

# INSPECTION REPORT

## **CASTON CHURCH OF ENGLAND VA PRIMARY SCHOOL**

Caston, Attleborough, Norfolk

LEA area: Norfolk

Unique reference number: 121111

Head teacher: Mrs Lindsey Turnbull

Lead inspector: Grace Marriott

Dates of inspection: 22<sup>nd</sup> – 24<sup>th</sup> June 2004

Inspection number: 255736

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	69
School address:	The Street Caston Attleborough Norfolk
Postcode:	NR17 1DD
Telephone number:	01953 483304
Fax number:	01953 433149
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Bridget Hall

Date of previous inspection: July 1998

## CHARACTERISTICS OF THE SCHOOL

Caston Primary School is a very small school in the village of Caston, near Attleborough in Norfolk. The school serves several villages. The children are overwhelmingly from white UK backgrounds. Their home circumstances are broadly average overall but very varied, with some children coming from affluent homes, but also a number from less advantaged backgrounds. About a third of the children are on the special educational needs register which is above average. The main needs are related to dyslexia and moderate learning difficulties. Children join the Reception year with well below average knowledge and skills and few have had pre school experience. The school is organised into three classes. Children in the Reception year are in the same class as pupils in Years 1 and 2. Pupils in Years 3 and 4 work together, as do those in Years 5 and 6.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3674	Grace Marriott	Lead inspector	Mathematics, Science, Information and Communication Technology, History, Music, Special Educational Needs
9053	Vivienne Phillips	Lay inspector	
27654	Robina Scahill	Team inspector	Foundation Stage, English, Geography, Art and design, Design Technology, Physical Education

The inspection contractor was:

**e-Qualitas Limited**

Langshaw  
Pastens Road  
Limpsfield Chart  
Oxted  
Surrey  
RH8 0RE

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Caston Primary School is providing a satisfactory education** for its pupils with strengths in the provision for pupils' personal development. Academic standards are below average overall and well below average in English. This is, however, satisfactory achievement since children start school with very limited knowledge and skills. The teaching is satisfactory with some strengths in all classes. The head teacher is providing good leadership and management with a clear focus on raising standards. She is well-supported by the staff, parents and governing body. The school gives satisfactory value for money.

The school's main strengths and weaknesses are

- Pupils behave well and have good attitudes
- Achievement in Years 3 to 6 is good and children in the Foundation Stage achieve well in physical and personal, social and emotional development
- Achievement in writing is too low
- The pace of work slows down too much in some lessons
- There is some lack of challenge generally, and particularly for Year 2 pupils
- The school is strongly committed to providing equally for all its pupils
- The use of information and communication technology (ICT) is well-planned across the curriculum
- The range of extra-curricular and enrichment activities is good and community links strongly enhance pupils' education

In the six years since the previous inspection, the school has gone through a very considerable period of change. Almost all teaching staff have been appointed in the last three years and have taken on new responsibilities. Children are starting school with lower levels of knowledge skills and understanding than previously and more have special educational needs. The issues raised in the last report have been dealt with appropriately. Governors are now much more systematic in their monitoring and the marking of pupils' work has been improved. The school is continuing to focus on assessment and marking. **Improvement since the last inspection has been satisfactory.**

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	C	D	D
mathematics	C	E	B	A
science	E	E	D	E

*Key: A well above average; B above average; C average; D below average; E well below average.*

*Similar schools are those whose pupils attained similarly at the end of Year 2. The 2003 year group had 12 pupils.*

**Achievement is satisfactory overall**, although with variations between different year groups and subjects. Achievement in the Reception year is satisfactory overall and good in physical and personal, social and emotional development. Most children achieve the expected early learning goals. In Years 2 and 6, comparisons with national test results have to be treated with very great caution. The very small number of pupils in each year group means the results of one pupil can have a disproportionate effect. However in 2003 no pupils in Year 2 reached the higher level 3 in reading, writing or science, though two pupils did in mathematics. No pupils in the current Year 2 are working at the higher level. In Year 2, pupils' achievement is satisfactory overall though current standards are well below average in reading, writing and science and

below average in mathematics. Standards are average in information and communication technology (ICT).

Pupils in Year 6 have generally not done as well in national tests as those in schools achieving similar results in Year 2, except in mathematics where in the last two years they have done much better. Pupils achieve well in Years 3 to 6 and standards are improving in most subjects, and though still below average overall in English and science, are almost in line with expected levels in mathematics and are average in ICT. In all year groups, standards in writing are well below average in terms of both content and technical accuracy. Pupils' oral work is often good, for example in science and history they can explain what they are doing and why. Other subjects were not inspected so no judgement about achievement was made. Pupils' personal development is good. They have good attitudes to work and join in activities enthusiastically. They behave well in lessons and around school. **Their spiritual, moral, social and cultural development is fostered well.** Attendance is average and punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory.**

**The teaching is satisfactory overall** and about half the lessons were good. There was some good teaching in each class and in these lessons a well-structured range of activities challenged all pupils and they were able to make good progress. Where teaching was satisfactory rather than good, the pace of the lessons tended to flag and the level of challenge was not as high as it could have been. Expectations for what pupils could achieve are not consistently high enough. Teachers share learning objectives with pupils and mark work in accordance with these. Sometimes however, the objectives focus too much on the completion of a task and not enough on the quality of work expected. The curriculum is satisfactory overall with good opportunities for extra-curricular and enrichment activities. The provision for ICT has improved considerably and work is well-planned to develop pupils' skills and support their learning in other subjects. Links with local schools through the cluster group are very good and extend and enrich pupils' experiences very well. The school cares well for its pupils and offers them good support and guidance. Pupils are listened to and their views are increasingly being taken into account. The school works well with parents. Links with the local community, including the church, are very strong.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The school has gone through a period of considerable change in staff which has been managed well. The head teacher has concentrated successfully on building a stable team who have a clear focus on enabling pupils to achieve higher standards. The head teacher is providing good leadership and the governing body is knowledgeable and supportive. The leadership and management of other staff are sound. Most have taken on their responsibilities relatively recently and though action plans are good, they have not yet had time to have a major impact on standards and achievement.

