

INSPECTION REPORT

HICKLING FIRST SCHOOL

Hickling, Norwich

LEA area: Norfolk

Unique reference number: 121043

Headteacher: Mrs Ann Brown

Reporting inspector: Mr David Cann
20009

Dates of inspection: 14th – 16th February 2000

Inspection number: 186725

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:	Foundation
Age range of pupils:	4 - 8
Gender of pupils:	Mixed
School address:	The Street Hickling Norwich Norfolk
Postcode:	NR1 2XY
Telephone number:	01692 598 355
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Peter Ogle
Date of previous inspection:	12 th – 14 th December 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Cann	Registered inspector	English Art Information and communication technology History Physical education	The school's results and achievements How well are pupils taught? How well is the school led and managed?
Len Shipman	Lay inspector	Equal opportunities	How well does the school care for its pupils? How well does the school work in partnership with parents?
Fiona Robinson	Team inspector	Under-fives Special educational needs Mathematics Science Design and technology Geography Music Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary controlled first school for boys and girls four to eight years old. There was a decline in the number of pupils after the last inspection, but numbers have risen in the past year and there are currently 31 pupils on roll. Pupils' attainment on entry is broadly average. There are no pupils from ethnic minority backgrounds and currently there are no pupils on the school's register of special educational needs. Forty-five per cent of pupils are eligible for free school meals..

HOW GOOD THE SCHOOL IS

Hickling First School is a very good school which offers a high quality of education. The headteacher provides excellent leadership and together with the staff and governors has worked hard and successfully to make significant improvements since the last inspection. The school is well supported by the local community, which it serves well. By the time they leave at the end of Year 3 pupils attain standards which are often above expectations. Although the unit costs of such a small school are high, it provides sound value for money.

What the school does well

- By the ages of seven and eight pupils attain standards in writing, mathematics and science which are well above expectations and standards in reading which are above expectations. Pupils attain levels in religious education which exceed the expectations of the locally agreed syllabus.
- The quality of teaching is very good throughout the school. Teachers create a very purposeful learning environment to which pupils respond with enthusiasm. They know the pupils very well and provide stimulating instruction and challenges which are effective in promoting high levels of attainment. All staff value pupils as individuals and help to develop their confidence.
- The headteacher provides excellent leadership through her vision and determination. She works closely with her colleagues to give the school clear direction and is well supported by the governors.
- The curriculum for children under five and at both key stages is well planned to provide a very good framework for developing pupils' learning.
- Adults have a very caring and supportive approach to pupils which encourages their very good attitudes to learning. Pupils are proud of their school and relationships and behaviour are very good. Above all, pupils have a high degree of respect for the feelings and beliefs of others.
- The school is very good at developing pupils' understanding of spiritual, moral, social and cultural issues.
- The school has very good links with parents. They are welcomed into the school and encouraged to play an important part in extending their children's learning.

What could be improved

- Observing and evaluating the effectiveness of teaching in order to develop good practice even further.
- Reviewing and defining the objectives of the programme by which governors monitor teaching and learning in the school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1995 and judged not to provide a satisfactory quality of education. Many recommendations were made in the report, all of which have been implemented. Teachers' planning is of high quality and focuses on developing pupils' skills and knowledge. The National Curriculum is taught in full in all subjects. The roles of subject co-ordinators have been properly established and schemes of work agreed and introduced. These ensure that the curriculum is well balanced and develops pupils' learning as they progress through the school. Planning is properly monitored and teachers use a number of indicators in order to evaluate the effectiveness of teaching. The teaching and learning of children under five are broad and balanced across all the desirable learning outcomes. Full use is made of all available resources to raise standards.

STANDARDS

Pupils' attainments by the end of Key Stage 1 and Year 3 are well above expectations in writing, mathematics and science and above expectations in reading. In religious education pupils attain levels which exceed the expectations of the locally agreed syllabus. In information and communication technology they achieve results which are in line with national expectations. On entry to the school children's skills are broadly average. By the age of five they achieve levels in their personal and social development and in their knowledge of mathematics which are above expectations. In all other areas of learning pupils achieve levels which are appropriate for their age. Pupils' attainment has improved significantly since the last inspection when attainment was unsatisfactory in most subjects. They attain standards in art, design and technology, geography and music which exceed national expectations and attain appropriate levels in history and physical education. The number of pupils in each year group is too small for reliable comparisons to be made with national figures so no table of results is included.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic and value the supportive and friendly atmosphere of the school.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Pupils willingly take responsibilities within the school and are learning to work independently. Relationships are very good and pupils are very sensitive towards the feelings of others.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching has improved dramatically since the last inspection. Of all the lessons seen 59 per cent were judged to be very good, 36 per cent were judged good and one lesson was judged to be satisfactory. Teachers are very good at creating an encouraging and supportive atmosphere in which pupils develop confidence and are keen to contribute to their learning. Literacy and numeracy are taught well and teachers are very good at extending and reinforcing pupils' writing skills in all areas of the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a broad and balanced curriculum for children under five and for pupils at both key stages. The planning is very good and provides a secure framework for the good quality of teaching.
Provision for pupils with special educational needs	Pupils are identified well and given a good level of support where necessary.
Provision for pupils' personal development, including spiritual,	The staff are very good role models and develop pupils' understanding of spiritual, moral, social and cultural issues most effectively. Teaching gives pupils a clear insight into the lifestyle

moral, social and cultural development	and beliefs of other cultures.
How well the school cares for its pupils	Staff know the pupils very well and provide them with very good support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with clear direction. She works closely with all staff, who have a shared commitment to improving pupils' attainments and the quality of education.
How well the appropriate authority fulfils its responsibilities	The governors fulfil their responsibilities well. They have assumed a much more active role since the last inspection and have plans to review their effectiveness in the near future. This will include their programme of monitoring teaching and learning.
The school's evaluation of its performance	The headteacher, staff and governors have clear procedures by which they assess the school's achievements and use the information effectively to plan developments.
The strategic use of resources	The school makes good use of its resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Eight parents attended a meeting held before the inspection and there were 19 replies (68 per cent of those sent out) to a questionnaire distributed to all parents.

What pleases parents most	What parents would like to see improved
Their children like school. Pupils make good progress and are expected to work hard and do their best. Behaviour is good. Teaching is good and helps children become mature and responsible. The school is well led and managed. Parents are well informed about their children's progress. Parents feel comfortable about approaching the school with questions and comments.	None.

