

INSPECTION REPORT

**FLEGGBURGH CHURCH OF ENGLAND (VC) PRIMARY
SCHOOL**

Fleggburgh

LEA area: Norfolk

Unique reference number: 121081

Headteacher: Mr R Endall

Lead inspector: Mr Kevin Hodge

Dates of inspection: 4 – 5 July 2005

Inspection number: 274145

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	62
School address:	Main Road Fleggburgh Great Yarmouth
Postcode:	Norfolk
Telephone number:	01493 369283
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Appropriate authority:	The governing body
Name of chair of governors:	Miss Judith Gilbertson
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

The school has a rural location in the small village of Fleggburgh, eight miles from Great Yarmouth. There are 62 pupils on roll and slightly more girls than boys. Close to a third of the pupils come from outlying areas. The number of pupils who start or leave at other than the normal times varies, and is above average levels in certain year groups. For example, about 50 per cent of the Year 4 age group did not start at the school. The socio-economic background of the pupils varies, and is below average overall. Housing in the area is largely owner-occupied, with small pockets of social housing. The percentage of pupils entitled to free school meals, around 25 per cent, is well above the national average. The number of pupils with special educational needs, at 33 per cent, is well above average and in the present Year 6 it is over 50 per cent. There are no pupils for whom English is an additional language. The pupils come to the school with a range of abilities. This year the ability level of pupils on entry to the school was below average, and the attainment on entry in the case of pupils in the current Years 2 and 6 was well below average. The school gained a 'Healthy Schools' award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18466	Kevin Hodge	<i>Lead inspector</i>	English Science Information and communication technology Music Physical education English as an additional language Special educational needs Personal, social, and health education
9079	Ann Moss	<i>Lay inspector</i>	
32702	Anna Savva	<i>Team inspector</i>	Foundation Stage Mathematics Art and design Design and technology Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Fleggburgh Primary is a satisfactory school. It has a good ethos and pupils respond very well to the staff. Pupils of all abilities are included effectively in all activities. There are weaknesses in aspects of curriculum planning and the development of pupils' skills in some subjects. Pupils' achievement, however, is generally good, and the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The achievement of the pupils is good in most subjects and year groups.
- Standards in writing are not high enough in Years 1 to 6.
- The behaviour and attitudes of the pupils are very good.
- The headteacher provides improving leadership, following his absence from the school.
- Pupils' abilities in information and communication technology (ICT) are not good enough in Years 1 to 6.
- Teaching is consistently good in Years 1 to 6, which leads to pupils' good achievement.
- Pupils with special educational needs (SEN) achieve well and are included effectively in activities.
- The planning and assessment procedures are not sufficiently developed for the under-five pupils.
- The outside area for the pupils under five is not sufficiently well used.
- Pupils' moral and social development is good.

The school has made satisfactory improvement since the last inspection, but ICT provision has not developed quickly enough. The teaching is monitored appropriately and has improved. Behaviour, which was good at the last inspection, is now very good. Assessment procedures are now satisfactory in Years 1 to 6.

STANDARDS ACHIEVED

The pupils achieve well given their generally low attainment when they begin school. The children who are under five achieve satisfactorily, but few will reach the goals expected by the end of Reception. In Year 2, pupils reach the expected standards in speaking and listening and achieve particularly well in these aspects of English. In reading, pupils do not reach the expected standards, but they achieve satisfactorily. In writing, they do not achieve well enough. In mathematics, pupils achieve well given their low starting point, but do not reach the nationally expected levels.

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	E	E	E	E
Maths	E	E	D	E
Science	C	D	A	A

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Owing to the small number of pupils taking the tests, results can vary from year to year and between subjects and therefore need to be treated with some caution. This particular year group had a very low attainment on entry, and a high percentage did not start at the school. In English and mathematics, standards were generally low, but in science the pupils did particularly well and were well above average. Compared to similar schools, standards in science were well above average, but those in the other two subjects were well below. The inspection evidence indicates a more positive picture for pupils at the end of Year 6, as aspects of English such as speaking, listening and

reading are broadly in line with national expectations. In writing, however, pupils do not achieve sufficiently well. In mathematics, pupils achieve consistently well but do not reach the nationally expected levels. In science, they achieve particularly well and reach the expected standards by the time they leave the school. In ICT, standards are improving, but the pupils do not achieve well enough. The pupils who have SEN make good progress because of the good levels of support and the expertise of teachers in providing the right level of work for them. Those pupils who are faster learners also achieve well in the majority of subjects.

Pupils' personal qualities develop well. Their spiritual, moral, social and cultural development is good. They behave very well and have very good attitudes to each other and to adults in the school. Pupils' social and moral development is good. Their spiritual and cultural development is satisfactory. Pupils' attendance is good and they arrive promptly.

QUALITY OF EDUCATION

The quality of education is satisfactory overall. Teaching is good; it was consistently good in the great majority of the lessons. The pupils in Class one were taught by a supply teacher during the inspection. The pace and quality of learning are good, and this helps pupils to achieve well, particularly those in Classes two and three. In the youngest class, when account is taken of pupils' abilities and past work, they achieve satisfactorily overall. The use of assessment is satisfactory in Years 1 to 6, but unsatisfactory for the youngest pupils. Pupils with SEN take a full part in activities, and they generally achieve well. The curriculum is planned systematically in most subjects, but the activities for the under-fives do not always match their particular needs. This makes assessing their progress more difficult. Levels of care are good and pupils value their role on the school council. The school's accommodation is good overall, and it benefits from spacious grounds and the use of the nearby village hall for physical activities. The outside area for the Reception children is not enclosed, which limits its use. The level of resources in the school is satisfactory and accommodation is good overall. Improvements in provision for ICT are too recent to have raised standards. The school promotes good links within the local and wider community. The formal and informal links with parents are also good. Work with other schools is satisfactory and pupils are prepared appropriately for their transfer to secondary schools.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

The leadership and management of the school are satisfactory overall. The leadership of the headteacher is satisfactory and improving. He manages the school satisfactorily. The governors provide satisfactory support. They support the work of teachers and headteacher with enthusiasm. A part-time teacher from another school has coordinated the SEN work well. Following a period of uncertainty during the headteacher's illness, the governors have a clear view about what the school does well and not so well. They ensure that the school meets all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive, although the small number of parents who attended the meeting had some concerns following the absence of the headteacher. They spoke highly of the way in which the school cares for the pupils. Pupils enjoy being in the school and appreciate having their say. Pupils and parents welcome the developing use of the school grounds.

IMPROVEMENTS NEEDED

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

- Improve the writing skills of pupils in Classes two and three
- Improve pupils' ICT skills throughout the school.
- Improve the planning and assessment arrangements for pupils under five.
- Ensure that the outside play area for the under-fives is secure.

The school has identified two of these issues in its own self-evaluation and plans for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The pupils generally achieve well, but few reach the nationally expected levels in English and mathematics by the time they leave the school. Pupils under five in Class one make satisfactory gains in their learning but few are likely to reach the Early Learning Goals¹ set for them.

Main strengths and weaknesses

- Pupils achieve well overall and particularly so in science.
- Pupils listen well and speak confidently.
- The pupils do not gain skills or develop their knowledge quickly enough in ICT.
- In Years 1 to 6, standards in writing are too low.

