

INSPECTION REPORT

LUDHAM FIRST SCHOOL

Ludham, Great Yarmouth

LEA area: Norfolk

Unique reference number: 120830

Headteacher: Mrs S Wright

Lead inspector: Mrs E Pickford

Dates of inspection: 9th - 10th March 2004

Inspection number: 260641

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:	Community
Age range of pupils:	4 to 8
Gender of pupils:	Mixed
Number on roll:	52
School address:	School Road Ludham Great Yarmouth Norfolk
Postcode:	NR29 5QN
Telephone number:	01692 678293
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Bruce Moffat
Date of previous inspection:	1 st February 1999

CHARACTERISTICS OF THE SCHOOL

Ludham is a small community First School situated in a Broadland village. There are 52 pupils on roll between the age of four and eight coming mainly from the villages of Ludham and Potter Heigham and the rest travel in from other local villages. Most of the pupils live in private owner occupied housing but the children come from a wide range of backgrounds in this rural community. The school is staffed by the headteacher, one full-time teacher and a part-time teacher. Pupils work in two mixed age classes. The 13 per cent of pupils eligible for free school meals is below average, although double that at the time of the last inspection. Children under five are admitted to the reception class full time at the start of the Autumn or Spring term depending on their birthday. Some children have not had the opportunity to attend a pre-school class because there is no longer a playgroup in Ludham. When children join the school their attainment varies but is below average overall. All pupils are white and there are no pupils learning to speak English as an additional language. The percentage of pupils on the register of special educational needs is above average. Pupils with special educational needs have a range of moderate learning difficulties.

Since the last inspection there has been a complete turnover of teaching staff. There have been several changes to the school's intake which have had an impact on standards, namely the change of catchment area, the marked increase in pupil mobility and the high percentage of pupils with special educational needs. The attainment of pupils when they join the school is much lower than previously. The school is designated to become a primary school in 2006. The school received a Healthy schools award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23128	E Pickford	Lead inspector	Areas of learning for children in the Foundation Stage Mathematics Science Art and design Design and technology Music Religious education
19567	M Malin	Lay inspector	
30618	P J Story	Team inspector	English Information and communication technology Geography History Physical education Provision for pupils with special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ludham First school has many good features and provides **satisfactorily** for its pupils, who are happy in a very caring environment. It is well regarded by both its pupils and their parents, and gives **satisfactory value for money**. Pupils behave well and are clear about what is acceptable. Good teaching and learning enables pupils to achieve well. There has been a complete changeover of teaching staff in the last two years but staffing has now stabilised and leadership roles are developing.

The school's main strengths and weaknesses are:

- Pupils achieve well throughout the school as a result of the good teaching they receive.
- There are good levels of inclusion for pupils with special educational needs.
- Pupils' attitudes to learning, their behaviour and personal development are good.
- Teaching assistants make a significant contribution to pupils' learning
- Pupils are very well cared for and there is a very good partnership with parents and the community.
- The most able pupils are not always challenged sufficiently.
- Pupils do not take sufficient care with their handwriting and the presentation of their work.
- Assessment is satisfactory, but target setting for individual pupils is not fully established and pupils are not yet sufficiently involved in the assessment of their own learning.
- Subject leaders do not have enough opportunities to observe lessons in order to monitor teaching.

Since the last inspection five years ago there has been a **satisfactory improvement** in the schools effectiveness. The school has responded well to the two issues that were raised. Planning for information and communication technology (ICT) has improved; staff now have subject expertise and pupils use ICT to research. However, standards of attainment are now much lower due to changes in the school's intake, increased mobility in the local area and an above average percentage of pupils with special educational needs. Previously there were no pupils with special educational needs and attainment on entry to the school was above average. Good standards of teaching have been maintained despite a complete changeover of staff and good provision is provided for pupils with special educational needs. Overall, the school has adjusted well and has the capacity to build on its recent achievements and improve further.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	B	D	B	B
Writing	A*	C	D	D
Mathematics	A	E	D	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 achieve well in relation to their prior learning. Attainment on entry to the reception class is variable because of the small numbers of pupils involved, but is below average overall. In the reception year children achieve well to attain the standards children are expected to reach by the end of the year, as a result of good assessment and teaching. In Years 1 and 2 pupils continue to achieve well and attain average standards in reading, writing, mathematics and science by the age of seven. Standards in national tests vary considerably from year to year because of the small numbers of pupils tested, the varying level of pupil turnover and numbers of pupils with special

educational needs in a year group, all of which impact on the results. In Year 3 pupils continue to progress well and reach the standards expected for their age in English, mathematics and science. Pupils with special educational needs achieve well in relation to their capabilities. The challenge provided for the most able pupils is starting to improve but further development is required.

Pupils' personal qualities including their spiritual, moral, social and cultural development are good. Pupils' attitudes to learning are **good**, as is their behaviour both in class and around school. Pupils' attendance and punctuality are **good**.

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. Lessons are carefully planned to meet the needs of the different ages and abilities within the class and ensure that pupils learn well. Pupils with special educational needs are supported well. Teachers are starting to plan more demanding tasks for the most able. The curriculum is broad and recent changes have increased pupils' interest and enjoyment. There is a good range of additional activities, which enrich pupils' learning. Assessment systems are satisfactory and track pupils' progress but both target setting and the involvement of pupils in assessing their own learning are at an early stage of development. Pupils are not always clear enough about 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 the school seeks their views and acts on them. There are **very strong** links with the local community, which has benefits for all.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **satisfactory**. Governance is good and ensures that the school meets all its legal responsibilities. There is a businesslike partnership between governors and the headteacher in leading and supporting the school. Governors use their expertise well for the benefit of the school. The school is developing well under the competent leadership of the new headteacher who is working well with the staff team to bring about improvement. The teaching staff have a demanding workload managing all the curriculum areas and subjects between the three of them. Good leadership is developing and showing benefits for pupils with special educational needs and in the Foundation stage. Staff have few opportunities to monitor teaching and learning in other areas of their responsibility because the school is so small and funding is tight. This restricts the development of their role in raising standards and planning for further improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school and feel well informed about their children's progress and what they are learning. They are keen to understand how their children learn so that they can help at home. Pupils are happy with the school and enjoy their lessons. They feel that they are well cared for and can ask adults for help if they need it.

IMPROVEMENTS NEEDED

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

- Provide regular challenge for the most able in order to raise standards.
- Ensure that standards of handwriting and presentation improve.
- Use assessment to set individual targets against which pupils can measure their learning.
- Develop the work of subject leaders through monitoring.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards of attainment are in line with the national averages at the end of Year 2 and 3. The majority of foundation stage pupils achieve the expected standards by the end of the reception year. Pupils achieve well in both classes.

