

# INSPECTION REPORT

**GARBOLDISHAM CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Diss

LEA area: Norfolk

Unique reference number: 121038

Headteacher: Mrs E Wilson

Lead inspector: Bob Cross  
15917

Dates of inspection: 5<sup>th</sup> to 7<sup>th</sup> July 2004

Inspection number: 256191

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll;	65
School address:	Church Road Garboldisham Diss Norfolk
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Appropriate authority:	The governing body, Garboldisham CEP School
Name of chair of governors:	Mrs M A Feakes
Date of previous inspection:	July 1998

## CHARACTERISTICS OF THE SCHOOL

Garboldisham Church of England Primary School is much smaller than most other schools of the same type. There are 27 fewer pupils compared with when the school was last inspected. The school has 12 pupils on its register of special educational needs, which is broadly the level of the national average. None of the pupils has a statement of special educational need which is below the national average. The number of pupils known to be eligible for free school meals is at the level of the national average. The school has 13 more boys than girls on roll and some years have an imbalance in the numbers of boys and girls. A small percentage of the pupils are from minority ethnic backgrounds. This is much lower than in most schools. During the last school year, five pupils entered the school other than at the usual time of first admission and one left it at a time which was not the normal leaving or transfer time for most pupils. This rate of mobility is not unusual. In the last two years, three full and one part time teachers left the school and one full and one part time teacher joined it. This is a high rate of turnover. Pupils enter the school at average levels of attainment. The school received an Early Year's kitemark award in 2003.

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19142	Audrey Quinnell	Team inspector	English, mathematics, art and design, music, religious education, Foundation Stage, special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a satisfactory school which has strengths but also a number of significant weaknesses.** When they leave the school in Year 6, pupils do well in English and mathematics because of the quality of teaching in these subjects in Years 3 to 6. However, standards and achievement in science are not good enough. Achievement in writing and ICT is unsatisfactory in Years 1 and 2 because of weaknesses in teaching and learning. The headteacher leads the school well and is moving it forward. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- There are weaknesses in teaching in Years 1 and 2 and, to a lesser but important degree, in Years 5 and 6. These are largely associated with giving pupils, particularly the more able, work which is too easy for them.
- Standards in science are too low throughout the school.
- Pupils do not do well enough in writing or information and communication technology (ICT) in Years 1 and 2.
- Pupils do well in English and mathematics in Years 3 to 6 as these subjects are well taught in these year groups.
- The headteacher's leadership and the school's governance are good and are improving it.
- The pupils' attitudes to work and their behaviour are very good.
- The school's accommodation and resources prevent it from meeting National Curriculum requirements in physical education (PE) fully.

The school has made a satisfactory improvement since it was last inspected given the barriers to improvement created by recent changes in staff. Standards have improved in English and mathematics in Year 6. However, standards have fallen in science in Year 6 and in writing and ICT in Years 1 and 2. The quality of teaching and learning is not as good as it was when the school was last inspected but governance has improved. In most other respects, the judgements of the school's last inspection and this inspection do not show significant differences. The key issue for action relating to governance in the 1998 inspection of the school has been well addressed. The issue relating to assessment and planning has not been fully dealt with.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with the same number of pupils known to be entitled to free school meals.*

Overall, **achievement is good.** This is because pupils do well in Years 3 to 6. Achievement is satisfactory in Years R to 2. In Reception, children make satisfactory progress. They are on course to exceed the goals they are expected to reach by the time that they enter Year 1 in their personal, social and emotional development. The children are on course to attain the goals that they are expected to reach in all other areas of learning where enough evidence was gathered for safe judgements to be made. In Years 1 and 2, standards are average in reading and mathematics, below average in ICT and well below average in writing. Achievement in writing and ICT is unsatisfactory in Years 1 and 2. In Years 3 to 6, pupils' achievement is very good in English and good in mathematics and standards are well above average in English and above average in mathematics. Achievement in science across the school is unsatisfactory and standards are below average.

**Pupils' personal qualities are very good. Their spiritual, moral, social and cultural development is good.** The pupils enjoy working hard and want to succeed. They respond very well to their teachers and have a very high level of respect for them. As a result, relationships in the school are very good. The pupils' behaviour is also very good. This means that no time is wasted and that the school is very orderly. Attendance is above the national average and punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. The quality of teaching and learning is good overall and in Years 3 to 6. It is satisfactory in Years R to 2.** The strongest teaching and learning are in Years 3 and 4 and, in some subjects, in Years 5 and 6. Throughout the school, the teachers' insistence on good behaviour and the way support staff are used are strengths. The pupils respond well to these strengths by behaving very well, working hard and showing respect when working with support staff. In Years 3 and 4 and in the strong areas of Years 5 and 6, challenging and encouraging pupils and the use of homework are also strengths to which the pupils respond very well. The main weaknesses in teaching are giving pupils work which is too easy or, more rarely, too hard, for them and taking too much time to put the point of the lesson across so that the pupils become restless. Curricular provision is satisfactory although ICT is a weakness in Years 1 and 2 and requirements in PE are not met due to shortcomings in the school's buildings and resources. Extracurricular provision is good. Pupils are well cared for and relationships with parents are good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory.** The headteacher's leadership is good. She knows where the school has weaknesses, intends to improve them and has communicated them to the staff and gained their support. The management of the initiatives to improve the school is satisfactory. Some actions, such as the improvement of resources, have been very effective. However, the key area of improving teaching in order to raise standards has not been tackled rigorously enough. The headteacher is well supported by the governors who have ensured that the school meets statutory requirements except in PE and in ICT in Years 1 and 2 and in the provision of statutory information to parents. The management roles of other staff are under developed.

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

**Parents** are very supportive of the school. They particularly like the way it promotes both the pupils' academic and personal development. **Pupils** like being at this school. They especially like the friendliness of the other children and the fairness with which teachers treat them. A significant number of pupils felt that they did not always have to work hard and that lessons were not fun.

## **IMPROVEMENTS NEEDED**

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

- Raise the quality of teaching in Years 1 and 2 and in some subjects in Years 5 and 6.
- Improve the use of assessment information to plan the pupils' work.
- Improve standards in science throughout the school.
- Improve standards in writing in Years 1 and 2.
- Improve standards in ICT particularly in Years 1 and 2.

and, to meet statutory requirements,

- Implement National Curriculum requirements in PE and in ICT in Years 1 and 2 fully.
- Ensure that the statutory information for parents contains everything required.

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Overall, achievement is good. It is good in Years 3 to 6 and satisfactory in Years R to 2. In Years 1 and 2, standards are broadly average although they are below average in writing and ICT. Achievement in writing and ICT is unsatisfactory in Years 1 and 2. In Years 3 to 6, pupils do well in English and mathematics and reach good standards. Throughout the school, achievement in science is unsatisfactory and standards are below average.

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

- In Year 6, standards in English and mathematics are higher than they were when the school was inspected in 1998.
- In Years 1 and 2, standards in writing and ICT are not good enough.
- Throughout the school, standards in science are too low especially for more able pupils.
- Overall, pupils do well in Years 3 to 6.
- In Years 3 to 6, standards are well above average in English and above average in mathematics.
- Pupils with SEN do well.

#### **Commentary**

1. In Reception, children make satisfactory progress. They are on course to exceed the goals children are expected to reach by the time they enter Year 1 in their personal, social and emotional development and to reach those goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. Insufficient evidence was gathered to make a judgement about standards in creative development. The judgements are similar to those made by the school's last inspection.

2. In the 2003 national end of Year 2 tests and assessments, compared with all schools, standards were above average in reading and mathematics and below average in writing. Compared with similar schools based on the number of pupils known to be entitled to free school meals, standards were above average in reading and mathematics and well below average in writing. In the assessments made by teachers in science in 2003, standards were in the highest five per cent in the country compared with all and similar schools at average levels and above. In all four subjects, the number of pupils reaching above average levels is significantly lower than the national average. Over the last three year period, girls have done significantly better than boys in reading, writing and mathematics. However, in 2003, boys did better than girls. The trend in standards fluctuates but, overall, is well below the national trend. These data must be viewed with some caution because of the small number of pupils involved.