Commentary

1. Inspectors judge whether pupils achieve as well as they can by looking at the progress they make over their time, as well as by judging how well they do in lessons. Children are generally below average in attainment when they join the school but this varies. The current Year 3 and Year 6 pupils had very low overall attainment when they started school, and the judging of their achievement is based upon this starting point.

2. The pupils who are under five in Class one² make secure progress and achieve satisfactorily in key areas such as reading, language skills and mathematics. They achieve well in their personal, social and emotional development, although most will not fully meet the goals they are expected to reach by the end of Reception.

3. The table below shows the average points scores attained in the Year 2 national tests in 2004 (with the 2003 scores in brackets). Care has to be taken when analysing results, as the small number of pupils taking tests can cause variations to occur, and the Year 6 results are not included as only 10 pupils took the tests. One point represents roughly one term's expected progress, and the evidence from past test scores indicates that at the end of Year 2 standards in reading, writing and mathematics are consistently lower than the national picture.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	13.3 (15.8)	15.8 (15.7)
Writing	9.6 (14.0)	14.6 (14.6)
Mathematics	14.4 (17.5)	16.2 (16.3)

There were 13 pupils in the year group. Figures in brackets are for the previous year.

4. Results declined from the previous year in all three subjects. This year group had a number of pupils with special educational needs (SEN), and not all pupils joined the school in Class one. There are some indications from the latest tests this year that standards are similar, but half of the six pupils who took the tests have high levels of SEN. Work seen in the course of the inspection showed that standards in speaking, listening and reading are broadly in line with those expected nationally, and pupils have achieved well, given their very low starting point. In writing, standards are below those expected and pupils do not achieve well enough in developing their skills. Pupils complete exercises accurately in punctuation and grammar, but the skills learnt are not sufficiently incorporated within other written work such as stories and accounts. In mathematics, the pupils

¹ Nationally recommended goals that pupils are expected to achieve by the end of their Reception year.

² Class one is Reception, Year 1 and 2; Class two is Years 2, 3 and 4 and Class three is Years 4, 5 and 6.

achieve well, although standards do not generally meet those expected nationally. In ICT, pupils' standards are below those expected but are beginning to improve due to better resources. In the few other subjects that were sampled, the pupils broadly reached the expected standards, but this conclusion is based on limited evidence. The small numbers allow teachers to plan for small groups to extend and consolidate pupils' skills in most subjects. In the remaining subjects, not enough evidence was obtained to give a secure indication about pupils' achievement.

5. In the Year 6 tests in 2004, standards were well below average in English and below average in mathematics, but well above average in science. Pupils did much better in the more practically based science tests. The high numbers of SEN and the number of pupils who did not start at the school has influenced the results, but in science this was not the case. The school indicates that the pupils respond better to the more practically based nature of science. This is confirmed by inspection evidence, where pupils were very enthusiastic in their science work. When compared to similar schools, based upon how well pupils did in Year 2, the school was well below average in English and mathematics, but well above average in science. Some of the variation in results may be due to the disruption the school has faced in the last 18 months, and to the effect of classes having different teaching arrangements from those they normally experience. When all three subjects are taken together, the school's score for the improvement made by pupils was average.

6. Standards in the present Year 6 are broadly average in listening and reading. In science, pupils achieve very well and meet the expected standards. In mathematics, pupils achieve well but do not reach the expected standards. In writing, pupils do not achieve well enough. Some differences occur between boys and girls in national tests in reading and in mathematics in Year 2, and in mathematics in Year 6. This is largely due to the high levels of SEN in those year groups and the small number of pupils taking the tests. However, the school recognises that some differences occur and now monitors the attainment of individual pupils more closely. No obvious differences in achievement were noted during the inspection. The curriculum is generally planned to give all pupils the chance to achieve well, though not in writing. Not enough activities develop the skills they learn in exercises into other forms of writing. In their creative writing for example, pupils do not write at length, and the vocabulary chosen is comparatively narrow. In ICT, the lack of equipment in the past has slowed pupils' progress. There are indications that the recent significant improvement to resources is beginning to improve the pupils' progress. In other subjects where it was possible to make judgements, the pupils reach the standards expected nationally. In religious education (RE), the pupils reach the expectations outlined in the locally Agreed Syllabus. In the remaining subjects, not enough evidence was acquired to give a clear indication about pupils' achievement.

7. The pupils with SEN make good progress and achieve well. The higher profile given to coordination has identified more clearly the pupils who need extra support and guidance. This has enabled staff to plan activities directed at remedying the weaknesses. The small groups enable both class assistants and class teachers to give help to pupils quickly. In some lessons, teachers or assistants focus on particular groups of pupils to give more direct support while other pupils work independently.

8. Inspection evidence shows that standards are broadly similar to those reported in the last inspection, but the progress pupils make is better and their achievement is now higher. The trend in national test results has declined slowly over time for the Year 2 pupils, but in contrast the Year 6 tests show a rising trend over the same period and results are now generally higher than they were then. This represents satisfactory improvement overall.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour in and around school are very good. Attendance levels and pupils' personal development are good.

Main strengths and weaknesses

- Pupils' very good attitudes to learning and very good behaviour in the classroom help them achieve well.
- The very good example set by the staff contributes to the very good relationships between pupils and between pupils and staff.
- The social and moral aspects of pupils' development are catered for well.
- Pupils are willing to show initiative and to take on responsibilities.
- Pupils' attendance levels and punctuality are good.

Commentary

9. Pupils have very good attitudes to their work and collaborate very well with other children. They listen attentively, undertake tasks enthusiastically, and are keen to answer questions. This is particularly noticeable when teachers plan lessons that pupils find interesting, and set challenging tasks which ensure that pupils of all levels of attainment have the opportunity to achieve well. Pupils enjoy school and play a full part in school life and the range of activities they are offered. Attendance levels are above average and pupils arrive punctually to school.

10. Standards of behaviour are very good in classrooms and around the school. Pupils are fully aware of the high standards expected and insisted upon by all staff. Because of the caring ethos of the school, pupils know—right from wrong and show consideration for others. They play harmoniously together at playtimes and no signs of aggressive behaviour were seen during the inspection. Pupils confirm that bullying occurs very rarely and that any instances of inappropriate behaviour are dealt with quickly. Racial harmony is promoted well. The one exclusion during the past year was recorded and dealt with appropriately.

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	1	0

11. Pupils are encouraged to become independent and they willingly take on a range of responsibilities appropriate to their age. These include general classroom duties and being members of the school council. They co-operate well when raising funds for others less fortunate than themselves and take seriously their responsibilities of living in a community. They work happily together and show increasing maturity and self-awareness as they progress through the school.

12. Provision for pupils' spiritual, moral, social and cultural development is good overall. Pupils are very well aware of right and wrong. This is because staff give a very positive lead in engendering very good relationships and by giving praise and encouragement at every opportunity. Socially, the pupils are encouraged to play a full part in their own community and they participate very enthusiastically in the meetings of the school council, although they did say that they would like to meet more often than once a term. They enjoy helping with the school 'allotment' together. Extra-curricular activities enable pupils to develop their social skills effectively. Pair and group activities in lessons allow them to learn how to negotiate and manage people, and residential journeys for Year 5 and Year 6 pupils help them to learn about working closely with others. The school ensures that all pupils are included effectively in activities. This helps them to make good progress in their personal development and contributes to their achievement within subjects.

