

# INSPECTION REPORT

## **HAPPISBURGH C OF E FIRST SCHOOL**

Happisburgh, Norwich

LEA area: Norfolk

Unique reference number: 121039

Headteacher: Mrs L Clayton

Lead inspector: Mrs E Pickford

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> January 2004

Inspection number: 260636

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: First  
School category: Voluntary Controlled  
Age range of pupils: 4 to 8  
Gender of pupils: Mixed  
Number on roll: 42

School address: The Street  
Happisburgh  
Norwich  
Norfolk

Postcode: NR12 0AB

Telephone number: 01692 650335  
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Appropriate authority: The Governing Body  
Name of chair of governors: Mrs A Sands

Date of previous inspection: 8<sup>th</sup> December 1999

## CHARACTERISTICS OF THE SCHOOL

Happisburgh C of E First School is a small Voluntary Controlled School, which admits pupils between the age of four and eight. The pupils live in Happisburgh and several other small villages in the surrounding coastal area. The 42 pupils are taught in two small mixed age classes. There are more girls than boys. The school is currently staffed by the headteacher, one full-time teacher and a part-time teacher. The children come from a wide range of backgrounds in this rural community most of them are transported to and from school by bus. Children under five are admitted to the reception class in September or January depending on their birthday. Most children have attended a pre-school class which is accommodated in the school building. When children join the reception class their attainment varies but is average overall. All pupils are white and no pupils are learning to speak English as an additional language. The percentage of pupils currently on the register of Special Educational needs is below average although an above average percentage of pupils have statements of special educational needs for moderate learning difficulties.

Since the last inspection there has been a complete change over of teaching staff and the school was without a headteacher for some time. There are no staff recruitment problems. The school is designated to become a Primary school under a local reorganisation programme. The school received a School Achievement award in 2001.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23128	E Pickford	Lead inspector	Mathematics Science Information and communication technology Design and technology Religious education Provision for pupils with special educational needs
9588	A P West	Lay inspector	
3687	G Bancroft	Team inspector	Areas of learning for children in the Foundation Stage English Art and design Geography History Music Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school that provides a **good** standard of education and fully involves pupils in all aspects of school life. Pupils behave **very well** and they have **very good** attitudes to their learning and their personal qualities are **very well** developed. **Good** leadership and management have resulted in above average standards. All pupils **achieve well** as a result of the **good** quality teaching they receive. There has been a high turnover of staff since the last inspection but teacher recruitment is not a problem. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- By the end of Year 2 pupils attain good standards in reading, writing, mathematics, science, information and communication technology (ICT) and history.
- The leadership and management of the headteacher is good and governance is very good.
- The overall quality of teaching and learning is consistently good due to very good planning which motivates pupils to achieve well.
- Assessment is very good and enables pupils to have a very clear understanding of their own learning.
- Teaching assistants are used very well and make a significant contribution to pupils' learning, especially for those with special educational needs.
- Very trusting relationships exist between pupils and all adults. Levels of care and concern for pupils' well being are very good.
- The school has very strong links with parents, the church, the community and partner schools.
- The leadership roles of subject leaders who are new to post are not fully established.

The school has made **good** progress overall since the last inspection in 1999. All the key issues have been tackled successfully. Governance is now very good. Planning is very good and as a result standards have risen across the school. There are very good assessment systems in place which monitor pupils' progress and ensure they achieve well. Challenge has improved for higher attainers. There are good opportunities for pupils to learn music. Teaching and leadership are now good overall.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	E*	D	E
writing	D	E	A	B
mathematics	A*	D	E	E*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Pupils' achievement in relation to their capabilities is good throughout the school.** In the current Year 2 standards are above average in reading, writing, mathematics, science and ICT. In Year 3 standards are above average in reading and writing and average in mathematics and science. This shows considerable improvement in attainment since the national tests last July and is due to stable staffing and consistently good teaching. When interpreting the table above it should be noted that the overall results are skewed because of the small numbers of pupils tested, which results in considerable variation in results year on year. There was a very wide range of ability within the group tested in 2003 and staff changes resulting from long term sickness affected standards. Closer scrutiny of the results shows that the most able pupils achieved the higher levels, pupils with special educational needs achieved very well in relation to their capabilities, although they did not

reach the expected standard. The remaining pupils attained the standards expected for their age. Standards of attainment for children joining the reception class also varies from year to year but are average overall. The current group of reception children are likely to exceed the early learning goals in all six areas of learning by the end of the year.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** Pupils' attitudes and behaviour are also **very good**, they enjoy their lessons and are happy to come to school. The rate of attendance is **satisfactory**, the predominant reasons for absence are medical.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Very good levels of care** and good quality teaching means that all pupils achieve well. Teaching and learning are good overall and lessons are carefully planned to meet the different needs of pupils within the mixed age classes. Good challenge is provided for the most able and pupils with special educational needs are very well supported. The recent focus on developing pupils' thinking skills is beginning to show in their work. The curriculum is broad and varied and planned in an interesting way. The school is good at providing a wide range of additional activities, such as visits, visitors and clubs to enrich the curriculum. **Very good assessment systems** are in place which track pupils' progress and give pupils excellent knowledge of their own learning and what they need to do to improve. The partnership between parents and the school is very good. Parents are supportive of their children's learning and their views are valued. There are very strong links with the local community.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is **good**. Very good governance has enabled the school to overcome the challenges it has faced and secure its future. The school is developing rapidly under the good leadership of the new headteacher. She works well with staff and governors to bring about improvement. Very good features are evolving but the full benefits of the changes are yet to be seen in the standards attained by pupils. The other staff, including the teaching assistants are a hardworking and enthusiastic team. The other two teachers have recently begun to co-ordinate a number of subject areas but have had insufficient time in post to establish their roles.

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

Parents are very pleased with the school. A minority of parents showed some concerns regarding the arrangements for settling into the reception class and knowledge of what their children did during the day. The team found induction arrangements to be very good and curriculum booklets and newsletters to be very informative. Pupils are very happy with the school and enjoy their lessons. Some highlighted the need for a hall, more computers and others wanted improvements to the toilets. All these wishes will be granted when the building programme is completed.

## **IMPROVEMENTS NEEDED**

No areas of the school's work were found to be unsatisfactory. The unsatisfactory aspects of the accommodation are soon to be rectified.

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

- Develop the leadership role of the new subject co-ordinators so that they can influence teaching and standards in their areas of responsibility.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

By the end of Year 2 and 3 standards are **above average** in reading and writing. In mathematics and science standards are **above average** in Year 2 and **average** in Year 3. Achievement is **good** throughout the school. The most able pupils do well. Pupils with special educational needs achieve very well in relation to their capabilities. Reception children are on course to achieve standards that are above those normally found by the end of the foundation year.