Inspectors agree with parents' positive comments.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' attainments by the end of Key Stage 1 and Year 3 are above expectations in English and well above expectations in mathematics and science. In religious education pupils attain levels which exceed the expectations of the locally agreed syllabus. In information and communication technology they achieve results which are in line with national expectations. In all other subjects pupils attain levels which are in line with or better than those expected from pupils of their age.
2. Pupils' attainment has improved significantly since the last inspection when attainment was unsatisfactory in most subjects. Major improvements in the organisation of the curriculum have provided the framework for teaching which is now generally of very good quality. The headteacher, confirmed in her post since the last inspection, has provided clear leadership and directed a very effective programme of developments. These have resulted in the adoption of the national literacy and numeracy frameworks and approved schemes of work in all subjects where they are available.
3. The number of pupils in each year group is too small for reliable comparisons to be made with national figures. With a very small base number there are inevitably wide variations in the percentage of pupils attaining nationally expected levels. However, in tests and assessments in 1999 at the end of Key Stage 1 pupils achieved levels in reading which were in line with the national average, levels in writing which were well above average and levels in mathematics which were above average. In comparison with those in similar schools pupils' results were very high in writing and well above average in reading and mathematics. Pupils' attainments in science were very high in assessments at Key Stage 1. These results conform closely to the levels observed among current pupils during the inspection.
4. Pupils' results have improved steadily over the last four years, although in 1998 they were significantly weaker, with a very small cohort containing many pupils on the register of special educational needs. At the time of the inspection there were no pupils on the register of special educational needs but those who needed individual support were given tasks to help their understanding and progress and make satisfactory progress. Higher attaining pupils achieve results in tests and assessments which are well above average. Those with particular gifts progress well and are given appropriate challenges to extend their learning. There are no pupils from ethnic minorities and there are no significant variations in attainment between boys and girls.
5. By the age of five children attain levels which exceed the desirable learning outcomes¹ in their personal and social development and in their knowledge of mathematics. They benefit from very good teaching and from working alongside older pupils in several activities. In all other areas of learning they attain the levels expected of them. Pupils enter the school with levels of attainment which are broadly average and they progress well in the reception year.
6. Pupils' attainment in literacy is above average both at the end of Key Stage 1 and by the end of Year 3. Pupils enjoy reading and regularly read in school and at home. They have a good knowledge of how to use the library and how to obtain information from reference books. Pupils' writing skills are often well above expectation and they practice their skills regularly in literacy lessons and in other areas of the curriculum. They produce well-expressed accounts of the Christmas story, write their own poems in a variety of forms and describe historical events and visits. Pupils acquire a wide vocabulary which they are confident to use both in speaking and in writing.

¹ Desirable learning outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills. These will be replaced with the Early Learning Goals in September 2000.

7. Pupils attain good standards in numeracy which are well above those expected nationally both at Key Stage 1 and in Year 3. They develop good skills in all areas of the subject. They carry out calculations accurately in the four rules and have a good understanding of shape, space and measurement. They apply their knowledge well to activities in science, design and technology and geography. Older pupils are competent at handling data and compile graphs with the aid of computers.
8. By the end of Key Stage 1 and Year 3 pupils achieve levels in science which are well above expectations. The quality of learning at Key Stage 1 is very good and pupils' observational and investigational skills are well developed. By the end of Years 2 and 3 pupils have a very good understanding of the conditions needed for growing plants and of how different habitats affect animals and plants.
9. Pupils attain levels in information and communication technology which are in line with expectations at both Key Stage 1 and in Year 3. Even young pupils are confident about using the computer and have a basic understanding of how to select icons and give instructions through the keyboard or mouse. By the end of Key Stage 1 pupils have a sound range of skills in word-processing, using graphics and processing data to produce charts and graphs. Pupils have a good understanding of how to use computers for communication and are competent at control technology. Their experience of using computers for research is limited at the moment. New equipment will shortly be installed which will improve opportunities to develop their knowledge in this area. They maintain a good level of progress in all years.
10. In religious education pupils attain levels which exceed those expected in the locally agreed syllabus. They know about the major Christian festivals as well as the festivals and beliefs of other religions such as Sikhism, Hinduism and Judaism. Through their lessons and their attendance at collective worship they have a growing awareness of God and of what people consider as special. Pupils understand that they have responsibilities to others and must respect the rules and beliefs of others within their community.
11. Pupils' attainment exceeds national expectations in art, design and technology, geography and music. They attain levels in line with expectations in history and physical education. The levels of attainment have improved significantly since the last inspection when pupils attained standards which were barely satisfactory or unsatisfactory in all subjects except music. In art pupils develop a range of skills and have a good appreciation of the work of artists. In design and technology pupils design and make a range of articles and are good at evaluating their work and processes. They have a good knowledge of their own locality and compare it with other parts of the world in geography. In music pupils sing tunefully and perform well using a variety of instruments. They listen to music and talk willingly about elements which they like.

Pupils' attitudes, values and personal development

12. The attitudes, behaviour and personal development of the children are very good and have improved significantly since the previous inspection. Parents greatly appreciate the values and standards that the school promotes. They state that their children love coming to school and want to come to school even at weekends. Other parents gave examples of how their children on transfer from other schools quickly settled in and have made very good progress.
13. Pupils arrive at school punctually and are greeted by a member of the staff. This helps create the sense of an extended family where each child feels valued. Pupils go happily into class and settle quickly. Before registration they are usefully engaged in activities such as quiet reading, revising spellings or speaking to their teachers. Staff are consistent in expecting a high standard of behaviour from pupils and they respond well to this. This has a very positive impact on setting their overall attitude to learning.
14. Teachers create a calm and purposeful atmosphere in the school. This promotes a high standard of behaviour, although there are occasional instances of inattention in class from certain pupils.

Teachers know the personalities of every pupil well and work with them effectively to help them understand and adopt the levels of application expected. Pupils are proud of their school and keep their classrooms neat and tidy. During playtime, despite the natural exuberance of the children, relationships between genders and age groups are very good. No signs of aggressive or anti-social behaviour were observed. They share play resources happily using skipping ropes to play 'horses' with squeals of delight. No pupil has ever been excluded from the school.

15. The personal development of the children is very good. Teachers involve pupils in their learning and encourage them to make choices and decisions independently. Each child in turn takes responsibility to help in a number of ways, such as leading their class into assembly, shutting doors or operating the tape recorder. All staff provide excellent role models and there is a high degree of mutual respect. As a result pupils are confident and articulate with adults. They are courteous and respectful towards each other and towards visitors. Teachers are effective in developing pupils' positive attitudes to one another and the wider community. They promote family values in assemblies, encourage pupils to be aware of those less fortunate than themselves and develop their understanding of multi-cultural issues.
16. Levels of attendance are satisfactory. With a small number on roll one pupil's poor attendance has a significant impact on the percentage levels recorded but nearly all pupils attend regularly.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is very good. Fifty-nine per cent of all the lessons observed were judged to be very good, which is a very high figure. One lesson was judged to be satisfactory and all the others were judged to be good. Teaching has improved immensely since the last inspection when three-quarters of lessons were unsatisfactory or poor. The teaching of children under five and at Key Stage 1 was generally poor in the last inspection and is now generally very good. At Key Stage 2 the lessons observed in the last inspection were often poor. In this inspection half were judged to be very good and the remainder were good.
18. The underlying strength of teaching arises from the very good relationships which teachers have with their pupils. They create a very encouraging atmosphere in which pupils develop confidence and are keen to contribute to their learning. All pupils are clearly valued and in mixed-age classes even the youngest are given ample opportunities to make their comments and observations. Teachers respect pupils' opinions and are good at developing a sense of partnership with them. They explain lesson objectives clearly and encourage discussion of how these might be achieved. They talk with pupils about how they can improve their work and agree targets with them. In both classes pupils learn to organise and file their own work into folders and take pride in displaying and discussing it.
19. Teachers generate a clear sense of purpose in their classes which motivates pupils splendidly. No time is lost in settling down to work and the classroom and resources are well organised and stimulating. Teachers harness pupils' energy very well and share their excitement in discovery. Set to look up words in dictionaries older pupils showed tremendous enthusiasm for locating combinations of vowels. Exclamations of delight greeted the discovery of 'aardvark' and 'aerofoil'! The teacher directed and controlled the session with confidence and drew on the contributions of lower attaining pupils as well as higher achievers. In a lesson checking on e-mails received there was a high level of interest as pupils read about the Pacific island on which one correspondent lived. Their anticipation as the printer reproduced a photograph could not have been much greater had the machine been about to produce the island itself.
20. Teachers are generally very good at stimulating discussion and obtaining ideas from pupils. In nearly all lessons the standard of questioning is very high and well differentiated to promote the thinking of pupils of all abilities. Pupils' good attainments in speaking and listening are testimony to the effectiveness of teaching. In most lessons teachers strike a very good balance between exposition, questioning and activities. However, teaching is less effective in the few sessions where pupils are not given sufficient opportunity to ask and answer questions in a way which helps them to reinforce their learning.