13. Provision for pupils' spiritual development is satisfactory. Pupils develop self-awareness during times for reflection and prayer. Collective worship allows pupils to learn effectively and develop a sense of empathy with others, and they pause for prayer before eating their lunches. They show respect for the feelings of others and enjoy the activities they engage in. Every pupil is valued.

14. Provision for pupils' cultural awareness is also satisfactory. They have opportunities to understand their own and other cultures through their learning in subjects such as religious education, geography and English. However, although these lessons do provide some opportunities to promote understanding of other cultural traditions, this is limited.

Attendance in the latest complete reporting year (%) 2003/04

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.4
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. The curriculum generally provides a secure framework for teachers to plan and caters well for the different ages found in each class. Planning and assessment for the youngest aged pupils on Class one are not well developed. Extra-curricular provision is developing, with a growing range of activities planned. Teaching is good overall, which promotes good achievement, particularly in Classes two and three. There are strengths in the way the school cares for pupils and in the links made with parents.

Teaching and learning

Teaching and learning are good in most lessons. Assessment of pupils' progress is satisfactory but has weaknesses in the case of the youngest pupils.

Main strengths and weaknesses

- The teaching is consistently good, particularly for Years 1 to 6.
- Mathematics and science teaching is good in the top two classes.
- Teachers manage pupils' behaviour very well throughout the school.
- Writing is not promoted as well as other aspects of English.
- Assessment is not sufficiently developed for the pupils aged under five.

Commentary

15. The quality of teaching and learning is good in the top two classes and satisfactory for the pupils under five. The teachers develop good relationships and very good attitudes amongst the pupils. This helps promote some good achievement, particularly in aspects of English, mathematics and science for the oldest pupils.

Summary of teaching observed during the inspection in 15 lessons or part lessons.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	13	2	0	0	0

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

16. During the inspection, a supply teacher covered effectively for an absent teacher in Class one. The majority of the teaching seen was good, though when account is taken of other factors, such as planning, assessment and pupils' achievement, the teaching was satisfactory overall. The small class enabled the teacher to plan activities for the three age groups. The focus on children's personal, social and emotional development is effective. The pupils' confidence is promoted carefully and the teaching capitalises upon their natural curiosity. The teacher followed the class plans appropriately, although these were not sufficiently linked to the areas of learning that pupils under five are expected to follow. The timetable for the class relates more closely to the subjects of the National Curriculum, for example, but the temporary teacher was partly effective in matching activities to the pupils' needs. The pupils are encouraged to be independent, but the outside role-play area is not secure, which means that pupils cannot use it freely. The pupils are sensible and co-operative, and they listen well.

17. The pupils learn well in Classes two and three. The quality of teaching in the limited number of subjects seen was consistently good. The headteacher shares the teaching with a part-time teacher in the Years 2, 3 and 4 class. They liaise well, though the way the timetable is divided between them is a little fragmented. This sometimes prevents the headteacher from having an extended amount of time to manage the school or to teach the same subjects for a sustained period. Basic number work is taught well in both classes and the pupils' skills are developed systematically. This enables them to achieve well in this subject. In English, reading is taught well, along with the development of speaking and listening. Writing skills are not developed well enough and there are not enough opportunities taken to extend them across different subjects. This aspect of English is not as well developed or promoted within activities.

18. A range of teaching approaches ensures that the pupils are well motivated and willing to respond to the activities devised for them. For example, the headteacher expected high standards of participation and cooperation from pupils working in a science lesson on magnetism. Good use of the resources available enhanced the activities, and pupils achieved well during the lesson. In a mathematics lesson in the Years 4, 5 and 6 class, a brisk pace to teaching, well-organised activities and good standards of behaviour enabled the pupils to develop their knowledge of measuring the perimeters of irregular shapes. The teaching of ICT was satisfactory in the one lesson seen, and the class teacher coped effectively when the internet connection failed during the early part of the lesson. The recent improvement to the level of resources in ICT is helping the teachers to plan more effective activities, but this is at an early stage. However, there was an effective art lesson in the Years 4, 5 and 6 class where the teacher organised laptop computers for pupils to extend their artistic skill. This indicated the potential that the increased provision can offer.

19. Throughout the school, teachers follow their plans carefully, and have a clear idea of the lesson aims. These are regularly shared with pupils at the beginning of lessons, and teachers check with pupils what they have learnt at the end. The pupils are mature and complete their tasks well. The pupils in the top two classes enjoy working together in pairs and small groups, and they are encouraged to develop their collaborative skills. The class assistants and helpers are an asset to the school and are well briefed. They support pupils' learning well and create the right balance between giving guidance and encouraging independence... Pupils with SEN are provided with a good range of opportunities and effective support. This enables them to achieve well.

20. Assessment is satisfactory in English, mathematics and science, and the school analyses information effectively from national tests and teachers' own knowledge of the pupils. This information is leading to action which to bring about improvement in subjects such as writing, with additional activities being planned to extend the pupils' skills. Teachers keep clear records of the pupils' progress, and older pupils have simple targets set for them. They are aware of where they need to improve. In Class two and three, well planned group work challenges pupils of different abilities. The teachers' high expectation is reflected in the specific tasks for each group, which are well matched to the pupils' needs. In Class one, assessment information is not as well used to promote learning for the children of Reception age. For example, existing evidence of pupil assessments carried out early in the autumn term is not used to plan or to target teaching to the areas of learning. Teachers' day-to-day comments on pupils' work for Years 1 to 6 are regular and helpful. These often give clues about where pupils need to improve their work.

The curriculum

The school provides a satisfactory curriculum that meets statutory requirements and has improved since the previous inspection. The resources are satisfactory and accommodation is good, despite weaknesses in the provision for outdoor play for the youngest pupils. The school provides a satisfactory range of activities to extend and enrich class-based work.

MAIN STRENGTHS AND WEAKNESSES

- The range of opportunities and strategies to improve writing is limited.
- The provision for pupils with SEN is good.
- Visits, visitors and the use of the school's location enhance learning opportunities for pupils.
- Planning for Reception-aged children is not linked closely enough to the Early Learning Goals.³
- Outside accommodation is used well but the under-fives' play area is not secure.

COMMENTARY

21. The curriculum meets statutory requirements, including provision for sex and drugs education. The curriculum is planned to ensure that the available time for learning is used well. The school will be introducing an 'integrated curriculum' this academic year, which will combine and link subjects more closely to improve pupils' learning.

22. Planning is generally systematic and based upon national guidance. In English, mathematics and science, the curriculum is well planned, so that pupils make good progress in most aspects of English and particularly in science. In the Reception class, the great majority of children are of Reception age, but this is not sufficiently reflected in the planning, where the main emphasis is on the National Curriculum. This limits the pupils' progress in some areas of learning. The various subjects of the curriculum in Years 1 to 6 have been reviewed to identify appropriate links that enable learning in one area to support the learning in another. The school is aware of the need to improve the range of ICT and writing activities. The recent improvement in ICT resources is enabling the school to plan more activities next term, when a new scheme of work is being considered. Improvements to pupils' writing skills are planned. These include more phonics teaching, greater consistency in writing activities across the school, and daily times for reading and spelling. The current planning of writing across the school limits the range of activities for the pupils' writing skills.

