings, and an appreciation of music by playing music in an orchestra or small group.

54.The school makes good provision in both key stages for moral education. A good behaviour policy, with practical guidelines, supports teachers in taking the initiative to promote good behaviour. Classroom rules are clearly displayed, and pupils are taught principles of right and wrong that underpin their good behaviour in lessons. There is an effective system for rewarding good behaviour, and positive strategies are used to encourage those pupils with challenging behaviour to behave well. Teachers take pains to teach the values of honesty, fairness, truth and justice to young pupils by making clear to wrongdoers the consequences for others if one pupil does wrong. Pupils are encouraged to accept responsibility for their actions, and to make restitution or apologise for lapses in their moral code.

55.Pupils with special educational needs take a full part in all activities, and are given opportunities to take responsibility in the same way as other pupils. The school's ethos actively promotes the acceptance of pupils with special educational needs or disabilities, and is successful in this.

56.The school makes good provision for pupils' social development. Good relationships exist amongst the pupils and between pupils and teachers. Opportunities are planned for pupils in different year groups to work alongside or with each other in lessons. For example, pupils of mixed gender are encouraged to work collaboratively on investigations in numeracy and science lessons. Pupils are also given opportunities to work with pupils from other schools, in activities such as orienteering at the local recreation field. Pupils raise money for charity, put on concerts for the elderly in the community, and are able to show some initiative in the management of their own work or group projects. Older pupils are provided very good opportunities for developing their awareness of citizenship when they visit a local senior citizen with their teacher to have lunch.

57.The school makes good provision for the cultural development of its pupils. There are many opportunities for pupils to develop an awareness of the richness of their own cultural heritage. For example, through playing instruments in the school orchestra, appraising music in assemblies, studying the work of famous artists and through the school's links with professional artists, musicians and composers. A multi-cultural dimension is effectively provided through weekly assemblies and the curriculum. For example, pupils in Key Stage 1 learn about the life of Mary Seacole in history and those in Key Stage 2 gain an understanding of other faiths through religious education.

#### **64. Support, guidance and pupils' welfare**

58.As in the last inspection, the school provides good support and advice to its pupils. Each pupil is known and treated as an individual, and all aspects of their development are closely monitored. This has a positive impact on their progress and general well-being. A range of tests is used to monitor academic progress, and teachers check samples of work from across the school. This is an improvement since the last inspection. There are flexible and sensitive arrangements for settling the youngest pupils when they start school, and pupils in Year 6 are supported as they transfer to secondary school.

59.Good measures are in place to promote discipline and good behaviour. At lunchtimes,

small play equipment is made available, which helps to keep pupils occupied. Rewards are given for good behaviour and helpfulness, and pupils value these. In lessons, class rules are displayed and effectively referred to and enforced. This was seen in the middle class during a science lesson, when pupils needed reminding to raise their hand before speaking. Individual strategies are in use with specific pupils, and these work well. Other members of the class are given assistance to cope with those who have behavioural difficulties, and this is also effective.

60. There are a few occasions when an inconsistent approach to managing behaviour is evident, both in the playground and in lessons. When this occurs in the classroom, it slows down the progress that all pupils in the class can make. There is no harassment or bullying evident, although parents reported occasions when staff had dealt with incidents promptly and effectively.

61. Class teachers are responsible for identifying pupils who need extra help, and discuss their needs with the headteacher, who is the special educational needs coordinator. Good use is made of external agencies, including regular twice-weekly visits from a support teacher for both learning and behavioural difficulties. Individual education plans include behaviour issues where appropriate. Mid-day supervisory assistants are made aware of the needs of specific special needs pupils in terms of behaviour management or particular physical conditions.

62. Child protection procedures are satisfactory overall, although there is a lack of awareness evident when talking to staff. There has been no recent training and this needs rectifying.

63. The school satisfactorily promotes the health, safety and general well-being of its pupils. There is a useful policy, which effectively guides practice, and staff take good care of pupils. There are some outstanding concerns following recent building work that need addressing. These include a threshold step between the new building and the old, which is frequently tripped over, and the arrangement of computer monitors is unsafe. The caretaker takes very good care of the school, is attentive to safety issues and promptly carries out any minor repairs. The school is very well supported by the governing body, who give a high priority to ensuring pupils are safe.

## **70. Partnership with parents and the community**

64. The school has maintained a good partnership with parents since the last inspection, and there is now a home/school agreement in place. The majority of parents who responded to the inspection questionnaire feel they are encouraged to take an active part in school life. Several parents help in classes and make a very positive contribution to pupils' learning. The majority of parents find staff approachable, but a small minority do not, and this needs to be addressed. Governors have close links with parents, some of whom prefer to discuss their concerns with them rather than with staff.

65. Parents are fully consulted and involved where their child has a special educational need. They are invited to all reviews of individual education plans, and copies are only given to parents following discussion with the school: they are not posted. The special educational needs governor is both supportive to parents with concerns and a channel of information.

Parents with such pupils are very positive about the school's attitudes and the level of help their children receive.

66. There is an active parents and teachers association with which all parents are involved. They have been very successful in their fundraising because parents and local people have contributed generously. For example, money has been raised for computers, televisions, a video recorder, and playground toys and equipment.

67. The information that the school provides parents is satisfactory overall. Good curriculum information is provided outside each classroom, and this is updated with the literacy focus for each week. Very comprehensive numeracy newsletters are produced for each year group. These identify targets to aim for and ways in which parents can help their child at home. Parents value the effort which staff make to keep them well informed, and they also like the home/school record books. The school prospectus and governing body's annual report do not contain all the information required. This needs to be addressed.

68. Pupils' annual reports are satisfactory. They give a good analysis of strengths and weaknesses for English, mathematics and science, and progress is reported for most other subjects. However, there are inconsistencies, and sometimes comments are only descriptive of what has been taught rather than how well a child has done. Good quality and regular information is given to parents of pupils with special educational needs.

69. Links with the local community are very good. The local vicar assists with assemblies, and villagers have been very involved in fundraising for a new school building. Good use is made of local facilities, such as the village hall for country dancing and drama, and the playing field is used for physical education. The school orchestra performs at local hospitals and residential homes for the elderly. Educational visits are made to places of local interest, particularly to support history and geography, and these make a positive contribution to pupils' attainment and personal development.

## **76. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **76. Leadership and management**

70. The quality of leadership and management is good. Several issues concerning leadership and management were identified by the last inspection report, relating to the continued development of existing good practice.

71. Over the last four years, the school has continued to improve many aspects of management as well as the overall leadership. In particular, the school's management is now planned over a longer term, and is well focused and evaluated. It has a good capacity for further improvement.

72. The school has a clear set of aims and supporting values, which include an explicit commitment to high academic achievement as well as the intention 'to foster the school as a centre of the community'. The school uses its aims to examine its practice: they are not just words on paper, but are acted upon by all in the school.