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

- Reception children achieve well and standards are above those expected for children of this age by the end of the year.
- Standards in reading, writing and mathematics are improving and are above average overall.
- Standards in writing are well above average by the end of Year 2 and 3.
- Pupils with learning difficulties make very good progress.
- Pupils are encouraged to develop their thinking skills through problem solving.

#### **Commentary**

1. The numbers of pupils in each year group are often below ten. There is usually a very wide range of ability within each year group but overall when children join the reception class attainment is average for their age. Most children have benefited from attending the pre-school group. In the reception year children achieve well and make good progress. They achieve very well and make very good progress in their personal, social and emotional development, integrating well with the older children in the class and quickly adjusting to school routines. They also make very good progress in communication, language and literacy because of the very good opportunities given for speaking and listening and writing. They make good progress in mathematics, their knowledge and understanding of the world and creative and physical development. By the end of the reception year children's attainment exceeds that expected for their age in each of the six areas of their learning. They benefit from teaching that is good and often very good as well as the very good support they receive from teaching assistants. This is especially true of pupils with special educational needs. These pupils achieve very well and make very good progress.

2. There is yearly variation in the national test results due to differences in the numbers and abilities of the small groups of pupils. In comparison with the National Averages the schools results in reading, writing and mathematics have improved more than most other schools over the last few years. In the 2003 national tests the school exceeded the targets it set for the year group. There is a very wide range of ability within the small number of pupils in this year group, including pupils with considerable learning difficulties and gifted pupils. The year group experienced a high level of staff changes in Year 2 due to long term sickness which was a barrier to their learning. Overall, well above average standards were attained in writing, below average standards in reading and well below average standards in mathematics, in comparison to all schools nationally. Closer scrutiny of these test results shows that the more able pupils are attaining high standards and pupils with special educational needs achieve well in relation to their capabilities. All other pupils attain the expected level for their age. Inspection evidence finds by the end of Year 2 and 3 standards in reading and writing are above average. This recent improvement is due to stable staffing in the Year 2 and 3 class and the greater challenge provided for the most able. The support for pupils with special educational needs is very good and enables them to achieve very well. In mathematics and science standards are above average in Year 2 and average in Year 3 due to the increased emphasis on investigation and problem solving. Pupils' thinking skills are starting to develop as a result of a recent focus and contributing to the very good progress made by Year 3 pupils since last

July. Analysis of the results over the last few years show that girls outperform boys in all three subjects tested at seven, but the inspection did not identify any gender differences.

3. The school has worked hard over the last two years to improve standards in writing. A new scheme was introduced to teach sounds linked with actions to help the pupils remember the sound the letter makes. Parents are taught how to support their children at home on a daily basis and have contributed considerably to the improvements made. Children learn quickly and are now confident to spell simple words for themselves and are keen to write. The success over 2 years of this initiative is reflected in the well above average standards achieved in the 2003 national tests. The inspection found that the high standards in writing had been maintained across the school. Most pupils are able to write very well for a range of purposes and record for themselves in most subjects. Pupils with considerable learning difficulties are also benefiting from another programme introduced a year ago which is taught by the special educational needs co-ordinator on a weekly basis. The highly structured lessons help pupils write sentences, improve their spelling and read unfamiliar words. Pupils are very well motivated and enjoy measuring their success in each lesson. Good progress was made in the session observed and records show that rapid progress has been made since the start of the year.

4. Pupils' speaking and listening skills are above average and have improved rapidly over the last two years. Considerable emphasis is given to discussion, especially in class 1. Pupils are regularly encouraged to share ideas with a partner and gain confidence to speak up for themselves in class discussion. Teachers are good at widening and developing pupils' vocabulary through skilful questioning. This helps to improve the quality of pupils writing and contributes to the high standards achieved. Pupils enjoy reading and standards are above average. Pupils are taught a range of strategies which help them to become fluent readers. Older pupils are given good opportunities to use their reading to find information for themselves and feed this back to the class. Pupils are increasingly being encouraged to think about what they are reading, guess what might happen and ask questions, which is starting to raise standards.

5. Assessment is very good and enables pupils of all abilities to achieve well because the work is closely matched to their needs. Pupils have clear targets and are able to assess when these have been achieved. There is a good level of challenge for the most able provided by the improved opportunities for investigation and research. Pupils with special educational needs have very good individual education programmes and achieve very well as a result. In lessons they are given similar tasks to the rest of the class which are adjusted to their needs. They are sensitively supported by teaching assistants who know exactly when to intervene, question and refocus pupils. All pupils are encouraged to be independent and have good knowledge of their learning.

6. Standards in ICT are above those expected nationally. The school makes very good use of its limited resources for ICT and most of the teaching is done in small groups. The school is fortunate to have a teaching assistant who has the skills, knowledge and curricular expertise to teach groups and support other staff. Pupils of all ages are confident users of a range software and electronic devices. Pupils' competence in ICT enables them to make good progress in other subjects.

7. Standards in history were found to be above those expected for age. Insufficient work was seen in other National Curriculum subjects to form judgements about standards. Standards in religious education are as required by the locally agreed syllabus at the end of Year 2 and 3. Parents who responded to the questionnaire were very happy with the standards their child achieves and feel that they make good progress.

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

Pupils' attitudes, the relationships in the school and pupils' behaviour are great strengths of the school and all are **very good**. Attendance is satisfactory and punctuality is **good**. Pupils' spiritual, moral, social and cultural development is **very good**.

## Main strengths and weaknesses

- Children throughout the school show very good attitudes towards learning
- They are very well behaved and relationships within school are very good with pupils mixing well and respecting other peoples' feelings.
- Pupils' are given a wide range of cultural experiences and their understanding of the differences between right and wrong are very good.

## Commentary

8. Attendance is in line with the national average and is satisfactory. The school takes care to monitor attendance and finds that the predominant reasons for pupils' absences are sickness and medical reasons as well as the taking of additional holidays. Every effort is being made to improve the attendance. There were no unauthorised absences during the same period, which is better than the national figure. The majority of children arrive at school punctually and lessons get off to a prompt start.

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

Authorised absence		Unauthorised absence	
School data:	5.6	School data :	0.0
National data:	5.4	National data:	0.4

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

9. Behaviour and attitudes to learning are very good, throughout the school. There have been no exclusions because the school makes very good provision for any pupils who have behavioural problems. Pupils quickly develop a very good understanding of appropriate behaviour for the occasion due to teacher's high expectations and very good pupil management. Children at all stages are keen to learn and are very attentive in class because lessons interest them and are planned to enable all to achieve well. The youngest children who have only been attending school full-time for three weeks are already listening well to their teacher and are keen to contribute. Children move around the school most sensibly and are aware of safety issues. All pupils enjoy school and parents confirm that their children are happy. The great majority of parents confirmed in the questionnaires that behaviour is good.