3. The findings of the inspection are that, in Year 2, standards are below average in English, science and ICT and average in mathematics, physical education (PE) and religious education (RE). Within English, standards in speaking and listening are above average, standards in reading are average and standards in writing are well below average. Particular weaknesses in writing are too few chances to write at length and an overuse of undemanding worksheets. In PE, standards in swimming are above average and achievement is good. Standards in science are significantly different from those of the national teachers' assessments. This is because of weaknesses in assessment and the standard of the pupils' work. Overall, this represents satisfactory achievement although achievement is unsatisfactory in writing, science and ICT and for more able pupils in science. Variations in achievement are due to differences in the quality of teaching and learning and because the requirements of the National Curriculum are not met in ICT. These were the only subjects where sufficient evidence was gathered to make valid judgements. Compared with the findings of the school's 1998 inspection, standards have fallen in writing, science and ICT and have

remained the same in all other subjects where comparisons can be made. In those areas where standards are lower, this is because the quality of teaching and learning is not as good as in 1998.

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

Standards in:	School results	National results
English	29 (28.1)	26.8 (27)
Mathematics	27.5 (27)	26.8 (26.7)
science	29 (27.5)	28.6 (28.3)

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

4. In the 2003 national end of Year 6 tests and assessments, compared with all schools and with similar schools based on the number of pupils known to be entitled to free school meals, standards were well above average in English, above average in mathematics and average in science. The data show that boys do significantly better than girls in mathematics and science although this was not evident during the inspection. Analysis of the data shows good progress between Year 2 and Year 6. This reflects the views of the parents. However, the rate of progress is inconsistent due to variations in the quality of teaching and learning. There is an upward trend in standards which is broadly the same as the national trend.

5. The findings of the inspection are that, in Year 6, standards are well above average in English and pupils achieve very well. Standards are above average in mathematics and personal, social, health and citizenship education (PSHCE) and achievement is good. Average standards in ICT and RE represent satisfactory achievement in these areas. In science and PE, standards are below average and achievement, especially for the more able, is unsatisfactory. Within PE, standards are good in swimming and achievement is good. In other aspects of PE, standards are below average and achievement is unsatisfactory largely because of shortcomings in the school’s accommodation and resources. Differences in achievement are explained by variations in the quality of teaching and learning. Insufficient evidence was collected to make valid judgments in other areas of the curriculum. Compared with the findings of the school’s last inspection, standards have risen in English and mathematics, fallen in science and PE and remained the same in all other subjects. These variations represent changes in the quality of teaching and learning compared with the findings of the school’s 1998 inspection.

6. Pupils who have SEN make good progress and achieve as well as they can. This is due to the good provision and support provided for them. The achievement of gifted and talented pupils mirrors that of the majority of their peers according to class and subject.

**Pupils’ attitudes, values and other personal qualities**

Pupils’ attitudes to school and their behaviour are very good. The school provides well for their spiritual, moral, social and cultural development. Pupils’ attendance and punctuality are good.

**Main strengths and weaknesses**

- Pupils’ very good attitudes and behaviour promote their learning very well.
- Pupils’ enjoy very good relationships with each other and with staff, leading to a harmonious community.
- The school council has a positive effect on the running of the school.
- The school ensures that pupils are free from bullying and harassment.
- Provision for pupils’ spiritual, moral, social and cultural development is good.
- Attendance and punctuality school are good.

## Commentary

7. Pupils' attitudes to their work are very good. In lessons, they are attentive to their teachers and sustain concentration very well. They listen very well, are respectful of others' answers and are willing to take turns and share with each other. Many pupils attend the good range of after school activities available to them.

8. Behaviour is very good. In lessons and around the school, pupils behave very well. On the playground, they play together very sensibly. Incidents of bullying are rare and pupils and parents are confident that the school deals with any incidents quickly and effectively. Pupils know and understand the school rules and respond very well to them and good behaviour is encouraged effectively by staff and rewarded in achievement assemblies each term. There were no exclusions in the school year prior to the inspection.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	62	0	0
White – any other White background	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

9. The school promotes very good relationships. All pupils are valued and, as a result, there is a harmonious atmosphere throughout the school. There is a high level of respect between pupils and staff, and of each other's beliefs and values, which contributes to the sense of community throughout the school. The school council has a good level of impact on the life of the school. Pupils are consulted with and express their views on a range of issues so that they feel valued and listened to. There are good opportunities for pupils to take on additional responsibility such as being a 'buddy' for children new to the school and, in Years 5 and 6, other jobs around the school such as library monitors. Pupils' confidence and self-esteem are built by the way staff deal with them.

10. Pupils' spiritual, moral, social and cultural development is good. Pupils' spiritual development is good. Assemblies, RE and PSHCE all contribute to their personal development and they have a mature level of discussion on important issues. Pupils' moral development is good and they have a good understanding of the difference between right and wrong. They are taught to consider the feelings of others and to respect individual and cultural differences. Pupils' social development is good; there is a strong awareness of what it means to live in a community. In lessons, pupils are encouraged to work together collaboratively and, in the playground, they play well together. Each year, pupils raise money for a number of charities.

11. Pupils' cultural awareness is satisfactory. They have a good understanding of their own culture and, in RE, they learn about other faiths. The school encourages them to think about other cultures, for example, through a multicultural day held last year in which they participated with a number of other schools in the area.

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

Authorised absence		Unauthorised absence	
School data:	4.7	School data:	0.1
National data:	5.4	National data:	0.5

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

12. Attendance at the school is above the national median and is, therefore, good. Unauthorised absence is below the national median and is also good. The school has good procedures in place to monitor and promote attendance. Parents and carers understand the importance of getting their children to school and to arrive on time so that there is a good start to the school day.

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

The quality of education provided by the school is satisfactory. The quality of teaching and learning is good overall and in Years 3 to 6. It is satisfactory in Years R to 2. Achievement reflects the quality of teaching and learning. Curricular provision is satisfactory although ICT is a weakness in Years 1 and 2 and requirements in PE are not met due to shortcomings in the school's buildings and resources. Extracurricular provision is good. Pupils are well cared for and relationships with parents are good. Shortcomings in the use of assessment information to plan the pupils' work is a particularly important weakness.

#### **Teaching and learning**

Overall, teaching and learning are good. They are good overall in Years 3 to 6 and satisfactory in Years R, 1 and 2. Assessment of pupils' work is satisfactory in Year R and, overall, in Years 3 to 6. Assessment is unsatisfactory in Years 1 and 2.

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

- The best and most consistent teaching occurs in Years 3 and 4.
- In Years 5 and 6, the quality of teaching and learning varies significantly between subjects.
- There are shortcomings in teaching and learning in Years 1 and 2, especially in writing, ICT and science.
- Pupils, particularly the more able, those in Years 1 and 2 and in some subjects in Years 5 and 6 are not always challenged enough.
- Teaching and learning in Year R have strengths and weaknesses.
- Provision for pupils with SEN is good.
- Assessment procedures have improved but the use of assessment information still has weaknesses.

#### **Commentary**

#### **Summary of teaching observed during the inspection in 19 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	9	7	1	0	0

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

13. Throughout the school, the teachers' insistence on good behaviour and the way support staff are used are strengths. The pupils respond well to these strengths by behaving very well, working

hard and showing respect when working with support staff. In Years 3 and 4 and in the strong areas of Years 5 and 6, challenging and encouraging pupils and the use of homework are also strengths to which the pupils respond well. General shortcomings in teaching and learning include the failure to make sufficient use of ICT and of the pupils' literacy and numeracy skills to promote their learning in other subjects. Additionally, pupils who are withdrawn from lessons for other activities do not always make up the work that they have missed.

14. The strongest and most consistent teaching occurs in Years 3 and 4. Booster classes also support good and consistent progress in Year 6. During the inspection, six lessons were seen in Years 3 and 4 groups. One of these was very good, four good and one satisfactory. This represents good quality teaching and learning and promotes good progress. The strengths of the teaching and learning in Years 3 and 4 were illustrated in a very good science lesson. This lesson proceeded at a good pace which retained the pupils' interest. The teacher's good knowledge of the subject was evident in the lesson planning and in the teaching. The subject matter which involved finding the habitat woodlice preferred also stimulated the pupils. The teacher made sure that the pupils understood the principle of a fair test and how to identify the most important variable in a test. The pupils made very good progress because of knowledgeable, challenging and enthusiastic teaching.