73.The school has undergone considerable change in the last few years, with a steadily increasing number of pupils and some badly needed building developments. Throughout this period, the headteacher and governing body have worked together closely, carefully measuring decisions taken against the benefit to the pupils. There is a strong sense of common purpose. The governing body is fully involved in all aspects of management and has a very good understanding of its role as a critical friend. Appropriate committees actively oversee the areas for which they are responsible, although precise structures are needed to help monitor the effectiveness of curriculum development. For example; monitoring visits by members of the governing body are not formally reported back to the governing.

74.The school complies with relevant legislation, although some statutory requirements are not met, such as omissions in reporting to parents.

75.The headteacher provides strong leadership and has a clear vision of the ways in which she wishes the school to develop. She works hard and effectively, despite having a considerable teaching commitment. The quality of planning is very good, integrating as it does all aspects of the school's organisation from funding to in-service training. As befits a relatively small school, there is a good level of dialogue between the headteacher and staff, and everyone is aware of decisions taken. The management of the provision for literacy and numeracy is very good, and is a model for the management of other subjects. Teachers have a good understanding of the subjects they coordinate, but this would be strengthened if they were more involved in decisions over funding. The management of provision for children under five is good. The teacher in charge has a secure understanding for the needs of these children and organises the curriculum and accommodation effectively to provide appropriate provision under difficult circumstances.

76.The management of provision for pupils with special educational needs is good. There is an appropriate policy, and statutory requirements are met. The headteacher, who carries this responsibility, is knowledgeable and concerned, and there are good systems in place to offer pupils suitable help. This is important, as numbers are relatively high, with approximately 30 per cent of pupils on the special needs register. The school demonstrates a strong commitment to their needs, for which it has a growing and deserved reputation. Support from outside agencies is well managed. The governor who oversees this aspect of provision is active in his role, and provides a good contact point for parents needing information or help.

77.The school has adopted the local authority's policy for equal opportunities. It is satisfactory for guiding practice, but there is a lack of awareness amongst staff. This is evident in lessons when insufficient attention is given to ensuring that boys and girls and all age groups actively participate. Nevertheless, the progress of each pupil is monitored, and any differences between pupils of different genders is noted and acted on. There are three pupils in the school who are being taught out of their own age group. This has been done in close liaison with parents, and is constantly under review to ensure that the best provision is being made.

78.The headteacher monitors the quality of teaching on a regular basis and provides appropriate feedback in order to develop teachers' strengths. There is little opportunity for

subject co-ordinators to look at the quality of teaching and learning in the subjects they are responsible for, other than through monitoring planning and pupils' work. The curriculum is consistently reviewed through the school's planning, and both the headteacher and subject coordinators are aware of strengths and areas needing development.

79. There is a good, positive ethos to the school. There is a commitment to high achievement by all pupils in relation to their ability, and this is often realised. Governors, staff and pupils work together well, and the school's intention to operate as an extended family is well met. Parents are generally very supportive of the school's aims and values, and believe their children to be receiving a good quality of education. There is a positive attitude towards change within the school, which makes it well placed to make further improvements.

#### **86. Staffing, accommodation and learning resources**

80. Sensible decisions have been made in relation to staffing the school. In addition to the headteacher, who teaches for over three days a week, there are two full-time and two part-time teachers for the three classes. This arrangement capitalises on the skills and curriculum experience of the two part-time teachers, and enables the headteacher to be released for her management duties. All teaching staff are well qualified and experienced in complementary ways.

81. Two very high quality classroom assistants support teaching staff. They and (Post Graduate Certificate of Education) PGCE students provide good support in lessons, and this contributes to the progress that pupils make in their learning. Classroom assistants are involved in the planning and review of lessons, as well as the day-to-day assessment of individual pupils' development. This is very good practice.

82. All staff are aware of pupils with special educational needs and there are sufficient additional staff to meet their needs. Access to accommodation is satisfactory for pupils with physical difficulties.

83. The arrangements for the induction and appraisal of staff are good. There is a very high commitment to professional development, which is impacting positively on the quality of teaching and learning within the school.

84. Staff make the best use of the accommodation available and it has recently been significantly enhanced. Nevertheless, the accommodation is poor and does not allow the curriculum to be taught effectively. Space is very limited, which makes class organisation very difficult. One of the classrooms is particularly small, and consequently can only accommodate a small number of pupils. There is no hall, and therefore the largest classroom has to be used as one. It frequently has to be rearranged to enable whole-school assemblies, physical education lessons and lunches to take place. Because of the internal structure of the building, there is sometimes background noise from neighbouring classrooms, which can be distracting.

85. Only two out of the three classrooms have easy access to water. This adversely affects the teaching of art, design and technology and science. The classroom used for the youngest

pupils has an additional area available for sand and water play, but it has very limited external space available. This restricts children's physical development, although the playground is used whenever possible. The playground space is small and uneven, which contributes to some of the minor accidents that occur. The school makes use of the village playing field for physical education in the summer months, but this entails quite a walk for pupils from the school.

86.The school office is not conveniently located. It has to be shared by the secretary and headteacher, and, along with the staffroom, can only be reached by a very steep staircase. This is unsafe for pupils to use and not ideal for staff, parents or visitors. The school nurse carries out medicals in the staff room, and this involves pupils using the steep staircase. On a positive note, there are adequate resource areas, a newly created computer room and a small music room. The library doubles as a television area, is a pleasant place for pupils to read, but it is located in a corridor.

87.The governing body has lots of ideas on how to improve the accommodation and have been successful in raising funds locally, but they are limited in what they can do due to the high costs involved.

88.Learning resources are adequate overall for the school's curriculum and range of pupils. There are good resources for English and music. The deficiencies identified in the last inspection have mainly been addressed, although there is still a shortage of artefacts in history and religious education.

#### **95. The efficiency of the school**

89.The overall efficiency of the school is good. Financial planning is very good, and is carefully monitored by the governing body. Rather than rely on figures for expenditure provided by the local authority, the school has developed its own spreadsheet, and provides monthly printouts for the chair of the governing body's finance committee. As a result, governors have an accurate picture of the current position and are able to make informed decisions. They are committed to spending the funding to support the education of those pupils currently in the school, but at the same time they have a good awareness of future needs. They are fully aware of the inadequacies in the accommodation and are working hard to improve them.

90.The school ensures its grants for staff training are allocated to support the targets in the school development plan and, in this way, relates them directly to pupils' learning. Due regard is also paid to teachers' own needs to develop expertise and subject knowledge. The training for literacy and numeracy in particular has had a very positive effect on the standards of teaching and learning. The money available to help pupils with special educational needs is carefully allocated and used effectively. This is demonstrated by the quality of the support offered, whether in classes or individually, and by the way in which some pupils are moved off the special educational needs register.