10. Relationships between pupils, and between pupils and adults are very good. Pupils are happy and secure and enjoy an atmosphere where all are valued. Pupils show a very good awareness of right and wrong and are involved in drawing up class and school rules. The very good relationships between pupils, the staff and other adults are based on high levels of honesty, trust and mutual respect, resulting in a harmonious community.

11. Pupils have many good opportunities for taking on additional responsibility, such as re-cycling paper and taking responsibility for younger pupils at lunchtime. They respond very well to these duties. A school council is elected every year and there are also class councils which are influencing the school's affairs through their involvement, for example, in a scheme aimed to promote healthier eating.

12. Pupils have a very good self-knowledge through the opportunities they are given to reflect on their learning and their personal targets. They are given good opportunities to express and reflect on their feelings in circle time and religious education lessons. They show very good levels of respect for others' feelings and beliefs. They are encouraged to help others less fortunate than themselves by raising money for charities both at home and overseas. Pupils' social development is very good, they are given good opportunities to be part of larger groups, join in sports and other social activities organised for them.

13. Pupils show understanding of and respect for other pupils who have complex needs. Parents believe their children benefit significantly from being taught alongside and socialising with these pupils, enabling them to become tolerant and develop a better understanding of others.

14. Pupils have a very good understanding of their own culture as well as life within a multi-cultural society through a variety of exciting curriculum experiences, including music, art and design and dance often jointly planned with local schools.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The curriculum is broad with good provision for the arts and sport. **Good** quality teaching and **very good** levels of care and support mean that all pupils are able to achieve well. There is a **very good** partnership with parents and links with the local community are strong.

### Teaching and learning

The quality of teaching is **good**. The teaching provided for children of reception age and for pupils in Years 1 to 3 is consistently good.

### Main strengths and weaknesses

- Teachers' planning is very good.
- Teachers have high expectations of how well pupils will learn and achieve.
- Teaching assistants provide very good support for pupils' learning.
- Procedures to assess pupils' attainment and progress are very good.
- The very good discussions which take place between teachers and pupils about their work enable pupils to have an excellent understanding of their progress.
- Some pupils do not have easy access to learning resources at home.

### Commentary

#### *Summary of teaching observed during the inspection in 18 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	8	7	1	0	0	0

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

15. The quality of teaching has improved since the time of the last inspection, when it was satisfactory. Much of the teaching seen during the inspection was very good. This teaching is resulting in improving standards and in pupils achieving well. Teaching of this quality is likely to lead to very good progress over time, although this is not yet the case.

16. Teachers plan their lessons very thoroughly. Lesson plans show clearly how the learning needs of pupils from all ability groups will be met. Consequently the work planned for lower attaining pupils meets the needs of these pupils very well. The work planned for higher attaining pupils also challenges them very well. These features are very evident in all lessons. Teaching assistants are involved fully in the planning of lessons and make a very good contribution to the learning of pupils of all abilities. The very good support that teaching assistants provide for pupils with special educational needs enables these pupils to learn and achieve very well.

17. Teachers and teaching assistants have high expectations of how well pupils will learn and achieve. Pupils of all abilities respond very well to these expectations. Teachers explain clearly to pupils what is expected of them. Many procedures are so well established that pupils apply them very well as a matter of course. This is evident when teachers expect pupils to work independently and pupils sustain their effort and commitment very well. Pupils of all ages work productively when they learn together in groups, supporting each other well and sharing their learning and knowledge helpfully with each other.

18. Teachers' knowledge of how well their pupils are progressing is very good. Teachers use their knowledge of pupils very well when planning the next stages of learning. This is because the procedures to assess pupils' attainment and progress are very good. Teachers also provide pupils with good knowledge of their own learning and of what they need to do to bring about further improvement. Pupils of all ages often mark their own work confidently, based on well established and clearly understood procedures. The accuracy of this marking is often affirmed by detailed discussions between teachers and pupils, these discussions enable pupils to understand the progress they are making very well. This is an excellent feature of the teaching.

19. Homework is used satisfactorily to support pupils' learning. Parents consider that the type and amount of homework is appropriate for these young pupils. However, there is a need to provide more support for those pupils who do not have easy access to learning resources at home and to provide more help for some parents in supporting the learning of their children.

## **The curriculum**

The school provides pupils in Years 1 to 3 with a **good** range of learning opportunities. The curriculum provided for pupils in the reception class is **good**.

## **Main strengths and weaknesses**

- Pupils are provided with a good range of extra-curricular activities and opportunities that enrich their learning.
- The provision made for pupils with special educational needs is very good.
- There is very good access and equality of opportunity for all pupils to all aspects of the curriculum.
- The match of support staff to pupils needs and to the demands of curriculum is very good.
- Some aspects of the accommodation are currently unsatisfactory.

## **Commentary**

20. Pupils are taught in mixed age classes and the school plans the curriculum effectively to ensure that the requirements of all subjects and the needs of all pupils are met successfully. The provision made to meet the needs of children of reception age is good and these children make good progress. The curriculum has improved well since the time of the last inspection. At that time the provision for music was unsatisfactory. This is now good. There is very good access and opportunity for all pupils to all aspects of the provision made by the school for their learning. This provision is shortly to be enhanced further with the addition of after school and holiday clubs.

21. Teaching assistants make a very good contribution to the learning all pupils and particularly to the learning of pupils with special educational needs. The learning requirements of pupils with special educational needs are laid out in detail in teachers' very good planning and these pupils are supported very well in all aspects of their learning. Their individual education plans are regularly reviewed and pupils as well as parents views are taken into account.

22. The school provides pupils with a good range of activities that enhance pupils' learning. This includes activities from sport and the arts in which many pupils participate fully and enthusiastically. Pupils also benefit very well from the contribution made by visitors to the school and by opportunities

to take part in educational visits. This includes a residential visit for pupils in Year 3, enabling them to take part in outdoor and adventurous activities and in ICT.

23. Some aspects of the accommodation are currently unsatisfactory. However, the school makes best use of the space available and ensures that time is not wasted when rooms change their use and furniture has to be moved. The unsatisfactory features, such as the lack of a hall, are shortly to be addressed when the school embarks on a significant programme of building. This will include the provision of a new activity hall and a full range of facilities for pupils, staff and visitors who have disabilities.