15. The quality of teaching and learning in Years 5 and 6 is satisfactory. During the inspection, seven lessons were seen in these year groups. One was very good, four were good, one was satisfactory and one was unsatisfactory. The variation in quality is largely related to the teacher's confidence and expertise. In a very good English lesson, pupils compared different texts written by the same writer when introducing different characters. This challenging concept was carefully explained by the teacher so that the pupils fully understood. As a result, they were able to give detailed explanations of similarities and differences in the work. Work was well planned and set at three levels so that pupils of all abilities were challenged. The teacher supported pupils who found the topic more challenging and the teaching assistant helped the rest of the class. She promoted very good progress. For example, she emphasised the importance of doing their best, encouraged them to identify words they could not spell and discussed the pupils' impressions of the characters. The teacher also ensured that the pupils made very good progress. His questioning ensured that the pupils thought deeply and extended their understanding of how to find out about the two characters.

16. In contrast, a satisfactory science lesson was slow paced and the work was too easy for most pupils. Although a calm and disciplined atmosphere created good relationships, the teacher's introduction went on for too long to keep the pupils interested. The basic content of the lesson was the life cycle, particularly that of the human being. Pupils were required to put photographs of humans at varying stages of their life from baby to old age in chronological order. They were interested in the photographs but, when spoken to, clearly indicated that they found the task easy. Similar weaknesses were evident in an unsatisfactory PE lesson given to these year groups. The result of these shortcomings is that pupils do not work hard enough in these lessons and do not make enough progress.

17. Four lessons were seen in Years 1 and 2. One was good and three were satisfactory. This evidence, supported by the analysis of work and discussions with pupils, indicates that teaching and learning are satisfactory overall. Strengths observed included clear explanations, the use of the teaching assistant and questioning. However, the evidence also indicates that teaching and learning in Years 1 and 2 have significant weaknesses. These weaknesses are particularly evident in writing, ICT and science. The result of these weaknesses is that pupils, particularly the more able, do not do well enough in Years 1 and 2. Expectations of pupils are not high enough and pupils are praised for producing work of average or below levels. They get too few chances to write at length, to use ICT or to undertake scientific investigations. In most cases, pupils of all abilities and ages do the same task and produce small amounts of below average work.

18. The quality of teaching and learning is satisfactory for children in the Reception year. Satisfactory planning and teaching methods enable the children to make satisfactory progress. This enables most children to achieve the standards expected for their age by the end of their Reception

year. The teacher has a satisfactory understanding of how young children learn and, overall, she provides an appropriate curriculum for children in their Reception year. Assessment procedures are good but the information gained from the assessments is not always used sufficiently well to ensure that the curriculum is adapted to the diverse needs of the children.

19. Teachers provide well for pupils who have SEN. Clear, short achievable targets are set and the work is adapted well to the needs of these pupils, which ensures that they make good progress. Teaching assistants frequently help these pupils and provide good support in helping them to achieve.

20. Assessment procedures are satisfactory but the use of assessment information is variable and is unsatisfactory in Year 1 and 2 and in some subjects in Years 5 and 6. In Years 3 and 4 and in English and mathematics in Years 5 and 6, the use of assessment information promotes good progress and good standards. In other subjects in Years 5 and 6, and in most subjects in Years 1 and 2, the use of assessment information is not good enough. In most cases, this results in pupils doing the same work. This work is frequently too easy for most pupils and it is almost always too easy for more able pupils. As a result, progress is not fast enough and the pupils do not reach high enough standards. The variable use of assessment information is the single most important reason why progress throughout the school is inconsistent. The key issue for action relating to this issue when the school was last inspected has not been satisfactorily addressed.

21. The setting of targets for pupils in English and mathematics has been established. However, in conversation, Year 6 pupils felt that their use had not been maintained throughout the school year. There are no targets in science. The marking of pupils' work in Years 3 and 4 helps them to improve. Marking in Years 1 and 2 and 5 and 6 is largely correction and praise. However, pupils in Years 5 and 6 said that the teacher gave them individual help when they faced difficulties in the work he had marked.

22. The use of assessment information to give the pupils advice on how to improve is variable. It is unsatisfactory in Year 1 and 2 and in some subjects in Years 5 and 6. In Years 3 and 4 and in English and mathematics in Years 5 and 6, the advice pupils' receive on how to improve is good. In other subjects in Years 5 and 6, and in most subjects in Years 1 and 2, the advice they get is not good enough. The setting of individual targets to help pupils improve is under developed.

23. Ninety four per cent of parents who returned questionnaires felt that teaching and learning were good. Most pupils felt that they learnt new things in lessons. However, significant numbers of older pupils felt that they were not always shown how to make their work better and that lessons were not always interesting. Throughout the school some, 30 per cent of the pupils, especially the younger ones, felt that they did not always have to work hard. The parents' views mirror the overall findings of the inspection. The pupils' views closely reflect the detailed findings of the inspection.

## **The curriculum**

Overall, curricular provision is satisfactory. ICT does not meet the requirements of the National Curriculum in Years 1 and 2. Enrichment of the curriculum, including through extracurricular activities, is good. Staffing and resources are satisfactory. Accommodation is unsatisfactory.

## **Main strengths and weaknesses**

- Curricular provision gives the pupils a secure range of experiences.
- All aspects of every subject are not fully developed.
- Children in the Foundation Stage are given a good range of activities.
- Writing, numeracy and ICT skills are not used well enough in other subjects.
- Provision for pupils with SEN is good.
- Residential educational visits are an important aspect of the good range of curricular enhancements the school offers.
- Some areas are well resourced.

- The school's accommodation puts restrictions on the teaching of PE.

## **Commentary**

24. Curricular provision meets most of the requirements of the National Curriculum and the locally agreed syllabus in RE and gives the pupils a satisfactorily broad experience. This provides a sound basis for their later education and gives them sound equality of opportunity. There are, however, areas of strength and weakness in some subjects which affect the balance of the curriculum. For example, in ICT in Years 1 and 2, the pupils do not do enough work in most aspects of the subject to meet requirements. In Years 3 to 6, parts of the ICT curriculum such as control technology are not taught because the necessary equipment is not set up for the pupils to use although it is available in the school.

25. The curriculum provided for children in Reception is satisfactory overall and meets the needs of the children. Good opportunities are provided for children to develop their independent learning by selecting an activity and using their imagination in free-play activities. The indoor and outside areas are used well, so that an appropriate curriculum is provided for children in the Reception year. There are two indoor classrooms, which have a good range of equipment and provide an acceptable environment for children to learn. There are attractive displays of the children's work. Although access to the outside area is not easily available, the teacher ensures that the children are provided with an appropriate amount of outside play each day.

26. The pupils' speaking and listening skills are used very well across the curriculum and good use is made of their reading abilities. However, writing skills are not developed well enough in other subjects particularly in Years 1 and 2. The pupils' numeracy skills are not used well enough to promote their development in other areas of the curriculum. The use of ICT across the curriculum is unsatisfactory. There are some examples where ICT is well used in Years 3 to 6 but these are too irregular to form a consistent part of the pupils' experiences.

27. Pupils with SEN are given work that is set at appropriate levels for their development. They receive good support from teachers and assistants. All pupils are fully and successfully included in all aspects of the life of the school.

28. For its size, the school offers a good range of extracurricular provision. This includes sports such as netball and football and musical activities. In sports, the pupils also benefit from taking part in competitive matches with other schools. In music, they use their skills in school productions and assemblies. The curriculum is also enriched by educational visits including, for example, to the Norfolk Show and Sandringham. The school works together with other schools to arrange residential educational visits for pupils in Years 5 and 6. Year 6 have been to Derbyshire where a visit to the Eyam plague museum was included in their trip. Year 5 have benefited from a stay at Horstead. Visitors to the school also give the pupils a wider educational experience. These have included local people who have talked to the pupils about their experiences as evacuees in World War II and representatives of other cultures. Parents and pupils recognised that the school provided a good range of extracurricular activities.

29. The school is well resourced in terms of the number of computers available to the pupils. It has a good range of software for most aspects of the curriculum which is being further developed. The Foundation Stage and English are amongst some other areas which are also very well resourced. However, resources in ICT are not always used to the best advantage. For example, sensor equipment is not available for the pupils to use and, in Year 2 particularly, too little use is made of the available resources. Although the school has some access to the village hall, the lack of a hall and a small field area place restrictions on the pupils' progress in PE so that the school cannot meet the requirements of the National Curriculum fully. Swimming is a strength but development in games, dance and gymnastics is undermined by the school's accommodation and resources.