91.The school makes good use of its teaching and support staff. Good use is made of teachers' strengths to teach individual subjects to more than one class, as in music and art.

Part-time teachers have a clear role and are fully briefed. Non-teaching staff are involved in planning, observing pupil response and evaluating lessons with the teacher. Where they have expertise, this is recognised, as when a learning support assistant leads Year 6 pupils in orienteering as part of the physical education curriculum. Teachers in training who are attached to the school also enter fully into educational discussions. Parents with specific skills are used very well, and have a considerable impact on pupils' progress in subjects such as art.

92. Good use is made of resources to support pupils in their learning, whether bought by the school, borrowed when appropriate or in the guise of visits out and visitors to the school. The school's very limited accommodation is used as effectively as possible in the circumstances.

93. The quality of financial control and school administration is very good. The most recent audit of the school's financial systems reported positively, with only minor recommendations, which were quickly carried out. However, it took place before the last inspection, so it is in the school's own interests to request another audit. There is good support from the local authority's finance officer. The school secretary, who is also a governor, liaises closely with both the headteacher and the chair of the finance committee. The school's day-to-day organisation and administration run smoothly. An example of this is the way in which, on Mondays, the secretary collects dinner money before school while the parent teacher association sells uniforms and other items.

94. Pupils, including those with special educational needs, make good progress. Pupils have good behaviour and attitudes to learning, and the quality of teaching is also good overall. Expenditure per pupil is high when compared to national averages, but this is not unexpected in a small school. Taking these factors into consideration, the school provides good value for money.

## **101. PART B: CURRICULUM AREAS AND SUBJECTS**

### **101. AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

95. After a short period of induction, children are admitted full-time as reception children into the Key Stage 1 class at the start of the autumn term or in January, depending on the date of their fifth birthday. At the time of the inspection, there were five children under five in the Key Stage 1 class. Inspection findings indicate that the attainment of many children at the start of school is in line with that expected nationally for children of this age. The exception is in their reading skills, where overall standards are generally below that expected of similar aged children on entry into reception. All children under five make at least satisfactory progress in all areas of learning, and progress in their creative and personal and social development is good. Overall provision for children with special educational needs is good.

#### **Language and Literacy**

96. A broad range of activities is provided, and the teacher and support staff place a good emphasis on developing children's language and literacy skills. Children make satisfactory

progress in their phonic and early reading development. They listen very carefully, respond well to questions, take part in role-play imaginatively and talk confidently about their experiences in class activities. For example, they talked enthusiastically about helping wounded soldiers, just as Mary Seacole did in the war against Russia. They enjoy books and join in enthusiastically with stories and rhymes. All children understand that print carries meaning, and that text goes from left to right and from the top to bottom of the page. Most

are able to predict what will happen next in a story. Higher attaining children begin to read some simple words. Children's writing skills are developed progressively. By the time they are five, most children can write their own name, and some are beginning to spell familiar words and write simple sentences.

97.The quality of teaching is good. Children are taught as part of the Key Stage 1 literacy class in the morning sessions, where their needs are catered for sufficiently. Follow-up activities are highly appropriate. Planning provides good opportunities for developing language and literacy skills, with the support of the teacher or the classroom assistant in the dedicated under fives area.

#### **104. Mathematical development**

98.Due attention is given to mathematical development. A wide range of practical activities helps children to learn to count numbers at least to ten and some beyond. They can add single digits mentally, and higher attainers begin to use numeric notation to record simple addition problems involving single digit numbers. Some children can confidently name several common two-dimensional shapes. All children are learning to use appropriate mathematical language. Children can carefully match objects according to size, for instance when they compare the colour and size of toy bears. They are able to record information in simple charts, for example when recording the results of their physical exercises in a games lesson.

99.The teaching of mathematical skills is good. Children are taught as part of the Key Stage 1 numeracy class in the morning sessions. They are attentive in the introductions to lessons, and some respond to the teacher's questions. The classteacher provides good teaching during group sessions, as seen in the effective teaching of sorting information and data, using coloured bears of different sizes.

#### **106. Knowledge and understanding of the world**

100.Children's knowledge and understanding of the world is satisfactory overall. They develop an awareness of the world around them through such topics as that on 'Ourselves'. Design and technology skills are developed effectively through a range of activities. They demonstrate good skills in cutting and joining; for example they can carefully cut silver and gold paper to make a contribution to the class angel decoration. Children can type numbers and letters onto the computer with confidence, with minimum adult support. Staff support children in their application of skills with a good balance of child-initiated activity and adult intervention.

#### **107. Creative development**

101.Good opportunities are provided for imaginative and exploratory play. Musical activities occur regularly, and children join in with the singing of familiar songs with enjoyment. They use their imagination well in role-play in the 'Mary Seacole Hotel'. Children can use a range of materials purposefully to create pictures and three-dimensional models, and they use crayons and paints well. Effective displays of completed work in the classroom reflect the broad range of tasks undertaken during the term.

## **108. Physical development**

109. There is a satisfactory range of activities to enable children to develop good coordination and body control. Activities such as painting, modeling, cutting and sticking effectively assist the children in developing their manipulative skills. They have regular access to the school playground for physical activity in the afternoons, where they display control in running and jumping, with a good awareness of space. However, opportunities for outdoor play are restricted to sand and water play and there is insufficient provision for children to use tricycles and other large toys in a safe enclosed outdoor area. The school has recognised this deficiency, and has made a valiant attempt to provide a small outdoor play area at the front of the school, but it is suitable for use only in fine weather. The quality of teaching is good overall. Children are taught a range of physical skills in the physical education lessons for Key Stage 1 pupils. Teachers clearly differentiate activities to suit the age of these children and the limited nature of the indoor accommodation.

## **Personal and social development**

102. Provision is good and all children have positive attitudes to learning. They are enthusiastic and persevere with their tasks. They are very attentive to adults, and raise their hands to make a positive contribution to class discussions. They take part in discussion times while they have a drink after the morning break. Children are particularly responsive to discussions, where they are able to express their thoughts to their peers and staff in group work in the under fives area. Children cooperate effectively with others in practical activities and role-play.

103. The relationships between the school and parents are good. Parents are encouraged to work with their children at home; for example, reading books are taken home regularly and some help in the classroom. Resources for children under five are satisfactory overall, and appropriately organised within the classroom and teaching areas.

## 111. ENGLISH, MATHEMATICS AND SCIENCE

### 111. English

104.The 1999 national tests indicate that attainment is well above average by the end of both key stages. This represents an improvement on the previous inspection. The number of pupils in both year groups is very small and therefore any comparison with national averages would not be reliable.

105.End of Key Stage 2 results over time indicate that attainment has fluctuated over the last three years but, overall, there has been a steady trend of improvement. When results are compared with schools of similar size and circumstances, attainment is well above average. The school is now in its third year of implementing the National Literacy Strategy and this is bringing considerable benefits to all pupils in developing their literacy skills.