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

All adults in the school have a genuine interest in the pupils, and know and care for them **very well**. There are **very good** arrangements when pupils transfer to or from the school. Governors take their responsibilities for welfare and health and safety seriously.

### **Main strengths and weaknesses**

- The induction arrangements for pupils into reception are very good, enhanced by the presence of the pre-school group on the school premises.
- There are very good procedures for health and safety, child protection and first aid.
- Relationships between adults and pupils are excellent.
- The school has very good systems to monitor pupils' development and involves pupils in the assessment of their own learning.
- Pupils with special educational needs also receive very good levels of care, support and guidance.

### **Commentary**

24. There are very good induction arrangements for pupils when they start at the school, which are enhanced by the good relationship with the pre-school group that is based in the school. Parents and children visit the school in the term before they start and home visits are made. This has a good impact on children's social and emotional development and helps them to settle in quickly and happily and make good progress. Informative booklets help parents to understand what is expected of their children and how they can support their learning. There are good procedures for monitoring their progress on a day-to-day basis. Very good support is given to pupils, especially those with special educational needs, moving to other schools at the end of Year 3.

25. The school has very good health and safety procedures in place. Governors and staff make regular health and safety checks and have established a programme of risk assessment. Regular checks are made to grounds, buildings, equipment and resources enabling pupils to work in a safe environment.

26. The school has good systems in place for child protection and that all staff are well trained. Arrangements for the administration of first aid and for the care of children who are unwell and the use of medicines are very good, even though the school does not have a designated first aid room.

27. All adults who work in the school form close and trusting relationships with the pupils. They know them very well and provide very good role models for behaviour. Analysis of the pupils' questionnaires show that they feel safe and secure in school and that they feel able to turn to an adult if they need help or comfort. There are very good arrangements for seeking the views of pupils through discussions about their progress and through the school and class councils. Here the pupils influence what goes on in school, for example they are contributing to a project aimed at "healthier eating".

28. Pupils' academic, personal and social development is well monitored and communicated to parents on a regular basis. The very good involvement of pupils with special educational needs and their parents in the assessment process contributes significantly to the very good progress these pupils make.

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

The school's links with parents and the community are **very good**. This is a village school which values its community. The very good links are established with other local schools give pupils experiences which they might otherwise miss in a small school.

### **Main strengths and weaknesses**

- Parents have very positive views of the school and its management.
- The school provides parents with very good information about their children's progress, the curriculum and how to help their children at home.
- Very good links with the pre-school and other local schools provide many benefits for pupils including very smooth transfers into and out of the school.
- Written reports on pupils' progress show parents clearly how well their children are doing and include the children's own comments on how well they are progressing and areas for improvement.
- Communications with parents of pupils with special educational needs are very good.

### **Commentary**

29. Parents and carers have very positive views of the school and its staff and management; the school works very well with parents, encouraging them to support the school through the Friends Association and to help their children at home. The parents have been particularly positive about the efforts made by the school to minimise disruption for the pupils following various staff changes. Parents are eagerly anticipating the provision of a new building for a sports hall and the extension of the school to full primary status.

30. The school provides a very good range of information for parents about the curriculum and how their children are progressing. Parents help their children at home with spelling and other written and reading tasks and useful booklets are provided to explain how best to do this. Curriculum information is sent home each half-term including the targets set for each year group in English and mathematics. This is greatly appreciated by parents who want to be supportive of their children's learning and is contributing to the improving standards.

31. There are very good opportunities for parents to meet staff formally and informally to discuss their children's progress and personal targets. Written annual reports are good, informing parents what their children know, understand and can do. They also give good information on how pupils can improve and include comments from the children themselves. It is evident that teachers know their pupils very well indeed and work with parents and pupils to identify how children can make the best progress.

32. The school enjoys very good relationships with the local pre-school group, which is based in the school, and the receiving local middle school. Staff and pupils make visits to the school prior to transfer, which allows the children to adjust to the changes easily. The headteacher and staff meet the staff of other schools regularly as part of the local "cluster group" of schools. Joint activities organised by the cluster enrich pupils' learning. The strong links established enable members of staff to visit similar schools to widen their experience and compare teaching practice and methods.

33. The school has very good links with the local community and works well on its behalf to improve facilities. The successful bid for lottery funding to develop a sports hall on site will benefit both the school and the community. Plans to establish an after school and holiday club in the hall

when it is completed will be an asset to this scattered rural community. The school holds an annual "open day" when everyone is invited along to see the work of the school. There is a good response and considerable interest is shown by local people who see the school as the heart and future of the community.

34. The school is presently working on a "healthy eating" initiative and is aiming to extend this project into the community. Links with the local church other institutions such as the lifeboat and lighthouse are strong and help to develop pupils' sense of community and enrich their experiences.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good**. The governance of the school is **very good**.

### **Main strengths and weaknesses**

- The governing body has a strong influence on the development of the school and the raising of standards.
- The new headteacher leads the school well and has high aspirations for the school.
- All staff work together as a team and are enthusiastically planning for the school's future.
- The headteacher, governors and staff are committed to fully including all pupils in the life and work of the school and helping them to do their best.
- The office manager ensures that the school operates efficiently on a day to day basis.
- Teachers have recently taken over a range of subject responsibilities so their leadership roles are not yet fully established.

### **Commentary**

35. Since the last inspection governors have faced a number of challenges including a high level of staff turnover and long term sickness. For a time the school was without a headteacher. The governors have responded well to the problems and as a result have become a well informed, strong and decisive team. They have enabled the school to move forward and minimised the effect of staff changes on pupils' learning. They fulfil all their statutory duties well. Governors have a very clear view of the strengths and weaknesses of the school through their regular visits and established monitoring programme. They have been keen to secure the future of the school and provide additional facilities on site which will benefit the whole community. Considerable initiative has been shown in obtaining funding to achieve these goals. A Sport England grant has been obtained to build a Sports and Arts Activity hall. Other funding has been obtained to start an after school and holiday club and train the staff to run it. The school is to expand and become a primary school under local re-organisation and the governors are responding well to this new challenge.

36. The headteacher has been in post for two years and works well with the governing body, keeping them well informed. There is a very clear shared educational vision, with the headteacher committed to achieving high standards in all aspects of the school's work. On appointment she quickly identified the priorities for development and worked with the governors to produce the improvement plan. Some very good features are developing, such as assessment, self evaluation, data analysis and an improved quality of teaching. Although many improvements can be seen as a result of the changes made as yet they are not fully impacting on standards, apart from in writing. She has quickly gained the respect of parents, staff and governors as a leader and class teacher. The expertise within the staff is used effectively for the benefit of the pupils. A part-time teacher of music works with pupils on a weekly basis and provides the expertise needed in this area and standards are high. The headteacher seeks the views of others and values the support of staff and governors wishing to involve everyone in the development of the school.