23. The school provides a satisfactory range of activities to enrich the curriculum. There is an appropriate range of visits to places of interest that support and extend pupils' learning. Pupils in Years 2, 3 and 4 visited 'The Elizabethan House Museum'. This contributed well to pupils' knowledge and understanding of differences between the lives of the rich and the poor during the Tudor times. They made good reference to this visit during their art lesson. Visitors to the school also enhance learning. For example, during the inspection pupils in Years 4, 5 and 6 were inspired

³ Nationally recommended goals that pupils are expected to achieve by the end of their Reception year.

by visitors' recounts of personal memories from the past. The visitors brought in a range of resources, including a car. Pupils were engrossed and used their pre-planned questions to good effect to find out about the past. Pupils also proudly described the nature garden, and they were able to explain how this has helped their understanding of growth and habitats.

24. Whilst accommodation is good overall, the outdoor play area for Reception children is unsatisfactory. It is not fenced off, which limits free access for the children. Consequently, children cannot easily use it independently and they are not sufficiently challenged. This reduces opportunities for teachers to assess and promote the pupils' quicker progress. For example, observations of children's progress are too general and not specifically related to learning objectives for the area of learning. Other parts of the accommodation, such as the library, new classroom and environmental area, are good and are well used by pupils, some of whom have grown and sold vegetables. Plans are nearing completion to have a playing field adjacent to the school, and the village hall provides good facilities for physical education. The school is reviewing its curriculum in the light of national guidance, and plans are well advanced to create more links between subjects to enhance pupils' learning.

25. There is a good match of support staff to the curriculum. Teaching assistants work effectively with individual pupils and with groups. They have a positive approach and question pupils effectively to ensure that they have understood the tasks, thus enabling pupils to achieve well. Resource levels are satisfactory, and good resources in science help pupils to make very good progress. In ICT, resources are improving, and this is enabling teachers to plan more activities for the pupils.

Care, guidance and support

Overall, the school provides good care and welfare. The support, advice and guidance pupils receive are satisfactory and they have very good and trusting relationships with all adults in the school.

Main strengths and weaknesses

- Pupils feel very secure and well cared for in school.
- They have very good and trusting relationships with all adults in the school.
- The school seeks the views of pupils and acts on them when appropriate.

Commentary

26. The school provides a happy environment that is conducive to learning. Close attention is paid to health and safety issues, and the school is working hard to improve arrangements for car parking and access to the field. Pupils' healthy and safe living is promoted through the Healthy Schools Initiative and through personal, social and health education lessons. Child protection procedures are good and there is good liaison with other agencies. Designated members of staff are trained in aspects of first aid, but the headteacher is very aware of the need to update this training early next term. Risk assessments are carried out regularly and recorded appropriately.

27. Assessment procedures for tracking and improving pupils' academic progress are generally satisfactory, but there are no formal procedures for tracking and supporting the pupils' personal development. However, informal procedures are satisfactory. Some assessment for the pupils under five is not always used clearly enough to plan further activities. The progress of pupils with SEN is now monitored closely to identify individual needs. Teachers and support staff know the pupils and their families very well. They are sensitive to the pupils' individual needs and are therefore able to provide support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. The pupils enjoy coming to school, and they say that the staff are 'very nice and very understanding'. Parents said that their children like school.

28. All pupils are highly valued and their views are sought through the school council. This council is influential in school life and has recently been involved in, for example, the purchase of indoor games. Pupils spoken to during the inspection were very confident that the school acts upon their ideas when appropriate, but they did say that they would like to have meetings of the school council more frequently.

29. Pupils who start school at times other than the beginning of the school year are looked after well, made welcome, and are able to settle quickly into the school. Procedures to settle Foundation Stage pupils are satisfactory.

Partnership with parents, other schools and the community

The partnership with parents and links with the community are good.

Main strengths and weaknesses

- Parents are very supportive of the school and appreciate what it provides for their children.
- There are good procedures to deal with any concerns or complaints.
- The school involves parents well through seeking, valuing and acting on their views.

Commentary

30. Parents are very satisfied with the school. They feel it is well led by the headteacher and are very comfortable about approaching it with any concerns. They say that their children are encouraged to be mature and that they appreciate the range of activities provided for them. Parents value the school's caring attitudes highly and say that the staff expect their children to work hard and achieve their best. They see the school as very open and welcoming to parents. The inspection team confirms these views.

31. A few parents who attended the pre-inspection parents' meeting and responded to the questionnaire stated that they do not feel well informed about their children's standards and progress. The inspection team found that parents are satisfactorily informed about the progress of their children through consultation evenings and annual reports. However, parents do not receive a copy of pupils' personal targets to help their child improve. The school's open-door policy enables parents to see the headteacher or class teachers at any suitable time to discuss their children. Parents are informed appropriately about the school through the prospectus, the governors' annual report, and newsletters. However, they do not receive regular information on the curriculum and the topics to be covered in lessons. The school offers family-support programmes whereby parents can learn how they can best help with their children's learning at home, and the headteacher runs a 'Friday surgery' for parents to come in to discuss any topics of their choice. These sessions have been poorly attended.

32. A small minority of parents expressed concerns about incidents of harassment or bullying at the school. Pupils in general say that instances of bullying are very rare and that any incidents of inappropriate behaviour are dealt with quickly and efficiently. The inspection team saw no evidence of bullying during the inspection period.

33. Several parents help in classrooms and on school trips and are involved in running after-school clubs, such as netball. Parents take part in activities such as tending the 'allotment' and helping with reading and ICT. The views of parents are not as yet actively sought by means of questionnaires, but their ideas and suggestions have been valued and acted on through the 'Travel Plan', when they were consulted about journeys to school. The 'Friends of Fleggburgh' is an enthusiastic group of hardworking parents who have raised substantial amounts of money to buy equipment to help in their children's learning.

34. There are good links with the community. For example, the school has good links with the Church and with Norwich City Football Club, and it regularly entertains members of the 'Happy

Autumn Club'. Pupils have taken part in local swimming galas, cross-country races and a country-dance party. Members of the local community such as the police force and the fire service come in to visit the school and to talk to pupils. The wider community is also used as an educational resource. For example, pupils visit museums such as Duxford Museum, and Year 5 and Year 6 enjoy residential visits to activity centres.

35. Satisfactory links with other local schools are used to pupils' benefit. For example, they participate in sporting events, singing festivals and science days. Links with the secondary school ensure that pupils are prepared and are able to move confidently to the next stage in their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The leadership of the headteacher is **satisfactory**. Governors give **satisfactory** support and ensure that the school meets its statutory requirements.

Main strengths and weaknesses

- The headteacher is now moving the school forward more rapidly following his period of absence.
- All staff are good role models for pupils and they promote a good ethos for learning.
- The governors are knowledgeable and supportive of the school.
- The coordination of provision for the under fives is a weaker aspect of management.
- English is well coordinated.