Main strengths and weaknesses

- Pupils achieve well throughout the school in relation to their prior learning.
- Children in reception make good progress and achieve the expected standards for pupils of their age by the end of the year.
- Pupils with special educational needs achieve well due to early identification and the good levels of support they are given.
- Teaching assistants make a significant contribution to the standards achieved by pupils of all abilities.
- Standards of handwriting and the presentation of work are below those expected.
- Higher attaining pupils are not consistently challenged.
- Pupils' knowledge and use of subject specific vocabulary is limited.

Commentary

1. When children start school in the reception year, assessment data shows that their knowledge, skills and understanding are wide ranging. Over the last few years the overall picture has been one of below average attainment on entry to the school, particularly in the area of personal and social development and speaking and listening skills. This is partly due to the closure of the village playgroup resulting in those children without transport not having access to pre-school provision. Some children travel to a number of other villages to attend playgroups and nurseries but do not meet many of their classmates until they start school. Last year almost all of the Foundation stage children reached the standards they were expected to achieve by the end of the year. Inspection evidence shows that the current group of reception children, whose attainment on entry was the lowest for some years, are making good progress and are on track to reach the expected levels for their age by the end of the year in all six areas of learning.

2. Overall standards in national tests in Year 2 have varied considerably from year to year and are lower than at the time of the last inspection. The main reasons for these variations are the small cohorts of pupils who attend the school. The small numbers of pupils in each year group affects comparisons of the school's performance, both with all schools nationally and with similar schools. Since the last inspection several changes have taken place in the local area such as the closure of a nearby school and children are now transported to Ludham. There is a high level of pupil mobility as a result of the changes in employment in the area and this has affected standards especially in Years 2 and 3. When the school was last inspected no pupils were identified as having special educational needs and the percentage now is above average. Although pupils with special educational needs make good progress in relation to their capabilities most do not reach the expected standards by the age of seven and this affects the overall results.

3. The table below shows that in 2003 standards in Year 2 were above average in reading and below average in writing and mathematics. These results also show that the average points scored in all three subjects were higher than in the previous year, although improvements have been below the national trend over the last three years. In science, where work is teacher assessed, standards were below average, with only a small percentage reaching the higher Level 3. Girls achieved better than boys in all subjects.

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

Standards in:	School results	National results
Reading	16.4 (15.0)	15.7 (15.8)
Writing	14.2 (14.2)	14.6 (14.4)
Mathematics	15.6 (14.7)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year

4. At the time of the inspection there were thirteen children of Foundation stage age in the mixed age reception/ Year 1 class. All were attending school full time although a high percentage of them will not be five until the Summer term. There is every indication that most children will reach the standards expected for their age by the end of the reception year because of the good provision for their learning. Staff provide well for children's development in all six areas of learning in a mixed age environment. There are plans to develop some aspects of the foundation curriculum to make better use of the outdoor area as a learning resource. Children make very good progress in their personal and social development through the good opportunities for imaginative play and working in a variety of groupings. Children are encouraged to make choices and take responsibility. They soon show a good level of independence. Children who are not making the expected progress are quickly identified and given additional support.

5. In Years 1 and 2 pupils, including those with special educational needs, continue to achieve well. Standards are average in reading, writing, mathematics and science. Most Year 2 pupils read fluently with good understanding and many attain above average standards. The majority of pupils do not take enough pride in their written work, which is often untidy and careless and does not reflect what they are capable of, as shown in their handwriting and spelling books. Higher attaining pupils do not often write at length. In mathematics, provision is satisfactory and there is improving challenge for the most able and more opportunities for investigation. In science, pupils have satisfactory knowledge and understanding but their use of scientific language is limited. There are not enough opportunities for pupils to investigate for themselves. The end of Year 3 assessments show that pupils are progressing well in relation to their attainment in Year 2. Standards were found to be as expected for age by the end of Year 3 in English, mathematics and science. Standards of writing and presentation are below those expected. Although there are some examples of extended challenge for the higher attainers, this was not a regularly planned.

6. Generally pupils make satisfactory use of their literacy and numeracy skills across other subjects. Pupils in Year 2 and 3 research and make their own books about the Solar system. In design and technology they measure wood accurately to make a chassis for a Moon Buggy. The use of ICT across the curriculum is good. It is regularly used to consolidate number skills and to research, for example in history Year 2 and 3 were answering questions about the Romans, using CD-ROM and the Internet. Good use is made of ICT in geography to display data as graphs.

7. No significant differences were seen between the attainment of boys and girls. Higher attaining boys and girls achieve equally well, although more regular challenge needs to be provided especially in Year 3. No pupils were learning English as an additional language. Pupils with special educational needs achieve well because they receive good support in class in most subjects. Some are given extra support in small groups on a daily basis to develop their literacy skills and this is raising standards.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, relationships and personal development including spiritual, moral, social and cultural are all **good**. Attendance overall is **good**.

Main strengths and weaknesses

- Pupils' behaviour and attitudes to learning are good.
- Pupils' personal qualities are well developed.
- Pupils are well aware of the responsibilities of living within a community and their role in it.

Commentary

8. Pupils' attitudes throughout the school are good and this makes a valuable contribution to their learning. In the questionnaires the majority of parents confirm that the children enjoy school and this was confirmed by several pupils during the inspection. Younger children settle quickly into the school routines established in the reception class and begin to work as part of a group. Pupils are motivated to learn and want to do well. Most are enthusiastic in lessons, concentrate well and follow instructions. They respond quickly and confidently to questions, they engage in discussion and listen to their teacher. They settle quickly in class and get on with the task given.

9. Behaviour in lessons and around the school is good because pupils know what is expected of them. Consequently teachers rarely have to spend time establishing order. Although pupils and parents are happy with standards of behaviour, a small number of parents raised concerns about bullying. There was no evidence of bullying or harassment during the inspection and the school has very good procedures for dealing with any occurrences quickly and effectively. The school promotes moral values well through all aspects of its life. Staff act as good role models. Pupils have a good understanding of the differences between right and wrong and they show respect for people and property. There are no exclusions in the school; staff see this as a totally last resort.

10. Provision for social development is good. As a result the school is a harmonious community where pupils have good relationships with each other, teachers and other adults. Care is taken to ensure that all pupils are integrated fully into the school community and accepted by others. Pupils show respect for people and show interest in other traditions and beliefs. Teachers expect pupils to work together and as a result they co-operate and share resources sensibly. Pupils gain an increasing sense of responsibility and maturity as they move through the school. Many contribute to the community by having regular duties. For example they act as 'buddies' in the playground and they willingly accept the role of monitor on a weekly rota.

11. Pupils' spiritual development is good and promoted well throughout the curriculum. The school is a place where pupils have the opportunity to flourish, respect others and be respected. Pupils' efforts are acknowledged and praised and the displays of work celebrate their achievements. Pupils are given the opportunity to consider beliefs and practices of world faiths in religious education and also through visitors from other cultures who bring their music and stories to the pupils. Acts of collective worship allow pupils to have time for reflection.