37. The other two staff are also new to the school. Both staff have recently been delegated subject responsibility in several areas. They have made a satisfactory start and have action plans for

subject development but as yet they are not influencing teaching and standards in these subjects. The headteacher co-ordinates English and special educational needs and provides a strong lead in these areas. Learning support assistants are fully involved in planning and are well managed by the headteacher enabling them to contribute significantly to pupils' achievements. The headteacher has set up extremely effective assessment and tracking systems which are contributing to the improving standards. Until recently she has co-ordinated Early Years where provision and standards have also improved.

38. Classes are mixed key stage and there is a good deal of discussion and evaluation amongst staff and teaching assistants which influences the planning of future lessons and topics. Staff are very receptive to new ideas and make observations in other local schools to widen their experience. Most staff have benefited from training related to the school's priorities, although some of the benefits of courses have been lost due to staff changes.

39. Finances are well managed and spending is carefully monitored by the governors. The school seeks best value for money on its purchases. Funds are carefully allocated to ensure that the school's priorities can be met. There is a very small underspend. Costs per pupil are very high because the school is so small but with the above average standards achieved, pupils' very good attitudes and behaviour, good teaching and learning and the good leadership and management the school provides good value for money.

40. The part-time secretary is very versatile and manages the office efficiently. She provides a warm welcome to the school and often has to manage a variety of situations when the head is teaching. The systems for keeping track of the school's spending, filing systems and other office practices are good. She provides excellent support for the head as does the caretaker who ensures the school is clean and well maintained.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	177 668	Balance from previous year	13 137
Total expenditure	181 959	Balance carried forward to the next	8 846
Expenditure per pupil	4 135		

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

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

Provision for children in the Foundation Stage (Reception Year) is **good**.

41. Children join the reception class at the beginning of the term in which they are five. The school has two intakes, at the beginning of the Autumn and Spring terms. Attainment on entry to the reception class often varies significantly from year to year. This is mainly because the number of children in each year group is often less than ten. The attainment on entry of the present intake was average for all areas of their learning.

42. During their time in the reception class children achieve well and make good progress. They achieve very well and make very good progress in their personal, social and emotional development and in the development of communication, language and literacy. By the time they are ready to leave the reception class children's attainment exceeds that expected for their age in each of the six areas of their learning. This is because they benefit from teaching that is good and often very good in each area of their learning. Children also benefit greatly from the very good support they receive from teaching assistants. This is especially true of pupils with special educational need. These pupils achieve very well and make very good progress.

43. The management and leadership of the Foundation Stage are good. The curriculum provided for children in the reception class is good and teachers plan effectively to ensure that each of the areas of learning is covered fully. The school shares its site with a pre-school group. This group is attended by many children who go on to attend the reception class. Liaison between this group and the school is very good, ensuring that children are prepared well for their start in the reception class. Liaison with parents is good and parents are kept fully informed about how well their children are making progress.

44. Procedures to assess children's attainment and progress are very good. Teachers and teaching assistants assess pupils' progress frequently and accurately in each area of their learning. The knowledge that teachers gain from these assessments is used very well to when they plan the next stages of children's learning. The involvement of children in these processes is excellent. Even the youngest children are in the habit of marking their own work accurately by adding additional ticks. Children often talk with their teachers and teaching assistants about how well they feel they have done. Higher attaining children also make suggestions about how they feel their work might be improved. Good improvement has been made since the last inspection, especially in the provision for personal and social development, communication, language and literacy.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **very good**.

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

- The quality of teaching is very good and as a result good progress is made overall.
- Children are supported very well by teaching assistants.
- Children show very good attitudes to their learning and behave very well.
- Procedures to assess children's attainment are very good. The involvement of children in these processes is excellent.

## Commentary

45. Children achieve very well and make very good progress in this area of their learning. This is the result of the consistently high expectations and the calm and caring approach shown by teachers and teaching assistants children are very clear about how they should behave. They respond very well to these expectations. All children are involved in discussing the rules for their class and they are proud to contribute to this process. Children are courteous and friendly towards each other and towards adults because of the good examples set by staff. They quickly develop a very good understanding of relationships and appropriate behaviour through frequent discussions. These discussions focus effectively on how children can help each other and how they can work hard. Children are encouraged to be as independent as possible and respond well showing a mature approach to any responsibility given. When children work on their own they sustain their interest very well. When they work with others they co-operate and help each other very well.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

### Main strengths and weaknesses

- The quality of teaching is very good and as a result good progress is made overall.
- Children are supported very well by teaching assistants.
- Children quickly learn the basic skills for reading and writing.
- Procedures to assess children's attainment are very good. The involvement of children in these processes is excellent.

## Commentary

46. Children make very good progress in speaking and listening. This is because they are taught very well and are provided with frequent, well planned, opportunities to speak and to listen. Consequently, children are becoming increasingly fluent and confident speakers. Children are making very good progress and achieving very well in reading and writing. This is mainly because they are taught very effectively to recognise the sounds made by letters and combinations of letters. Lower attaining children are able to recognise and read more words than is generally expected for their age. The majority of children form letters correctly and their handwriting is legible.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- The quality of teaching is good and as a result good progress is made overall.
- Children are supported very well by teaching assistants.
- Children learn and use mathematical vocabulary very well.
- Procedures to assess children's attainment are very good.

## Commentary

47. Children are achieving well and making good progress in their mathematical development. Teachers and teaching assistants ensure that every opportunity for children to count and to use mathematical language correctly. The majority of children count quickly and correctly up to twenty and write numbers up to 10. Many children recognise numbers up to one hundred. They are starting to combine sets of objects and have an understanding of simple addition and subtraction. Children measure correctly using non-standard units, such as numbers of paper clips. They also use terms,

such as 'lighter' and 'heavier', 'longer' and 'shorter', correctly and recognise basic two-dimensional shapes.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- The quality of teaching is good and as a result good progress is made overall.
- Children show very good attitudes to their learning and behave very well.
- Children's knowledge of their own learning is excellent.

### **Commentary**

48. Children achieve well and make good progress in this area of their learning because they are given a range of experiences where they can explore for themselves. They are provided with frequent opportunities and good support when they use computers. Consequently children use ICT confidently. Children make thoughtful comparisons and ask sensible questions about life today compared with life in the early part of the last century. They observe utensils, such as irons and kettles and predict, often correctly, whether these are from the present time or the past. They have a good knowledge of different materials. The school is also effectively enabling children to develop their knowledge of places that are different to those in which they live and to gain an insight into the traditions and beliefs of people from other cultures.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The quality of teaching is good and as a result good progress is made overall.
- Children are supported very well by teaching assistants.
- Procedures to assess children's attainment are very good.