## **Care, guidance and support**

The provision for pupils' care, welfare, health and safety is good. Overall, provision of support, advice and guidance based on monitoring is satisfactory. It is good for the pupils' personal development and unsatisfactory for their academic work. The involvement of pupils through seeking and acting on their views is good.

### **Main strengths and weaknesses**

- There are good procedures for health and safety, child protection and first aid.
- The induction arrangements for pupils are good.
- Pupils feel very well supported by all staff in the school.
- Adults know pupils well and provide good levels of care and support for all their needs.
- Procedures for providing pupils with academic advice are not good enough.
- The involvement of pupils in the school's work and development is good

### **Commentary**

30. The school has good health and safety procedures in place. Governors and staff make regular health and safety checks. Risk assessments are carried out and checks made to grounds, buildings and equipment. The nominated officer for child protection procedures has received appropriate training. She has ensured that all staff are kept up to date with procedures and that they are aware of the need to inform her should they have any concerns. Arrangements for the administration of first aid and for the care of children who are unwell, or who have specific medical needs, are effective.

31. There are good induction arrangements for pupils when they enter the school. Pupils are introduced to their class before being given a mentor of the same age who looks after them. This ensures they feel welcome and helps them settle into the school. In their responses to the pre-inspection questionnaire, parents said overwhelmingly that they felt the arrangements were good.

32. All adults who work in the school form close and trusting relationships with the pupils so that they gain in confidence. Pupils' attitudes are very good because they know the school takes care of them. Staff know their pupils very well and provide good role models for behaviour. Pupils spoken to confirmed that there is always an adult to go to if they are worried or need help or comfort and that they feel safe and secure. Their good knowledge of the pupils' enables teachers to provide good advice for personal development.

33. In their role as School Councillors, pupils are confident that their views are listened to and taken seriously. They are able to talk about suggestions they have made which have influenced decisions made by the school. They were involved in the decision making process of appointing the headteacher and have raised funds for a 'buddy bench'. They recently sent out a questionnaire to all pupils which is currently being analysed.

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

The school's links with parents are good. Links with the community and with other schools are also good.

### **Main strengths and weaknesses**

- Parents have positive views of the school.
- Parents provide a positive contribution to pupils' learning at home and at school.
- The school provides parents with a good range of information about the curriculum and how to help their children at home.
- Liaison with other schools is effective
- Links with the community are good and contribute well to pupils' learning

## **Commentary**

34. Parents and carers have positive views of the school. The school works hard to ensure that parents work with them and seeks their views through questionnaires, which are analysed by governors and responded to in detail. Parents are encouraged to support the work of the school through 'FROGS' (Friends and Relatives of Garboldisham School) and to help their children at home with homework. A number of parents come into the school to help in the classrooms.

35. The school provides a good range of information for parents about what is happening in school as well as regular information about the curriculum. At the pre inspection parents' meeting, parents confirmed that they value this information, which they find very helpful. There are good opportunities for parents to meet staff formally and informally to discuss their children's progress. Written annual reports for parents are appropriate and parents are informed about how well their children are doing. However, not all reports give areas for development which some parents have said that they feel would be useful.

36. Links with other schools are good. The school is part of a local cluster group of schools that regularly work together for visits, productions, concerts and festivals. At the end of Year 6, pupils mainly transfer to the local secondary school where close links have been established such as exchanges of staff for mathematics and music which enhance curricular provision. All of these links help to pupils adjust when they move schools.

37. The school has good links with the local community. A number of visitors come into school to work with, and talk to, the children including musicians and a dance company. The school is part of the local community and uses people within the village to talk to the children about their experiences. Local residents are invited into the school to see productions and, at Christmas, the children perform at functions for senior citizens.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory. The leadership of the headteacher and the school's governance are good. The leadership of key staff and the school's management are, overall, satisfactory.

### **Main strengths and weaknesses**

- The headteacher knows the school's weaknesses and intends to improve them.
- Some improvements have been very effective.
- The school has made a satisfactory improvement since it was last inspected given the barriers to improvement faced by the school.
- The key area of improving teaching to raise standards has not been tackled rigorously enough.
- The management roles of staff, other than the headteacher, are variable.
- Provision for pupils with SEN is well led and managed.
- The results of the analysis of assessment data are not used well enough to improve standards.
- The headteacher is well supported by the governors.
- Statutory requirements in ICT in Years 1 and 2 and in the provision of information to parents are not met.
- The school's accommodation and resources prevent it from meeting National Curriculum requirements in physical education (PE) fully.

## **Commentary**

38. The school's self review appropriately identifies the need to raise standards, particularly in writing, and to improve the quality of teaching in order to do so. It also recognises that the

assessment and marking of pupils' work need to be standardised and that the school's accommodation places restrictions on the teaching of PE. In addition, a review of the teaching of science is planned and the need to improve standards in ICT is identified. Furthermore, the school improvement and development plan recognises all of the areas identified by the inspection as needing development. Eighty eight per cent of the parents who returned questionnaires felt that the school was well led and managed.

39. The school, therefore, clearly knows where its major weaknesses are and has taken important steps to bring improvements about. For example, significant improvements have been made in the quality and quantity of the school's learning resources and training and other actions to improve the quality of teaching and learning have been taken. In addition, work on improving assessment procedures and developing school improvement planning has taken place. There is evidence that these initiatives have brought about significant improvements in, for example, the Foundation Stage and staff morale. In view of the difficulties faced by the school, notably changes in staff and management, this represents satisfactory improvement.

40. However, in very important areas, the school's actions to bring about improvement in the areas of weaknesses identified have not been rigorous enough. This is particularly the case in monitoring of the quality of teaching and learning. Many of the judgements made are far too generous and do not concentrate sufficiently on how teaching can be improved or on the standards reached by the pupils. Monitoring of this quality is unlikely to bring about significant improvement in teaching, learning or standards. However, in sharp contrast to the generosity of the judgements of the quality of teaching and learning, the school's judgement of its improvement since the school was last inspected is harsh. Inconsistency in the quality of judgements of important aspects of the school's performance hinders effective improvement. Furthermore, although the school has recognised all the areas of improvement identified by the inspection, and included them in its development and improvement plan, the plan recognises too many priorities for improvement. This means that there is not a clear and sharp focus on the main issues. In addition, there are no detailed and specific action plans showing how the improvements required in the main areas of weakness will be brought about and measured.

41. The school analyses test and assessment data appropriately. It is particularly concerned to identify and address weaknesses in writing through this analysis. The progress pupils make is tracked carefully and the school plans to develop its use of ICT to improve this process and its assessment procedures. Nevertheless, the use of assessment information is unsatisfactory in Years 1 and 2 and it is variable in Years 3 to 6 depending on the subject and year group considered. Furthermore, the setting of individual targets for pupils is underdeveloped and teachers' marking lacks consistency in the way it helps pupils to improve. As a result, progress, except in English and mathematics in Years 3 to 6, is too slow. The failure to use assessment information accurately when planning pupils' work is the major reason why their progress is not consistent.

42. The governance of the school was a key issue for action when the school was last inspected. However, the judgement of this inspection is that the governors carry out their duties well. They have undertaken training to gain a clear understanding of their role and plan to review formally their practice. The governors have plans for their own development incorporated into the school improvement and development plan, for example, improving their monitoring role. They have developed systems which enable them to get a clear understanding of the strengths and weaknesses of the school. This enables the governors to support and challenge the headteacher effectively, for example, in the formation of the school improvement and development plan. The governors keep a careful check on the school's finances through regular reports. They have a secure knowledge of the need to get good value for money and how to do it. At the end of the last financial year, the school's reserves were well above recommended levels. Projections for this year show a very small surplus because of falling income and increased costs. The governors have not ensured that all statutory requirements are met. ICT in Years 1 and 2 does not meet the requirements of the National Curriculum and there are some omissions in the statutory information provided to parents. PE does not meet National Curriculum requirements but this is due to shortcomings in the school's buildings which are outside of the control of the governors.