106.Inspection evidence shows that by the end of both key stages, pupils' attainment in English is broadly in line with the national average. The level of attainment over the past four years, while generally improving, has fluctuated due to small pupil numbers in most year groups, which means that the abilities of individual pupils have a considerable effect on average attainment. Standards attained by the present Year 2 and Year 6 pupils need to be judged against the fact that almost two thirds of the former and one third of the latter are on the school's register of pupils with special educational needs. The school is now in its third year of implementing the National Literacy Strategy, and this is bringing considerable benefits to all pupils.

107.By the end of Key Stage 1, pupils' attainment in speaking and listening is in line with national expectations. Pupils with higher attainment respond to questions logically and clearly, contributing effectively to class discussions. However, some pupils are slow to answer and their responses are often brief, showing a limited vocabulary. There is a similar picture at the end of Key Stage 2. Some pupils are very articulate and speak with fluency, but pupils with lower attainment find it difficult to express themselves, despite encouragement.

108.Progress is generally satisfactory and for some pupils it is good. Younger pupils join in confidently in whole-class shared reading tasks, and respond readily to the teacher's questions. Younger pupils in Key Stage 2 are attentive to each other's ideas and are happy to stand up and share their work at the end of the lesson. Those involved show reasonable confidence in acting a play they have written for the rest of the school, although their written comments afterwards show that this was an ordeal for some. Older pupils in the key stage are mostly able to contribute to discussion in the literacy hour, and listen with attention both to the teacher and to other pupils' ideas. At the end of the lesson, they are keen to present their work to the class. In an art lesson, general conversation led and encouraged by the teacher showed that, while some pupils are able to express quite sophisticated ideas, others make little or no contribution.

109.Standards in reading are in line with national averages at the end of both key stages. Pupils read a reasonable range of children's literature and poetry, and older pupils are encouraged to reflect on the books they read through writing a short review and recommendation. They discuss the books they are reading, showing appropriate

understanding of characterisation and plot. When reading aloud, they do so with expression. Most pupils understand how to use a library for independent research, and this was particularly good in the case of younger pupils in Year 2.

110. Younger pupils make good progress in reading, judged by the attainment of all pupils in Year 2. They develop a range of strategies for tackling new and unfamiliar words, and have a good understanding of letter sounds. By the end of Key Stage 1, many pupils are able to order a quite complicated story, using clues from the text and discussing their reasons with each other. They continue to make satisfactory progress in Key Stage 2, building on the skills they have learned. Pupils widen the scope of their reading, and many are able to talk about their favourite authors and explain why they like them.

111. Pupils' attainment in writing is in line with national averages at the end of both key stages. The youngest pupils, with support, make two and three letter words from longer words. They copy recognisable letter shapes. By the time they reach the end of Key Stage 1, pupils with higher attainment write at some length, re-telling a story in their own words. Their spelling is often accurate and always phonically justifiable, and they are beginning to develop cursive handwriting.

112. Younger pupils in Key Stage 2 show appropriate standards in some of their work, but both in lessons and in their exercise books they produce an insufficient quantity of writing to maintain the progress made earlier. Older pupils write narrative, imaginative and factual pieces. Pupils with higher attainment develop a sound understanding of the structure of language. They consolidate their understanding of different forms of writing by completing exercises and short pieces of writing correctly. However, they do not often apply this understanding to lengthier pieces of work. Pupils with average attainment and below find it difficult to produce a sustained piece of writing with the variety of language and accuracy expected at this age.

113. Pupils have opportunities to develop their writing in other subjects, such as information technology and history, as well as in diaries from residential visits. Younger pupils in Key Stage 2 show good drafting and re-drafting skills as they produce a class play. They write as evacuees in the Second World War, showing understanding of how such children must have felt. The writing from history topics and visits, often in the form of class books, shows immediacy and good use of descriptive language. The quality of presentation and handwriting, as well as the accuracy of the spelling, is often of a much higher standard than the work in their exercise books.

114. Pupils make satisfactory progress in writing in Key Stage 1, although more able pupils make good progress. Where sufficient demand is made of them, pupils in Key Stage 2 make good progress, although it would be consolidated if more opportunities were provided for them to write at length in different subjects and areas. Progress in spelling is good, especially for pupils with special educational needs, due to the structured support they receive.

115. The response of pupils is good. Most pupils listen carefully to their teachers and are willing to answer questions and discuss ideas. They read with enthusiasm in guided reading sessions. Whether involved in discussion or listening to each other's contributions, they are

interested and well motivated. They are familiar with routines and aware of expectations. Tasks are carried out with a satisfactory degree of independence, providing what is required is made clear. Behaviour is good, and pupils work co-operatively when asked.

116.The quality of teaching is good overall. No unsatisfactory teaching was observed during the inspection. The literacy hour is a strong feature, used very well to develop skills across the English curriculum. Teachers work hard to engage pupils' interest, asking effective questions to deepen their understanding. Relationships are very positive, and teachers make use of humour to keep pupils' interest and attention. Good use is made of support staff and other adults, who are fully involved in all aspects of the lessons. Teachers employ time effectively at the end of lessons to revisit teaching points and ensure understanding. Work for pupils with special educational needs is carefully matched to their abilities and learning needs, and they are well supported.

117.Where teaching is less successful, pupils with higher attainment are not always sufficiently extended by the work provided, and they are not always expected to make the progress of which they are capable. The activity does not always have a clear learning objective, as when Year 3 and 4 pupils are asked to list real and imaginary synonyms using a thesaurus. The marking of pupils' work is uneven. While selected pieces are carefully annotated with suggestions for improvement, there is also a sizeable proportion of unmarked work.

118.The coordinator provides good leadership. The literacy hour is organised very effectively, and its implementation is carefully monitored. With only three classes, there is a high level of communication between teachers and a common understanding. Half-termly plans are designed with yearly objectives over a two-year rolling programme to accommodate the mixed age groups in all classes. Each year-group has termly literacy targets. Half-termly writing assessments are levelled and annotated at some length, giving good guidance to pupils. However, although the staff moderate these together, there is a tendency for some of the levels suggested to be optimistic. In view of the experienced and well-qualified staff, there is good potential for the school to continue to improve standards in the subject.

## 126. **Mathematics**

119.The 1999 national tests indicate that attainment is well above average by the end of both key stages. This represents an improvement on the previous inspections. The number of pupils in both year groups is very small and therefore any comparison with national averages would not be reliable.

120.End of Key Stage 2 results over time indicate that attainment has fluctuated over the last three years but, overall, there has been a steady trend of improvement. When results are compared with schools of similar size and circumstances, attainment is well above average. The school is now in its second year of implementing the National Numeracy Strategy and this is bringing considerable benefits to all pupils in developing their numeracy skills.