12. The school's provision for cultural development is good. Pupils learn to respect religious beliefs other than their own. Through the cluster group they have been entertained by Indian dancers, listened to and worked with an African drummer and storyteller and artefacts are exhibited on special interest days. Pupils develop their knowledge of British culture through visits to places of cultural interest. Art and design, music and literature contribute to other aspects of their cultural knowledge.

Attendance

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.

13. Levels of attendance are good. Parents ensure that their children attend regularly, although a few do take their children on holiday during term time generally because they are employed in the holiday industry. Unauthorised absence is low because parents contact the school when their child is unable to attend. As a result, the school has informal yet effective systems to follow up absence. There are few incidents of pupils arriving late.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The quality of teaching and learning are good overall. Teaching and learning are enhanced by a broad and balanced curriculum, with good provision for additional activities to enrich the curriculum and good provision for pupils with special educational needs. Very good levels of care and guidance and a very good partnership with parents strengthen the ethos and climate for learning in which pupils learn and achieve.

Teaching and learning

Overall the quality of teaching and learning is good. It is consistently good for children of reception age and pupils in Years 1 to 3. Satisfactory assessment procedures are in place but marking does not always help pupils to improve. Lower ability pupils are well supported but higher attaining pupils are not always sufficiently challenged.

Main strengths and weaknesses

- Teaching and learning are good for reception children and pupils in Years 1 to 3.
- Teachers plan interesting activities and support all abilities well but higher attaining pupils are not always challenged sufficiently.
- Teaching assistants make a very good contribution to pupils' learning in the classroom.
- Procedures for assessing and recording pupils' progress are at varying stages of development.
- Pupils are not clear about how well they are doing or how to improve because of inconsistent marking and varying use of individual targets.

Commentary

14. The quality of teaching is good. This is similar to that found by the last inspection. The school has done well to maintain this quality despite a complete change of teaching staff. Consistently good teaching means reception age children and pupils in Years 1 to 3 learn effectively and make good progress.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0	0	20	0	0	0	0

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

15. Teachers consistently and carefully plan and prepare their lessons, building on previous learning and taking account of the needs of pupils of different ability and age groups. The work planned for lower attaining pupils and those with special educational needs meets their needs well. However, opportunities to challenge and extend more able pupils are not always taken. Teaching assistants are well involved in the planning of lessons. They have a very clear view of learning intentions and their role in achieving these. They make a very good contribution to the learning of all pupils. The very good support they provide for pupils with special educational needs enables these pupils to achieve as well as their classmates.

16. Teachers explain clearly to pupils what is expected of them. They make good use of demonstrations and practical activities to reinforce and support learning. They create a supportive climate in lessons to encourage pupils to contribute. They make good use of questioning to focus and direct pupils' thinking. Teachers and teaching assistants have good expectations of how well pupils will achieve. Teachers select interesting activities that capture pupils' interest and enthusiasm. Open-ended tasks encourage pupils to work independently at their own level. Teachers make good use of resources, the locality and the school's environs to support learning and encourage pupils' interest.

17. Assessment is satisfactory. Teachers have good knowledge of their pupils. In the reception year teaching assistants' observations are used well to chart children's progress. Regular assessments have been introduced in Years 1 to 3. The recording of pupils' progress is at varying stages of development in different subjects. Assessment information is well used to plan for the next stages of learning in the Foundation stage. This is satisfactory in Years 1 to 3. Target setting is being refined and has more of an impact in class 1. Individual targets have recently been introduced in English and mathematics to help pupils understand how well they are doing. The marking of pupils' work is variable. It does not often indicate to pupils what they need to do to improve and rarely comments on poor presentation. It is better in Year 1 where adults regularly discuss work with pupils. This happens to a lesser extent in Year 2 and 3 but work is not annotated to indicate this. In ICT pupils are being encouraged to give their own verdict on their learning. This sometimes happens in Years 2 and 3 but the systems are not consistent across the school.

18. Satisfactory use is made of homework to support pupils' learning. It is regularly set for reading and spellings. Most parents consider that the type and amount of homework is suitable for these young pupils.

The curriculum

The school provides its pupils with a broad and balanced curriculum that is relevant to their needs. It is enriched well by visits, visitors and a range of interesting out of lesson activities. There is a good ratio of staff to pupils, good accommodation and resources.

Main strengths and weaknesses

- The curriculum is enriched by good use of the locality, visits and visitors and there are good opportunities for learning outside the school day.
- Provision for pupils with special educational needs is good and enables them to make good progress.
- Links to extend literacy and numeracy skills and the use of ICT in other subjects are not consistently planned.
- There is limited disabled access to the building.

Commentary

19. Since the last inspection the school has addressed the areas of weakness. Opportunities for pupils to undertake research and work independently have been increased and use is made of ICT to record and research work in other subjects.

20. The curriculum for reception stage children is suitably planned to cover the nationally identified six areas of learning. The small teaching group means there is a good ratio of teaching and support staff who are well experienced in working with pupils of this age. There is a good range of resources and ample space, including a secure outside area.

21. In Years 1 to 3 the school provides a broad curriculum that meets statutory requirements. It is firmly based on the National Curriculum and locally agreed syllabus for religious education. There is a suitable emphasis on literacy and numeracy. National strategies are used well as the basis for planning in these areas to ensure progressive development of skills in the mixed age classes. Teachers make

good use of opportunities that occur to employ these skills in other subjects. However, there is no overview of possible links to ensure a consistent approach. Recent attention to reading has resulted in better standards.

22. Teachers use national guidance as the basis for planning for the different age groups in most subjects. This helps to ensure pupils' skills, knowledge and understanding develop at the expected rate. A two-year cycle is employed to cover the expected curriculum. The school has recently adopted a themed approach to establish links between subjects. Circle time, work in science, health topics and relationship issues all make a significant contribution to pupils' social and personal development. Planning for the consistent use of ICT in other subjects needs to be developed.

23. The school has a strong commitment to include all pupils in the full range of learning activities. Teachers and teaching assistants provide good support for pupils with learning difficulties or special educational needs. Extra provision through targeted programmes such as the Tracks literacy scheme is good. Pupils' individual education plans are effective, detailed and specific to pupils' learning needs. They help to inform support staff about what needs to be done to help pupils make progress and achieve as well as they can. They also ensure that work in lessons meets their needs.

24. The good range of extra activities, often of a practical nature, brings learning to life. Visits, visitors, good use of the grounds and locality, the local community, sporting activities and lunchtime clubs all enrich pupils' learning. Links with the local cluster group have been well used, and include visits from a storyteller, a drummer and participation in a music festival. Parents appreciate the range of activities offered.

25. There is good match of teachers and support staff to the curriculum. The school makes good use of its accommodation, extensive grounds, and range of teaching areas, library and hall to support learning. The school has plans to develop its grounds further. Pupils' work is attractively displayed around the school. Disabled access is restricted because of a number of internal and threshold steps. The school plans to address this as part of the building programme. Resources for all subjects have been reviewed and augmented since the last inspection. They are now good. Recent additions have included updating and enhancing library stock and further additions to ICT.