21. Teachers plan very well and are particularly good at developing pupils' learning across all subject areas wherever appropriate. Religious education, history and geography skills were well developed in a literacy session looking at a book about St Francis. Pupils discussed the moral aspects of his story, identified when and where he lived and observed the way the account was written. Teachers use a standard format for planning which details medium- and short-term objectives and includes appropriate references to assessing pupils' progress and evaluating the effectiveness of lessons.
22. Teachers develop pupils' literacy skills well. They incorporate extended writing activities into literacy sessions on a four-weekly cycle. These enable pupils to look in detail at topics such as poetry or the story of Rumpelstiltskin, learn new vocabulary and apply it in their own writing. Teaching makes extensive use of books which support pupils' learning in all subjects. In addition, they require pupils to write for a range of purposes in all subjects. Pupils record their activities in science, describe aspects studied in history and geography and have written in detail about the Christmas story. In their planning teachers identify the words which they want pupils to learn. They focus on them effectively in lessons in order to develop pupils' vocabulary in both spoken and written activities. Younger pupils learn letter sounds both through saying them and repeating actions. Under their teacher's guidance they perform these with evident pleasure and a sense of achievement.
23. Teachers extend pupils' numeracy skills very well. They organise well-paced daily mathematics sessions and ensure that pupils apply their knowledge of number in many other subject areas. They measure accurately in design and technology as well as exploring space and shape. In science they sort data and produce graphs showing people's food preferences. In geography they compare temperatures recorded in Fahrenheit and Celsius. Teachers have a very secure subject knowledge. They plan lessons thoroughly to ensure that within the mixed-age classes tasks give an appropriate challenge to pupils with different levels of understanding. Homework tasks are set regularly to consolidate and extend the learning of older children.
24. The atmosphere of respect and trust which teachers create is generally very effective at encouraging pupils to work independently. However, there are a few occasions when pupils misuse this freedom. Set a task to complete on their own a group of pupils were easily distracted and made only moderate progress. The teacher clearly expressed her disappointment at this behaviour. In the same class children under five were very reliable in selecting the right equipment and clothes for art. In the older class pupils generally work well in pairs and groups and learn to share resources fairly. In the main teachers manage pupils very well and are obtaining very good behaviour. This is particularly evident in the way in which pupils make relevant and sensitive contributions to discussions both in class and in assemblies.
25. Teachers' knowledge and understanding of their subjects are generally very good. In information and communication technology they are confident in using the current computers and incorporate pupils' learning into a number of subject areas. Pupils are regularly encouraged to write pieces in English using word-processing software and they compile graphs and charts in mathematics.
26. There is good use of specialist teaching, support staff and volunteers. The use of specialist teaching in music throughout the school has a very positive impact on the quality of pupils' learning. Teachers work very effectively with the classroom support assistant, who provides valuable assistance in literacy and other subjects. Her contribution to the learning of pupils in literacy sessions is sensitive and clearly focused. With the youngest pupils she provides a very important stimulus to their learning, particularly in their physical and language development. In the mixed-age class the learning of children under five is never less than satisfactory but areas of language are often less well developed when children are working on their own. Good use is made of

visits out of school to extend pupils' understanding of history, science, religious education and geography topics.

27. Teachers carry out informal assessments regularly and augment these by objective tests. They maintain appropriate records of their observations and assessments and communicate very effectively with each other. They make good use of homework assignments to extend pupils' learning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

28. The curriculum opportunities offered to pupils are broad and balanced. The school provides a very good curriculum that meets all National Curriculum requirements, together with religious, health and sex education. The curriculum promotes the pupils' personal, social and physical development very effectively. Children under five benefit from an appropriate curriculum which is well planned according to the six areas of learning and enables them to achieve the desirable learning outcomes by the age of five.
29. The quality of the curriculum has improved greatly since the previous inspection. Policies and schemes of work are in place for all subjects of the National Curriculum and the curriculum for religious education meets the requirements of the locally agreed syllabus. The planning is thorough and provides a very effective framework by which pupils extend their learning in all subjects. Teachers, acting as co-ordinators, monitor planning to ensure that all areas and attainment targets are covered. Pupils' work is carefully scrutinised across the school. However, there are few opportunities for teachers to monitor teaching across the curriculum except in literacy and numeracy.
30. A sound level of extra-curricular provision enriches the curriculum. The school has provided the pupils with a wide range of trips and visits which help to stimulate their learning. Older pupils have an annual weekend residential visit to a nearby centre where they practice computer skills and experience a range of outdoor activities. Pupils have visited Norwich Cathedral, Cromer lighthouse and pier and Sea Palling. The school makes good provision for the arts through drama, dance and music and pupils take part in productions for parents and friends in the community. At present, the school is unable to offer after-school clubs.
31. The school makes effective provision to ensure that all pupils have equal access to the whole curriculum. The ancillary staff support pupils well in ensuring this equality of access within lessons and teachers ensure that equal attention is given to all pupils in lessons.
32. The school has successfully implemented the national literacy strategy and national numeracy strategy. Pupils develop their skills very well. They learn and consolidate skills in daily literacy and numeracy hours and apply their knowledge across the curriculum, especially in science, geography, history, design technology, religious education and music.
33. The school makes good provision for pupils with special educational needs. It has a very clear policy which complies fully with the Code of Practice². At the time of the inspection there were no pupils on the special needs register and no pupils were disapplied from the National Curriculum. A scrutiny of previous records shows that where appropriate pupils have been set targets in their individual education plans and the Code of Practice has been fully implemented.
34. Links with the local community are very good. For example, there are strong links with all local churches. The Anglican, Methodist and Baptist ministers are frequent visitors to school. Pupils gain a growing awareness of the needs of others and enjoy delivering the Harvest produce to the

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

elderly of the community in a wheelbarrow. Two members of the village community regularly play the piano in school assemblies and in preparation for concerts or the Christmas Nativity. Arrangements for receiving new pupils into reception from playschool and for the transfer of pupils from Year 3 to middle school are very good. Induction procedures are well established and there is effective sharing of information.