121. The level of attainment over the past four years, while generally improving, has fluctuated due to small pupil numbers in most year groups. This means that the test results of individual pupils have a considerable effect on average attainment. Standards attained by the present Year 2 and Year 6 pupils need to be judged against the fact that almost two thirds of the former and one third of the latter are on the school's register of pupils with special educational needs.

122. Inspection findings show that attainment at the end of Key Stage 2 is above national expectations. Many pupils in Year 6 have developed good skill in manipulating numbers. For example, most can count forwards and backwards in 25's and even as a decimal fraction of 0.25. These pupils display a high degree of competence in solving mental arithmetic problems as part of a 'loop' card game. Many can identify several prime and square numbers. Higher attaining pupils can confidently refer to their homework on Pythagoras to inform their fellow pupils about this Greek mathematician. These pupils are able to investigate the relationships of triangular numbers effectively.

123. Attainment is in line with national expectations at the end of Key Stage 1. The majority of pupils are confident in handling two digit numbers. For example, they can find the difference between fourteen and ten. Most are familiar with some multiplication facts relating to the two and five times tables. Their knowledge of two-dimensional shapes is satisfactory. They are able to measure in metres, presenting their results in simple graph form as part of a display on the height of pupils in the class.

124. Progress is good overall and best at the end of Key Stage 2, due to the very effective implementation of the National Numeracy Strategy for these older pupils. All pupils, including those with special educational needs, make good progress in their numeracy skills in the many lessons where teaching is clearly focused. Progress is sometimes unsatisfactory when the teacher's aims and objectives for lessons are unclear, or expectations of what pupils can achieve are too low; for example as seen in a data-handling lesson for pupils in Years 3 and 4. Pupils in Year 1 make satisfactory progress in all aspects of the mathematics curriculum and in the consolidation of skills. Pupils at Key Stage 2 are provided with good opportunities to undertake investigative work and data-handling in other subjects, such as science and information and communication technology.

125. Pupils' attitudes to learning are good overall and best at the end of Key Stage 2, where they are very good, and much of the work in books is neat and well presented. All pupils at both key stages display an enthusiasm for the subject and enjoy working with numbers and structured apparatus. Nevertheless, some pupils in the Year 3 and 4 class are inattentive during introductions to lessons and during practical activities.

126. Teaching is satisfactory overall, with some very good teaching at the end of Key Stage 2. Lessons are clearly focussed in Key Stage 1 and at the end of Key Stage 2. However, learning objectives are not always sufficiently clear at the beginning of Key Stage 2, where teaching was unsatisfactory in the one lesson observed. Nevertheless, all lessons start with an appropriate introduction and mental arithmetic session. Teachers have secure subject knowledge overall, but it is best at the end of Key Stage 2. Teachers support the needs of

special educational needs pupils well. All teachers have a good rapport with the pupils, and some use pupils' misconceptions effectively to illustrate new learning. Resources are used well in most lessons to illustrate teaching points. In the least successful lessons, visual aids are not always used to good advantage to support new learning, as seen in a data-handling lesson at the beginning of Key Stage 2. All teachers use time effectively at the end of lessons to review pupils' progress and prepare them for the next lesson.

127.The curriculum is good. The policy provides effective guidance to staff, and highlights the need for integration of investigative activities. The curriculum provides good opportunities for problem solving, and there are strong links at the end of Key Stage 2 with control technology and the drawing of designs, using LOGO on the computer. The scheme of work is linked to the National Numeracy Strategy, which provides a clear framework for teaching. Procedures for the assessment of pupils' progress are good, and information is used effectively to inform the next stages of learning.

128.The subject is well led by the coordinator. The implementation of the National Numeracy Strategy is proving very effective in promoting pupils' standards overall.

### 136. **Science**

129.Attainment at the time of the last inspection was judged to be good at the end of Key Stage 1, compared both with national averages and in relation to pupils' own abilities. The attainment of pupils at the end of Key Stage 2 was satisfactory, although a weakness was identified in experimental and investigative science. The results of pupils in the Key Stage 2 national tests over the last four years have shown that average performance remains above national expectations. This can be attributed to differences in individual pupil ability being highlighted by the very small pupil numbers in each year group. The attainment of present pupils is in line with national expectations at the end of both key stages. This is a positive picture, given the proportion of pupils on the special educational needs register.

130.Evidence from lessons seen, from looking at pupils' work and from talking to pupils suggests that most pupils make good progress. The emphasis on pupils discovering for themselves through investigations rather than recording facts, helps to ensure interest and enthusiasm.

131.The focus on experimental and investigative work has successfully met the weakness identified by the previous report. Pupils are taught how to make predictions and write up an experiment they have carried out. However, lessons during the inspection were teacher-directed, and while pupils chose their own methods, there was no opportunity for them to design their own experiments. Pupils at both key stages are familiar with the idea of 'fair testing', and are aware of the importance of keeping things the same and repeating experiments to see if you get the same result. However older pupils are not familiar with the terms 'constant' and 'variable', or with the idea that only one variable can be changed. There is evidence of individual research by older pupils in their science topics, some of which is done as homework.

132.Progress is satisfactory across the school. Pupils in Key Stage 1 understand the

connection between exercise and health, including some of the very youngest. Most pupils in Year 2 understand the effect of exercise on pulse rate, and are able to talk about other changes such as increases in the rate of breathing. Their comments indicate a good level of understanding in this area following a well-planned lesson. In conversation, they name different parts of a flower, although they require some prompting. Pupils with higher attainment describe how to make a simple circuit. Throughout the school, pupils with special educational needs make good progress in relation to their prior achievements. They are set different tasks, where this is appropriate, and given extra support, especially in recording the result of their investigations.

133. In Class 2, pupils hypothesise as to whether there is a connection between physical attributes, such as 'do long legged people run faster?' or 'do tall people have bigger feet?' They graph the results of their investigations and interpret the data collected. They compare their results with their predictions, though some need help with this. Older pupils in Key Stage 2, already familiar with electrical circuits, carry out experiments to see whether either the length or thickness of the wire used affects the brightness of a bulb. They make predictions, test them out and draw conclusions. In conversation, they show a satisfactory general knowledge of different aspects of science.

134. Pupils enjoy their science lessons and look forward to them. They work well in pairs, giving each other mutual support and discussing and considering their discoveries. They are well behaved. Most work with some independence, selecting resources from a range made available and using them sensibly. Encouraged by their teachers, they pay due regard to issues of health and safety.

135. The quality of teaching is always at least satisfactory, with half of the lessons observed judged to be good. The best lessons are well planned, clearly identifying what pupils are to learn, and offering relevant activities to help achieve this. Relationships are good in all classes, and this underpins the focus on learning. Good links are made with pupils' previous learning to provide a sound platform for further development. There is appropriate use of scientific vocabulary, and teachers make good use of open-ended questions, encouraging pupils to think for themselves.