### **Commentary**

49. Children make good progress and achieve well in this area of their development. They move around the classroom and school in a mature and sensible way. They are very much aware of space, other people and of activities that are going on around them. Children use implements, such as pencils and paint brushes, safely and with good control. There are satisfactory opportunities for children to play on large toys and on climbing apparatus in a safe and secure area which develops their co-ordination. There is no hall which restricts physical activity in wet weather. Plans are in place to improve this aspect of provision by building a sports and activity hall on the school site.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- The quality of teaching is good and as a result good progress is made overall.
- Children are supported very well by teaching assistants.
- Children show very good attitudes to their learning and behave very well.
- Procedures to assess children's attainment is very good. The involvement of children in these processes is excellent.

## Commentary

50. Children make good progress and achieve well in this area of their learning. This is because they are taught well and provided with a good range of activities that support their learning well. Teachers provide good opportunities for children to work in a variety of art and design contexts, enabling them to acquire a good range of skills. In music children sing well and know the words to many well known nursery rhymes and other children's songs. Teachers and teaching assistants make very good use of opportunities for children to experience role play. Children have access to an 'office' in their classroom. When they use this their play shows that they can use their imaginations very well. Teachers also link role play effectively to other areas of children's learning. During the inspection children played their parts in the story of the Three Little Pigs and the Big Bad Wolf with great enthusiasm. Teachers used these experiences very well as a stimulus for children to speak and to write.

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

### **ENGLISH**

Provision for English is **very good**.

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

- Pupils achieve very well and by the end of Years 2 and 3 standards are above average.
- The quality of teaching is very good.
- Standards in writing are well above average.
- The management and leadership of the subject are good.

#### **Commentary**

51. Pupils achieve very well in English. There are only a small number of pupils in each year. Consequently, standards as shown by national test should be treated with caution. However, in the 2003 national tests for the end of Year 2 standards in reading were below average and standards in writing were well above average. Inspection findings show that standards at the end of Year 2 remain above average in reading and writing. Standards in English for the end of Year 3 are now above average. This is because of the very good teaching that regularly enables pupils to improve their knowledge of the sounds made by letters and combinations of letters. This has led to significant and rapid improvements in the standard of pupils' spelling and of their reading and writing. Pupils with special educational needs are supported very well and they achieve very well.

52. Standards in speaking and listening are above average. This is because teachers provide frequent opportunities for pupils to speak and listen. They also provide pupils with good advice about how to improve their speaking. The youngest pupils are frequently encouraged, successfully, to discuss with a partner and to plan carefully how they intend to answer questions. They do this very well. Older pupils also answer questions thoughtfully and often in considerable detail.

53. Pupils in all years read fluently and correctly. They achieve very well and standards are above average. The strategies employed to teach sounds and help pupils to blend these together has proved to be very effective in giving pupils the confidence to tackle new words. Many pupils are enthusiastic readers who read daily. In addition to reading the stories they enjoy pupils also use the school library and other sources well to locate and read non-fictional texts to support their learning in a range of subjects.

54. Standards in writing are now well above average as a result of whole school development over the last two years. Teachers provide pupils with frequent, well structured opportunities, for writing in a wide range of styles. These opportunities include writing poetry, writing their own fictional stories, fables, and writing factual information. The strategies used by the school to teach letter sounds enable pupils to write well because they spell and punctuate correctly. They are using an increasingly interesting range of words to make their writing more exciting. Younger pupils are particularly good at reading what they have written to the rest of the class. This confidence is based on the supportive guidance they receive from teachers and teaching assistants. Pupils also have a very good understanding of how well they are doing and what they need to do to improve. This is because teachers share marking with pupils and often encourage pupils to mark their own work.

55. The leadership and management of the subject are good. The subject leader ensures that the national strategy for teaching literacy is used well and this has helped to improve standards. The very good strategies that have enabled pupils to improve their reading and writing have also been planned very effectively and are used very well by teachers and by teaching assistants.

## Language and literacy across the curriculum

56. Language and literacy are used well to support pupils' learning across the curriculum and there are good opportunities for pupils to apply the skills they learn in literacy lessons in other subjects. Good opportunities to promote pupils' speaking and listening are evident in a range of subjects, for example, when pupils fully participate in discussions during personal and social education and citizenship. Pupils are also encouraged, successfully, to use the correct language in subjects, such as mathematics and science. There are good opportunities for pupils to write in subjects such as history. Pupils use these opportunities well.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Pupils of all abilities achieve well.
- Teaching and learning are good.
- Lessons are well prepared and assessment is used well to plan for pupils' learning needs.
- The subject co-ordinator is new to post and is only just beginning to influence the development of the subject.

### Commentary

57. Pupils in the current Year 2 are working at above average standards and are on target to meet the above average targets set for the end of the year. Standards remain similar to those at the time of the last inspection. Overall the current Year 3 overall attained below average standards in the National Curriculum tests in 2003 because there is an extremely wide range of ability within the group and they experienced several changes of teacher due to staff sickness in Year 2. However, the majority of pupils reached the expected level and some exceeded it. The inspection found that standards in Year 3 have risen rapidly this year and are now average overall. This is due to the stable staffing and consistently good teaching now provided. Since September greater emphasis has been placed on challenging the most able through problem solving and mathematical investigation. Thinking skills are starting to improve and as a result attainment is rising. The most able pupil in Year 3 is now working at Level 4. Pupils with special educational needs are also doing very well in relation to their prior attainment.

58. Teachers have good subject knowledge and their confidence has a good effect on the standards pupils attain. In Year 1 teachers use every opportunity to encourage pupils to count forwards and backwards and also in ways which encourage pupils to understand odd and even numbers. As a result of this all pupils in Year 1 can count to 30 and read, write and calculate numbers to 10 and beyond. They are developing a good understanding of shape, measure and data handling. The majority of pupils are working at levels above those expected for age. The most able pupils are fascinated by large numbers and teachers use this curiosity to develop a good understanding of place value. In Year 2 pupils confidently add, subtract, multiply and divide numbers up to 100 and use their skills to solve simple problems. Mathematical language is carefully developed and pupils show a good grasp of this at the start of each lesson when key vocabulary is revised by skilful questioning. By the end of Year 3, pupils have good mental calculation skills as a result of the well paced sessions at the beginning of each lesson. The most able can persevere with investigations and solve complex problems. Pupils' work is well presented and organised. Work samples confirm that work is well matched to pupils' needs and shows good achievement in all aspects of the mathematics curriculum over time.