35. The promotion of pupils' spiritual, moral, social and cultural development is very good and there has been much improvement since the previous inspection, especially in the area of multi-cultural education. This is promoted well through discussing other faiths and cultures in religious education lessons and assemblies. Teachers give pupils a further insight through the stories which they use in class and make available in the library.
36. Assemblies develop pupils' spiritual and moral awareness well. Opportunities are provided to enable pupils to experience spiritual feelings provided by well-chosen stories from the Bible that emphasise how God cares for them. They consider the importance of homes to animals and people and also have valuable opportunities to consider moral dilemmas. In religious education lessons pupils reflect on what they have learned about the stories of Moses, the Creation and the 'Feeding of the Five Thousand'. Further opportunities for spiritual development occur through the religious education programme and in the day-to-day life of the school, especially in music, art and literature.
37. The school gives pupils very good guidance on moral and social issues. Teachers give them a clear understanding of right and wrong and encourage them to behave thoughtfully with one another in lessons and around the school. Circle time is planned to enable pupils to raise moral issues and debate them. Older pupils help younger ones at breaktimes and lunchtimes and carry out assigned tasks around the school, which helps maintain the caring family atmosphere. They respond very well during breaks and dinner times by playing amicably together and showing politeness to lunchtime supervisors. Pupils are given opportunities to show initiative, for example in using the library. Residential experiences for pupils in Years 2 and 3 enhance their social awareness. Field trips, for example to How Hill and the meeting with Eric the Marshman enable pupils to meet and mix with adults other than their teachers.
38. The provision for cultural development is very good. Pupils study their own and other cultures through literature, geography, history, music and art. They study Hindu decorations, Punjabi letters and numbers and dance to Indian music. They look at Ancient Roman and Egyptian art as well as modern European painters. They listen to a range of stories which reflect life in other continents and the beliefs of other faiths. They enjoy learning about other parts of the world through the e-mails which they send and receive.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Since the last inspection the school has improved in the overall care of the pupils. The Health and Safety issues raised in the last report have all been addressed. Parents express their appreciation of the quality of care which the children receive.
40. Procedures to promote child protection are very good. The headteacher is the designated member of staff and is conversant with locally agreed procedures. Staff know the children and their families extremely well in this small school and the headteacher is confident that any concerns would be noticed immediately. There are sufficient members of staff trained in first aid. Procedures to record accidents are carried out effectively and equipment is frequently checked.
41. The governing body, together with the local authority, has tackled health and safety issues well. Risk assessment is frequently carried out and properly recorded. All records of maintenance checks, such as portable electrical equipment, are in place. However, two minor areas of weakness were identified. There was no padlock to the gate leading to the 'Calor Gas' compound. Also the main entrance gate was left open, albeit for a short time, during the lunch play period whilst heavy food utensils were taken from school to a car. This procedure represents a risk..
42. Procedures for promoting and monitoring attendance are good. The registers are checked every week for accuracy and any concerns are dealt with by the headteacher. In the very few instances

of concern parents are spoken to or letters sent to remind them of their obligations. The Education Welfare Officer visits regularly. A recent experiment to reward a class for 100 per cent attendance for one week proved a positive incentive.

43. Procedures for monitoring and promoting behaviour are very good. The school policy is clear and implemented consistently well. In appropriate cases parents are involved at an early stage to plan strategies to deal with any problem. Pupils clearly understand the limits of bad behaviour and readily conform to the high expectations laid down. They care for each other well. Parents are very happy with the standards of behaviour evident throughout the school. Bullying or aggressive behaviour are very rare and were certainly not observed during the inspection. All the staff are vigilant and prepared to act should the occasion demand. Racial disharmony is not an issue at this school
44. Monitoring and assessment of pupils' personal development are very good. On a rota basis children perform various tasks suitable to their age and ability such as helping with assemblies and taking registers to the office. The tasks are recorded in their personal files where teachers also note significant details of pupils' development.
45. Constant monitoring and assessment throughout the school support academic progress very well. Teachers check on pupils' progress through observations, questioning and tests. In reading and mathematics standardised tests are used regularly to indicate pupils' development against age-related expectations. Teachers use this information to identify pupils with special educational needs and to set targets for each individual. These are discussed and agreed with pupils and their parents. Teachers monitor and record pupils' progress towards these targets. They record in detail what individual pupils have covered and understood in all core and some foundation subjects. Teachers make very good use of their observations of pupils' progress when they are planning lessons. They have a clear understanding of where pupils need challenging and where they need to reinforce skills in order to gain confidence.
46. Procedures are in place for the thorough monitoring and recording of any child with special education needs. The school conforms to the established Codes of Practice. For those children whose ability is higher than average very good systems are in place to meet the challenge. The curriculum is extended within school and through the use of homework. Homework is used very effectively in raising the levels of attainment for all the children.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Links with parents are very good and have greatly improved since the last inspection. Although this is a small school where teachers and parents know each other well, the staff have made a conscious effort to develop an open-door policy. This has effectively promoted contact with parents since the last inspection.
48. The school has raised and promoted its profile within the community through regular newsletters and by obtaining coverage in the local press. It is developing closer ties with local churches and supporting community visits. It welcomes villagers into school for activities such as talking to pupils and helping with music at assembly. Pupils perform nativity plays for the community and sing for the elderly residents in a nearby home.
49. The school has a structured system of visits to local attractions, linked to the curriculum, for which parents' help is enlisted. Many parents respond willingly. Some of these trips remind the children of their heritage, such as seeing reeds being cut in the Broads. Other trips include visits to the city of Norwich and the seashore and are linked to developing pupils' learning in a number of subject areas.
50. Recently the school has been active in developing a Mother and Toddler group, as well as a more formal playgroup. These are held in the school hall. The playgroup has a structured curriculum linked to the desirable learning outcomes, which has been developed with the school's early years co-ordinator. Both groups liaise very closely with the early years co-ordinator to ensure that pupils make a smooth transition from those groups into school at the appropriate age. The systems for monitoring and recording assessment and progress are in place but are not yet fully implemented.

51. With relatively small numbers the level of support from parents within the school is limited. Where there is support, such as with reading, it has a positive impact on pupils' attainment. Homework is set and well supported by parents. This has a positive effect in helping to raise the levels of pupils' attainment. The school has held workshops to help parents understand the initiatives in literacy and numeracy, which have been well supported by parents.
52. There is no formal parent teacher association but parents help in raising money informally, as they did through a recent sponsored walk. Money raised goes towards providing extra resources to benefit the pupils' education.
53. Routine information supplied to the parents is of high quality and keeps them fully informed of school events. Newsletters include the curriculum areas being taught. The School Prospectus is both informative and meets the 1999 requirements. However, the Governors' Annual Report to Parents does not meet the 1999 requirements. Information concerning the facilities offered for disabled people is missing. There are regular parents' evenings which allow them to discuss and evaluate their children's progress. The annual progress reports are very detailed and include targets for the forthcoming year. There is a comprehensive package of information provided for parents of potential pupils which encourages them to visit the school. Many parents praised the school for the induction system.
54. Parents of pupils with special educational needs are included in reviews of their progress. Parents whose children are potentially high achievers benefit from discussions which help to meet their needs in a structured and balanced way.
55. Due to the small numbers on roll there is no opportunity for inter-sports activities. However, the school does have a sports day in the summer term which parents support with enthusiasm.
56. The headteacher is part of a cluster group of other headteachers and this encourages the discussion and exchange of ideas. It has also furthered the commitment to raising the standards in the school by developing new ideas.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The school benefits from the excellent leadership of the headteacher, which has sustained through a difficult period of necessary change and improvement. Through her own personal determination and commitment she is a highly respected example to her colleagues. She has worked closely and very effectively with the staff team and has made enormous improvements in the quality of education and pupils' attainment since the last inspection. The school is well supported by governors who have undergone extensive training and are active in monitoring the school and its achievements. Parents are highly appreciative of the education which the school currently offers and unanimous in their agreement that the school is well led and managed. All connected with the school contribute to creating the very positive atmosphere which helps significantly to develop pupils' confidence and their high levels of attainment.
58. At the last inspection several deficiencies were noted in management and administration. These arose largely from the many changes in headteacher which had occurred in the months prior to the inspection. The many recommendations made in the last report have all been fully implemented. It is a reflection of the high quality of current management that the school has taken the appropriate action to progress from a very low point in 1995 to the point where it has achieved widespread recognition for its improvements. The school now meets its declared aims and offers a very good quality of education.
59. At the last inspection the role of the subject co-ordinators was insufficiently developed. Currently, all teachers make an effective contribution to managing appropriate areas of the curriculum. Responsibilities are well distributed among the three teachers and through their individual and collective contributions they have developed a very good curriculum which is well planned and presented. All teachers take part in monitoring their subjects and provide good support for one another. A programme for observing teaching has been agreed and recently introduced. This is at

an early stage and teachers are adjusting to the process and reviewing how to make it effective. As yet, there is no established system for evaluating and improving the effectiveness of teaching.