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

Parents appreciate what the school offers their children and most are supportive. Pupils were positive about the school and many said they would not want to change anything because they were happy.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- Raise standards in all aspects of writing in all year groups
- Increase the pace and the level of challenge in some lessons in all classes
- Raise expectations for what pupils can achieve, particularly in Year 2

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

### **STANDARDS ACHIEVED BY PUPILS**

Children start school with well below average knowledge and skills and their achievement in the foundation stage is satisfactory even though many children do not reach the early learning goals. Achievement is satisfactory in Years 1 and 2 except in writing where it is unsatisfactory and standards are well below average. In Years 3 to 6 achievement is good overall and satisfactory in writing. In general in all year groups, oral work is better than written work. In all year groups the comparisons with the national expectations can be very misleading because of the very small number of pupils in each year group. The standards achieved by one pupil can have a disproportionate effect on the overall picture.

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

- Personal, social and emotional development and physical development are good in the foundation stage
- Pupils are achieving well in Years 3 to 6
- ICT skills are improving rapidly
- The quality of singing is good
- Pupils have well below average writing skills with particular weaknesses in spelling, punctuation and handwriting
- Higher-attainers are not always achieving highly enough, particularly in Year 2

#### **Commentary**

1. Children start school with very limited knowledge and skills in all areas of learning. Their achievement is satisfactory overall and most children achieve the early learning goals. In their physical, personal, social and emotional development, children achieve well and make better progress overall than in language, literacy and mathematics. Results in English and science in recent years have been well below average in Year 2 and Year 6. In 2003 no pupils in Year 2 reached the higher level 3 in reading, writing or science, though two pupils did in mathematics. Results in mathematics have been rather better recently and have been below average in Year 2 and mostly average or better in Year 6. Pupils In Year 6 have generally not done as well as those in schools achieving similar results in Year 2, except in mathematics where in the last two years they have done better. Two pupils achieved the higher level 5 in English, three in science and four in mathematics. The results of boys and girls have fluctuated, with boys doing better than girls in some years and the reverse in others.
2. Current standards are well below average in reading, writing and science in Years 1 and 2 and below average in mathematics. However, given their starting point, pupils' achievement is satisfactory. No pupils in the current Year 2 are working at the higher level. Achievement is good in Years 3 to 6. Standards have improved in most subjects and are very close to the average in mathematics and average in ICT. Pupils use computers confidently across the curriculum. Standards are still below average in English and science.
3. In English, reading is improving and by Year 6, pupils read fluently and use reference books confidently. Standards in writing are showing signs of improving, particularly in the older classes, but in general, pupils do not take enough pride in their written work. It is often untidy and presentation is careless. Pupils' oral work in lessons is often good, for example in science they could explain clearly what they were doing and why, and showed a secure understanding of the work. Their standard of work, however, was below average overall because in these and other subjects, they found it difficult to write about their work at length or in any depth. In mathematics, in all year groups, pupils have good skills in data handling, and are reasonably competent in basic computation, but are not as good at problem solving, and work is sometimes spoiled by careless mistakes.

4. Pupils with special educational needs are achieving well in terms of the targets on their individual education plans, because they are well-supported in lessons and able to participate fully in lessons. Those with emotional and behaviour difficulties are making particularly good progress.
5. It was not possible to make a judgement of standards in all subjects, but in music the standard of singing is good and in history, pupils showed some good insights into the impact of evacuation on people's lives.

### Key Stage 1

#### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	14.4 (14.1)	15.7 (15.8)
writing	13.0 (13.5)	14.6 (14.4)
mathematics	15.4 (16.6)	16.3 (16.5)

*There were 10 pupils in the year group. Figures in brackets are for 2002.*

### Key Stage 2

#### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	26.5 (27.5)	26.8 (27.0)
mathematics	28.1 (25.4)	26.8 (26.7)
science	27.5 (25.8)	28.6 (28.3)

*There were 12 pupils in the year group. Figures in brackets are for 2002.*

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

Pupils of all ages have good attitudes to learning and behave well. Their personal qualities, including their spiritual, moral, social and cultural development are fostered well. Attendance is satisfactory and punctuality good. There are no exclusions. Strengths identified at the last inspection in pupils' approach to work and personal development have been maintained satisfactorily.

#### **Main strengths**

- Pupils of all ages are willing to do what teachers ask of them in lessons, which supports them well in what they achieve
- Pupils respond well to the way the school encourages them to enjoy working and playing together, which helps to create a good atmosphere in which they all feel happy and secure
- The school's consistent efforts to help pupils become mature and responsible ensure that they learn to treat others with respect and recognise the difference between right and wrong
- Pupils enjoy the opportunities that the school provides for them to broaden their horizons and take part in activities outside lessons, which strengthens their enthusiasm for school life

#### **Commentary**

6. As a result of careful efforts by staff to encourage all pupils to listen carefully, follow instructions and try to complete the tasks they are set, pupils are happy to co-operate and to get on with their work. On occasion they need a little more encouragement when they do not find the work particularly interesting. Sometimes this is because teachers have underestimated what pupils could achieve if they had the chance to try. Pupils mentioned that *"lessons are really*

straightforward' and do not always ask enough of them: "I would like to change handwriting (lessons) so I can improve". Some want "more homework: we don't do enough and it's not set often enough. They could get us to do more for writing and spelling". When they have the chance to test themselves with more demanding work, they thrive on the challenge. This was seen in a Year 5/6 mathematics lesson where individuals thoroughly enjoyed problem-solving activities linked to first steps in algebra: "they're like interesting puzzles!"