Commentary

36. Following a prolonged absence, the headteacher is now giving the school clear and determined leadership. A senior teacher maintained the day-to-day arrangements effectively during the period of absence, but developments slowed or were put 'on hold'. The headteacher is now driving the next phase of development actively, given that he became unwell shortly after he started in January 2004 and only returned fully this term. The school's improvement plan, which is now due for review, has a significant number of priorities and the school recognises the need to focus upon fewer essential issues. To assess the quality of education, the headteacher, along with local authority advisers and an associate headteacher, has monitored teaching and different aspects of the school. The teaching commitment of the headteacher makes this more difficult, but key improvements have been identified, for example pupils' writing and the development of ICT. Additionally, in the wider curriculum, aspects such as sports provision have also been improved. The headteacher knows the pupils well, and the good ethos created by all staff helps motivate pupils to learn. The school has identified the high number of pupils with SEN, and the high number of pupils who leave or join the school other than at the normal times, as barriers to improvement. The inspectors agree that both of these factors, particularly the number of pupils with SEN, pose significant challenges for the school to overcome. Following a period of uncertainty, the school has the capacity to improve further.

37. The school is managed satisfactorily. The daily routines run efficiently. The headteacher effectively combines a heavy teaching commitment with managing and leading the school. His class commitment is not consistent each day through the week, however, which makes planning more difficult and also the allocation of extended time to see parents. The arrangements for the 'workload agreements' are clear and appropriate. The small number of staff enables quick and effective communication to take place. All staff provide good role models for pupils. They work as a team, are supportive, and recognise where improvements are needed. The parents feel able to approach the school, and they welcome the return of the headteacher. Many help with activities and with combined village events held during the year. They believe the school cares well for the pupils.

38. The governors provide good support, and this ensured stability during the long period of acting headship. However, they recognise that development in some areas, such as improvement in the provision for ICT, has not been fast enough since the last inspection. The chair of governors is very supportive and has been involved with the school in other ways, such as visiting classes to support history teaching. The governors are well aware of the school's strengths and are realistic about what still needs to be done. They have good knowledge of the school, gained by regular and systematic contact both formally and informally. The headteacher also provides the governors with regular reports on progress. The arrangements for keeping the governors informed and supported during the headteacher's absence were handled well by the local education authority (LEA).

39. Nearly all the subjects are managed adequately and good emphasis is given to English and mathematics. The management of provision for the under-fives is less effective, as weaknesses have not been fully recognised or addressed. The high number of aspects and subjects to manage is under review, with a view to reducing and combining responsibilities where possible.

40. Work with pupils who have SEN is managed effectively, largely this term by a seconded part-time teacher for half a day a week. The routines, records and assessments have been reviewed with the staff, and action plans have been developed for pupils. Small-group work and flexibility in planning activities help to target the pupils' particular needs effectively. Pupils of differing abilities are well catered for. For example, the small number of pupils means that each pupil's progress can be individually monitored by the school. This information includes both pupils with SEN and those who are reaching better than expected levels. This increased awareness leads to better planning, and the headteacher has a clear overview of pupils' progress and difficulties. Liaison with parents is regular.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	271,573	Balance from previous year	10,026
Total expenditure	251,525	Balance carried forward to the next	20,047
Expenditure per pupil	3,993		

41. The school runs its finances efficiently. The headteacher gives governors regular information about spending patterns. Supported by a part-time finance officer, the school operates its finances efficiently. The headteacher monitors expenditure carefully. The principles of 'best value' are applied to spending decisions, and the school follows the audit commission's 'best value' principles. Given the level of funding, the pupils' good achievement, particularly in mathematics and science, their standards of behaviour, and the satisfactory quality of education provided, the school gives satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. There are currently nine children in the Reception Year and they are part of Class one, which also contains Years 1 and 2 pupils. They form the majority of the class. However, this is not reflected in planning. The National Curriculum is the focus for planning instead of the Early Learning Goals that these children are expected to follow. As a result, the potential of tasks to develop the pupils' independent learning is not fully exploited. Attainment on entry varies from year to year but is generally below average. Reception children attend full time when they reach the age of five in early spring. They come in from a wide range of pre-school settings. Good transition arrangements are in place to settle the children on entry into the Reception class.

43. An analysis of pupils' work, of assessment evidence, and of planning indicates that teaching is generally satisfactory and that pupils achieve satisfactorily. A supply teacher taught the class during the inspection. Explanations and questioning were well focused and were linked to the learning intentions. The pace was good during the lesson and children achieved well as a result of good teaching. This is not sufficiently extended to outdoor learning activities, however. The outside play area is not secure and pupils can use it only when supervised. This restricts pupils' independent learning. The teaching assistant worked closely with the teacher who was covering the absence of the class teacher, and this ensured that children were kept on task. They both provided positive role models for the children. Observations of children's achievement are not consistent. For example, evidence from assessments carried out early on in the autumn term is not used sufficiently well to find out what pupils know and do not know, before planning their next steps in learning.

44. The good relationships with parents are reflected in parents' comments in the termly profiles.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Children form good relationships with adults and with peers.
- Children work well as part of a group, taking turns and sharing fairly.

Commentary

45. The teaching of personal, social and emotional development is good; children achieve well in this area through the positive examples set by the teaching assistant and the teacher, and the ways in which they promote good behaviour. There are clear boundaries, and because children know what is expected of them they learn the correct way to behave. The supply teacher used a good range of 'fun' methods such as clapping games, puppets and songs to focus and engage the children. They responded quickly and were learning in an enjoyable atmosphere. The children are familiar with the codes of behaviour and enjoy being the 'special child' of the day. Good relationships exist between children. For example, in a mathematical activity, they took turns to measure the amount of water in each container and carefully poured it into a larger one. The majority of children are on course to meet the Early Learning Goals in this area.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- The pupils' skills in linking sounds to letters are not well developed.
- Writing opportunities are not capitalised upon.
- Children enjoy using an increasing range of books.

Commentary

46. The teaching of communication, language and literacy is broadly satisfactory, as also is achievement. Children speak clearly, listen carefully and achieve satisfactorily in these areas. For example, they identify the main characters from well-known stories, such as The Three Little Pigs and The Gingerbread Man, and say which stories they enjoyed the most. However, there is weakness in children's ability to link sounds to letters. Scrutiny of evidence reveals a lack of systematic assessment in the tracking of individual sounds and key words for individual pupils. The 'office area' provides some opportunities for children to engage in writing activities. Evidence shows that they are beginning to use writing as a means of recording and communicating. Writing has been identified as an area for action. For example, the school plans to develop writing through imaginary role-play activities. The majority of children are working towards the Early Learning Goals in this area, except for the linking of sounds to letters, where a significant number are not on course to reach the Early Learning Goals.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Mathematical learning is underdeveloped in outdoor-play activities.
- Challenge and pace are good during focused teaching within class.

Commentary

47. The teaching of mathematical development is satisfactory and children achieve satisfactorily. The majority of children are working towards achieving the Early Learning Goals. During the inspection, children were unclear about the purpose of their activities, because of lack of clarity in expectations and limited questioning. There were also missed opportunities to extend their mathematical vocabulary. This contrasted with the good pace of learning within the classroom. The supply teacher used specific and challenging questions linked to the learning intention. This had a good impact on learning. Children were able to compare the size of cups and were learning to predict how many would fit into a larger container.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are beginning to show skill in using simple tools to design and make things.
- The use of ICT to support learning is underdeveloped.
- Children are curious and keen to find out about their surroundings.