Care, guidance and support

Provision for pupils' care, welfare, health and safety has improved since the last inspection and is **very good**. Pupils are provided with **good** quality support, advice and guidance from staff.

Main strengths and weaknesses

- Very good procedures to ensure pupils work in a healthy and safe environment.
- Very good induction procedures for pupils coming into school.
- Transition out of school would be better if curriculum links with the middle school were improved.

Commentary

26. In this very caring school staff pay close attention to the welfare, health and safety needs of all pupils, and administer very good procedures very well. This is an improvement since the last inspection. Regular health and safety checks are a feature of school life, and good quality notes are kept. Matters of concern are always followed up. The school's excellent caretaker plays a central role in the management and development of the site as a whole and health and safety within the site. He is a highly valued member of staff. Governors have been responsible for instituting and maintaining an extremely well thought out risk assessment manual and they play an extremely important role in the health and safety of the whole school.

27. Child protection matters are well understood by staff, and all follow the local procedures, as required. Pupils say they would feel confident in approaching an adult in school if they had a problem. Although there is no school council pupils were involved in spending money to update the

playground. They knew they had a budget and they were able to choose through a voting procedure the play equipment they would prefer to have.

28. Very good induction procedures help new pupils to settle quickly and happily into the school. There are also good transition arrangements for pupils moving on to middle school, with teachers coming in for half a day and pupils visiting with their parents and having a day in their new school. However, both schools do not sufficiently share curriculum information for the benefit of pupils.

29. This is a very caring school where teachers know their pupils very well, and although monitoring is very informal, they understand their needs and give good support and advice.

Partnerships with parents, other schools and the community

The school's partnership with parents and links with the community are **very good** and **good** links have been developed with other schools.

Main strengths and weaknesses

- Very good links with parents which supports their children's learning at home and at school.
- Very good links with the community and school used for and by the community.
- Very clear information regarding pupils' progress, standards and future targets.
- Very good induction of pupils into school from several playgroups and nurseries.

Commentary

30. Parents play a very effective role in their children's education at school and at home. Following on from suggestions from parents for more information on what their children were doing at school changes have been made. They are now well informed by the school concerning the areas of the curriculum and specific topics that their children will be studying each year. This helps them to support their children in doing their homework. Parents also receive at the start of school a leaflet on how they can help with their child's reading. Regular newsletters for parents are informative and strengthen the schools partnership with parents. School reports are good and reflect the standards pupils achieve and the progress made and include general targets for future learning

31. The vast majority of parents are confident that they will be made to feel welcome in school. They bring their children into the classroom every morning and have the opportunity to talk with the teacher if they have any concerns, and they have the opportunity to do the same again when they pick them up. For parents who are working there are parents evenings twice per year plus an annual questionnaire where their views are sought. The Norfolk Family Learning Programme ran a ten-week course for parents which was so heavily subscribed they put on a second course at the school. The school is shortly to run an evening workshop for parents on how we teach maths.

32. The school enjoys very good links with the community. These are expressed through visits to the school by such varied personalities as the local policeman, a minister or lay person from one of the different denominational churches every Wednesday, and grandparents talking about the war. Pupils have also participated in local cultural events organised by the school cluster, such as, learning to play African drums and listening to an African storyteller and being enthralled by Indian dancers. Some pupils take part in a countywide singing competition at St Andrews Hall Norwich.

33. There is a very active parents committee who, organise social events, a summer fete, a Christmas raffle and an Easter egg hunt with all monies raised going back into the school for the benefit of the pupils.

34. The school links with parents and the community are as reported at the time of the last inspection.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school by the headteacher and other staff is **satisfactory** overall. The well-established governance is good, supporting the school effectively through times of change.

Main strengths and weaknesses

- The governing body uses its expertise and talents to shape the school's future and provides good support.
- The headteacher competently leads the hard working staff team who are committed to improvement and raising standards.
- The leadership of special educational needs and the foundation stage are good.
- The school provides well for the development of its staff.
- Subject co-ordinators do not have enough opportunities to develop their leadership roles through monitoring.
- Best use is not made of information on pupils' progress to measure success and plan for improvement.

Commentary

35. The headteacher has been in post for two years and works well with the governing body, keeping them well informed. She competently leads a committed team, including the teaching assistants, who are supportive of her leadership. Clear lines of responsibility have been established and staff share a common purpose and understand their role in achieving the school's priorities. Although she has made improvements to the curriculum and is developing strong cross-curricular links, the changes made are only just starting to raise standards. The headteacher, co-ordinates several subjects and has a demanding teaching commitment. She is also currently involved in planning for the imminent change of status to a primary school. This is an inclusive school where all pupils are valued.

36. The leadership of work with pupils with special educational needs is good and has developed well over the last two years to ensure that these pupils' needs are met well. The co-ordination of the foundation stage is also good. The teacher works very closely with the teaching assistants to enable reception pupils to learn through an appropriate variety of activities and experiences in the mixed age class. All teaching staff are relatively new to the school and whereas their leadership in some areas, which have been given their immediate attention, is good it is understandably satisfactory elsewhere. Staff with subject responsibilities are developing their roles but are not yet fully influencing standards in all their subjects. They have drawn up subject action plans and have audited resources. Subject co-ordinators have multiple roles because the school is small, so there has rightly been a tendency to concentrate on the areas of greatest need within the core subjects. Reading test results were above average as a result of a concentration on developing reading skills in 2003. In ICT, a teaching assistant has done good work in supporting staff and pupils and ensuring that resources meet the demands of the curriculum. Due to the shortage of money, teaching staff have been given little or no release time to have a sufficiently clear overview of what is happening across the school by monitoring teaching.

37. Overall the management of the school is sound. There are satisfactory systems in place to enable the school to run smoothly on a day-to-day basis. There are also sound strategies for evaluating how well the school is doing and what it needs to do to improve. These form the basis of the school improvement plan which is a useful working document. The headteacher's management of staff performance is satisfactory and is restricted to the teaching staff at present. Arrangements for the professional development of staff are good and linked to the priorities identified, for example, raising standards in mathematics. Opportunities for the head to monitor teaching have been limited, however some use is made of staff from the local authority and governors with an educational background.

38. The experienced secretary provides effective administrative and financial support. She is welcoming to parents, pupils and visitors and makes a significant contribution to the life of the school.

39. The management of the school's finances is good. Although pupil expenditure is high, this reflects the small size of the school. There are good procedures to ensure that principles of best value are applied appropriately. The governors have a very good understanding of the school's complex financial position and above all are committed to maintaining good levels of classroom support, even though the budget is very tight. The slight overspend in 2001/2 has been rectified. The school provides satisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	166 940	Balance from previous year	(1 243)
Total expenditure	163 553	Balance carried forward to the next	2 143
Expenditure per pupil	3 111	<i>NB Figures in parentheses indicate negative values</i>	

40. The school does evaluate its work and some aspects of this evaluation are good, especially the evaluation of the National Curriculum tests against the targets set and the school's priorities. Other evaluations take place, such as a comparison of the variation of attainment on entry to the school. However, high levels of mobility are changing the nature of cohorts as they move through the school and greater account needs taking of this. Insufficient use is currently made of the optional tests taken at the end of Year 3 to measure the progress made since Year 2. Information is not yet pulled together well enough to make best use of it to measure success and plan for further improvement. Procedures for monitoring other aspects of the school's work, such as the impact of the new handwriting scheme and the teaching of these skills to raise standards are at a very early stage of development.