60. At the last inspection the monitoring of pupils' attainment was unsatisfactory. Currently, teachers assess pupils' progress regularly and maintain detailed records in all the core subjects. Setting individual targets, which are shared with pupils and discussed with parents, augments these assessments. By analysing pupils' progress towards these targets and their attainment in standardised tests teachers check on the effectiveness of their teaching. The information is used well to identify areas for development, which are discussed and included in the school development plan.
61. The governors keep themselves well informed about the school and fully meet their responsibilities. At the last inspection the governors had not established ways of judging the school's success. As a result of a training programme, which nearly all the current governors have attended, they are much more aware of their responsibilities and of how to measure the school's performance. They have a clear idea of the school's strengths and weaknesses and are properly involved in preparing and reviewing progress on the school development plan. They meet regularly as a whole body and in separate working parties. A proposal to evaluate the effectiveness of the working parties has not yet been carried out and remains an area for development. However, meetings of the governors are properly minuted and include reports from the working parties.
62. Governors have been active in extending their understanding of the curriculum. They have recently instituted a programme of visiting the school and observing lessons. Most have been profitably involved in this which gives them a valuable insight into classroom practice. However, the objectives of the programme are not clearly defined and the procedures are due to be reviewed. Importantly, governors have not yet agreed the sources of data and the indices which they can safely use for measuring the effectiveness of teaching.
63. The school is effective in setting detailed budgets which reflect the areas for development identified in the school management plan. It takes full advantage of all available funding to help it maintain staffing levels and improve the quality of education. Grants for staff training and pupils on the special educational needs register are properly accounted for. Until very recently the headteacher has identified the development needs of all staff through regular professional interviews. These have been maintained on an informal basis in the current year and training programmes reflect the needs of individuals as well as the school. The governors' working party on finance meets regularly and properly fulfils its responsibilities.
64. Financial administration is good. The school makes proper use of its learning resources and applies best value principles to purchases and service contracts. While the quantity and quality of computer equipment are adequate the school is about to receive new equipment which will have a positive impact on pupils' learning. In all subjects resources are satisfactory and well used. Teaching staff are well deployed and the school is reviewing the deployment of support staff to ensure that their time is used most efficiently. The school makes good use of visits and visitors, which has a significant impact on maintaining the quality of education. It makes good use of its limited accommodation, which is well organised and maintained to create a stimulating learning environment. The small hall limits physical education activities but this is compensated for by good sporting facilities outside, where the school also effectively develops pupils' understanding of conservation issues.
65. Inevitably with a very small school the unit costs are high. However, taking into account the progress which pupils make in the school, the very good quality of teaching and the quality of education offered, the school represents sound value for money. This represents a significant improvement since the last inspection when the school was judged to be providing poor value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to maintain and improve the very good standards in the school the governors, headteacher and staff should:

- improve systems for exchanging good practice in teaching
 - by agreeing procedures for observing, evaluating and discussing the effectiveness of lessons;
 - by encouraging professional dialogue through exploring opportunities to exchange visits and observations with other schools;

(Paragraph 59)

- define the objectives of the governors' recently introduced programme for classroom observation and agree the procedures by which they monitor the curriculum, teaching and learning.

(Paragraph 62)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	59	36	5	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y3

Number of pupils on the school's roll (FTE for part-time pupils)	28.5
Number of full-time pupils eligible for free school meals	14

Special educational needs

YR – Y3

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	0

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	7.5
National comparative data	5.9

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	3	5	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	5	5	5
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	100 (33)	100 (66)	100 (66)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	5	5	5
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	100 (66)	100 (50)	100 (66)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	31
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	14:1
Average class size	15

Education support staff: YR – Y3

Total number of education support staff	1
Total aggregate hours worked per week	14.5

FTE means full-time equivalent

Financial information

Financial year	1998-99
	£
Total income	96,217
Total expenditure	90,397
Expenditure per pupil	4,488
Balance brought forward from previous year	7,300
Balance carried forward to next year	13,120

Results of the survey of parents and carers

Questionnaire return rate 67.8%

Number of questionnaires sent out	28
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	74	26	0	0	0
My child gets the right amount of work to do at home.	28	66	0	6	0
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	79	21	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	69	26	5	0	0
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	78	22	0	0	0
The school provides an interesting range of activities outside lessons.	47	41	12	0	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. Children under five receive a very good start to their education. The school admits children into the reception class at the beginning of the term after they are four. Most children have had pre-school experience before starting school and there are good links between the school and its playgroup. Very good progress has been made since the last inspection and all children settle down quickly and clearly enjoy coming to school. At the time of the inspection four of the 12 pupils were still under five.
68. Most children enter the reception class with broadly average skills. They make a very good start and their progress is good in all areas of learning. It is very good in personal and social development and mathematics. By the age of five most children achieve the expected levels in language and literacy, knowledge and understanding of the world and physical and creative development. They exceed the desirable learning outcomes expected of five year olds in personal and social education and mathematics.

Personal and social development

69. Children make very good progress and exceed expectations for their age in most lessons. They settle quickly into school routines and benefit from the friendly and secure environment. Behaviour and attitudes are very good and children respond very well to instructions. They are confident and form very good relationships with adults and one another. They take turns to speak in discussions and use equipment sensibly. They take opportunities to use their initiative and work independently. For example, they weigh their own ingredients in a mathematics lesson and paint and mix colour independently during creative work. They develop very good work habits such as helping to tidy away or lining up quietly. Co-operative play in the café area is good as a result of the high quality of staff support. Relationships are very good and the children begin to concentrate for longer periods of time, maintaining good progress throughout.

Language and literacy

70. Children make good progress and attain the desirable learning outcomes by the time they are five. Language and literacy skills are developed well through the literacy hour and other opportunities such as group work and sharing sessions at the end of activities. Teaching is very good with wellplanned activities and clear objectives. Teachers have high expectations of children's attainments and behaviour and maintain a brisk pace which holds their interest. The teacher makes very good use of questions to encourage a response, for example 'Did the King want clocks?' in a literacy lesson which featured the book 'The King's Socks'. Children listen attentively to one another and are keen to respond. They enjoy listening to stories such as 'The Three Little Pigs' and are using letter sounds to identify simple words. They enjoy looking at books and understand how books are organised. They are beginning to understand that print conveys meaning. Books are taken home regularly to share with parents and children are able to differentiate between pictures and text. They recognise and write their own names, trace over letters and words and copy write. They enjoy dressing up and acting out roles such as 'Cinderella and those Ugly Sisters'.

Mathematics

71. Children make very good progress and exceed expectations for their age by the time they are five. They successfully count to 10 and beyond and recognise shapes such as triangles, squares, rectangles and circles. Most children write and sequence numbers to 10 accurately. By the age of five they can match, sort and organise sets of objects in a variety of ways. Higher attaining children understand simple addition with numbers and all children use mathematical language well, for example 'higher', 'lower', 'more' and 'less'. The teacher has a very secure subject knowledge and sets appropriate and challenging targets for the children.

Knowledge and understanding of the world

72. Children make good progress and attain the desirable learning outcomes by the time they are five. Teaching is very good and activities are well matched to the children's interests and abilities. They talk about their families, pets and the story of Moses. They understand the differences between light and shade and enjoy re-enacting the story of the 'Three Little Pigs' with the puppets in science. They use construction apparatus to make homes and are developing the use of information technology to support their learning. They confidently use the space bar, 'enter', 'delete' and direction keys on the computer and can write their names. They enjoy listening to the tape recorder and watching videos.