43. The school also recognises the need to develop the role of subject leaders. The findings of the inspection support this view and are that the effectiveness of management roles is variable. For example, leadership and management of mathematics are good. In addition, the SEN coordinator provides good leadership. She has a good understanding of how to adapt the curriculum to meet the needs of the pupils who have learning difficulties. When necessary, she ensures that the appropriate outside agencies are involved to assess their individual needs. On the other hand, the leadership and management of ICT are unsatisfactory as, for example, the school's ample resources are not used well enough. In science, the current co-ordinator is a strong leader. However, she has only been in post a short while and is leaving at the end of term. Historically, the management of science has been unsatisfactory because of pupils' underachievement in the subject. Too little thought has been given to allocating and prioritising management roles to make them effective in a small school setting.

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

Income and expenditure (£)		Balances (£)	
Total income	260942	Balance from previous year	54247
Total expenditure	248131	Balance carried forward to the next	67058
Expenditure per pupil	3482		

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE SUBJECTS IN KEY STAGES 1 and 2**

The provision for children in the Foundation Stage is **satisfactory**.

44. Children are admitted to school in September in the year in which they become five. Children whose birthdays are between September and February attend full-time and children whose birthdays are later in the year attend part-time until January, when they attend full-time. There are currently five children in the Reception year and they are in a class that also has a group of ten Year 1 and thirteen Year 2 pupils. Induction procedures are good and this means that the children quickly get used to the school routines. Overall, their attainment on entry is average. By the end of the Reception year, most children are on track to achieve the standards expected for their age in most areas of learning. The quality of teaching and learning is satisfactory, which enables the children to achieve in line with their ability. The leadership and management of the Foundation Stage is satisfactory as is the improvement for children in this age group since the school was last inspected.

#### **Personal, social and emotional development**

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

- The children are happy in school.
- Relationships between adults and children are good.
- Good teaching and learning enable the children to make good progress.
- The curriculum is matched to the needs of the children.

##### **Commentary**

45. By the end of the Reception year, most children are on course to achieve above the expected standards for children of this age in their personal, social and emotional development. Teaching and learning are good, as many opportunities are provided for the children to take part in their own initiated activities combined with times of focused teaching. The children are happy to come to school and work and play enthusiastically with each other and with the older children in the class. Relationships between adults and children are good, which helps to promote the children's self-esteem and confidence. Overall, the children are very well behaved and respond quickly when asked to stop their activities and be ready to listen. The school has recently purchased a good range of new resources for the Reception children, including some good quality large wheeled toys for outside play. These are used well. The children learn to share and take turns, which greatly enhances their learning in their personal, social and emotional development.

#### **Communication, language and literacy development**

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

- The children have good speaking and listening skills.
- Unsatisfactory development of writing skills.

##### **Commentary**

46. Overall, the children make satisfactory progress in developing new skills in their communication, language and literacy development and are on course to reach average standards by the end of Reception. The teaching and learning for speaking, listening and reading are satisfactory, but unsatisfactory for writing. On entry to school, most children are confident speakers and their listening skills are good. Sometimes a teaching assistant takes part in the role-play area,

which provides the children with good opportunities to listen to others and to extend their vocabulary. The children enjoy listening to stories and most know about books and how to use them. They regularly take books home to share with their parents. Most are at the early stages of reading. Although some can read very simple text, most use picture clues and memorise the text. Due to the children being taught with the pupils in Year 1 and 2, the teaching of phonics is not always adapted to the needs of the young children in the Reception year. This limits the children's learning and their use in helping with the development of their reading and writing skills.

47. There are far too few opportunities for the children to write within their own initiated play and for meaningful writing within the lessons. In one lesson when the children were working with a teaching assistant they were asked to write their own list of words beginning with a different given letter for each child. They had great difficulty drawing round a plastic letter before attempting to write any words. Although most could think of words beginning with their letter, their reading and writing skills were far too limited to write most of the words they could think of. For example, one child had the letter *h* and correctly wrote *has*, but then wanted to write *house*, but, as this was beyond his stage of writing development, he then spent a long time pondering over this and learning time was lost. However, when they are given opportunities to use their developing writing skills, this gives them confidence to write, which is good.

## **Mathematical development**

### **Main strengths and weaknesses**

- Teaching and learning have strengths and weaknesses.
- Insufficient use of assessment data.

### **Commentary**

48. Overall, teaching and learning are satisfactory. Children make satisfactory progress and are on course to reach average standards by the end of Reception. However, the teaching of mathematics does not always take full account of the children's previous learning and of their stage of mathematical development. When the children are provided with practical activities, they make good progress and achieve well. When working outside with a teaching assistant playing a game estimating how many fish were under a cloth in the water tray, the children made good progress and their mathematical understanding was extended well. The children enjoyed using the mathematical term estimating, which enhanced their mathematical vocabulary. Their guesses were used well by the teaching assistant in helping the children with early addition and subtraction, such as you guessed eight, but there are only five, how many more do we need to make eight? After several guesses, one child used fingers to count, before saying *three*. The teaching assistant asked them all to check and gave praise for effort.

49. Although practical experiences are provided for them, often the children in the Reception year are taught with the pupils in Year 1 and 2. This does not ensure that the needs of the younger children are met. In one lesson, the activity was very directed by adults and resulted in much learning time being lost for children in the Reception year. The children sat for a long time while the teacher held a counting stick and placed a tripus, an imaginary sea creature shaped like an octopus, but with only three legs, at intervals on the counting stick. All the members of the class were expected to count in threes as the teacher placed each tripus on the stick until the number 30 was reached. They were all supposed to be able to count in threes both forwards to 30 and backwards from thirty to zero, as the teacher pointed to each tripus. Although each tripus had a number written on it, this abstract concept is too far advanced for the Reception children's stage of mathematical development. This shows that the teacher does not use assessment data sufficiently well to ensure that she provides an appropriate mathematical curriculum at all times for the children in the Reception year.

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

## **Main strengths and weaknesses**

- Visits to places of interest provide children with first-hand experiences.

### **Commentary**

50. Teaching and learning are satisfactory for this area of the curriculum. This promotes satisfactory progress and average standards. First-hand experiences, such as the visit to the Norfolk Show, engage the children's interest and extend their learning. The follow up to the visits are used well, which further enhances the children's learning. The children listen to stories from different religious cultures and the visit to the local church extended their knowledge of a place of worship. They enjoy using construction toys to make models. They use cars on a large carpet road map and construct their own roads on the carpet using masking tape. They learn about the local environment from walks around the village.

### **Physical development**

51. Overall, the quality of teaching and learning for the children's physical development is satisfactory. As a result, progress is satisfactory and standards are average. Although the children are given a satisfactory number of opportunities to use pencils and scissors, much of the children's writing shows that many have weak pencil control. The limitations of the accommodation mean that the children cannot move easily between the indoor and an easily accessible outdoor play area. However, the teacher ensures that they have opportunities to use the outside area by providing a teaching assistant to be outside for various activities. The children have good control when using the large wheeled toys for outdoor play. This extends their physical and personal and social development.

### **Creative development**

52. Insufficient evidence was gathered to make judgements about the quality of teaching and learning for the children's creative development. However, many of their drawings are in line with expectations for their age. Some of their paintings are imaginative and good. When playing in the role-play area, their imaginative play is stimulated and their vocabulary is extended when an adult takes part with them.

## **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Standards in writing in Year 2 are too low.
- Standards in English are well above average by the end of Year 6.
- Very good achievement in Years 3 to 6.
- Pupils have very positive attitudes to the subject.
- Consistently very good teaching in Years 3 to 6.
- Assessment procedures are good, but there is insufficient use of assessment data in Years 1 and 2.

### **Commentary**

53. Overall, in Year 2, standards in English are average and achievement is satisfactory. However, standards in speaking and listening are good and achievement in these areas is also good. Standards are average in reading and achievement is satisfactory. In writing, standards are well below average and achievement is unsatisfactory. Most pupils attain standards in English that are well above average by the end of Year 6 and their achievement is very good. This includes pupils

with SEN and the more able pupils. This is a very good improvement from the judgements of the last inspection.

54. Overall, standards in reading are average in the current Year 2, which is lower than the 2003 test results. This is due to an increase in the number of pupils achieving below average standards compared to last year. However, there has also been a rise in the number of pupils attaining the above average level, which is good. Most pupils read simple texts accurately. Although they know how to sound out unfamiliar words, many pupils do not readily do this. They can talk about the books they read and show a satisfactory understanding of the story and characters.