41. The governing body is supportive of the school and fulfils its roles effectively. All statutory duties are met. The individual governors reflect the make-up of the local area and bring a variety of different skills and expertise to their role. The chair, for example, is closely involved in finances and monitoring the budget whilst another governor is a Health and safety expert. The governors work in pairs in order to cover their responsibilities. The governors are very busy in their local communities and ensure that the school gets involved in local events. Many of the governors are well trained and experienced and have served the school for many years, steering it well through times of change.

42. In discussion with governors it was clear that they have a good grasp of the strengths and weaknesses of the school through their regular visits. They are involved in planning for improvement and are aware of the initiatives the school is involved in. A governor with musical expertise trains the choir and helps with productions. Their role in challenging what the school does could be further developed.

43. One area of uncertainty for the governing body, which affects their strategic planning, is the financial implication of the move to primary status, the timing of the new buildings and adaptations of the current accommodation. This is beyond their control but hampering decisions about the deployment of resources and the development of the facilities.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Provision for children in the foundation stage is **good**. Children join the reception class full time at the beginning of the Autumn and Spring terms depending on their birthday. The youngest pupils can attend on a part-time basis in the Autumn term. Reception children are taught alongside Year 1 pupils but have their own designated section of the shared classroom. The teacher shares her time equally between the two age groups during group activities. The attainment on entry is wide ranging and varies considerably from year to year mainly because the number in each year group is less than 15. The attainment on entry of the present intake was below average, the lowest for some years. A number of the children have attended some form of pre-school provision before they start school, however the closure of the village playgroup has prevented those without transport the benefits of such experiences. At the time of the inspection there were 13 reception pupils in the mixed age class of 29.

45. During their time in the reception year children achieve well and make good progress in relation to their capabilities. The curriculum is good and skilfully planned so that it links with the work of Year 1 yet ensures that each of the areas of the foundation stage are fully covered. Teaching assistants are used very well to enable both age groups in the class to work at the appropriate level. Assessment is good and used well to provide work and activities to move learning forward. The staff are continually assessing children as they work and noting down when targets towards the expected standards have been achieved. Teaching is consistently good and the teacher has a very clear view of each child's learning and what they are expected to achieve by the end of the year. Contact with parents is good both with those parents who come into school on a daily basis and those whose children travel by bus from other villages. The teacher sends out newsletters to inform parents about the work the children will be covering. Individual comments are made in the reading diary, which goes home each day and parents reply. Parents feel that they are well informed about their children's progress and are happy at the way their children settle into school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children form good relationships with each other and with adults.
- Children are confident in speaking and paying attention in a large class group.
- Classroom assistants provide very good support and contribute well to children's learning.

Commentary

46. Many of the children have not socialised in larger groups or with each other before starting school. The earliest assessments show that overall attainment is below that expected in this area of learning as a result of this. Through the good quality of teaching and support from classroom assistants, children achieve well in personal, social and emotional development. They quickly build up confidence by responding to the good example of calm, caring and interested attitudes shown to them by their teacher and classroom staff. They take part in class discussions with the older Year 1 pupils and this helps them to develop more mature attitudes than would be usual for children of this age, although many of them will not be five until the end of the Summer term. They learn to listen carefully both to the staff and each other and they improve their powers of concentration. They know and respond to the well-established routines of the class. Children are encouraged to be as independent as possible and show good attitudes to learning, always keeping themselves busy. They take responsibility for their belongings and clear up in the classroom. When they work with

others they co-operate and help each other. The majority is likely to reach standards above those expected for their age by the end of the year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good and there is good support for those who have difficulties.
- Children make good progress in sharing and beginning to read books.
- Children learn to listen carefully and become more confident to speak up for themselves.
- Most children have difficulty forming their letters and numbers correctly.

Commentary

47. There are a good variety of opportunities for children to develop their speaking and listening skills from the below average standards when they start school. Staff question pupils well, encouraging them to extend their replies, as initially many are reluctant to volunteer answers. Staff are very good at engaging children in conversation and showing an interest in them as individuals. In this way they give them the confidence to express their ideas, widen their vocabulary and ask questions. Planning for daily literacy lessons includes discussions and games, which focus on letters, and sounds and enables children to begin reading and writing. Some other activities link this to correct letter formation using sand and paint. There is a good range of books in the classroom for children to share with each other. They can retell a story such as the Three Bears. As a result all the children show an interest in books and regularly read with their parents who are very supportive. The most able can read several words from the earliest books in the reading scheme. They enjoy listening to stories about Jesus and acting them out for the rest of the class. Most children can read and write their own name. Although children use writing in their role-play, when taking telephone messages in the police station and describing people on wanted posters, standards in writing are at a low level. Many children have difficulty in forming letters and numbers correctly. Children who are falling behind are quickly identified and given additional support. However, by the end of the year most children achieve the Expected standards in this area of learning as a result of good teaching and variety of experiences.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The quality of the teaching is good as is the assessment of children's learning through questioning.
- Children learn well through puzzles, games, discussion and simple everyday problem solving.
- Children are encouraged to explain their reasoning and answer questions as they work.
- Children's knowledge and use of mathematical vocabulary is limited.
- Teaching assistants provide very good support for children's learning.

Commentary

48. Children enjoy counting and calculating with Year 1 pupils at the start of numeracy lessons and this helps them to develop their counting skills quickly. The most able can count accurately to 20 and are beginning to know pairs of numbers which make ten. Other children know their number pairs up to five. Some can count in two's and see the pattern these numbers made on a number line. They are developing an understanding of odd and even numbers. The activities, which follow the whole class session, are adapted well to the needs of reception children with a good balance

between teacher directed activities and individual choice. Sometimes these activities are supervised effectively by the teaching assistants. Some children made repeating 'police patterns' using yellow and blue cubes and some produced the pattern on squared paper. The most able were able to predict the colour of a square further down the line if the pattern were to be continued. Some children were able to create their own repeating patterns by threading coloured beads onto a string and transferring these onto squared paper. Three of the pupils knew their colours but were unable to copy or create a simple repeating pattern with beads or cubes. Very good questioning by the teacher and her assistants provided the remaining children with opportunities for developing thinking skills and solve problems. At the end of the session some children were keen to show and talk about their patterns to the rest of the class but do not readily use mathematical words in their answers. Children have plenty of opportunities to use sand, water and shapes to develop their mathematical understanding. By the end of the year the majority of children are likely to reach the expected standard and several to exceed it.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good and topics are planned to provide a wide range of interesting experiences.
- There are good opportunities for children to learn from visitors and visits.
- Children have good opportunities to observe living things in the school wildlife area.