136. Science is planned on a two-year rolling programme to accommodate mixed age groups in all classes. A part-time teacher, who plans with the co-ordinator at the beginning of each term, teaches the older pupils. This is effective in ensuring continuity and progression and avoiding duplication. Where pupils do re-visit topics, their learning is planned for at a more demanding level. Higher attaining pupils are challenged by being given more difficult questions to answer, although their written response is sometimes brief. There is regular assessment of pupils' attainment in Key Stage 2 through testing at the end of units of work. Staff undertake a formal analysis of the results of national tests to establish whether pupils have particular weaknesses, and they use this data to inform future teaching.

## 144. OTHER SUBJECTS OR COURSES

### 144. Information technology

137. Attainment at the end of Key Stage 2 is above national expectations. Pupils are confident in handling the equipment, and their ability to utilise available programmes is good. For example, most can enter data into a spreadsheet and interrogate the data to produce a variety of printed formats, displaying their results. Many have adequate word-processing skills to produce writing for a range of purposes such as reporting, creating lists and labels, and drafting their own stories and poems. Higher attaining pupils are able to merge simple pictures with their text to produce work of a high standard. These pupils can construct complex patterns by writing LOGO programs that involve complex procedures. Many pupils are familiar with using CD-ROMs to access information to support their work in class. A good feature is the use of a program in music for pupils to create short compositions with more than one part.

138. Attainment at the end of Key Stage 1 is in line with that expected nationally for seven year olds. Many pupils can create attractive pictures using a range of screen tools in a simple graphics program. Their keyboard skills are appropriately developed, and many are confident in handling the mouse to manipulate information on the screen. For example, at least three-quarters of these pupils can access the appropriate menu command to activate the printer to obtain a finished copy of their work. These pupils are able to make sound use of their control technology skills to guide a simple robot around the floor, and draw two-dimensional shapes on the screen.

139. Progress is good overall across the school. It is best at Key Stage 2, where it is consistently good. Pupils have regular access to the computers in the classroom and the recently developed computer room. Teachers and classroom assistants enhance progress through the effective teaching of skills. All areas of the curriculum are covered, and the work undertaken in data-handling in both Key Stage 2 classes is a strength. For instance, many pupils in Year 4 are able to reflect on handling data gathered in their recent survey of friends in the class. These pupils are able to make a simple hypothesis about the data recorded in the class record, for example, that the length of arms will normally determine a person's overall reach. These pupils can make informed choices about which type of graph they should use to represent their findings. Pupils with special educational needs make particularly good progress due to the levels of confidence they have developed in using computers.

140. Pupils' response to information technology is very good. They are enthusiastic and show enjoyment while they are working. Many pupils in Key Stage 2 display considerable confidence in logging on to the programs they are going to use. Pupils are very good at explaining what they are doing, and are eager to show their results to others. They work well in pairs when at the computer by sharing and discussing the tasks. Pupils are also good at helping one another when difficulties arise. They show a developing independence and responsibility for their own learning, and ask the teacher for help only after trying to solve any problems themselves.

141. Teaching is good at both key stages. Teachers and support staff display confidence and competence when demonstrating skills and solving problems. Their knowledge of the subject

is good and they are enthusiastic in what they do. Teachers at both key stages make satisfactory use of time and resources. Teachers develop pupils' computer skills so that they can be used to support work in other subjects, such data-handling in mathematics, composition in music, research in history, and graphics in art.

142.The curriculum is good, and all areas of the information technology curriculum are covered. Planning is good for all pupils in the development of important skills over each key stage. There is clear identification of skills to be covered each term, and good procedures for assessing pupils' progress. These are effectively supported by the award of certificates for individual achievement in a range of skills.

143.The coordination of the subject is good overall. There is no systematic monitoring of teaching and learning, but class portfolios of pupils' work exemplify the staff's high expectations of what pupils can achieve. A small computer room has been developed in the school, and this is frequently used by pupils. Resources are well organised and good overall, but some computers and printers are old and in need of renewal. Pupils currently have limited access to the Internet in the school office.

#### 151. **Religious education**

144.Attainment at ages seven and eleven is in line with the expectations of the locally agreed syllabus. Pupils in Year 6 are familiar with several stories from the Bible, such as that of Abraham and Isaac, and retell them in their own words. They know that the Bible is composed of the Old and New Testaments, which contain many books. They have a satisfactory knowledge of all the faiths identified in the strands of the locally agreed syllabus, such as Judaism and Sikhism. Pupils in Year 2 are developing their understanding of religious issues and major faiths through listening to stories and taking part in discussions in personal and social education sessions. They are familiar with some stories about Jesus and other people in the Bible. They know about religious celebrations of Christians and Hindus, such as Easter and Diwali. They are beginning to express an understanding that all people are of value, and that there are faiths other than Christianity.

145.Pupils in both key stages, including those with special educational needs, make satisfactory progress overall. The way the curriculum is made relevant to pupils in specific lessons, personal and social education sessions and assemblies enhances their progress.

146.Attitudes to learning are satisfactory overall at both key stages. Pupils' attitudes in the one lesson seen were positive, and they read the text from the Bible with feeling and expression. However, the presentation of work in some Key Stage 2 books displays a lack of care and respect for the subject overall.

147.It is not possible to make a judgement concerning the quality of teaching in this subject as only one lesson could be seen during the inspection. However, teaching in this one lesson in Key Stage 2 was satisfactory. The teacher made satisfactory use of resources and demonstrated secure subject knowledge. The lesson provided a clear focus for speaking and listening with reference to the nativity story. Good opportunities were provided for cooperative activity, though not enough time was allowed for some pupils to complete their

narration of the story to the rest of the class.

148. The curriculum is satisfactory overall and this is an improvement on the finding of the last inspection. There is now a draft scheme of work that supports teachers' planning. Nevertheless, procedures for assessment are unsatisfactory. There are no systems in place to assess pupils' progress against the expectations of the locally agreed syllabus.

149. The coordination of the subject is satisfactory overall. Good progress has been made in the development of the policy and draft scheme of work. Resources are satisfactory overall, though the number of artefacts is limited.

## **Art**

150. Pupils make good progress in art at both key stages. This is an improvement since the last inspection, when standards were judged to be sound at both key stages. The main reason for this improving picture is that one teacher, who is an art specialist, teaches art across the school. This single approach gives the subject continuity and progression, and the teacher has a good knowledge of pupils' capabilities. Pupils with special educational needs make good progress.

151. All pupils in the school have sketchbooks, the use of which is planned into lessons at appropriate times. Sketchbooks give a good indication of individual progress, but they are not only used as a record of work; pupils are encouraged to use them to experiment with ideas and media to inform the way in which they approach a given task. This is good practice.

152. The quality of artwork, both on display and in the school's portfolio, shows that different media are used in interesting and sometimes innovative ways. There are good links with other subjects, such as history, where older pupils make drawings of Greek sculpture and architecture. Their line and tone work in pencil and charcoal is of a high quality.