7. The school gives everyone, including the youngest children, every opportunity to learn how to relate well to other people. This is because few of them have had experience of playing or being with a wide range of different children before they start school. As a result of these efforts, pupils of all ages and backgrounds are happy with school life in general and the sense of enjoying themselves because of the friends they make. "It's quite a nice school with nice people" where "it's easy to talk to someone, usually your friend" and bullying is not seen as a problem. Pupils value positive encouragement such as star badges for politeness and owl badges for good work, which help them to feel that their efforts are recognised and that school is a good place to be. As one older pupil wrote, "I like school because you learn and find out things and that's what it's for!"
8. The school encourages pupils to become reasonably independent from early on in their schooldays. Young children talk enthusiastically about "peg-choosing" where they have the chance to choose how to spend their time on a range of activities designed to extend experience of work and play. Through moral messages in assemblies and practice at listening to others and taking turns to talk while everyone sits in a circle (circle time), pupils become better at understanding how to treat others and take responsibility for their own behaviour. They have good opportunities to understand that others have different views and lives from their own. Pupils have chances to take on some responsibilities, although with less scope for initiative than in some schools. The school is experimenting with ways of determining the membership of the school council. It is currently appointed rather than elected but the head teacher has recognised the advantages of involving the pupils more. In most cases, pupils' enthusiasm for different kinds of play is particularly strong so they become good at negotiating and sharing with others. Pupils are eager to mention the toys and board games available in class to stimulate their interest in school and in learning from other children. They are very enthusiastic about the variety of clubs and chances to take part in sport, productions and local festivals. Many pupils welcome the chance to go on trips about topics in the lessons.

### Attendance

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

Authorised absence		Unauthorised absence	
School data:	5.5	School data :	0.2
National data:	5.4	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school is providing a satisfactory education. Teaching and learning are satisfactory overall. The curriculum is satisfactory, with good opportunities for extra-curricular and enrichment activities. Links with local schools through the cluster group are very good and extend and enrich pupils' experiences very well. The school works well with parents. It cares well for its pupils and offers them good support and guidance. Pupils are listened to and their views are increasingly being taken into account. Links with the local community, including the church, are very strong.

### Teaching and learning

Teaching and learning are satisfactory overall, with particular strengths in the teaching of older pupils. All the teaching was at least satisfactory and almost half was good or better. This is very similar to the last inspection. Assessment is satisfactory overall.

### **Main strengths and weaknesses**

- Teachers make good links between different subjects
- Good routines for class management are well understood by the pupils
- Oral work is used well to extend pupils' vocabulary and encourage them to discuss, but expectations for written work are not high enough
- Expectations for what pupils can achieve are not always high enough, particularly in Year 2
- The pace of work flagged in some lessons and the level of challenge was not always high enough
- The planning for the use of ICT in other subjects is good and specialist expertise is used well
- Pupils are more involved in assessing their own work and agreeing targets for improvement, although marking does not always give them enough guidance on how to do better
- Pupils with special educational needs are well-supported in class and at times when they work outside the classroom on specific tasks

### **Commentary**

9. In the Foundation Stage (Reception) teaching and learning are satisfactory overall and good in personal, social and emotional and physical development. The planning system allows the children to become increasingly independent and choose their activities from relevant resources. The need to share the accommodation with the pupils in Years 1 and 2 means that activities in the mornings tend to be more formal and give less scope to develop independence or learn through play. Teachers and learning support assistants have a secure understanding about how young children learn and good adult intervention keeps the children focused on purposeful play. Assessment is satisfactory. Adults assess the children's involvement and development as they are playing and plan appropriate follow-up activities.
10. In all classes, behaviour is well-managed, and the good routines for class management were well understood by the pupils. This helps to promote learning. Lessons are well planned so that work in one subject supports others. For example in history the work on the Viking sagas was being used in English to help pupils improve their writing skills. In the best lessons the teaching encouraged pupils to think for themselves and draw on what they already knew. For example in a good mathematics lesson, pupils in Year 5/6 used their knowledge of numbers to solve increasingly complex problems. Similarly in a Year 3/4 science lesson pupils used what they had already discovered about metals to decide whether objects were magnetic or not. In all classes the use of ICT is well-planned to support pupils' learning across the curriculum. Teachers have benefited from specialist input which has increased their confidence and skills. Teachers' and learning support assistants' specialist skills are also well used in music.
11. Where teaching was satisfactory rather than good, expectations and the level of challenge were not as high as they could have been. Good oral sessions which extended pupils' understanding and vocabulary were not followed up by sufficiently challenging written or practical work. The pace of work was not sustained at a high level throughout the lessons and the tasks did not always give the higher-attainers enough scope to develop their knowledge or extend their ideas. The time allowed for some activities was sometimes too long and this affected the pace of work. When Year 2 pupils were given a guided choice of activities, they tended to choose the less demanding ones. However, the very good lesson on the use of a programmable robot showed clearly what the Year 2 pupils are capable of achieving when challenged. In a short space of time the pupils learnt how to program the robot to create a square and then used this knowledge to work out for themselves how to enlarge it.

12. The school is developing approaches to assessment which give pupils more guidance and help to set more effective targets. Pupils are becoming more involved in assessing how well they have understood the work and, where the system is being used well, they are aware of their targets and know what they need to do to improve. Teachers share learning objectives with pupils and mark work in accordance with these. Sometimes however, the objectives relate too much to the completion of a task and not enough on the quality of work expected. As a result the marking does not always give pupils enough guidance on how to improve their work.
13. In many lessons learning support assistants work closely with the class teachers to provide pupils with good support both individually and in small groups. This ensures that pupils are fully included in lessons, understand clearly what is expected of them and learn well.

**Summary of teaching observed during the inspection in 32 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (6%)	13 (41%)	17 (53%)	0 (0%)	0 (0%)	0 (0%)

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

## **The curriculum**

The curriculum is satisfactory overall and provides a good range of extra-curricular and enrichment activities. The accommodation and resources are also satisfactory.