Commentary

49. Children were finding out about people who help them and had had a visit from a doctor and most recently a policeman. They had gathered information through questioning the visitors and had created informative wall displays with digital photographs, which later helped them to recall details of the visit. They had been outside looking for signs of growth and could name some of the Spring flowers they had seen. They are beginning to understand what plants need to grow and were planting and caring for seeds of their own. The classroom overlooks the wildlife garden and children often use binoculars to observe visiting birds and name them by looking at pictures displayed. Children visit the village locating the church, shop and telephone box and make models of the village. Children are confident using computers to support their learning. During the inspection they had good opportunities to look for how a range of mechanical toys were controlled. This promoted curiosity, thought and discussion as to where the batteries were hidden, how to turn them on and off and to see if there were alternative ways of operating the toys. Children demonstrated care when handling the toys, good co-operative learning and sensible choice of their work partners. As a result of a wide range of experiences children extend their knowledge of their world and make good progress. Most are likely to achieve the expected standards by the end of the year.

PHYSICAL DEVELOPMENT

50. There were limited opportunities at the time of the inspection for outdoor learning, because of the weather, so it is not possible to make a firm judgement about overall provision, standards and achievement. Observation of children in the playground and in the classroom indicate that standards are as expected for age. Children move around the classroom in a sensible way but sometimes the temptation to run down the long corridor out of the dining room is irresistible. Children use implements such as pencils and paintbrushes safely and with increasing control. They were observed sensibly and skilfully manoeuvring large wheeled toys around the playground at afternoon break during an earlier visit. In the movement lesson seen good teaching enabled children to respond well to the music, show a good awareness of their own bodies, space and others around them. They were able to recall and develop a series of movements from the previous lesson. In this lesson they were working at the expected levels for their age. The school is beginning to plan regular use of the outdoors as a learning environment for reception children.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The teaching is good and the wide range of activities link well with other curriculum areas.
- There are good opportunities to learn from the work of artists
- Children make things in a variety of media
- There are good opportunities for make believe play which are well supported by adults.

Commentary

51. Children make good progress and achieve well in this area of their learning and are likely to meet the expected standards by the end of the year. Children can mix colours together to make new colours. They have good opportunities to work in the style of famous artists and work in clay, paint and collage. Life sized paintings of the policeman and a large model police car, which they 'drive' around in have recently been made. Good links are made with other areas of learning for example, the display showing 'What comes out of the egg?' where children effectively combined creative writing, painting and collage. Children have made musical instruments from re-cycled materials and use these to accompany their songs. There are good opportunities for make believe play which develops their imagination well and aids social development. The focus of play is linked well to topics and adults are good at modelling play and developing language. Children enjoy dressing up in the police uniforms, passing on messages and looking for a lost cat. They are good at involving everyone in their play.

SUBJECTS IN KEY STAGE 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Good teaching and learning enables pupils to achieve well.
- Planning for the mixed age classes has improved.
- More challenge needed for more able pupils in order to raise standards.
- Pupils with special educational needs are well supported by teaching assistants.
- The handwriting skills taught are not evident in pupils' written work.
- A whole school approach to developing literacy skills in other subjects has yet to be developed.
- Standards of handwriting and presentation are below average.
- The co-ordinator does not have the opportunity to work alongside colleagues and observe teaching and learning.

Commentary

52. Standards in English are average in Year 2. Pupils are working at the expected level in Year 3. Standards vary from year to year because of the small size and differing composition of year groups. They are much lower than at the time of the last inspection. There is now a higher than usual proportion of pupils with special educational needs. There were none at the time of the last inspection. An increasing number of pupils enter the school with below average language skills. Good teaching and learning ensures all pupils make good progress and achieve well over time. Pupils with learning difficulties are identified early. They receive good support from staff. This enables them to achieve as well as their classmates. There is no difference between boys and girls.

53. The need to improve speaking and listening skills so pupils approach reading and writing tasks more effectively is a current focus. Teachers encourage pupils to speak and listen effectively and explain ideas in full sentences. They develop and extend pupils' vocabulary by:

- Encouraging pupils to talk and listen carefully.
- Introducing, repeating and explaining unfamiliar words
- Increasing pupils' confidence and communication skills through drama

It also supports ideas, investigation and research in other subjects, helping to raise standards.

54. Pupils achieve well in reading. They receive good support and encouragement from adults. There are regular daily opportunities to read and share books. Standards are average in Year 2 and in Year 3 pupils are working at the expected level. Pupils are developing strategies to tackle unknown words. Older pupils show an increasing ability to explain and recall details of the plot and characters. The structured coding of reading books enables pupils to make individual choices at an appropriate level. Older pupils are encouraged to engage in silent reading. Pupils are encouraged to read to parents and carers at home. Pupils are enthusiastic with a genuine interest in books. By Year 3 pupils are beginning to develop preferences. Reading continues to be an area of focus. There are bright displays of books in the classrooms, library and around the school.

55. Teachers are working hard to improve standards in writing. Teachers focus on developing writing through different approaches. This is often directly linked to pupils' first hand experience. Attention is paid to specific elements of practice, for example in Year 1 pupils recorded their questions and the visiting policeman's answers. Extended writing is used to help pupils develop expressive skills and improve vocabulary, as in the traditional tales seen in Year 1 and the mythical stories in Years 2 and 3. However, there is no consistent approach to improving writing across all subjects. Handwriting is being taught but there is little evidence of its impact on written work. Higher expectations of presentation and clearer marking would improve pupils' work.

56. Teaching was good in the lessons seen. All pupils make good progress and achieve well. Teachers make good use of the Literacy strategy and local authority guidance to plan tasks for the different age groups and abilities in both classes. They provide exciting and enjoyable activities to capture pupils' interest and ensure their attention. Year 2 and 3 pupils identified rhymes and vocabulary in the 'Boneyard Rap' and then performed their chosen verses. Questioning is well used to check pupils' understanding. Teachers' encouragement creates a good climate for learning. The well-briefed teaching assistants are well used to work with different ability or age groups. Teachers do not regularly extend and challenge more able pupils. Homework is usually regular reading and learning spellings.

57. The subject leader has a clear view of what needs to be improved and works well with staff to implement this. She has not had the opportunity to work alongside or observe her colleagues. She has audited the library books ensuring support for topics and overhauled the reading scheme.

Language and literacy across the curriculum

58. Teachers help pupils increasingly use language skills in other subjects. There is no overall plan to develop speaking and listening, reading or writing in other subjects. Opportunities to develop pupils' skills systematically are not maximised. Where English was seen being linked to other subjects this worked well.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The school has focussed on appropriate priorities to bring about improvement.
- Teaching and learning are good throughout the school and resources are used well.
- Planning for the mixed age classes is good.
- Mathematics has been a recent focus of staff training which is raising standards by improving challenge for the most able.
- Good support for learning is provided by the teaching assistants.
- Subject vocabulary is not developed in a structured way.
- Pupils do not take enough pride in the presentation of their work.
- Target setting is not fully established across the school.