153. While only one lesson was seen, the quality of teaching is judged to be very good because the same teacher teaches the subject throughout the school. In the introduction, a parent who is also an artist used examples of her own 'life masks' in clay and plaster. Pupils were transfixed by the power of these images, with the only sound the intake of breath. The way in which the lesson was planned and organised contributed strongly to the quality of work produced by the pupils.

154. There is a policy and scheme of work, although the latter varies due to the fluctuating number of pupils in different classes. Planning for the current term is detailed and effective, relating activities to the National Curriculum programmes of study. However, there is a need to develop a clear programme of art skills across the key stages, if only to secure provision in case of an unforeseen change in staffing.

155. There is a satisfactory quantity and a good range of art resources. Very good use is made of interested and able parents to work with groups of pupils, which raises the quality of the work produced. There are also good links with provision outside the school, such as the

Sainsbury Centre at the University of East Anglia.

## **Design and technology**

156. Only one lesson was seen during the inspection. Judgements are based on scrutiny of pupils' work, observation of some teaching in the one lesson and in the design and technology club after school, and discussions with staff and pupils.

157. Pupils make satisfactory progress in this subject across the school. This judgement is similar to that made in the last inspection. Pupils enjoy the practical nature of the subject and the decision-making it involves. They persevere with activities, seeing them through from initial ideas to a satisfactory conclusion, followed by an evaluation of the final products, as in their designs for winter biscuits. Pupils with special educational needs make good progress.

158. In Key Stage 1, pupils practise focused skills and join materials in a variety of ways, for instance when they weave gold and silver thread to make an abstract Christmas decoration. They work with simple tools to create a class sculpture from carefully cut and sanded pieces of wood. In Key Stage 2, pupils show details of their designs in labeled sketches. They make realistic suggestions about how they can achieve their intentions, and measure the correct quantities to make biscuits in a food technology project. They use a range of materials in an after-school club to make attractive nativity figures for the school crib display. Pupils with special educational needs make good progress in self-confidence and a range of skills.

159. Only one lesson took place during the inspection, so it is not possible to make an overall judgement on the quality of teaching. However, the teaching was good in the one lesson seen in Key Stage 1. The teacher's expectations were clear, understood by all pupils, and good discipline was maintained throughout the lesson. Pupils stayed on task, working industriously to complete their Christmas decoration and to sand their piece of wood for the class sculpture. The lesson was managed well, with good use of extra staff, time and resources. The good development of speaking and listening skills was a positive by-product of the collaborative nature of the activities. All pupils gazed in awe at the completed sculpture as the teacher illuminated it with small candles, to provide a stunning backdrop to the reading of a story about a carpenter.

160. The subject is planned through a series of units to take due account of the National Curriculum programme of study. Resources are satisfactory. The curriculum is enhanced through work on textiles and structures, and by links to other subjects such as history, where pupils in Years 3 and 4 use recycled materials to make Roman shields and helmets.

## **Geography**

161. Due to the way in which the teaching of geography is organised in the school, it was not possible to see any lessons during the course of the inspection. Judgements are therefore based on analysis of pupils' work and planning for the subject, and on talks with pupils and teachers. The progress of all pupils, including those with special educational needs, is broadly satisfactory. This is in line with the findings of the last inspection.

162.Older pupils in Key Stage 1 are able to talk about their own locality and identify the differences between towns and villages. They are aware of local rivers and ponds. They name places in the United Kingdom and have a general idea of where they are. They name the major compass points, and know these are used to find the way. When asked about environmental issues, they explain the problems caused by rubbish.

163.Pupils at the end of Key Stage 2 have compared their lives with those of people in Ethiopia, with a close focus on the use and availability of water. This gives them a good insight into differences and problems in a way that is very real to them. In mapwork, they understand the use of scale and grid references, although they are not yet familiar with four figure grid references as used on Ordnance Survey maps. They develop their mapping skills practically through orienteering, in a good link with physical education. They are confident in using atlases, and know where major cities and oceans are found. They make appropriate links with their own surroundings in talking about land use and the environment. While they know and can explain technical terms such as 'water cycle' and 'equator', they are less confident with others like 'glacier' and 'erosion'.

164.The geography coordinator is sufficiently experienced. Although the fact that she has a part-time post means she is not always available for discussion, her teaching in other schools, including the high school to which most pupils transfer, provides a useful insight and breadth of experience. There is no policy for the subject, and planning on a two-year rolling programme is being developed from official curriculum guidelines. At present, there is no way of assessing pupils' progress against a checklist of geographical skills. Resources are satisfactory. Most pupils in Key Stage 2 take part in an annual residential visit, which includes some geographical work.

## **History**

165.Pupils' progress as they move through the school is satisfactory overall. However, it is uneven, with some considerable gaps in pupils' historical knowledge and understanding at the end of Key Stage 2. Nevertheless, this is an improvement since the last inspection, when standards were below expectations in Key Stage 2. Pupils are taught about and remember a wide range of historical periods. In the one lesson seen, good use was made of aspects of the Crimean War to open pupils' eyes and help them to compare past and present. Other evidence comes from looking at pupils' work, talking to them and discussions with teachers.

166.Younger pupils in Key Stage 1 have a sense of the past, talking about technology from before their time, such as steam trains. They recount particular facts about Florence Nightingale and Mary Seacole, and understand the contribution they made to soldiers' well being. They use atlases to see where these events took place. Pupils with special educational needs make at least satisfactory progress.

167.Older pupils produce folders of their work when studying topics such as the Ancient Greeks or the Second World War. These contain descriptive writing which, although often short, is of good quality. Some pupils with higher attainment produce word-processed work as homework, which is much longer and of high quality, although it is not clear how much help they receive. There is a strong link with the art curriculum, with folders on Ancient

Greece illustrated by sketches of a high standard.

168. Conversation with older pupils reveals worrying gaps in their knowledge and understanding, some of which is at odds with the quality of their written work. They are unable to place the periods they have studied into correct chronological order. However, they are unfamiliar with historical terms such as 'court' and 'civilisation', even though they have studied the Tudors and Ancient Greeks and Romans. Correctly describing what an 'invader' is, they use as an example the Romans invading Britain, but spoil it by adding 'not that they ever did!' Although they have been visited in school by an archaeologist, they have difficulty in naming sources of evidence other than books, and appear not to have discussed the difference between primary and secondary sources.

169. Pupils' response in the one lesson seen was positive. They were keen to participate and make a contribution, showing an understanding of how the way we live has changed over time. Older pupils' work also shows interest, and they are willing to talk about the subject and enjoy their studies. As only one lesson was seen, it is not possible to comment on the teaching of history overall.

170. The subject is a focus in the school's current development plan. Planning at the moment is being developed using official guidelines for the teaching of history. Good use is made of visits where possible, and also of visitors to the school such as a Civil War society, a Second World War group and a Viking re-enactment group. There are sufficient resources for each topic, and they are evaluated each time it is taught.