Physical development

73. Children of all abilities make good progress and by the time they reach their fifth birthday they reach the expected levels for the age group. Activities are carefully planned to systematically develop their skills. They have regular access to the school hall. Children practice physical activities such as pushing, climbing and sliding. They show an increasing awareness of space, move confidently and are well co-ordinated. Children handle scissors, glue, pencils and paintbrushes successfully and their cutting and sticking skills are developing well.

Creative development

74. Children make good progress overall and attain the desirable learning outcomes by the time they are five years old. Teaching is very good and children learn about colour, pattern and texture. They enjoy expressing their own ideas in painting and respond imaginatively to music. They follow instructions well and learn to handle simple percussion instruments correctly in music lessons. They create a good range of models such as palaces and interesting fruit and vegetable prints.

Teaching

75. The quality of teaching is very good overall. High expectations of children's learning and behaviour ensure a purposeful learning environment. This has a very positive impact on children's progress. The class teacher and assistant have a very good understanding of the ways in which very young children learn and talk with them very naturally in a way which encourages their enthusiastic response. They work very well together and plan activities for the under-fives very thoroughly. Planning is based on very good day-to-day assessments of what the children know, understand and can do. There is a very good balance between activities directed by adults and opportunities for the children to choose for themselves. By the time children reach statutory school age they are well prepared to move into the National Curriculum.
76. Very good use is made of time and resources and the classrooms are bright, stimulating and interesting. The teacher and support assistant make very good use of praise and encouragement and relationships are very good. Children gain in confidence and self-esteem and this helps their learning. Homework is used well to support children's work in school. There are strong links with parents which help them to feel confident about their children's education. All adults provide very good role models and this makes a significant contribution to the children's personal and social development.

ENGLISH

77. Pupils' overall attainment is above average, both at the end of Key Stage 1 and by the end of Year 3. In tests and assessments at the end of Key Stage 1 in 1999 pupils attained levels in reading which were in line with those achieved nationally and well above those achieved in similar schools. In writing they attained levels well above the national average and very high in comparison with those in similar schools. In speaking and listening pupils attained very high levels against the national average. Test results show that over the last four years there has been good progress overall with particularly good progress in writing and sound progress in reading. Observations of current pupils indicate that they are now achieving significantly better results than they did at the time of

the last inspection when attainment was mainly unsatisfactory. At Key Stage 2 pupils achieve levels which are well above expectations in writing and above expectations in reading, speaking and listening. The school has effective guidelines for literacy based on the National Literacy Strategy, which are now having a positive effect on pupils' language skills.

78. By the end of Key Stage 1 and at Key Stage 2 pupils' attainment in speaking and listening is above expectations. Pupils enter the school with skills which are often below average and they make good progress by the end of Year 3. They speak clearly and are eager to take part in discussions in class lessons and assemblies. In an assembly on family values pupils confidently described their own families and one likened a close family to a bunch of grapes. They listen with interest to their teachers, ask relevant questions and comment perceptively on texts which they read together. In following a story about St Francis receiving instructions from God to rebuild a church a pupil observed that he would have expected God to say "Please". In a religious education lesson pupils reflected sensitively on each other's comments and took turns to explain why and when they felt sad. Good questioning by teachers ensures that all pupils are drawn into the subjects being studied and are given very good opportunities to contribute their own ideas. They express their thoughts with a good range of vocabulary. They benefit enormously from the friendly and encouraging atmosphere which teachers create in the small classes.
79. Pupils' standards in reading are above expectations at both key stages. All enjoy reading and regularly take books home. Teachers make extensive use of books to extend pupils' learning in both literacy lessons and in other subjects such as religious education, science, geography and history. Younger pupils recognise a good range of letter sounds and higher attaining pupils have an extensive knowledge of whole words. They identify words within words like 'birth' and 'day' within 'birthday', 'ring' within 'bring' and 'sent' within 'present'. Many suggest appropriate rhymes arising out of their reading of "The King's Socks". Older pupils discuss with interest and enthusiasm what they read. They read expressively and sound out new words with skill. Pupils read from a variety of reading schemes and teachers give them clear guidance to select books appropriate to their needs. Teachers monitor pupils' progress very carefully and as a result higher attaining pupils at both key stages are reading at levels which are well above average. Lower attaining pupils are well supported and heard reading regularly by their teachers, class assistants and parents. Pupils know the difference between fiction and non-fiction and confidently find books in the library. They know where subjects are located on the shelves and are experienced at using the contents and index to carry out research. Older pupils define the uses of these sections well and explain how a glossary can help their understanding of technical terms. By the end of Key Stage 1 all pupils have a good understanding of the alphabet and write it accurately on the computer with the vowels highlighted in colour. They apply their knowledge well when locating words in dictionaries and most are good at recognising vowel combinations to ensure accurate spellings.
80. In writing pupils achieve levels which are well above expectations at the end of Key Stage 1 and Year 3 and make very good progress. Younger pupils copy sentences and create their own simple accounts of things they have done. By Year 1 pupils know that sentences begin with capital letters and end with full stops. Most of them write short, accurate sentences to record their visit to Norwich Cathedral. Pupils of all ages practise their handwriting regularly and are developing a clear joined-up style. Pupils in Year 3 write for a range of purposes and are adapting their style of writing for different audiences. They use adjectives well in descriptive passages with phrases such as "hot, bubbling lava" and describing aliens as "slippery, gaseous and slinky". They write well-constructed accounts of the Christmas story, identify the language used in different versions of nursery rhymes and write about historical figures such as Grace Darling and Guy Fawkes. They write up recipes and produce effective poetry in different forms such as alliterative poems and haikus. Pupils observe correct punctuation including speech marks, question and exclamation marks and apostrophes. The standard of spelling is good and reinforced by regular dictations linked to words which they learn weekly.
81. Pupils are generally very enthusiastic in their approach to work. In an activity where older pupils searched for words in dictionaries there was much excitement as they discovered which combinations of vowels commonly appeared and which did not. Pupils had good basic reading skills which enabled them to extend their learning and contribute to compiling a simple frequency

table. Although younger pupils are good at working together under supervision, they do sometimes become distracted when working on their own.

82. The quality of teaching is mostly very good. Teachers plan lessons well and strike an excellent balance between discussions and activities. They manage time very well and have a very secure subject knowledge. They ask searching questions which help to focus pupils' attention, extend the learning of pupils of all ability levels and enable them to check on how well they are progressing. In the younger class pupils' understanding of letter sounds is cleverly reinforced by routines which combine sounds and actions. Pupils thoroughly enjoy performing these at school and practise them with their parents for homework. Teachers develop the literacy skills of older pupils through a well-managed cycle of extended writing activities. The imaginative range of tasks is linked to their learning in other subjects such as history and science and leads to the production of class books in which pupils include a contents and index as well as using computers to illustrate and print their work. Pupils make good use of information and communication technology to extend their learning in both classes.