### **Main strengths and weaknesses**

- The good extension and extra-curricular activities enrich the curriculum
- The good provision for personal, social and health education develops pupils' attitudes and values effectively
- Information communication technology ( ICT ) is used well to support other subjects
- Some lessons are too long so pupils lose interest
- Good links with the secondary school prepare pupils well for the next stage of their education

### **Commentary**

14. The curriculum is well planned to take into account the needs of the mixed age classes and to avoid unnecessary repetition of work. The links between subjects have been identified and the planning exploits well the opportunities for work in one subject to support achievement in others.
15. The curriculum is enhanced by a good variety of visits and visitors, and links with other schools. The school broadens pupils' experiences with visits beyond the immediate area such as to the theatre in Norwich and Imperial War Museum in London. Older pupils take part in a residential visit and this enhances their social development and outdoor and adventurous skills in physical education. Younger pupils enjoy their French lessons and are building up a good vocabulary and some simple phrases through songs and rhymes. The opportunities for the pupils to take part in activities after school and to participate in inter-school sports are good. Provision for personal, social and health education is also good. It covers all the statutory requirements and the well planned programme develops pupils' speaking and listening skills and builds their confidence.
16. The school has an appropriate number of qualified teachers and support staff. Teaching assistants are well trained and make a valuable contribution to the progress of pupils generally. They are well-deployed to meet the specific needs of different classes and ensure that all pupils can take part to the full in school activities. The accommodation is spacious, particularly outside. Other good facilities include the computer suite and large hall. However, where three age groups are taught in one class, there is not enough space for practical activities in order to stimulate the youngest children. This has tended to result in more formal lessons in the morning and pupils choosing activities in the afternoons. Some furniture is too small for Year 2 pupils. Resources are satisfactory although ICT resources have improved considerably since the last inspection and use of ICT in other subjects is well-planned.
17. Relationships with neighbouring secondary schools are good and the cluster group of small primary schools in the area provides good support for curriculum development and opportunities for the sharing of expertise. There is little pre-school provision in the area, but the school premises are used by a parent and toddler group which helps develop links with parents and children.

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

The school cares well for its pupils, as it gives their welfare, health and safety a high priority and offers them good support and guidance. It involves them reasonably well in its work by taking their views into account in a satisfactory way, which is gradually becoming more effective. In general, as parents said, the positive picture of care described in the last inspection report has been maintained well.

## **Main strengths and weaknesses**

- Pupils feel well supported because adults take good care to ensure that they are happy at school
- The way in which the school cares for its pupils is not always focused sharply enough on linking their sense of feeling happy and secure with the determination to achieve all that they can
- At its best, help for pupils in lessons is based clearly on good information about how they can improve work in the subject and linked to goals outlined on their individual target cards
- Adults know pupils very well and relationships are strong so pupils feel very confident that if they have a problem someone will help them with it
- Children settle in very well because of very good arrangements to prepare them for starting school

## **Commentary**

18. The school takes great care to get to know each child. Staff use smiles and praise to encourage pupils to feel happy, secure and positive about school so they are willing to try new activities. Adults help children to play together constructively and co-operatively. The mix of pupils at different dining tables and in different parts of the hall for assembly enables older pupils to get to know and support younger children helpfully. Policies and procedures linked to pupils' welfare, health and safety, including those for child protection, are fully in place and very well understood by staff. All these factors contribute to a caring atmosphere where pupils trust others to help them. As a result, many children say they *"do not want to change anything about the school"* because they are happy here.
19. Although pupils feel well cared for, the school does not always make best use of their positive attitudes to set them the challenge of striving to do their best to achieve all that they can at all times. As a result, as some pupils admitted, sometimes teachers and pupils are too easily satisfied with work that is not the best they could do. Timely and astute practical advice to spur pupils' to do better in each subject, is less evident than steps to keep them happy. The school wants pupils to feel good, but, as a parent wrote, *"the school day seems very play orientated"* rather than always ensuring that pupils learn to thrive on work that inspires them.
20. Adults do not always exploit fully the opportunities to make the best use of information about exactly what pupils can or cannot do to set them challenges. Although the general guidance on improving work is good, individual pupils are not always sure exactly what steps to take to improve their work or whether they could do better than they are doing. The best guidance is very precise. For example, very clear instructions on individual target cards such as *"practise my seven times table"* or *"check that I use capital letters at the start of sentences"*, leave them in no doubt what they need to do to make progress. Otherwise, pupils are coaxed and encouraged to *"try hard"* but not necessarily with a clear goal in mind.
21. Pupils feel confident that someone is there to help them if they have a problem. They are clear that teachers listen to their ideas as pupils agree class rules with them and consider different points of view in personal, social and health education lessons (PSHE). However, as pupils get older they are less sure that they are really trusted to take responsibility and do things independently. They value the introduction of a school council with members from each class chosen by the head teacher and its own budget. Members appreciate the regular meetings and chances to choose play equipment. The school is aware that there is scope to involve pupils more in the election of representatives.

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

The school has a good working relationship with parents who think well of what it offers their children. Links with the community as a whole are good and those with the local community,

including the church, are very strong. Links with local schools through the cluster group are very good. These links extend and enrich pupils' experiences valuably and have improved well since the last inspection.

## Main strengths

- The school works hard to involve parents in their children's learning
- Strong links with other schools and the community expand opportunities for pupils to enjoy different activities and gain confidence in their skills and abilities, which helps them to achieve more
- The school tries hard to keep parents well informed about its life and their children's progress