55. Most pupils in Year 6 are achieving well above average standards in their reading. They enjoy reading and understand the importance of it in all aspects of their learning. By Year 6 most pupils can confidently tackle a wide range of texts. Pupils have developed the necessary skills for finding information in books and on the Internet, which they use well to extend their learning. There is a very good range of high quality books in the school library, which is used well to extend pupils' learning.

56. Pupils in Year 2 are achieving well below average standards in writing. Most pupils use simple sentence structure and their writing skills are weak. More able pupils use plausible spellings of common words but, too often, there is an incorrect use of capital letters and simple punctuation, which lowers standards. Pupils in the Years 1 and 2 class are currently learning about adjectives and adverbs, but do not use these to enhance their writing to improve their standard of attainment. Expectations of what pupils can achieve are not high enough and many pupils are not achieving as well as they could in writing. There are insufficient opportunities for pupils to write at length. Too often, they are praised for effort for writing only a very few sentences, when most of these pupils are capable of achieving much more, which could enable them to achieve a higher level of attainment.

57. However, pupils are making very good progress as they move through Years 3 to 6. In Year 6, standards are well above average. Pupils achieve very well because of consistently very good teaching in the Years 3 to 6. The teaching of higher order writing skills is taught from Year 3 onwards, which is helping many pupils to achieve high standards. Many pupils use correct punctuation and good grammatical structure in their written work. Many pupils have a good understanding of how to form simple and complex sentences, and use a good range of punctuation, which enables them to achieve well. The booster classes and use of the further literacy strategy for some pupils in Years 5 and 6 are enabling them to achieve very well. Pupils drafted, reviewed and revised their writing before producing some very imaginative *Fantastic Tales*. These high quality stories show how well pupils can achieve.

58. Most pupils enter the school with good speaking and listening skills and they are given good opportunities to broaden these skills. 'Circle time' is used well to extend pupils' speaking and listening skills in Years 3 to 6. Pupils listen very well in lessons and confidently speak to each other and adults, using a wide range of vocabulary appropriate to varying situations.

59. Pupils' very positive attitudes to learning and very good behaviour enable them to learn and make a significant contribution to their standards of attainment.

60. Overall, teaching is satisfactory in Year 2 and consistently very good from there on. The effect of this is that, by the end of Year 6, many pupils achieve well above average attainment. Teaching assistants are well prepared for lessons and make a good contribution to pupils' learning. Pupils respond enthusiastically when presented with lively, interesting teaching and are able to concentrate for long periods. When teachers use open-ended questions, this effectively directs pupils' thinking and their learning is consistently extended. When pupils are working on individual or group tasks, which are matched well to their abilities, their learning is extended well. Teachers use interesting literature well, such as works by Michael Morpurgo and Michael Rosen to extend and enhance pupils' vocabulary and learning of story structure.

61. Assessment procedures are good and the information gathered from these is used well in Years 3 to 6 to extend pupils' learning. However, in the Years 1 and 2 class, this information is not used sufficiently well to improve pupils' standards of attainment, especially in writing.

62. The leadership and management of English are satisfactory. The school has concentrated on improving the quality of teaching and learning in English in order to improve pupils' standards of attainment. The school has been very successful, as it has improved the standards very well in English in Years 3 to 6 since the school's last inspection. However, improvement overall since that time is judged to be good rather than very good because of the decline in Years 1 and 2.

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

63. Speaking and listening skills are developed very well through all subjects. Teachers are very aware of the need to promote accurate and clear speaking skills and so they provide many opportunities for pupils to speak with partners, as part of a group or in front of the whole class. By Year 6, pupils confidently use reference and resource books. However, writing skills are less well developed in other subject areas especially in Years 1 and 2.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils in Year 6 are attaining above average standards with good achievement.
- Teaching and learning are good in Years 3 to 6.
- Good inclusion.
- Good procedures for assessment.
- The use of assessment procedures has weaknesses in Years 1 and 2.
- The subject manager provides good leadership.
- Assessment is not used well enough in Years 1 and 2.
- The pupils' numeracy skills are not sufficiently applied in other subjects.

### **Commentary**

64. By the end of Year 6, standards are above average and achievement in Years 3 to 6 is good. Although there is an upward trend in standards by the end of Year 2, and standards are, overall, average, there are a significant number of pupils who are not achieving the expected level for their age. Achievement in Year 2 is satisfactory. However, the school is maintaining the good trend in raising standards by the end of Year 6.

65. Overall, the quality of teaching and learning is good. Teachers in Years 3 to 6 provide challenging tasks, which are suited well to the needs of pupils. They enjoy their mathematics lessons and positively respond to the tasks. In a good lesson in the Years 5 and 6 class, the teacher motivated pupils to achieve well. The teacher explained the learning intention of the lesson, which was to use co-ordinates, line graphs and conversion graphs using positive and negative numbers, so pupils were aware of what they were to learn. After a short mental and oral question and answer session, the teacher set tasks adapted well to individual needs. This enabled everyone to feel confident and to be successful. The lesson was challenging for pupils of all abilities. Lower achieving pupils were provided with very good support by the teaching assistant, which enabled them to take a full part in the lesson. The teaching assistant was very aware of the needs of each pupil and ensured that they were suitably challenged at all times by moving them on to a more demanding task when they were able to easily record their work. The teacher provided good support for the other pupils by recapping on different ways of sorting collected data into various graphs before proceeding with the main part of the lesson. Pupils used graph paper well to plot positions for various space stations before the teacher asked individuals to use the Smart board to demonstrate

and to give their reasons for the positions of the space stations. This enabled the teacher to assess how well pupils understood how to use positive and negative numbers. They showed how well they could use information and apply their mathematical knowledge to a practical situation. They were engrossed in their work and successfully completed their tasks.

66. There are good procedures to ensure that pupils are supported well. Pupils who have SEN are included fully in all activities and are provided with good support, which enables them to make good progress towards their own targets.

67. There are good procedures for assessment, which are used well in Years 3 to 6 to plan future work and are effective in helping to raise standards. However, marking is variable across the school, which does not always enable pupils to know how they can improve their work and so achieve higher attainment.

68. The quality of teaching and learning in Year 2 is satisfactory. It is difficult for the teacher to provide an appropriate curriculum for the children in the Reception year and for pupils in Years 1 and 2, who are all taught in the same class. However, assessment is not used sufficiently well to provide the most appropriate level of work for pupils in Years 1 and 2, as it is not always adapted to their needs. The over emphasis on abstract use of numbers limits pupils' mathematical understanding. They do not receive enough hands on experiences to gain a full understanding of the meaning of oral or written numbers. Chanting of multiples of numbers does not ensure that pupils really understand how many each chanted number actually represents. This limits pupils' learning, standard of attainment and overall achievement.

69. The coordinator provides good leadership. She has a clear sense of direction on how to continue to improve the standards of mathematics across the school. She is a good role model for other staff and monitors teaching and pupils' work. Since the last inspection, there has been a good improvement in the subject.

### **Mathematics across the curriculum**

70. There is little evidence of provision for developing pupils' numeracy skills across the curriculum other than the time lines in history. Smart boards are used well in each class to reinforce pupils' mathematical skills.

## **SCIENCE**

Provision in science is **unsatisfactory**

### **Main strengths and weaknesses**

- Standards are lower than they were in 1998 in Year 6.
- More able pupils do not do well enough.
- There are weaknesses in investigative science.
- The quality of teaching and learning is too variable.
- The use of assessment information is unsatisfactory.
- Pupils withdrawn from lessons for other activities do not always make up the work they have missed.
- Insufficient use is made of ICT, literacy and numeracy.

### **Commentary**

71. Standards in Year 2 and Year 6 are below average and achievement is unsatisfactory. This represents a fall in standards since the school was last inspected. As a result, improvement in the school's provision of the subject since that time has been unsatisfactory and the management of science is unsatisfactory. The difference in the judgement is largely because too few pupils reach

above average levels even allowing for variations caused by the small numbers in the year groups. The basic reasons why too few pupils are at above average levels are weaknesses in teaching, the curriculum and assessment procedures.