Commentary

59. Standards in mathematics in the current Year 2 are average. Pupils in Year 3 are currently working at the levels expected for their age, which shows improvement on the below average levels achieved in the 2003 tests. The majority of pupils in the current Year 1 are working above the levels expected for their age. The focus on improving standards in mathematics through staff training and developing resources is beginning to result in improving standards and more challenge for the most able. In Year 1 target setting is firmly established and this is improving the rate of progress and raising standards. Elsewhere it is an early stage of development. Pupils who are falling behind in mathematics are identified and have clear targets on their individual education plans. They are given good support and achieve well.

60. Teachers have good subject knowledge and deliver well-paced and well-structured numeracy lessons. Teaching and learning are good in both classes. Teachers question pupils well to promote thinking and direct questions to those who do not volunteer answers. Lesson planning is good and takes account of the different groups within the class. Tasks are well matched to pupils' age and capabilities, although extension work is not always provided for the most able. Teaching assistants are well briefed and know exactly what is required of them. At the end of lessons there are useful sessions where groups orally evaluate their learning. Resources are used well and practical

activities are an essential part of lessons. Children enjoy learning through playing mathematical games and frequently use computers to support their learning.

61. In Year 1 pupils are given lots of opportunities to count in different ways, forwards, backwards, in 2's and 10's. As a result of this most pupils can count to 50 and read, write and calculate numbers to 20 and beyond. They are developing a good understanding of shape, time and money. They can compare weights and measure capacity in cupfuls and length using handspans. There is a good match of tasks to needs and the marking of work is good, referring well to the targets set. Pupils with special educational needs are well supported by adults and the level of support given is usefully written on the work. Pupils do not take enough care to present their work well. Most pupils are capable of writing the focus of the lesson in their own books rather than the teacher.

62. In Year 2 pupils develop their number skills and mental agility through regular sessions at the start of the lesson. They are able to calculate within 30 and the most able within 100. Assessments show that pupils are developing an understanding of division and fractions as equal parts they can add and subtract money and use multiplication to solve supermarket problems. In Year 3 pupils continue to make good progress with their number skills. In a lesson observed where pupils were sharing objects into a number of groups, the most able pupils showed that they had good knowledge of their multiplication tables and could use these to generate a number of answers without using the apparatus. In discussion at the end of the lesson a higher attaining pupil had realised that there were ways of sharing odd numbers into equal groups. The class had difficulty recalling the term "remainder" for objects which were left over. Higher attaining pupils were developing the idea of negative numbers and there was good evidence of problem solving in their books. Targets were set for individual groups of pupils within the class but marking did not clearly indicate when these had been achieved. Presentation of work varies from very good to poor and led to mistakes in calculation but was rarely commented on. Some pupils regularly started new pages if previous work was incomplete. Homework is not set on a regular basis.

63. Leadership and management of the subject are satisfactory. The changes to the curriculum and focus on problem solving and improving challenge for the most able are beginning to show results. As yet the co-ordinator has not had time to observe the impact of these changes in the other class. Subject vocabulary linked to the topics being studied is not sufficiently emphasised and displayed and pupils find it difficult to retain as a result. Assessment is improving and target setting is becoming established across the school. Pupils are not yet sufficiently involved in evaluating their own learning. Resources have been audited and are now good and used effectively. Parents would like more information about the way mathematics is taught so that they can help their children at home. The school has responded to this request and an information evening is planned.

Mathematics across the curriculum

64. A few examples were seen where mathematics was used in other subjects such as the design and technology work in class 2 and some graph work connected with weather. New topics and curriculum plans are now highlighting opportunities to use mathematics across the curriculum. This is an area for development.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Resources are good and there are good opportunities for practical work.
- Pupils have a limited subject vocabulary.
- Pupils' written work is poorly presented and does not reflect their level of understanding.
- Pupils with special educational needs are very well supported by the classroom assistants.

- Pupils make good use of the school environment to learn about living things.
- Higher attaining pupils are not sufficiently challenged.
- Target setting is not yet established.

Commentary

65. Standards are average in Years 1 to 3. The majority of pupils make good progress in their knowledge and understanding and satisfactory progress in their investigational skills. Standards achieved at the end of Year 2 in 2003 by the current Year 3 were below average and the inspection findings show improvement.

66. In the lessons seen in both classes teaching was good overall. In Year 1 there were practical activities to transplant seedlings, to predict what they may develop into and observe changes on a regular basis. Most pupils knew that the plants would need water and light for them to grow healthily. Many could name the spring flowers they had seen when they were outside in the previous lesson. They were given good support and questioned well by staff to assess understanding as they worked. Pupils in Year 2 and 3 were also studying plants and showed that they knew most of the characteristics of a plant. They looked at classroom plants and made observational drawings of the plants, which were removed from their pots and labelled the main parts. Many found it difficult to draw what they saw but had no problems in naming the parts. Pupils with special educational needs achieved particularly well as a result of good support from the teaching assistant who skilfully directed their observations. The activity was appropriate for those working at Level 2 but consolidated rather than extended the learning of the older and higher attaining pupils. In their oral answers and written work pupils demonstrate a limited subject vocabulary. Subject vocabulary is not developed in a structured way nor are the key words relating to the topic displayed in the classroom.

67. Work samples showed that some investigations take place, for example on absorbency and separating colours in ink. Elements of investigational work such as fair testing are taught. There was more evidence of investigational work in Year 1. There is no evidence that older children are encouraged to investigate and devise their own experiments. Examples were seen in the work on the Solar system where pupils had researched their own information and made booklets. Grouping and sorting activities take place in work on materials and living things. Although there was coverage of some physical processes such as sound, no work on forces and electricity had been taught so far as part of the two year cycle.

68. Written work is below the standards expected for the majority and does not match pupils' knowledge and understanding in discussion. Much of the written work was in unlined books, poorly presented and minimal. Pupils are not encouraged to draw clear diagrams and label them correctly. Written explanations given by the most able pupils are not detailed enough. Pupils with special educational needs depend on adult support to record their work. At present science work is recorded with other subjects in a general book as well as on worksheets. This makes it difficult to see the progress pupils are making over time across Years 1 and 2. Record sheets are kept of progress within National Curriculum levels for each pupil but these had not been updated for sometime. Planning for the majority of Year 3 pupils does not move learning on quickly enough and emphasise subject vocabulary. Marking of work in science is not thorough enough to help pupils to improve, comments are rarely made to indicate standards achieved or the support given.

69. The subject leadership is satisfactory and resources match the needs of the adjusted curriculum in the areas currently being taught. As yet there has not been the opportunity for the co-ordinator to work alongside colleagues to gain a clear view of standards across the school. Target setting and the use of assessment in planning, especially for older pupils are areas for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Improvement in resources, subject planning, staff confidence and expertise.
- Pupils' attitudes and enthusiasm for using ICT.
- Enthusiastic leadership of the subject and good levels of technical support.
- Increased use is made of ICT to support learning in other subjects.
- Need to extend more able pupils.