## Commentary

22. Parents are pleased with the school. They praise the very helpful home visits that put their minds at rest and make children feel excited and confident about starting school. A few parents are unsure about whether younger children read enough, as they find less emphasis than expected on reading at home. Some parents feel uncomfortable about talking to staff who seemed reluctant to listen carefully or respond constructively to their queries. The school recognised that some parents found it hard to raise concerns so has taken firm steps to build bridges between home and school. Surveys were used to identify what improvements needed to be made, for instance, staff being out and about before and after school so parents can have a quick chat with them and nip problems in the bud. For whatever reason, some parents do not respond to the school's efforts to involve them in their children's learning. Others praise the school because they feel that their children *"have had the best start we could have ever asked for"*.
23. The school is at the heart of its community and welcomes visitors such as the vicar from Wayland Prison who inspires children with practical examples of virtues such as sharing. Links with the church are very strong. Children appreciate the chance to distribute harvest gifts to the elderly and the night shelter. Pupils enjoy the 'farm walk' and nursery in Rocklands where they learn about unusual plants. It works very well with local schools to extend opportunities for sport, technology, music and science made possible by pooling resources and expertise. As all these schools have recognised the need to improve pupils' writing skills, they are working very positively together to improve these through 'writing days' and summer schools.
24. Reports on pupils' progress, though satisfactory, are not always clear enough about how well pupils are doing. It is hard for parents to gauge just how much progress their children have made in a year and whether it is enough, given their age and capabilities. This is because the language used is not always parent-friendly and often describes the topics covered rather than how much progress the individual has made. In better reports, particularly those for older pupils, good points help to explain why a pupil has done well, for example, *"just recently he has been much more motivated and this has made a noticeable difference"* (to reading). This is followed helpfully with a suggestion for future action: *"develop reading skills by reading as often as possible in the holidays as well as term time"*.
25. The school sends home a good range of information about its life, including regular newsletters that ask for help with specific activities. For instance, Class 3 parents were asked to *"encourage your children to get themselves organised for school and to do as much for themselves as possible as this will increase their self-reliance and confidence"*. The 'Caston Express', a lively newspaper produced by pupils, also gives parents a flavour of school life.

## **LEADERSHIP AND MANAGEMENT**

The school is well led and managed by the head teacher who has created an effective team. The governors are very knowledgeable about the school and support the head teacher well in her commitment to raising standards. Leadership of key staff is sound and action plans are good but these have not yet had time to have a major impact on standards and achievement.

### **Main strengths and weaknesses**

- The head teacher has clear expectations for raising standards
- The good, shared vision and sense of purpose within the school result from good teamwork
- The governing body knows the school's strengths and weaknesses well and works closely with the staff to help to raise standards
- Finances are well analysed and managed to make best use of the money available
- The school tracks the progress of individual pupils well, but does yet make full use of the systems put into place to bring about improvements in their learning

### **Commentary**

26. The school has gone through a period of significant change and almost all the teaching staff have joined the school in the last three years. The creation of a stable team has therefore been a priority. This has been managed well and the head teacher has successfully created a close, hard-working team. The head teacher is a caring and effective leader. She has a clear view about what needs to be done to improve the work of the school. After concentrating on the need to improve behaviour within the school, the head teacher is now dealing with the issue of raising standards. She is well-supported by the deputy head and the approach has been increasingly shared by the staff, who are playing their part in implementing initiatives to boost pupils' achievements. These initiatives include looking at different learning styles and assessment. Some differences remain in the expectations of what pupils can achieve and these need to be resolved, especially in what is expected of higher attaining pupils in Year 2.
27. As in all small schools, staff take responsibility for the leadership of a number of subjects. Despite some subject leaders having only taken on their responsibilities relatively recently, they take an active part in managing and monitoring their subjects. They have produced good action plans which are starting to raise achievement, but they have not yet had time to have a major impact on standards and achievement. The head teacher and subject leaders observe teaching and learning in lessons, and the information gained has enabled them to determine how the curriculum should be adapted to meet pupils' needs. For example, the focus on improving ICT teaching and resources has resulted in higher standards because staff are more confident, and now all pupils regularly use the computers. The deputy Head manages the provision for pupils with special educational needs well. The needs of individual children are carefully assessed and appropriate support provided. Their progress is carefully monitored and parents are involved in review meetings.
28. Governors are well briefed through regular meetings with the head teacher, staff and parents, and offer a good level of support and challenge. Their advice and experience help to shape the school's vision and direction; for example, through their involvement in putting together the school's development plan. An improvement since the last inspection is the governors' clear idea of what the school does well and where it needs to improve. Through the analysis of results, they have identified improvements needed in standards in writing, although contributory factors, such as underestimating the potential of the more able pupils have not been analysed in sufficient depth. Governors visit the school and several help in the classes as part of their monitoring role. Governors meet their statutory requirements well.
29. Financial management is good. The governors' finance committee receives regular reports on the school's income and expenditure and is well placed to make the right spending decisions.

These are guided by the priorities in the school's development plan. The school prudently monitors its spending while constantly seeking to improve its facilities and provision, despite having had to make cuts because of a smaller budget. The school receives good financial support from its parent association to buy extra resources for the benefit of all pupils.

## Financial information

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

Income and expenditure (£)	
Total income	212901
Total expenditure	235960
Expenditure per pupil	3419

Balances (£)	
Balance from previous year	24000
Balance carried forward to the next	15272

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

#### Main strengths and weaknesses

- The staff put considerable emphasis on developing children's early learning and skills to ensure that they settle happily into school routines
- Adults know how young children learn and so activities are suitable play based
- Children are taught in the same class as Years 1 and 2 and this limits the opportunities for children to choose from a range of activities

#### Commentary

30. When they come into school, the children have skills and knowledge that are well below those expected for their age. Although some are more able, many have special educational needs and few have had any experience of pre-school groups. Achievement is satisfactory overall and most children reach the expected early learning goals. They make most progress in physical development and personal, social emotional development.
31. Teaching and learning are satisfactory in most areas of learning and good in personal social and emotional development. Planning and assessment are satisfactory overall, with strengths in the planning for personal development. From their first days in school, the children respond well to the very dear expectations for behaviour and the classroom routines work well. The activities help children to become increasingly independent and able to choose their activities from relevant resources. However the need to share the accommodation with the pupils in Years 1 and 2 means that lessons in the morning tended to be more formal with fewer opportunities for independent play. Teachers and learning support assistants understand how young children learn and good adult intervention keeps the children focused on purposeful play. Assessment is satisfactory. Adults assess the children's involvement and development as they are playing and ask questions to find out what they are learning and plan appropriately.
32. Leadership and management of the Foundation Stage are satisfactory overall with strengths in the arrangements for children to start school and the links with parents. Good systems ensure that the children settle well and good liaison with parents supports their learning. Improvement since the previous inspection is satisfactory.
33. Provision is good in **personal, social and emotional development** and it ensures the children soon learn to get along together well. Teaching and learning are good Teachers have high expectations of the children being able to choose activities for themselves and they soon become independent, making clear choices of which activities they want to pursue. Children soon learn to share and take turns when playing together in groups. They often work with older pupils so they quickly learn what is expected of them. This results in the children being able to work together well, learning to sit and concentrate for appropriate lengths of time. The children generally behave well as they have many activities that interest them. As a result, most children are ready to learn and achieve well.
34. Provision is satisfactory in **communication, language and literacy**. When they start school, some children have poor language skills and have a limited vocabulary. Their achievement is satisfactory overall, and best in speaking and listening, although many do not reach the expected goals by the time they start Year 1. Children are given good opportunities to listen to each other's ideas and to talk about their own work and experiences. As a result, children to speak clearly, both in whole group sessions, and when talking in small groups. Children listen to each other and take turns when speaking. Many children are beginning to read simple texts and they are encouraged to read at home to parents regularly. Most children read their names