Commentary

48. Teaching and learning are satisfactory. Achievement is satisfactory, though pupils are not likely to reach the goals that are set for them. Children's playground models show that they are able to construct with a purpose in mind, using a variety of resources. During the inspection, they were finding out about mini-beasts. They examined living things and were able to talk about what they saw and what was happening. The sunflowers and the runner beans growing outside provided children with continuing opportunities to develop their observation skills. In a good lesson, the supply teacher used good questioning, models of mini-beast, and pictures to support children's observational skills. This helped to reinforce their understanding of features of living things. In ICT, children used a 'Paint' program to make symmetrical designs. They were learning to perform simple functions on ICT apparatus. However, there were missed opportunities to use ICT in lessons relating to language and mathematical development. This is an area for development across the school.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- The unfenced outdoor play area restricts opportunities for physical development.

Commentary

49. During the inspection, there was no direct teaching of physical development. In the outdoor learning area, children show an awareness of the space around them. However, it is not freely accessible, as it is not fenced off. The space in use is small and has no fixed climbing apparatus or markings to encourage a range of imaginative play. The school is aware of this, but plans to address such issues are underdeveloped. The hall and the adventure playground are available for use. In the classroom, children use pencils and scissors with care and control. The fire-engine models on display show that children are developing satisfactory co-ordination skills.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- The attractive role-play area provides a range of opportunities for imaginative play.
- There are good opportunities to explore a range of colours in painting activities.
- Adult guidance and help during role-play was limited.

Commentary

50. Teaching and learning are generally satisfactory and children's achievement is satisfactory. The majority of children are working towards reaching the Early Learning Goals. A few children were observed playing with model characters relating to The Gruffalo story. They had difficulty naming the characters and engaging in imaginative role-play, as there was little adult intervention to guide them. The role-play area and its theme are regularly changed. It provides good opportunities for children to play alongside each other. In lessons, children explored colour and shape in two dimensions effectively. Others used scissors and paints to complete their ladybirds with appropriate skill. The supply teacher played the violin to enhance children's enjoyment of a story and the children showed a strong interest in the way it sounded. Displays, with large paintings of characters

from different stories and of food from the Caribbean, provide sufficient evidence of children working creatively on a large scale and their use of particular colours for a purpose.

SUBJECTS IN KEY STAGES 1 AND 2 (YEARS 1 TO 6)

Unless otherwise indicated, the pupils with SEN achieve well. The teachers give all pupils with SEN good support. The flexibility in placing pupils accurately within small groups is a significant factor in developing their abilities. The co-ordinator, who is seconded from another school, has reviewed provision carefully. She monitors pupils' progress closely and has supported the teachers in developing individual plans for teachers, parents and pupils. The school makes good provision to include pupils in activities and at the appropriate levels.

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils speak confidently and listen well throughout the school.
- The oldest pupils read confidently and know a range of authors.
- Pupils' writing lacks length and quality.
- The subject is well managed and weaknesses have already been identified.
- The library is well liked and used by the pupils.

Commentary

51. Results in the 2004 national tests were well below the national averages for both Year 2 and Year 6. In writing, results for Year 2 were in the lowest five per cent of the country. However, the small number of pupils makes it necessary to exercise care when interpreting these results.

52. Inspection evidence indicates that, by the end of Year 2, pupils achieve well but do not generally reach the standards expected for their age. By the end of Year 6, pupils broadly meet the expected levels of skill in speaking, listening and reading. In writing throughout the school, pupils do not make sufficient progress or achieve well enough. Inspection evidence indicates a rising trend in standards, reflected in results of the national tests for the oldest pupils. Pupils' achievement has improved since the last inspection.

53. Pupils achieve well in speaking and listening but do not fully reach the standards expected nationally by the end of Year 2. By the end of Year 6, pupils are close to the standards expected. Pupils listen carefully to their teachers and they are confident and willing when responding to questions. In lessons in science, pupils readily volunteer answers to questions about experiments and their outcomes. Some pupils are less forthcoming or confident, but the highest attaining pupils speak confidently. The class teachers make successful efforts to include all pupils. Informally, the pupils talk readily with visitors, and many, but not all, eagerly share their views about the school and the area. For example, several spoke about their school grounds, which they enjoy. The oldest pupils in the school are enthusiastic if not always fully articulate in their conversations. They willingly allow other pupils to contribute without interruption and discuss answers sensibly in pairs.

54. By the time pupils reach the end of Years 2 and 6, they achieve well in reading and come close to reaching the expected levels, particularly the oldest pupils. This is due to the systematic organisation of reading, which the pupils understand. The comparatively small number of pupils allows the teachers to monitor their progress carefully through simple and helpful records. Pupils are confident, if not always fluent, in reading. The choice for younger pupils is often based upon a commercial scheme, but the older and the small number of higher-attaining pupils choose their own books. They have a satisfactory sight vocabulary, and are accurate when they occasionally need to

'sound out' a word. The pupils understand the stories they read, and like to guess what is coming next. In Year 6, pupils achieve well. They express their preferences for different types of stories and name several favourite authors. Their comprehension skills are developed satisfactorily. They know that some endings are different from those expected, and they describe why the author is telling the story in that way. They describe the content of their books with confidence. The encouragement of independent reading helps to promote pupils' enjoyment and good achievement in reading. The library has a good range of fiction and non-fiction books. It is located centrally and pupils develop their library and research skills satisfactorily.

55. Pupils generally do not achieve well enough in developing their writing skills. By the time they reach the end of Year 2 and Year 6, pupils do not reach the levels they are capable of reaching and are below the nationally expected levels. By the end of Year 2, pupils write in different styles, although the quantity and quality of writing are comparatively limited. They regularly develop their skills in spelling and punctuation, although it is not consistently accurate. Some are using speech marks in their writing, but not always appropriately. By the time they leave the school, the pupils write with some confidence. They know what different styles of writing are called and understand how metaphors are used. Past work indicates that some creative writing is imaginative, but it is limited in length and originality, and the vocabulary is narrow. Little of what pupils do in written exercises is used consistently in their writing, for example. There are exceptions. Some written work, such as planning for a World War II story, showed some flair and an understanding of how chapters help tell the story. Pupils' handwriting skills vary widely in classes two and three, and this detracts from the overall quality of their writing.

56. The quality of teaching is good overall. The teachers are enthusiastic and promote good levels of speaking, listening, and reading. The need to improve writing is recognised and a priority for development. It currently relies too heavily upon technical exercises, and the links to creative or other aspects of writing are not developed or fully understood by the pupils. For example, in Class 2, knowledge of how to write in the 'third' person was confused for pupils other than the highest attainers. Teachers prepare well, and choose interesting activities to support the different abilities and ages of the pupils. The teachers have good subject knowledge in areas such as speaking, listening and reading, but in writing it is not as well developed. Teachers expect very high levels of behaviour. The assessment of pupils is good in respect of the analysis of test results, and the staff know their pupils well. The co-ordinator manages the subject effectively and has a good grasp of its current strengths. The weaknesses in writing have been identified and improvements are forming part of the next action plan.