72. Most pupils in Year 6 show average standards in most aspects of the subject. For example, they understand food chains, are aware that changes to materials can be reversible or irreversible and have a secure grasp of magnetic attraction. Few have an adequate grasp of above average concepts such as the importance of classifying living things and the reasons for the length of a year. However, the weakest aspect of the subject is investigative science. In most cases, the work consists of demonstrations by the teacher which the pupils watch. They do some experimental work themselves but this is not frequent enough for them to make sufficient progress. Much of their written work is copied, dictated or consists of undemanding worksheets.

73. Overall, the quality of teaching and learning is unsatisfactory in Years 1 to 6. No teaching of science was seen in Years 1 and 2 so the judgement is based on the analysis of pupils' work, discussions with pupils and teachers, planning and the standards reached. There are significant variations in the quality of teaching and learning in that, in Years 3 and 4, it is very good. In these year groups, the teaching has pace, is knowledgeable and demanding and captures the pupils' interest. This results in very good progress. However, the effects of the teaching in these year groups is nullified by shortcomings in Years 1 and 2 and 5 and 6. In Years 5 and 6, the basic weaknesses are setting work which is too easy for the pupils, especially the more able, spoon feeding them and working at a slow pace. These features are also evident in Years 1 and 2. However, additionally in these year groups, low expectations were evident in the limited amount of low quality work produced by the pupils.

74. In Years 1 and 2, pupils have a sound understanding of living things. They show awareness of how materials can be changed by heating or cooling when prompted but are unclear if any of these changes are reversible. The pupils' understanding of simple electrical circuits is limited. As in Year 6, investigative science is the weakest area. Again, they have seen demonstrations and worked on their own investigations but not frequently enough. Their science vocabulary is poor and the recording of their work is unsatisfactory.

75. In most cases, in most lessons, pupils do the same work. Assessment information is not used successfully to provide work which is challenging but attainable. This means that pupils, particularly the more able, often do work which is too easy for them or, more rarely, work that is too hard. The marking of pupils' work is variable. Marking in Years 3 and 4 is strongest and gives some help to the pupils on how to make their work better. There was no evidence of this in Years 1 and 2 or 5 and 6. However, in Years 5 and 6, the pupils indicated that the teacher spoke to them individually when they had not done as well as they could. Another weakness in the use of assessment information in this subject is the failure to give pupils individual targets to raise their standards. The analysis of pupils' work in Year 6 showed that pupils withdrawn from science for other activities did not always make up the work covered by their peers in a structured and planned way. This puts them at a disadvantage in making progress in the subject.

76. There was very little evidence of the planned use of the pupils' ICT or numeracy skills in science. The limited evidence that existed was not systematic. Application of literacy skills was unsatisfactory. Speaking and listening played an appropriate part in most lessons. However, writing was, in most cases, too limited, sometimes identical and frequently restricted by the use of worksheets. There was no evidence of the use of reading skills for research purposes although pupils were required to apply basic reading skills in some lessons.

77. The co-ordinator has only held the post for a short time. She is very knowledgeable about the subject and has already identified its strengths and weaknesses. The co-ordinator has established appropriate plans to address these weaknesses. However, she is leaving the school at the end of the present term.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- National Curriculum requirements are not met in Years 1 and 2.
- Teachers make good use of ICT to support their teaching.
- Elements of the subject are not taught in Years 3 to 6 but provision in these years is, overall, satisfactory.
- The pupils have too few opportunities to use ICT.
- Pupils enjoy using ICT and are confident and interested.
- The subject is well resourced.

### **Commentary**

78. Standards in ICT are below average in Year 2 and average in Year 6. In Year 2, the evidence showed that pupils had made very limited use of ICT and that the requirements of the National Curriculum were not met in these years. Even allowing for the fact that the school has faced difficulties with equipment not working properly, the pupils' achievement is unsatisfactory in all aspects of the subject in Year 2. In Year 6, there are strengths in, for example, word processing, using the Internet to find information and use of the digital camera. Achievement in Year 6 is satisfactory. However, although the school has obtained updated sensor and control equipment, this was not available for Year 6 pupils to use at the time of the inspection.

79. No formal teaching of ICT was seen during the inspection. However, the indications, based on other evidence especially the standards reached by the pupils, is that teaching and learning are unsatisfactory in Years 1 and 2 and satisfactory in Years 3 to 6. A strength of the teaching throughout the school is the use teachers make of interactive whiteboards when teaching a range of lessons. This helps the pupils to develop their understanding and keeps them interested in lessons.

80. Very few examples of pupils in Years 1 to 6 actually using ICT were seen during the inspection. This fact was reinforced by pupils in Year 2 who, for example, indicated that they rarely made use of computers. In Year 6, two examples of pupils using laptop computers were seen. They were interested and skilled in the basic operations of these computers. The pupils clearly had the confidence to give commands, make mistakes, put them right and learn from them.

81. The subject is very well resourced. The school has a well above average ratio of computers to pupils. It has equipment such as a scanner and a digital camera. However, this equipment is not all used well enough. Improvement in the school's provision for ICT has been unsatisfactory since it was last inspected. This is because of the weaknesses which exist in Years 1 and 2. For the same reasons, the management of the subject is also unsatisfactory.

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

82. The use of ICT across the curriculum by pupils is unsatisfactory. In Years 1 and 2, too little use is made of ICT for it to be an effective tool to help support the pupils' learning in other subjects. In Years 3 to 6, there are some good examples of the use of ICT in other subjects such as in history, art and design and English. However, this is not consistent and ICT does not form a natural, planned and regular part of pupils' learning in other parts of the curriculum.

### **HUMANITIES**

No evidence about teaching and learning in geography was gathered during the inspection so no comment can be made on this subject.

83. In **history** one lesson was observed in Year 5 and 6. In this lesson, pupils showed a secure understanding of aspects of life in the Victorian period. For example, they were aware of differences

in social class and how this influenced the life style, work and schooling of people at that time. They also understood about children working in factories and how they could be injured and even killed at work. Their grasp of the length of Queen Victoria's reign showed a clear understanding of chronology. The pupils were also able to identify a range of sources they could use to extend their knowledge of the Victorian period. They cited, for example, books, the Internet, compact discs and the display of Victorian artefacts in their classroom. They recognised that these artefacts were primary sources of information and that books were often secondary sources. The pupils then worked together well using a range of materials to research questions about life in Victorian times. In Years 3 and 4, the work on World War II had been brought to life by a visitor who talked to them about his experiences as an evacuee during World War II. Good use had been made of ICT to video tape this talk so that it is available in the future. The pupils' historical experiences are also extended by visits. For example, during their residential trip to Derbyshire, the pupils visited the Eyam plague museum.

## **Religious education (RE)**

84. Only one lesson of **religious education** was seen during the inspection. Judgements are made on the observed lesson, teachers' planning and discussions with pupils. Religious education is taught to the County Agreed syllabus. In the one seen lesson in the Years 3 and 4 class, teaching and learning were satisfactory. The teacher enabled pupils to make satisfactory progress in their understanding that faith is something common to all world religions and that there are associated symbols of faith for each of the major world religions. This difficult concept was linked well to pupils' prior learning about world faiths. The teacher used the smart board well to show coloured pictures of symbols, which are associated with each major world faith. She asked effective open-ended questions to enable pupils to link the symbols with the places of worship of each major religion. Most of the pupils knew the names of many places of worship, but they did not always link these with other aspects of each religion. Although they knew about Moses and the Star of David, many of them did not link these with Judaism. The teacher extended their learning well through clear explanations, such as explaining the symbols of Sikhism and that Sikhs worship in a Gurdwara.

85. Pupils in Year 2 know that Christians believe that Jesus is the Son of God. They know the story of the Nativity and that Christians celebrate Easter because they believe that Jesus rose from the dead on Easter Sunday. They know some of the miracles performed by Jesus, such as the feeding of the five thousand and how he turned water into wine at a wedding. They have visited the local church and know that the stained glass windows depict stories of saints or Bible stories. However, they have very little knowledge of other religions.

86. Pupils in Year 6 have a satisfactory understanding of the main world religions. Visits to the local church enrich pupils' learning of a Christian place of worship. Their visit to a multicultural day at Diss High School deepened their understanding of other religions.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

87. No evidence about teaching and learning in **art and design or design and technology** was gathered during the inspection so no comment can be made on these subjects.