59. Teaching and learning are good. In the lessons observed much of the teaching was very good. Lessons are well planned to match the needs of pupils and challenges them to achieve more. Pupils of all ages are quite clear about what they are learning and are able to measure their success. All pupils assess their own learning very effectively at the end of each lesson. The teacher later

discusses the work with the pupil should there be any problems. Assessment is used well by the teachers when planning the next lesson. Pupils are set clear targets and are able to assess their progress towards them. The school has set up very good systems for tracking pupils' progress over time which enables informed targets to be set for the end of Year 2 tests. Assessment has improved considerably since the last inspection and is now very good. Teaching assistants provide good support in lessons by having a good knowledge of what pupils need to learn. They contribute well to pupils' progress, especially those with special educational needs. ICT is planned for most mathematics lessons and the support staff take responsibility for managing this.

60. Leadership and management of the subject are satisfactory. The co-ordinator has only recently taken on the responsibility for the subject. She has attended a training course and has lots of ideas that she is eager to put into practice, especially to develop greater challenge for the most able. She gains an overview of standards across the school by looking at work and through discussion with her other two colleagues. Good links are established with the governors who monitor teaching on a regular basis. Resources are satisfactory, staff often making their own resources where there are shortages. A detailed audit is planned to ensure better resource management.

### **Mathematics across the curriculum**

61. Good use is made of mathematics across the curriculum. Opportunities are carefully planned, for example, pupils in Year 1 make a tally of the different kinds of homes they live in and present the findings in bar charts and pictograms. Pupils in Years 2 and 3 use accurate measurements when making their models of monsters in design and technology. In science pupils create graphs of their results when stretching materials. In history pupils have a good understanding of dates and work with timelines.

## **SCIENCE**

Provision in science is **good**

### **Main strengths and weaknesses**

- Teaching and learning are good and this helps pupils of all abilities to achieve well.
- Pupils are given good opportunities to investigate and research.
- Assessment information tracks pupils' progress well and informs teacher assessment at the end of Year 2.
- The subject co-ordinator is new to post and her leadership role is only just beginning to develop.

### **Commentary**

62. Standards are above average in Years 1 and 2 and average overall in Year 3. The achievement of different groups of pupils is equally good. Standards achieved at the end of Year 2 in 2003, by the current Year 3, were below average overall because of the small numbers and the very wide range of ability in this year group. Above average standards were attained by the most able. The school has recently focused on encouraging pupils to experiment and investigate for themselves and as a result pupils' thinking skills are starting to develop. This emphasis is beginning to raise standards. In the three lessons seen during the inspection teaching was good overall because pupils were given good opportunities to experiment and discover for themselves. Pupils use their writing skills well to record their work. Appropriate levels of support are given to the least able to enable them to work independently and record for themselves. Good challenge is provided for higher attaining pupils who use information books and the Internet to find additional information about the topic being studied. At the end of the lesson these pupils were seen to report back and confidently lead a class discussion on the everyday use of magnets. Teachers are very good at managing class discussion, ensuring that all pupils contribute and develop their scientific vocabulary. At the start of each session good questioning helps pupils' recall the key words from the previous lesson which are displayed in the classroom. Pupils use these displays to improve their written work.

63. All the topics studied are approached in a practical way and pupils are encouraged to develop their observation skills by using all their senses. Pupils in Year 1 can investigate materials suitable for making spoons. They consider a range of materials and can give clear reasons as to the suitability of different materials for the purpose. Pupils are able to sort a variety of spoons according to the materials they were made from. The most able knew the names of several different metals. From their experiments with magnets most pupils in Year 2 and 3 were able to conclude that all magnetic objects were metal but not all metals are magnetic.

64. Pupils assess their learning at the end of the lesson against the learning objective. They show considerable responsibility when undertaking this task and generally their evaluation matches that of the teacher. Most pupils take a real pride in the presentation and recording of their work. Diagrams and illustrations are carefully labelled and tables of results are completed with care. Pupils with special educational needs who are working at the lowest levels of the National Curriculum and have difficulties with writing are given tasks which challenge them and lead to personal success. These pupils are highly motivated as a result. Pupils' progress is assessed at the end of each topic and progress across Years 1 and 2 is carefully tracked. This information is used well when making assessments at the end of Year 2. The knowledge of pupils in Year 2 and 3 is assessed at the end of each unit of work.

65. The subject co-ordinator has only been in post since the beginning of the school year and she has made a satisfactory start to leading the area. Some adjustments have been made to the long term planning to ensure more regular coverage of the subject on a termly basis. The curriculum is carefully planned so that all the work is covered over a two year cycle. She has worked with the other staff to ensure that there is a whole school approach to developing pupils' thinking skills. An audit of resources has taken place in order to identify future needs and to ensure that the subject budget is used more efficiently. As yet she has not attended any leadership training, nor has she been able to observe other colleagues teaching science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**

### **Main strengths and weaknesses**

- Standards are above those expected by the end of Year 2 and 3.
- Achievement is very good because many pupils do not have access to computers at home.
- Pupils have very good support from the teaching assistant who has considerable expertise in ICT.
- Resources are adequate at present but used very efficiently to develop pupils learning.

### **Commentary**

66. Pupils in Year 1, 2 and 3 confidently use ICT as part of most lessons. No focused whole class lessons were observed during the inspection but the teaching of small groups and the confidence with which pupils use computers show that they have been taught well. Many of the pupils do not have access to a computer outside school, which makes their achievement even more remarkable. All staff have benefited from computer training, however one of the teaching assistants with particular expertise has done much to develop staff confidence and give support where needed. The school has the regular services of a technician who ensures that the equipment is in good working order.

67. Standards are high because pupils are continually using and developing their skills in other subjects. In English Year 2 and 3 pupils use their word processing skills to write poems and stories. They can use a range of letter styles and sizes and change the colour of the text. Pupils in Year 3 learn how to add pictures to their text. They can use programs in art and design to draw and design pictures, and display data they collect about homes. They draw graphs of results of their stretching

experiments in science. All pupils know how to save, print and organise their own work. Pupils confidently use a number of electronic devices including digital cameras to photograph their work. Programs are regularly used in mathematics which develop pupils' number skills and improve their rate of response. In Year 2 and 3 pupils use CD ROMs and the Internet to search for information but at present there are no facilities for pupils to send and receive e-mail.

68. Although there are only two computers in each class, good systems are in place to ensure equality of access for all. Classroom computers are used most efficiently and the teaching assistants use their expertise well to enable pupils to achieve good standards. The new building will have a computer suite so that skills can be taught to a whole class at a time. Computer software to support the planned curriculum is being purchased as funds become available.