Language and literacy across the curriculum

57. Pupils' speaking and listening skills develop well through other subjects such as science, art and personal, health and social education (PHSE). They listen particularly well and speak confidently when discussing topics such as magnetism. Pupils' speaking skills are also developed within assemblies. For example, pupils had to describe how fellow pupils were feeling, just from their expressions. This also developed aspects of pupils' performing skills. In a history lesson in Class three, pupils developed their conversational skills well with adults who had been invited in to discuss their experiences. Pupils make some use of their writing skills within other subjects, for example to label and make notes for work in science, geography, and history, but they have few opportunities to write at length, and the quality of the writing is uneven. Pupils regularly read reference books for their project and topic work, and many spoke enthusiastically about the range of material available in the library.

MATHEMATICS

PROVISION IN MATHEMATICS IS **SATISFACTORY**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well because of good teaching.
- Pupils' knowledge and understanding of place value and methods of calculation are not well developed.
- Pupils achieve well in their knowledge of shape, space and measures.

COMMENTARY

58. Inspection evidence indicates that pupils' attainment in Year 2 and in Year 6 is below national expectations. The test results for 2004 show that pupils in Years 2 and 6 attained standards well below national expectations. This was because of the extremely high level of pupils with SEN and the generally low starting point when pupils enter the school. Improvement since the previous inspection is good, given the improved teaching and pupils' better achievement and progress.

59. The quality of teaching and learning is good and impacts well on achievement. Planning takes good account of the mixed age range in each class. This is reflected in the different levels of challenge during teaching. For example, in Class two, the teacher asked a range of questions aimed at different abilities and ages. One group added three numbers and then multiplied the answer by 10; another group multiplied each number by 10 to give three answers, and a different group added the three numbers together. The class teacher and teaching assistant worked together effectively, using a range of practical strategies. Digit cards, number lines and whiteboards were used to support pupils' understanding of place value and computational methods. The school is aware of the need to develop pupils' knowledge and understanding in these areas. Teaching is focused, and pupils are informed about the learning intentions and the expected learning outcomes. This provides good clarity for the pupils. They are able to explain what they are learning about and what is expected of them.

60. Evidence from pupils' work, lesson observations and displays shows good coverage and achievement in shape, space and measures. For example, Years 4, 5 and 6 had completed work on co-ordinates, two-dimensional and three-dimensional shapes, reflective symmetry and the properties of shapes. During the inspection, in a good lesson in Years 4, 5 and 6, pupils achieved well as a result of challenging teaching. They were able to work out missing numbers in complex shapes when calculating perimeters.

61. Leadership and management are satisfactory. The subject leader has analysed test results and is aware of the strengths and the need to target support for the weaknesses identified above. However, the monitoring and evaluation of teaching and learning in lessons and in pupils' work are at an early stage. This limits the contribution of the next steps in development for the subject in the school improvement plan.

MATHEMATICS ACROSS THE CURRICULUM

62. The use of mathematical skills across the curriculum is satisfactory. Mathematics is appropriately used in other subjects of the curriculum, and their inclusion is planned. These links make learning more relevant and help pupils reinforce their skills and understanding in mathematics. For example, pupils measure pulse rates in science lessons and draw tables and graphs of their findings. Suitable links to ICT are also made with simple use of databases,

SCIENCE

Provision in science is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils enjoy their science lessons, especially those that include scientific investigations.
- Principles of scientific investigation are well established, although the recording of work is comparatively limited.
- The pupils have a good understanding and knowledge of scientific facts.
- Resources are well used and good use is made of the local environment to stimulate pupils' interests.

COMMENTARY

63. Pupils achieve well during their time in the school and reach standards that match expectations for their age by the end of Years 2 and 6. In last year's tests for Year 6, the pupils did particularly well, despite high levels of SEN. Their performance was well above average. Older pupils achieve particularly well. The high results in this subject and the lower results in others may be due to the more 'hands on' practical basis of the subject. These judgements are similar to those made at the previous inspection, and improvement is satisfactory.

64. Pupils in Year 2 are keen to investigate. They worked together well with older children to explore the effects of magnetism, using a variety of magnets and materials. Pupils brought their own different examples of magnets, which developed their understanding well. They began to understand that magnets have different 'poles' and that there are invisible forces which make other materials move. The teacher provided a good range of activities for pupils to have 'hands on' experience, and they worked together effectively. They also listened carefully when the teacher demonstrated an experiment. Their past work indicates that they study the properties of different materials, such as rocks and textiles, and how materials such as ice can change states.

65. By the time they are in Year 6, the pupils are enthusiastic to experiment. Their work on studying the effects of exercise and measuring their pulse rates produced some interesting conclusions. Some pulse rates were extremely high and some pupils knew why, while others could not explain their findings. Most understood that their experiments needed to be fair and logical in order to compare results. The pupils worked very hard, and the physical activities carried out in the hall were completed sensibly. The teacher maintained a good pace to the lesson, and allowed pupils the freedom to complete their activities. These were relevant and matched well to the needs of the pupils, including those with SEN, who made good progress in their learning. The pupils' past work indicates that they cover and understand topics such as plant growth, evaporation and dissolving substances. It indicates that the pupils make particularly good progress in Years 2 to 6. The work is generally set out appropriately, although the length of written conclusions is comparatively limited.

66. Teaching and learning were good in both lessons. Both gave clear evidence of the teachers' secure knowledge of the subject. As a result, pupils develop a good desire to learn, and often express their understanding verbally. In Class two, for example, the pupils readily described the effects of magnets, and some pointed out how these can be used around the home on door catches. Teachers have high expectations of pupils' behaviour and the large majority of pupils work very well, despite some activities being open-ended. Pupils' enjoyment of science lessons is apparent in the way in which most are keen to contribute to whole-class discussion, and in how they work together to solve problems and to share observations.

67. The subject co-ordinator was absent during the inspection so it is not possible to give an accurate view of the coordination of the subject. However, the planning and the level of achievement of the pupils indicate that this is at least satisfactory. The level of resources is good, and there are sufficient resources for pupils to have 'hands on' experiences. Teaching assistants play a valuable role in helping to promote learning, and work well in partnership with the teachers

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision overall is **unsatisfactory**.

Main strengths and weaknesses

- Pupils gain skills systematically, but too slowly.
- Older pupils know how to use computers to gain information.
- The resources have recently been improved significantly.
- Links with other subjects are not fully developed.

Commentary

68. This is a similar picture to that of the last inspection, and improvement has been marked only in the last term, when a significant improvement to resources has taken place. Improvement since the last inspection has been unsatisfactory. Only one ICT lesson was taught directly during the inspection, though lessons were planned to take place at other times. The pupils were questioned informally about their past work, and examples of completed work were examined. On this evidence, the pupils do not reach the expected levels by the end of either Year 2 or Year 6, and the slow progress made over time means they do not achieve well enough. With new computers, and upgrades to new software, the school is now better placed to improve the progress of the pupils. In the lesson seen, the teaching was satisfactory.

69. Past work from the pupils in Year 2 indicates that pupils know the basic functions of a computer, use simple programmes to create graphs, and create simple pictures using art programmes. These are limited in quantity and quality. By the end of Year 6, the pupils develop their skills, but too slowly to explore the potential of the computers. In the lesson seen, the pupils were knowledgeable about the internet and they can find information. The teacher prepared well, although an unreliable internet connection significantly reduced the learning for the pupils. This was partly due to the technology involved and partly due to the comparatively new equipment, which has not been fully tested. The pupils know the functions of a computer keyboard, such as the space bar and enter key, and explain how to use the backspace key to correct work.