confidently and are sounding out simple words. Early writing skills are encouraged through the teaching of letter names and sounds but some children cannot write their names and they tend to struggle when they trying to write familiar words. More able children attempt to write simple sentences, which the teacher writes for them to copy. The role-play areas are well resourced and the activities help the children to develop their vocabulary.

35. Provision and achievement in **mathematical development** is satisfactory. Children learn to count accurately, correctly matching one to one through a wide range of interesting and practical activities, games and songs. Most children recognise numbers up to 10 although few of them write them accurately. Through play situations, children learn about various mathematical ideas and understand simple money. They learn to add by making up different totals with 1 and 2 pence coins. However, several children will not reach the expected goals by the time they start Year 1.
36. Provision is satisfactory in **knowledge and understanding of the world**. The children enjoy learning about the world around them and show a keen interest in all activities. In the lesson seen, they were learning about different electrical equipment. They sorted objects into battery powered and those that needed to be plugged into the mains. The wind-up radio promoted much discussion. They showed good understanding of how to use the tape recorder as they listened to and identified different sounds. Reception children have been following the theme 'Going Out', which has included a good range of work that has been combined imaginatively with creative activities. Children have regular access to a satisfactory range of construction toys and this helps them design and build their own models. Computers are used well to support children's learning in ICT. Children use the mouse and the keyboard with increasing skill.
37. Provision in **physical development** is good and the children achieve well. The outside area is used so that the children can ride bicycles and use a variety of wheeled toys in their play. Children move carefully around the available space and become increasingly confident when using the resources. The children learn to move in a large space during dance lessons, and the teaching of the skills involved in the dance contributed significantly to their physical development. In class, teachers help children to use pencils and scissors correctly and safely.
38. Little direct observation of **creative development** work was possible. However, photographs and talking to the children indicate that they enjoy a variety of activities. Although there are planned opportunities for painting and making things, the constraints of the classroom mean these are not freely available for the children every day. This means that there are too few opportunities for children to choose creative activities for themselves where they can use the skills they have learned to develop their own creative ideas. There were no displays in the classroom to show children's individual creative work. Music is planned so that the children can experience singing together and play a variety of percussion instruments to accompany their singing. However, there are no musical instruments available in the classroom for children to make their own music. Children enjoy using the role-play areas. They dress up and act out their own and familiar stories and this further supports their language as well as their social development as they play together.

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

### **ENGLISH**

Provision in English is satisfactory.

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

- Standards are well below average at the end of Year 2
- Speaking and listening skills are well developed throughout the school
- The focus on reading is promoting higher standards
- Marking and target setting provide pupils with very clear guidance on how they can improve their work
- Some pupils do not make the progress of which they are capable

#### **Commentary**

39. At the end of Year 2, results in 2003 national tests were well below average in reading and writing and below those of similar schools, though the small number in each year group means that the results of one pupil can make a significant difference. However, standards of work seen during the inspection reflect these results. Standards in reading are rising, although weaknesses in writing remain. Learning support assistants are used very well to help children in the different age groups and those with special educational needs. Achievement in Years 3 to 6 is good because of the stimulating and challenging teaching. Although standards remain below the national average, the trend is rising. Work seen in the inspection shows that pupils make steady progress during their time in school and achieve satisfactorily.
40. Most pupils speak clearly and listen attentively in lessons. They join in with class and small groups discussions enthusiastically. Pupils are asked to speak together in pairs and share ideas. This ensures everybody is involved and they are ready and eager to answer questions or offer opinions. The new arrangements for all pupils to have three sessions a week allocated to reading have improved standards. By Year 6 most pupils read fluently, use reference books confidently and are beginning to read poems with expression.
41. Teaching is satisfactory overall. In the best lessons, teachers set challenging tasks for pupils and use learning support assistants well to help pupils who are struggling. Teachers show good subject knowledge in their lesson planning, their careful explanations and probing questions. They make it clear at the start what pupils are expected to learn and use the sessions at the end of lessons well to sum up what has been achieved.
42. At the beginning of Year 1 many pupils are at an early stage of writing, and during the inspection, written work seen in books was of a low standard. Pupils practise a range of writing, including writing letters, instructions and re-ordering sentences. A weakness for Year 2 pupils is that expectations are not consistently high enough, especially for the more able pupils. In some lessons seen, activities were not specific or challenging enough to meet the needs of pupils of average or above average abilities. Some times learning objectives were not as helpful as they could have been. For example pupils were asked to write a story, but poor spelling and handwriting made these difficult to read and understand. Pupils were not given specific guidance on how to improve or reminded of that they needed to use the skills they learnt in other lessons because the success criteria for achieving the learning objective had not included reference to these. Older pupils write for a wide range of purposes and in different styles. A good example of this is the newspaper where pupils have written articles and poems and reported events. The pupils use their ICT skills to present their finished work. However, pupils do not take a pride in the written work in their books; on the whole, writing is untidy and presentation is careless.