#### 178. **Music**

171. Only one lesson was seen during the inspection. Judgements are based on listening to pupils singing in assembly, observation of some teaching both in a lesson and in sessions of individual tuition, listening to the school orchestra playing after school, and from discussions with staff and pupils.

172. Progress is good overall, and standards have been improved since the last inspection.

173. Pupils at Key Stage 1 can sing songs clearly in assemblies. Singing is satisfactory and the maintenance of rhythm and pitch is appropriate. Older pupils in Key Stage 2 can effectively appraise the work of famous composers and that of other musicians played at the beginning and ends of assemblies. Many pupils make evaluative comments about the emotions and feelings they experience when listening to different pieces of music in lessons. Pupils in Years 5 and 6 can effectively perform their short compositions on instruments such as a keyboard. These pupils are developing their ability to appraise the music of others, and their use of technical language is good. The overall quality of singing in assemblies is satisfactory. The progress of pupils in receipt of peripatetic tuition is good, and these pupils are learning to play a range of brass and woodwind instruments to a good standard. The progress of pupils with special educational needs is satisfactory. Higher attaining pupils make good progress in using a computer program to compose short pieces of music in three parts.

174.The response of pupils to music is very good. Pupils enjoy making music and are attentive in lessons and orchestral practices. They persevere when playing instruments. Pupils throughout the school enjoy singing hymns and songs in assemblies. Those who receive individual or small group tuition respond well to instruction, and endeavour to play tunefully and correctly.

175.It is not possible to make an overall judgement on the quality of teaching since only one lesson was observed during the inspection. That was in Key Stage 2, and the standard of teaching was satisfactory. Planning was sound and the teacher demonstrated good subject expertise. Instruments and audio visual aids were used effectively to promote learning, and pupil behaviour was managed well. The teacher had high expectations of what pupils could achieve, and used questioning well to challenge and motivate them. However, the needs of pupils with special educational needs were not fully catered for and their contribution to the lesson was minimal. Peripatetic teachers provide effective tuition, but sometimes this involves the withdrawal of pupils from collective worship.

176.The curriculum is good. There is a clear policy statement that provides useful guidance to staff. A comprehensive scheme of work is used to identify what should be taught to which group of pupils and when. The allocation of teaching time is satisfactory, but sometimes there are missed opportunities for all pupils to listen to and appraise the music of famous composers in assemblies. Management of the subject is good overall. The provision for individual tuition in woodwind and brass is a strong feature of the school, and these pupils are able to significantly contribute to music-making by playing in the school orchestra. The school has developed a good reputation for music, and effective links have been established with professional composers and musicians. Trips to concerts and opportunities to play for senior citizens at Christmas time enrich the curriculum.

184.

### **Physical education**

177.Pupils, including those with special educational needs, make good progress in physical education. At the time of the last inspection, standards of achievement were judged to be satisfactory. There was little opportunity to see physical education taught during this inspection. The progress pupils make is in spite of the severe restrictions placed on the subject by the lack of suitable facilities. The school makes every effort to ensure that pupils are offered an appropriate curriculum.

178.Younger pupils understand the importance of warming up and cooling down after exercise. They can use small foam balls and lightweight equipment to play indoor games. Many can throw these balls at a designated target with some accuracy. They record the results of their activity on a scorecard for reference at a later date. Year 6 pupils take part in an orienteering exercise on the village playing fields, led by a teaching assistant. They lead pupils from a neighbouring school, who are less experienced, sharing equipment and ideas. They orientate their map and use a compass to plot their direction of travel. After discussion, they decide the fairest way to record distances is by averaging the paces of the group.

179. The school uses the small playground in winter and the village field half a mile away in summer for physical activities. The village hall quarter of a mile away is also available in the afternoons, although it has to be paid for. If the weather is too bad, lessons take place in the school, using the classrooms and corridors.

180. The school covers all basic skills, although there are no opportunities for pupils to climb in gymnastics. Previously older pupils have used the gymnasium at the local high school, but the school no longer has the mini-bus that was used for transport. Alternative arrangements could be explored, as this is a facility otherwise not available to the pupils. There is sufficient small apparatus, and pupils practice team games on the playground. Small-sided competitive games are played against other schools when the numbers in the year groups are large enough.

181. All pupils in Key Stage 2 have swimming lessons in one term every year. The swimming baths are in Thetford, so that to provide a half-hour lesson takes two hours in total, including half an hour after school finishes. Pupils are taught swimming over four years and attain the expected targets by age 11.

189.

## **PART C: INSPECTION DATA**

### **189. SUMMARY OF INSPECTION EVIDENCE**

182.The inspection was carried out over a period of three days by a team of three inspectors including a lay inspector.

183.The total time spent in direct observation of teaching and learning was 27 hours and 54 minutes.

184.Twenty-five parts of lessons or lessons were observed.

185.Registration sessions were observed.

186.Samples of work and pupils' records were examined.

187.A number of pupils were spoken to about their work and a sample were heard, reading their books.

188.Inspectors had discussions with each member of staff in connection with their responsibilities.

189.Written statements recently produced by the school, including development plans and the teachers' lesson notes, were examined.

190.Prior to the inspection a questionnaire was distributed and a meeting was held, attended by 14 parents. Discussions were held with parents and governors.

## 199. DATA AND INDICATORS

### 199. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full- time pupils eligible for free school meals
YR – Y6	72	4	20	15

### 199. Teachers and classes

#### 199. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	3.24
Number of pupils per qualified teacher:	21:1

#### 199. Education support staff (YR – Y6)

Total number of education support staff:	3
Total aggregate hours worked each week:	46

Average class size	23
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### 199. Financial data

Financial year:	1998/99
	£
Total Income	129918.00
Total Expenditure	128898.00
Expenditure per pupil	1841.00
Balance brought forward from previous year	5700.00
Balance carried forward to next year	6720.00

199. **PARENTAL SURVEY**

Number of questionnaires sent out: 72  
 Number of questionnaires returned: 24

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	50	38	8	0	4
I would find it easy to approach the school with questions or problems to do with my child(ren)	54	29	4	8	4
The school handles complaints from parents well	33	33	25	4	4
The school gives me a clear understanding of what is taught	58	33	4	0	4
The school keeps me well informed about my child(ren)'s progress	46	42	8	0	4
The school enables my child(ren) to achieve a good standard of work	46	42	8	4	0
The school encourages children to get involved in more than just their daily lessons	50	29	13	4	4
I am satisfied with the work that my child(ren) is/are expected to do at home	42	46	4	8	0
The school's values and attitudes have a positive effect on my child(ren)	42	46	13	0	0
The school achieves high standards of good behaviour	33	67	0	0	0
My child(ren) like(s) school	54	42	4	0	0