70. Other past work examined included short examples of word processing to produce stories and poems, and the use of the computer to produce graphs and simple databases, but the work rarely develops to any depth. The pupils are knowledgeable about the internet and recognise the benefits of e-mail for example. They are also aware of the potential dangers of the internet. Pupils use other forms of ICT equipment such as digital cameras and have used the pictures to illustrate work in science.

71. The co-ordinator, who is the headteacher, has worked systematically to improve the provision in the school. The school recognises that the level of resources, although improved immediately after the last inspection, has not improved quickly enough to match the national picture. The recent significant investment in resources has now brought them up to the required level, but they have not been in use long enough to improve the pupils' skills to the standard expected for their age. The planning is now under review in order to cover more activities and to link these within different subjects.

Information and communication technology across the curriculum

72. There is minimal use of ICT to support other subjects. Pupils use word processors to refine stories, and poems to a limited degree. Other programmes such as databases are used appropriately, and in an art lesson there was good use of computers to help draw pictures in the style of Andy Warhol. Pupils use research programmes to gain information for projects. Other devices such as digital cameras have been used to record visits in the community and in science work.

HUMANITIES

73. Only one full lesson was observed in **history** in Class two, but work seen briefly in Class three was also taken into account. No lessons were seen in **geography**. These subjects were not a focus for the inspection or inspected in depth. In the lessons seen, teaching was good and the pupils reached the standards expected. No firm overall judgement is possible about the achievement of pupils or about provision.

74. In Year 2, pupils' work on the Great Fire of London shows an understanding of chronology. In Year 6, pupils have studied chronological order from the 1940's as part of their project on World War II. In a good lesson seen in Class two, pupils were able to compare the lives of the rich and poor people during Tudor times. There was a good emphasis on historical enquiry skills, and children were challenged to discuss the different types of evidence and the reasons for any gaps in evidence for the poor people. They were being introduced to sources of information that go beyond simple observations, to answer questions from the past. In Years 4, 5 and 6, visitors to the school enhanced pupils' knowledge and understanding of how personal memories can be used to find out about the past. Pupils used their previously drafted questions to discover how people's experiences, values and attitudes had changed since 1948.

75. No lessons were timetabled for geography during the inspection. Pupils' work in books and on display evidence indicates that pupils are on course to meet national expectations by the end of Years 2 and 6. In Year 2 pupils have identified, on a world map, where food comes from and have some understanding of the differences between living in Fleggburgh and in the Amazonian rainforest. They show an awareness of places beyond their locality. In Year 6, pupils have used survey maps to name the features of the Norfolk coast and have looked at how the sea erodes cliffs. They can recognise and describe physical and human influences and are beginning to understand how these changes affect the lives and activities of people living there. This is an improvement since the previous inspection.

Religious education

76. Only one lesson was seen in Class one. The focus of the lesson was the Muslim faith. The lesson was sensitively handled and the teacher managed to engage the pupils of different ages. The small number of Year 2 pupils enjoyed seeing the different artefacts the teacher had assembled, such as the prayer mats used. They made various sensible comments about their design and beauty. They were genuinely interested in the compass woven into the mats. Pupils also recognised symmetrical patterns on the prayer mat. This brought audible gasps from the pupils when they realised the form of the patterns. The pupils knew the term 'Arabic' from their previous work on different faiths. Their past work indicates that they cover an appropriate number of topics such as the character of Jesus, signs and symbols, and well-known parables. The older pupils study other faiths in some depth. For example, they have begun to understand the Muslim faith, looking at the Quran and the 'five pillars' of Islam. The pupils also cover moral topics. In discussing 'dilemmas' for example, they faced the decision about what they should do if they found £10. There are also displays of the pupils' extended work when studying the different features of a Mosque.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Owing to timetabling arrangements and the particular days on which the inspection took place, only one lesson was seen in **art and design**, and none in **design technology (DT)**, **physical education (PE)** or **music**. Evidence in the first two of these subjects was supplemented by looking at samples of pupils' past work. They were not inspected in depth and no firm overall judgement can be made on provision.

78. Pupils in Year 2 explore ideas, using a variety of materials. By the end of Year 6 they can explore ideas and collect visual and other information to help them to develop their work. This is in line with national expectations. In an art lesson in Years 2, 3 and 4, teaching and learning were good. Pupils used a good range of media, such as etching, pastels, white pencil crayons and watercolour paints, to enhance previous drawings which portrayed relationships. They enjoyed experimenting with different methods and approaches in their work. Individuals also worked at the computer and succeeded in manipulating images on the computer screen. Copies of paintings, such as, 'Peasants' by Durer and 'The Beggars' by Brueghel, were shown to the pupils. They were able to discuss the paintings and explain the way in which relationships were represented. The images also depicted life in Tudor times, which linked to their history project. This made learning more interesting for the pupils and they were engaged by it. Work in Years 4, 5 and 6 shows how pupils recreated the work of Andy Warhol, using ICT. Pupils produced repeating images in the style of 'Che Guevera'. In this class, pupils were making good progress in using techniques to improve painting skills. The teacher gave good explanations for techniques in painting. Pupils followed instructions carefully and achieved well.

79. **Design and technology** was not timetabled during the inspection. However, there was a good range of photographic evidence of pupils' previous work, and other examples were on display. These indicate that pupils are on course to reach national expectations by the end of Year 2 and Year 6. Work in Year 2 showed that pupils have worked carefully through a planned process to produce models of moving monsters, puppets and money containers. Display evidence in Years 4, 5 and 6 shows that pupils evaluated and amended their electrically powered vehicles against given design criteria. Teachers place a good emphasis on evaluation and improving designs and models. Pupils in Year 2 generate ideas and plan what to do next. They recognise what they have done well, as their work progresses, and suggest things they could do better in the future. In Year 6, pupils reflect on their designs as they develop, bearing in mind the way the product will be used. They identify what is working well and what could be improved. In **music**, the subject is appropriately timetabled and the pupils sang very well in an assembly. No **PE** was seen, although it is regularly timetabled. The adjacent village hall provides enough space for gymnastic and drama activities and the playground is used for other activities. A new field is close to being developed and will be a welcomed additional facility. The headteacher has raised the profile of the subject successfully, and a small range of after-school activities such as football and netball supports class based work. The school is part of the 'school sports co-ordinator programme' with other local schools and sports college.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. This curriculum area was sampled. No firm judgement about the quality of provision is possible, although the pupils' good standards of behaviour can be linked to the work in this subject area. Overall, pupils follow a good programme of topics. They voice their opinions in whole-class discussions, as well as informally at other times, so that all learn that each person has his/her own point of view. The role of the school council is valued and adds to their sense of responsibility to the school. In the one short lesson seen, which was well taught, pupils sat together in a circle, while some hid an object for the chosen child to find. This encouraged good levels of discussion, as well as some excitement while children cooperated in hiding the object. Regular visitors to the school from the community, such as the police force and the fire service, come in to develop pupils' awareness of citizenship issues. They learn that each person is important and valued.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
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	4
Accommodation and resources	3
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	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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