43. Marking is thorough with many positive comments. Teachers offer suggestions as to how pupils can improve their work and indicate what they have done well. Older pupils record the evaluation of their work on "Writing Ladders" which gives them a clear picture of what they are aiming for. Pupils set their own targets and have a good understanding of how well they are getting on.
44. The leadership and management are good. The head teacher, who has taken over the co-ordination of the subject relatively recently, has identified the need to raise standards, particularly in writing. She monitors teaching and learning and has analysed test results. She knows all the pupils well as she teaches each class at some time in the week. Pupils make good use of the small but well stocked library. The improvement since the last inspection has been satisfactory.

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

45. The promotion of language and literacy skills across the curriculum is satisfactory overall. Oral work is often good and other subjects are being used increasingly to help to raise standards in writing, but also scope to do more. There were good examples in some classes. For example, in history, Year 3 and 4 pupils wrote letters home as if they were evacuee and in Years 5 and 6 pupils described the dilemma of a child hiding from a Viking raid in the style of a saga.

### **MATHEMATICS**

Provision in mathematics is satisfactory.

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

- Work on data handling is good
- Pupils in Years 3 to 6 are achieving well
- Pupils are not always challenged enough, particularly potentially higher attainers in Year 2
- Most lessons have good introductions and teachers question pupils well

#### **Commentary**

46. Pupils' achievement is satisfactory in Year 2, even though standards are below average, because they start from a relatively low base. This is similar to the standards reached in the national tests in 2003 when pupils' attainment was below the national average. Pupils develop a sound grasp of number and use a range of strategies to calculate mentally. They are reasonably accurate when adding and subtracting and have an appropriate knowledge of the two, five and ten times tables. Their work on data handling is good and they use their skills to present a variety of data about the class and the school using charts and graphs. However they have the potential to achieve higher standards in mathematics, especially the higher-attaining pupils who are not at present always being sufficiently challenged by the work they are set.
47. By Year 6 pupils achieve well and they are now reaching standards that are average. The standards reached in the national tests have improved in recent years and have been better than those of schools who achieved similar results in Year 2 tests. In 2003 the results were above average mainly because several pupils reached the higher Level 5. However in such a small year group the results of one pupil can make a significant difference. Although this year's results are unlikely to be as good, the school tracking information shows that pupils have made good progress. Pupils in Years 3 to 6 build well on their knowledge and understanding gained in the earlier classes. They have increased the strategies they use to solve problems or calculate mentally. For example in Years 5 and 6 they showed a good understanding of multiplication and used this well to solve number problems. In Years 3 and 4 they worked well in pairs and applied their knowledge of tables to the problems, though their final answers tended to be careless in basic arithmetic. The work in their books showed a similar carelessness and in all year groups the presentation of work is untidy.

48. Teaching is satisfactory overall. Teachers motivate their pupils appropriately by sharing the learning objectives and then providing interesting activities. In the best lessons teachers make good use of questions and pupils' responses to deepen understanding and provide ideas for all to share. The main weakness in the teaching were a tendency for the pace of lessons to flag and some lack of challenge for the potentially higher-attainers. In a lesson with Year 1 and 2 pupils, the good questioning engaged pupils' attention and made them think. They went on to work with interest on the addition of money but the subsequent task was not demanding enough for the higher-attainers. In Years 3 to 6 the teaching showed a rather higher level of challenge. For example pupils in Year 6 were using ICT to solve number problems using the principles of algebra and were using the technical terms such as 'given' and 'unknown' confidently. In Year 3/4 the questioning reminded pupils of the need to think carefully about the context of a question when solving problems as this would give them clues about how to tackle it and how to check their answers.
49. The leadership and management of the subject are good and show that there has been an increasing focus on the need to raise standards and the level of challenge. Staff have analysed the results of national tests to highlight possible areas of weakness and are now using the information more systematically to plan appropriate work. Marking of work is now more focused on showing pupils how to improve and the targets being set are appropriate. The improvement since the last inspection has been satisfactory.

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

50. The opportunities for pupils to use mathematics across the curriculum are satisfactory and increasing. For example pupils measure and record data in science and used their knowledge to estimate the size of a Viking longship in history. They use mathematical skills appropriately when using different aspects of ICT.

#### **SCIENCE**

Provision in science is satisfactory.

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

- Oral work shows that pupils have sound knowledge and understanding but written work is below average
- Pupils do not have enough opportunity to devise and record their own investigations and this limits what they can achieve

#### **Commentary**

51. Teacher assessments in 2003 showed that standards were well below average at the end of Year 2, mainly because no pupils achieved the higher Level 3. Year 6 standards were below average. Current standards are similar to these test results. Pupils' achievement is broadly satisfactory, though the evidence from pupils' books shows that the investigative work has not required them to develop their own skills of planning experiments, making predictions and recording results as much as it could. This limits what they can achieve. In all lessons the pupils were able to explain orally what they were doing and showed satisfactory achievement, but their written work was of a much lower standard, with little detail of the investigations and experiments being recorded.
52. In Years 1 and 2, pupils were learning about electricity. They were helped to discuss and explain why various items needed electricity to work and the difference between battery and mains power. They were interested in the work, but the follow-up task did not extend their knowledge as much as it might have done. The evidence from pupils' work shows that their achievement is beginning to improve in Years 3 to 6. In Years 3 and 4 the pupils had been learning about magnetism and were testing various materials to see whether they were

magnetic. They were working systematically and higher-attainers showed were able to predict the properties of materials by drawing on what they already knew. Pupils in Years 5 and 6 worked well together to establish which materials would be most useful for soundproofing. They made sensible predictions and tested the materials carefully.