MATHEMATICS

83. Pupils at Key Stage 1 attain standards which are well above those expected nationally. Standards are maintained in Year 3 and are well above expectations. This is a significant improvement since the last inspection when attainment was in line with national expectations. With small cohorts there can be wide variations in attainment and comparisons with national averages are unreliable. Attainment has been variable over the last four years with stronger levels evident in 1997 and 1999. In 1999 attainment was above the national average and well above the levels achieved in similar schools.
84. The school has successfully implemented the numeracy initiative. Pupils have full access to the whole curriculum and receive a well-balanced experience of all aspects of the subject. The youngest pupils learn to count and sequence numbers. They add and subtract numbers of increasing size and perform simple addition, subtraction, multiplication and division calculations. They learn to use the appropriate language and gain experience in weighing and measuring. Year 1 pupils understand symmetry and produce simple bar charts based on collected data. Provision is made for practical mathematics throughout Key Stage 1. Pupils in Year 2 have a very good understanding of position and direction and understand that angle is a measurement of turn. They recognise time and use information technology to construct simple graphs. Pupils count in tens, hundreds and thousands and are acquiring a very good understanding of place value.
85. By Year 3 most pupils are competent in the four rules of number and with long multiplication. They calculate area, perimeter and volume and measure length and capacity accurately. In data handling pupils collect information about the weather and record their results. They are familiar with pie-charts, bar charts and line graphs. Pupils use and apply their knowledge in well-managed practical activities. They listen very attentively to instructions, sustain concentration well and have very good attitudes to learning. They respond well to challenging and extended investigative work linked to research on their favourite foods in design technology.
86. The quality of teaching is very good at Key Stage 1 and in Year 3. Teachers have very secure subject knowledge. They plan thoroughly with clear objectives and use time and resources particularly well. They support pupils of all ability levels to ensure that they make very good progress by the time they reach Key Stage 2. Higher attaining pupils have suitable tasks that challenge and extend them. Support staff are well deployed to support the learning of younger and less able pupils. Teachers set appropriate homework tasks to consolidate and extend the skills of older children. Teachers' day-to-day assessment is consistent and used well to inform planning. In a very good lesson with Year 2 and Year 3 teachers' good questions made pupils think carefully and took their learning forward. 'What happens if I cut this into four?' asked the teacher, 'Is it a fair share for everybody?'
87. The co-ordinator has introduced very good procedures for assessing pupils' progress. There is regular use of standardised and other test material. Teachers set regular targets for year groups and mark pupils' work carefully. The co-ordinator has provided very clear direction for this subject

and has been very active in implementing the numeracy initiative and supporting her colleagues. Planning and learning are monitored regularly.

SCIENCE

88. By the end of Key Stage 1 and Year 3 pupils are achieving levels which are well above expectations. At Key Stage 1 teacher assessment indicates that standards in 1999 are well above average in comparison with those in all schools and similar schools. These standards are maintained in Year 3. Standards have risen since the previous inspection when attainment was judged to be unsatisfactory. The co-ordinator provides very good leadership and opportunities for experimental, environmental and investigative work have improved significantly. The quality of learning is very good at Key Stage 1 and pupils' observation and investigational skills are well developed.
89. By the end of Key Stage 1 pupils have a very good understanding of electric circuits. They design and make bedroom lights and a flashing lighthouse and use switches in their models. Pupils in Years 2 and 3 have a very good understanding of the conditions needed for growing plants, for example when they grow sunflowers from seeds. They have a very good understanding of how the pond, tree and hedge change over time and how different habitats affect animals and plants. They distinguish living from non-living things, name the parts of a flower and have a clear understanding of the differences between manufactured and natural materials. Pupils enter Key Stage 1 with a sound knowledge and understanding of the world. Reception and Year 1 pupils understand that the photocopier uses light to take a picture of their hands. They understand the importance of light as they retell the story of the 'Three Little Pigs' with their shadow puppets.
90. The quality of teaching seen during the inspection was good overall. Resources are prepared well in advance of lessons and used safely. Where teaching is very good, planning is of a high quality, objectives are clear, the pace of the lesson is brisk and the task is matched well to the pupils' ability. The youngest pupils squeal with delight as the wolf shadow puppet says 'Little pig, little pig, let me come in'. The teacher makes skilful use of questions to take the pupils' learning forward. For example, 'Why are we looking at a shadow on the small screen?' This results in very good gains in learning and pupils understand how the shapes blot out the light. Pupils are managed very well and teachers monitor pupils' understanding closely to help them plan future lessons and activities.

ART

91. Pupils' attainment exceeds national expectations and they make good progress throughout the school. Standards have risen since the last inspection when attainment was judged to be broadly in line with national expectations. Teaching now makes good use of resources and ensures that pupils can express themselves freely and observe the work of artists.
92. Younger pupils know how to mix paint in order to produce the shades which they want. They have good brush control, follow shapes and apply paint carefully. Pupils use clay well, making simple plaques linked to their work on houses. They use a variety of methods to create different textures and take pleasure in experimenting and explaining their techniques. Pupils look at the work of famous artists such as Constable and Cézanne in order to develop their ideas and language. They willingly describe elements which they like in paintings. They develop an appreciation of different ways of personal decoration by studying Hindu hand painting. Pupils in Years 2 and 3 acquire a good range of skills in two- and three-dimensional activities. They work imaginatively in producing pictures which arise from the study of the work of Paul Klee and the title "Still Music". They have a good sense of colour and tone and create an appropriate mood in their work by creating exactly the shades which they want. They extend their vocabulary by looking at and discussing the work of artists. They talked freely about the colours and shapes in Paul Klee's painting and used their knowledge of mathematical terms to describe abstract patterns. They develop good modelling skills using papier mâché in creating three-dimensional fishes for display and in making islands linked to their work in geography.
93. Although little direct teaching took place during the inspection its quality is good. Teachers plan very carefully and while focussing on extending pupils' skills across all aspects of the subject they

link learning very effectively to other areas of the curriculum. Younger pupils learn to match colour and improve their brush control within a mathematics activity where they are learning to sequence shapes and colours. Pupils develop their observation skills in recording aspects which they have studied such as local houses in history and islands in geography. They look at Roman, Egyptian and Christian art and illustrate stories heard in religious education. Pupils extend painting and making skills in design and technology. They apply an appropriate finish to articles such as puppets, which younger pupils used in their study of light. In all activities teachers promote pupils' speaking and listening skills very well through well-led and lively discussions and good questioning, which makes pupils reflect and express themselves accurately. Teachers make good use of local exhibitions and displays within the school to stimulate pupils' interest and focus their attention on completing work to a good standard.

DESIGN AND TECHNOLOGY

94. Pupils' attainment is above expectations by the end of Key Stage 1 and Year 3. There has been good improvement since the previous inspection when standards were described as unsatisfactory throughout the school. At both key stages careful attention is paid to planning and evaluation of the work. During the inspection one lesson was observed in Key Stage 1. In order to gain additional evidence of pupils' work photographs and displays were scrutinised and discussions were held with pupils.
95. Key Stage 1 pupils successfully increase their skills of measuring, cutting, shaping and gluing a wide range of materials. The reception and Year 1 pupils make an interesting range of model houses using various joining techniques. They make cards with leaves and design and make appetising fruit salads. Pupils in Year 2 make candle holders from salt dough and decorate them with wax and glitter. They design and make an interesting range of vehicles with rubber bands between moving axles. This enables them to be wound up and move forward. Pupils in Years 2 and 3 create colourful Mexican 'trees of life' out of papier mâché and design and make imaginative islands. Some pupils create a robot which growls when he is cross. Ideas are communicated effectively through clearly labelled drawings and pupils are competent at making their models. Earlier skills are built upon successfully as pupils make good progress throughout Key Stage 1 and into Key Stage 2 both in lessons and over longer periods of time. Pupils use paper, recycled materials and textiles to make models. Pupils with special educational needs are supported well during lessons, where necessary and they make good progress.
96. Since the previous inspection a policy and scheme of work have been fully implemented and very good leadership has been provided by the co-ordinator. She has supported staff well by providing ideas to enable the subject to be integrated into termly planning and offering advice on the scheme of work. Changes made have resulted in good progress since the previous inspection.
97. The quality of teaching is good at both key stages. Teachers' expectations are high and work is matched well to pupils' abilities. The planning is thorough and the management of pupils is good. Pupils are encouraged to select suitable materials. For example, pupils in Year 2 design and make an amusing clown face out of a range of salad food, while pupils in Year 3 design and make a leaflet on healthy eating and use information technology well to make pictograms and bar charts relating to their favourite foods. Where teaching is good lessons are clearly introduced and well planned with excellent preparation of resources. Learning is good throughout the school. All the pupils are improving their skills and techniques in design and making. Teaching and learning are monitored by checking on planning and scrutinising pupils' work. However, there are no opportunities for the co-ordinator to monitor teaching. Work is displayed attractively in classrooms and around the school and pupils take a pride in their work. They behave very well, are interested and try hard to succeed.