88. One **music** lesson was observed together with music in assemblies. There is insufficient evidence to make judgements on teaching and learning and pupils' achievement over time. In the good lesson in the Years 3 and 4 class, pupils made good progress in learning how to compose a piece of music based on the scenes in digital photographs taken by the pupils. Pupils chose from a good range of tuned and percussion instruments to compose a dream sequence for their music. After experimenting with different techniques and a variety of rhythms on the instruments, pupils performed their dream sequence well. Everyone was appreciative and respectful of others' efforts.

89. Pupils listen to many different types of music, ranging from classical to modern. They enjoyed listening to Glenn Miller's *American Patrol* as they walked into an assembly and a teacher linked this well to music from the Second World War, which increased their learning. Pupils sing

tunefully in assemblies and are accompanied very well by the school orchestra, comprising of guitarists, recorder players and flautists. Pupils take part in school productions, such as the Christmas performance of *Babushka*. They took part in a joint concert with the South Norfolk Youth Symphonic band and with other schools in the Norfolk music festival. These performances help to extend pupils' learning of different types of music and greatly enhance pupils' self-esteem, when performing before an audience. Pupils in Years 2 to 6 learn to play the recorder and many pupils have peripatetic lessons to learn to play brass, string or woodwind musical instruments.

## Physical education

Provision in physical education (PE) is **unsatisfactory**.

### Main strengths and weaknesses

- Pupils do well in swimming.
- The school's accommodation and resources restrict progress in other aspects of the subject.
- The school makes significant efforts to overcome the shortcomings in accommodation and resources but cannot meet the requirements of the National Curriculum.
- Weaknesses in teaching compound the effects of the accommodation and resources.
- The subject is supported by a good range of extracurricular activities.

### Commentary

90. Standards are average and achievement is satisfactory in Years 1 and 2. Standards are below average and achievement is unsatisfactory in Years 3 to 6 which is a decline when compared with the findings of the school's last inspection. However, standards in swimming are above average in Years 2 and Year 6 which represents good achievement. By the time that they leave the school at the end of Year 6, most pupils are able to swim at least 25 metres safely and unaided using a recognisable stroke. Many swim much greater distances than this and have also developed a good range of water safety skills. This is because provision, teaching and learning in this aspect of the subject are good. In the lesson observed, pupils worked in groups in which the tasks were well matched to their abilities. This enabled them to make good progress as part of a well planned and assessed programme of work. Many of the better swimmers were already capable of swimming at least 25 metres. Other pupils, for example, retrieved items from the bottom of the pool or used floats to improve their skills. In swimming, this judgement represents an improvement on the findings of the school's 1998 inspection.

91. A Years 5/6 athletics lesson illustrated the way in which the school's accommodation restricts the pupils' progress particular that of the more able. There was too little space available for them on the field they were using. The result of this was that, almost as soon as they began to run or skip, they had to slow down in order to avoid running into an obstruction at the end of the available space. As a result, they showed below average skills in this aspect of PE. The school is well aware of this and is attempting to gain the use of a larger field. The lack of a hall also limits the pupils' progress. The school does make some use of the village hall for two terms in the year. However, these periods of time are not long enough, or frequent enough, to maximise the pupils' progress. In addition, the village hall lacks equipment such as wall bars and there are problems with storing and accessing the resources that the school uses in the hall. As a result of these problems, in spite of the great efforts it makes, the school is not able to meet the requirements of the National Curriculum fully in all aspects of PE.

92. Teaching and learning are satisfactory. However, in some cases, shortcomings in teaching emphasise the problems of the accommodation. In an unsatisfactory Years 5 and 6 lesson, although relationships and discipline were good, the pace of learning was too slow. The pupils spent far too much time watching and listening instead of developing their skills. Additionally, no attempt was made to match the teaching to their level of ability by grouping them and setting them to work at their level with the teaching assistant. All pupils, essentially, received the same teaching. However, it was evident, for example, that their skipping skills ranged from excellent to poor and the opportunity

to increase progress by grouping and supporting the pupils in this way was missed. Equally, in a satisfactory Years 1 and 2 lesson, the planned warm up session was ineffective and the warm down session did not occur. In the main part of this lesson, the pupils drew maps of the school grounds and located features on these maps. There was some development of the pupils' mapping skills. However, progress in their understanding of following trails or orienteering was minimal as they were already at average levels and were too familiar with the confined area they were working in to improve.

93. Improvement since the school's last inspection is satisfactory. Standards are higher in swimming and the school's accommodation, which the school tries hard to overcome, plays a major role in restricting developments in the other aspects of the subject just as it did in 1998. For these reasons, the management of the subject is satisfactory in the school's circumstances. There are strengths such as the use of Top sport and Top Play. In addition, the wide range of extracurricular activities, for example, football, netball, and cricket – including some competitive fixtures – that the school provides enhances curricular provision. The subject promotes the pupils' social development well in this way and through the activities that support it during the school's residential visits. However, there are weaknesses in management. There is no formal action plan for the development of PE, the co-ordinator does not monitor teaching and learning and assessment information is not used well enough to ensure the pupils' progress.

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

### **Personal, social and health education and citizenship (PSHCE)**

Provision in PSHCE is **good**.

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

- Good use is made of 'circle time'.
- Pupils in Years 3 to 6 find their work in this subject very helpful.
- PSHCE is also taught in other subjects such as geography and RE and through residential visits.
- Pupils are given opportunities to develop through taking responsibility.
- The pupils show a good practical awareness of many aspects of this subject in their everyday lives.
- Planning for progression in the subject is not developed well enough.
- Pupils in Years 1 and 2 gain less benefit from PSHCE.

#### **Commentary**

94. Standards in Year 6 are above average and achievement is good. Insufficient evidence was gathered to make an overall judgement about standards or achievement in Year 2. No comparison can be made with the findings of the school's last inspection as the subject was not reported upon in 1998.

95. 'Circle time', where pupils discuss matters of interest to them, forms an important part of the school's provision for PSHCE especially in Years 3 to 6 where the quality of teaching and learning is good. In Years 5 and 6, pupils were observed talking about the impending move to secondary school for Year 6 pupils and what this would mean for the current Year 5 pupils. The pupils contributed confidently and expressed their fears and aspirations confidently. Other pupils and the teacher listened sympathetically and responded and developed the points made with great sympathy. In Years 3 and 4, the teacher, the teaching assistant and the pupils shared their targets with each other and said how much they had achieved. This moved on to a discussion of how other people had helped them to succeed and the importance of being positive about others. Later in the lesson, the pupils talked in pairs about things they would like for next year and developed a target. The teacher praised their efforts fulsomely and the pupils made a wish that their partners would succeed in achieving their target next year. In conversation, pupils in Years 5 and 6 said how valuable they

found the chance to discuss the issues raised in circle time and pointed out that they covered a range of topics including exciting events such as Christmas.

96. Examination of displays of the pupils' work shows that PSHCE is included in a range of other subjects. For example, in their work in geography, pupils have considered the environment and how to 'Save Norfolk'. In RE, the pupils learn respect for the beliefs and values of other people and, in PE, they learn to co-operate and work as a team. PSHCE is well developed through the residential educational visits which the pupils are provided with as they learn to share experiences with others in a new situation. Celebration assemblies mark the pupils' successes and they enjoy the range of stickers and points they can gain as a reward for good behaviour or work.

97. The pupils have ample opportunities to accept responsibility particularly through the school council where some pupils were involved in the process of appointing the headteacher. In conversation, pupils in Year 6 say how they enjoy accepting responsibility and being treated maturely. They say that they find it easy to talk to the teachers.

98. The management of the subject is good. The ethos of the school fully reflects the teaching of PSHCE. The pupils' attitudes and behaviour are very good. Relationships between adults, pupils and adults and pupils are also very good. A range of charities, including guide dogs for the blind, is supported to give the pupils a broader perspective in their development. All the parents who returned the pre inspection questionnaire felt that the school helped their children to become mature and responsible. In practice, PSHCE is structured appropriately. However, there is no formal scheme of work or monitoring to ensure the progressive development of the pupils' skills or to be certain that it is taught effectively. In conversation, Year 2 pupils expressed the view that, although they had found 'Circle time' interesting in the past, it rarely formed part of their teaching at present. This was a matter of regret for them as discussing varied issues had helped them to form their own opinion and to deal with situations that they experienced.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<b>Grade</b>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	1
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>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
How well pupils learn	3
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	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	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).*