53. The quality of teaching and learning are satisfactory. The planning ensures the requirements of the National Curriculum are covered and that pupils in mixed-age classes do not repeat work unnecessarily. It is, however, evident from pupils' work that the expectations for what pupils could achieve, particularly in terms of recording work, could have been higher. In all year groups the emphasis is increasingly on learning through practical and investigative work. In the lessons seen the resources were well prepared and appropriate questioning helped to develop pupils' knowledge and understanding. Where the teaching was good, the practical work had been well-structured to ensure that the pupils had a good range of experiences and that the higher-attaining pupils were able to work independently. The summary at the end of the lesson was used well to re-inforce pupils' knowledge and understanding. For example in the lesson on magnetism, the use of overlapping hoops on the classroom floor enabled pupils to demonstrate whether they knew which items were or were not magnetic and which contained a mixture of the two.
54. The leadership and management of science are good. The recently prepared action plan is clearly focused on the need to raise standards, increase the level of challenge and improve pupils' practical, investigative and recording skills. The improvement since the last inspection is satisfactory.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths

- ICT is used effectively to support pupils' learning in other subjects
- Staff confidence and expertise have improved

### Commentary

55. Pupils' ICT skills are average in all year groups and achievement is satisfactory. ICT skills are improving across a variety of subjects as more use is made of improved facilities. For example, pupils in Years 3 to 6 were using computers successfully to re-inforce their understanding of different elements of mathematics and to prepare a timeline on World War II for history. Younger pupils in Year 2 learnt very quickly how to use a programmable robot. Pupils enjoy opportunities to use ICT and they co-operated sensibly when sharing a computer.
56. The teaching and learning are satisfactory overall. The support from a specialist teacher has considerably improved the quality of work. The work in ICT is well-integrated into teachers' planning and classroom assistants have been appropriately trained so they support pupils well in lessons. The work on display around the school showed how ICT is used effectively to support learning in art and design, mathematics and word processing.
57. The leadership and management of ICT are good. Staff expertise and confidence have improved. Resources have been expanded with the acquisition of the small computer suite. The plans to expand the use of ICT are appropriate, but are dependent on the acquisition of further equipment and resources. The school has clear guidance and suitable safeguards for Internet use. The improvement since the last inspection has been good.

### Information and communication technology across the curriculum

58. ICT is used effectively across the curriculum and its place is now clearly identified in all subjects. Lessons seen during the inspection and the displays show good use of applications such as word processing, graphics, data handling, and the use of the internet for research in subjects such as mathematics and history.

## HUMANITIES

59. **Religious education** was not inspected because the school is a voluntary aided Church of England primary school. It will be inspected as part of a Section 23 Inspection of religious education and collective worship. **History** and **geography** were sampled because it was not possible to see enough work to inspect them in depth.
60. It is evident from pupils' work that they have regular opportunities to use maps and atlases in geography so they have a secure understanding of location and distant places. By the end of Year 2, pupils had completed jigsaw puzzles of maps of the world and used atlases to locate places. By the end of Year 6 pupils had drawn detailed maps of their route to school from memory and studied the local environment comparing where they live with the seaside environment of Great Yarmouth. Teachers make good use of the local environment and the resources and links with New Zealand bring the wider world to life.
61. History is regarded as an important part of the curriculum and the staff put a lot of effort into giving the pupils a good range of experiences, wherever possible making links with other subjects. In Years 3 and 4, pupils have been studying World War II and their work on evacuation showed that they had understood what it must have been like. In Years 5 and 6 the work on the Vikings had stimulated some good work in English. Pupils were able to talk enthusiastically about what they were learning, but the content of most of the written work did not reflect the quality of their oral work.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62. During the inspection it was not possible to inspect these subjects in depth but work was sampled in art and design, music, design and technology and physical education. Only one **art and design** lesson was seen and it is therefore not possible to make a secure judgement on teaching and learning in art. However, from the evidence of work in pupils' sketch books, displays around the school and by talking to pupils it is clear that standards are in line with national expectations. There was evidence of good observational drawing. In the lesson seen, pupils set up their own arrangements for still life drawing and chose from a range of media with which to work. They had a good awareness of the importance of composition in their pictures and used viewfinders effectively to 'frame' objects they were drawing.
63. No teaching of **design and technology** was seen. It is evident from pupils' work that those in Years 1 and 2 develop skills in designing and making. In Years 3 to 6, pupils are taught the full range of skills, which enables them to have an understanding of the processes involved in designing, making and evaluating. They experience a range of materials and techniques. There was a good examples of fabric work linking art and design technology in the display of Noah's Ark. Pupils had planned and drawn their ideas, then used various techniques of sewing different fabrics to depict an assortment of animals.
64. In **music** the standard of singing is good. Pupils listen carefully to the instructions they were given and sing with good attention to pitch, dynamics and diction. In the whole-school singing practice, they were able to sustain a two-part song without difficulty. In the other lesson seen they were clearly enjoying learning songs from World War II and this helped to develop their understanding of their work in history. In one song pupils provided a rhythmical percussion accompaniment to help them keep an appropriate marching rhythm. The specialist skills of a teacher and a learning support assistant are used well in the teaching of music.
65. It is not possible to make a comprehensive judgement about the different aspects of **physical education**. In the only lesson seen, pupils in Year 1 and 2 were making good progress in learning a country dance which they were going to perform at a local fete. Pupils benefit from a wide range of extra-curricular activities and take part in competitive team games. All pupils are given the opportunity to swim during the year so by the time they leave at the end of Year 6 they are confident swimmers. Year 5 and 6 pupils have the opportunity to take part in a wide range of outdoor adventurous activities on their annual residential visit.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health education and citizenship is good.

### Main strengths and weaknesses

- Older pupils often provide good role models for younger ones
- Circle time is used effectively in developing PSHE
- Citizenship is not quite as well developed as other aspects of PSHE

### Commentary

66. Throughout the school, the provision for personal, social, health and citizenship education is well planned. The specific requirements in relation to health education, sex and drugs are met well and teachers respond well to personal and social issues as they arise. The work done in PSHE lessons, as well as the general ethos of the school, helps pupils to develop a sense of responsibility and an understanding that they should be aware of the needs of, and show respect for others. The provision for citizenship is not quite as strong, though some elements of this are covered through PSHE. The school council is a useful means of consulting pupils.

67. Much of the provision for PSHE is through the use of circle time. It was clear from the sessions observed that teachers use circle time well to encourage pupils to express their feelings and learn to respect others' views. Pupils understand the rules and listen well to what their classmates say. Children in the Reception year clearly benefit from the good role models provided by older pupils in the same class.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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