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

69. Pupils use their ICT skills well to support a range of subjects and it is an important part of most lessons. They use the Internet to find information in science and a CD-ROM to find extra information about Vikings in history. Data collected in subjects such as science is often displayed as graphs and number skills are regularly developed through mathematics programs.

## **HUMANITIES**

In humanities work was sampled in **geography** and **religious education** and discussions were held with pupils but it was not possible to observe any lessons in these subjects, because they were timetabled on the inspection days. An appropriate amount of time is given to these subjects during the year. Insufficient work was seen to make a judgement about provision in **geography**. Long term planning shows that the required curriculum for geography is covered but geography was not currently being taught. In a history lesson pupils showed that they had a good understanding of the United Kingdom as well as places in the world when they were considering the voyages of the Vikings. Resources were found to be satisfactory.

No lessons were timetabled in **religious education** during the inspection period. It is evident from teacher's planning and work samples that pupils cover the required curriculum. A lot of the work in religious education for younger children centres around discussion and so there was limited work to examine. From talking with pupils in Year 2 and 3 and the analysis of their work, attainment is found to be consistent with the expectations of the locally agreed syllabus. This remains similar to that at the time of the last inspection. Strong emphasis is placed on developing moral values and teaching pupils to respect each other and live together harmoniously. Pupils have a good understanding of the need for rules and how to behave appropriately. They are encouraged to care for others and support those less fortunate than themselves in other countries in practical ways, for example by sending seeds and money to buy livestock. Pupils' personal and social development benefits from these lessons. Pupils gain a satisfactory understanding of the Christian religion, through studying the Bible and stories that Jesus told. They are encouraged to relate Bible stories to their own lives in a meaningful way. Pupils visit the church at Harvest and perform a Nativity Play for the community at Christmas which develops their understanding. Older pupils have some understanding of the Jewish faith, customs and items which are special to Jews through examining artefacts and video. Staff have good subject expertise and the new co-ordinator is raising the profile of the subject and improving resources.

## History

Provision for history is **very good**.

### Main strengths and weaknesses

- Standards exceed those expected for pupils' ages and they achieve very well.
- The quality of teaching is very good.
- The curriculum for history is planned very well.

### Commentary

70. Pupils in Year 1 have a good awareness of the differences between life as it is today and was at different times in the past by examining artefacts. For example, higher attaining pupils can explain about why kitchen utensils, such as irons and kettles, were made from different materials in the past. This work is also linked well to work in science and design and technology, when they consider the properties of the materials.

71. Pupils in Years 2 and 3 have very good knowledge of invaders and settlers, such as the Romans, the Vikings and the Celts. Pupils are presented with a wide range of evidence which they consider and from which they learn. They are supported well by teachers good planning and subject knowledge. Teachers also link this work skilfully to pupils learning in other subjects. Many pupils identify accurately and name correctly, on a globe, places visited by the Vikings as they travelled the world.

72. Very good leadership and management benefits provision for the subject very well. The subject leader has ensured, successfully, that the requirements for the curriculum are met very well and that pupils have very good opportunities to develop their knowledge and skills in history.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

These aspects of the curriculum were not an area of focus for the inspection and only a limited range of evidence was sampled. No lessons of design and technology, music and physical education were timetabled on the inspection days but these subjects have regular curriculum coverage.

As no teaching of **art and design** was seen no judgement on the overall quality of provision can be made. Based on the analysis of pupils work standards are in line with those expected for their ages and they achieve satisfactorily. During the inspection the work of pupils in Years 2 and 3 was sampled at the end of a lesson where they had been completing and extending a picture from a magazine. Pupils' work showed careful observation and good pencil control. They used their imagination well when developing the composition and adding items of their own. Lower attaining pupils showed particular effort and application to this task and achieved well. Pupils use sketch books well to plan and improve their painting and drawing. Pupils in all years have produced intricate leaf patterns, using different types of pencils, chalks and crayons and good colouring techniques. In Year 3 coloured drawings of tropical fish and drawing of human faces show a variety of expressions and emotions indicating that pupils apply their skills satisfactorily. Pupils use crayons well to create rubbings based on a variety of surfaces. Pupils are provided with good opportunities to draw and paint in a range of styles. The mural, designed and made by pupils, depicting different types of buildings that typify those found in Happisburgh is a good example of work that exceeds the standard expected for pupils' ages.

In **design and technology**, discussions with pupils and examination of the work of pupils in Years 2 and 3, revealed that this is a popular subject. Older pupils had recently been designing and making moving monsters. Pupils recorded ideas for their designs and made lists of the materials needed and say how they are going to make their monsters. The models are made and finished to a high

standard and good evaluation takes place. Most of the monsters used pneumatic devices to provide the movement, such as sticking out their tongue. Standards in this unit of work exceeded those expected for age and the design, make and evaluation process was clearly understood. Younger pupils were seen to use a range of construction kits for a variety of activities effectively. The scheme of work ensures all the requirements of the National Curriculum are taught and that pupils develop and extend their range of skills as they move through the school.

**Music** is taught to all pupils by a teacher with musical expertise each week. Although it was not possible to observe a music lesson, pupils were seen entertaining a group of elderly citizens in the village hall. The standard of singing was extremely high. The volume was good with appropriate contrasts made between loud and soft. Pupils kept together and every word could be heard. The singing was tuneful and rhythmical. Pupils enjoyed performing for the audience and even the youngest pupils were word perfect. In assembly a group of pupils in Year 3, who had been learning the recorder for just a year, performed confidently to a high standard. The whole school sang along well to the tape of a hymn in assembly with the youngest pupils joining in the chorus with some gusto. At the time of the last inspection standards in music were found to be below those expected for age. In the areas of the music curriculum observed standards were above those expected for age and the good teaching has raised standards and captured pupils' enthusiasm. Teachers have also benefited and developed their own subject knowledge.

No lessons of **physical education** took place during the inspection and the bad weather did not allow any observations to be made outdoors. Currently indoor lessons take place in the nearby village hall but facilities are limited. The new sports hall will provide excellent indoor and outdoor facilities for the subject. Pupils in Years 2 and 3 make a weekly journey to a nearby swimming pool. The certificates gained show that standards are above those expected for age.

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

Only one lesson was seen in this area of the school's work so no judgements can be made about overall provision and teaching. The programme for personal, social and health education is taught on a regular basis and parents feel that pupils benefit greatly from circle time because it provides opportunities to share feelings and learn about each other. In the lesson seen the younger pupils were able to identify people who helped them at home, in school and the wider community. The curriculum includes work on health and diet and the school is working towards an award.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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