Commentary

70. Since the last inspection resources have been improved and staff have received training, increasing their confidence and expertise. During the inspection one ICT lesson was seen and the use of ICT by groups was observed. It is evident that standards are average in Year 2 and Year 3 pupils are working at the expected level.

71. National guidance has been adopted as the basis for planning. It is well used to ensure pupils are being introduced sequentially to all the expected strands. Teachers are careful to ensure suitable tasks for the different age groups. Reception pupils learn to program floor robots and by Year 3 pupils use commands to move through mazes. Pupils are keen and confident in their use of computers. Pupils in Years 2 and 3 assemble, amend, save and retrieve text and print out finished versions. They use the Internet for research and use programs to develop numeracy and literacy skills. Lower attaining pupils often work with more able pupils or an adult to help them achieve as well as their peers. All pupils achieve equally well. This approach does not always extend or challenge more able pupils.

72. The quality of teaching and learning is good. Tasks are carefully explained and demonstrated so pupils are clear about how to succeed. Activities build well on previous skills. Pupils are enthusiastic, well behaved and willing to share ideas. Recently introduced assessment arrangements are well used to track pupils' progress. Pupils are encouraged to evaluate their work.

73. The subject leader's positive approach encourages the use of computers as part of day to day learning. She has worked with and observed colleagues and developed an action plan. She has monitored pupils' work and assembled examples to demonstrate expectations at each level. A shared ICT manager provides good technical support.

Information and communication technology across the curriculum

74. ICT is being increasingly used to support learning in most subjects. This includes art programs, word processing in literacy, data handling and control work in mathematics. CD-ROMs and supervised use of the Internet enables pupils to carry out research in history and geography. However, there is no planned overview to identify opportunities to use ICT across the curriculum in the subjects and topics covered.

HUMANITIES

Only one history lesson was seen during the inspection and geography was not being taught during the inspection. It is not possible to reach a judgement about provision in these subjects. The subjects are being taught in a two-year cycle to ensure suitable coverage in the mixed age classes. Subject integrity is maintained within a topic approach. The subjects are well led by an enthusiastic and experienced teacher who works part-time in the school. Resources in both subjects are good. Work was sampled in geography and history. The limited available evidence indicates it is satisfactory. Visits, visitors and exciting activities are used to make these subjects interesting and

relevant. In **history**, pupils in Years 2 and 3 visited Norwich Castle Museum and were enthusiastic about their work on Romans. Pupils undertook a simulated 'archaeological dig' in the school grounds, which helped them appreciate how we learn about the past. In the lesson seen pupils worked independently to research the changes to Celtic life brought about by the Roman invasion. They used the Internet and a wide range of reference books for information. There is strong focus on developing older pupils' sense of chronology. This was reinforced as they placed Julius Caesar's visit and Boudicca's revolt on a timeline showing BC and AD. Links to other subjects were evident in the work seen. In **geography** Previous work in Years 2 and 3 shows comparative study of other countries and use of the locality to identify geographical features. Pupils are encouraged to record and discuss their experience of visits to other parts of the country and the world. No lessons in **religious education** were observed during the inspection, although teacher's planning and pupils' work was sampled. The limited evidence gathered and discussion with pupils indicates that standards are in line with those expected by the locally agreed syllabus. Much of the work in religious education centres on discussion and drama so there was limited written work to examine. Pupils have a good understanding of the Christian festivals of Easter and Christmas and wrote and performed their own Nativity play. They are encouraged to care for others and support those less fortunate than themselves through various charities.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

These aspects of the curriculum were not a focus of the inspection and only a limited range of evidence was sampled. No lessons in art and design, design and technology and music were timetabled on the inspection days but these subjects do have regular coverage. As no teaching was seen in these subjects no judgement on the overall provision in these subjects can be made. In **art and design** wall displays and photographic evidence shows that pupils work in a range of media and that this is linked well to the topics pupils are covering. For example, work on the Sun was linked to exploring hot colours and pupils had worked in the style of Van Gogh when painting starlight, showing good techniques. Other artwork was linked to history topics such as re-creating designs on Celtic pots using string and spray paint. Pupils had also designed repeating patterns using string prints. Younger pupils had painted and made collages of spring flowers for a corridor display. Overall evidence indicates that standards are as expected for age. Children in Year 2 and 3 were seen making observational drawings of plants in a science lesson. Several had difficulty with pencil control and drawing what they saw and in this aspect standards were lower than expected. In **design and technology** pupils in Year 2 and 3 had designed and made wheeled vehicles to a high standard, as shown in the photographs of the finished Buggies. Skills of accurate measurement and cutting wood to make a chassis were carefully developed. Written work was well organised and presented to a much higher standard than usual. There was evidence of good evaluation at the end. Younger pupils had been making musical instruments and designing aeroplanes. There was also evidence that they had explored different ways of joining materials. There is every indication that standards are as expected for age. A rehearsal for a **music** festival, taken by a governor, was observed. Pupils in Years 2 and 3 sang tunefully and with expression. The words of the songs were known well and clearly articulated. A group of pupils played untuned percussion instruments with confidence as they sang. Pupils enjoyed performing and the standards in this aspect of the music curriculum were above those expected. Pupils sang well in assembly to a taped accompaniment. Musical expertise has been lost due to turnover of staff but the school has made every effort to maintain the good provision by introducing a new scheme of work and using the musical expertise of a governor. Only one **physical education** lesson was seen during the inspection. It is not possible to reach overall judgements about provision in physical education. Teachers' planning shows dance, gymnastics and games skills are being taught during the course of the year. There are lunchtime clubs for dance and football training. Older pupils are given annual opportunities to experience outdoor and adventurous activities at a local centre. During the summer term pupils in Years 2 and 3 have regular swimming tuition. They achieve well and standards are above those normally found for pupils of this age. In the good lesson seen Year 1 pupils developed their dance sequences in groups. They performed well using the tempo and rhythm of the music in their movements. There were good opportunities to observe and comment on others' performance. This encouraged them to consider and incorporate improvements. Good support and intervention by the teacher and well briefed teaching assistants

ensured all that all groups, including pupils with special educational needs, achieved equally well. Good use is made of the extensive grounds. An adventure play equipment area has been recently installed, using competition monies. The large hall is well used for indoor activities. The school recognises that some of the gymnastics apparatus is too large and heavy for younger pupils. It has plans to address this as soon as funds permit.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons in this area of the school's work took place during the inspection. The programme of personal, social and health education is taught on a regular basis and pupils benefit from the opportunities to share their ideas and feelings during circle time. The school received a Healthy schools award in 2003. Pupils are given many opportunities to learn about citizenship at a local level and to be involved in a variety of community events.

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	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
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).