GEOGRAPHY

98. No lessons took place during the inspection. Judgements are therefore based upon discussions with pupils, samples of pupils' previous work, teachers' planning and displays. No judgement was made about pupils' attainment at the last inspection because there was insufficient evidence and therefore it is not possible to make a judgement about an improvement in standards.

99. Pupils attain standards which are above expectations by the end of Key Stage 1. Pupils in Year 2 can identify the British Isles, continents, the equator, the North Pole and South Pole and the Arctic and Antarctic circles on an outline map. Mapping skills develop well. The pupils are curious about where they live and make valid comparisons with other places. Literacy and numeracy skills are used well and weather observations are recorded accurately. Pupils know that a thermometer measures temperature and the seasons of the year are known and understood. The younger pupils in reception and Year 1 look at houses around the village and can identify detached and semi-detached houses and bungalows. They can accurately identify tiled and thatched roofs and the different types of materials used in the buildings. Barnaby Bear is helping pupils to understand the location of Hull, London and Hickling. He delights the pupils by sending them photographs and postcards from the places he is visiting.
100. Standards are above national expectations in Year 3. Skills, knowledge and understanding are extended well. Older pupils effectively compare their locality with the Wake Islands in the South Pacific and can explain the differences between hot and cold climates. Pupils have been sending out and receiving Email messages from various parts of the world, including Alaska and Australia. They identify continents correctly and confidently use a key in map work to correctly locate rivers, deserts, oceans and continents. They have set up a weather station successfully and record their findings, using effective information technology and literacy and numeracy skills.
101. Knowledge is built systematically through the school. Teaching is good at all stages and learning takes place within a well-planned curriculum. This is shown by the quality of work in books and files. There are good opportunities for pupils to research for themselves and this represents an improvement since the previous inspection. Most pupils experience a well-structured programme in geography that builds knowledge and skills systematically, resulting in good progress. The subject is managed successfully by the co-ordinator, who monitors planning and pupils' work but not the teaching of the subject.

HISTORY

102. Pupils attain levels appropriate for their age at Key Stage 1 and by the end of Year 3. During the inspection no lessons took place and judgements are based on discussions with pupils and teachers and a scrutiny of pupils' work and teachers' plans. Attainment is better than at the time of the last inspection when pupils' skills were underdeveloped. The current curriculum is well planned and teaching effectively extends pupils' learning.
103. Pupils develop a satisfactory understanding of chronology through studying the history of their own families, homes and toys as well as famous people and events. They respond enthusiastically to the evidence of history in their school and the local community and teaching makes good use of this level of interest. The millennium celebrations have underlined the way that time is calculated and have given pupils an awareness of the passage of time. Younger pupils have observed how toys have changed over time. They know the differences in the materials which have been used and have developed a good sense of then and now. Older pupils locate people and events such as St Francis and the birth of St Valentine accurately on a time-line. Teaching is good at linking pupils' learning to other subject areas such as geography, religious education and art. Pupils are competent at finding information from the library and locating references in books. They understand some of the sources for historical evidence such as artefacts and pictures. Pupils develop their literacy skills well in writing their own short accounts of the lives of famous people such as Grace Darling and Mahatma Gandhi.
104. Teaching is very well planned in both classes and meets the requirements of the National Curriculum at both Key Stages 1 and 2. Lessons draw on a range of resources but information and communication technology as a research tool is not yet available on the current equipment. Opportunities are well organised to link the development of pupils' historical skills with other subjects. In looking at the sources of light in science younger pupils observe how old lanterns were used before electricity. Older pupils locate on a world map where Gandhi lived in both South Africa and India. Pupils' literacy skills are very well developed through reading and writing about the subject and there are well-managed discussion sessions to extend their speaking and listening skills. Teachers make good use of the QCA guidelines to plan their areas of study and evaluate the effectiveness of their teaching appropriately.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. At both key stages pupils' attainment and progress are in line with expectations. The standards which they achieve are considerably better than those reported at the time of the last inspection when attainment was unsatisfactory. Current planning of the curriculum is comprehensive and teaching is highly effective. Pupils have regular access to computers and are developing their knowledge and skills well.
106. Younger pupils have a good level of keyboard control and are confident about using computers independently. They use a word bank to write sentences in a range of fonts and print out their work themselves. They have good mouse skills and recognise and select icons successfully in order to give the computer instructions. They enjoy creating pictures using graphics programs. Older pupils create their own pictures and link this work to making cards in design and technology. They make extensive use of computers in writing and incorporate illustrations in their finished articles. During the inspection pupils were very excited about exchanging e-mails with contacts around the world. This was a valuable experience in helping them understand the effectiveness of communication technology as well as developing their writing and reading skills and learning about locations and different climates in geography. Pupils use computers to compile charts and graphs in mathematics and develop their skills in control technology through the use of an on-screen robot.
107. Pupils have a very sensible and independent approach to using computers. They use equipment carefully and follow instructions well. They willingly seek help from teachers and one another and work in pairs and groups effectively. Teachers are secure in their own knowledge of how to use the current hardware and clearly understand the skills which they want pupils to develop. They assess and record pupils' progress well. They make good use of the QCA guidelines to plan work that ensures that pupils develop their knowledge throughout the subject. They make good use of opportunities to develop pupils' learning in all areas of the curriculum. They are aware of the limitations of the current hardware in retrieving information and are shortly to take delivery of new machines with which to extend this aspect. The action plan, which the school has agreed and costed, is comprehensive and includes an appropriate programme for developing staff skills to make optimum use of new machines.

MUSIC

108. Pupils' attainment is above expectations by the end of Key Stage 1 and Year 3. Good standards have been successfully maintained since the previous inspection. At present pupils' achievements in music are above what would be expected by the end of Key Stage 1 and standards are above national expectations by the end of Year 3.
109. At Key Stage 1 singing is tuneful and expressive as pupils sing 'Number 1' to the tune of 'This Old Man'. By Year 2 and Year 3 pupils have a good sense of rhythm and an appropriate regard for the accordion accompaniment. They listen carefully and all have a good sense of performance and enjoy opportunities to make music. They listen carefully to the drum, shakers, woodblocks and glockenspiel groups' rhythmical performances and are appreciative of the skills of others. In Key Stage 1 they recognise and copy increasingly complex rhythms. They listen to music and comment upon it, reflecting on the instrumentation when singing. They sustain accurate pitch and rhythm. They listen to music from the story of Moses and enjoy singing 'I'm playing with the big boys now'. Literacy skills are extended well as pupils practise the rhythm of works in vocal and rhythmic work. Pupils in Key Stage 1 and Year 3 are taught to read notation using symbols and all pupils know and use appropriate musical vocabulary. They learn to handle and use percussion instruments with increasing effectiveness. Pupils in Years 2 and 3 attend the North Norfolk Music Festival and perform songs learnt in music lessons. This term they will gain a sense of performance as they perform with other schools at an event called 'New Millennium Heroes'.
110. The quality of teaching is very good and is taken by a specialist. Lessons taken by the specialist teacher are of a very high quality. Lessons are well prepared with well chosen songs and opportunities for singing, percussion work, composition, listening and appraising. Teachers have high expectations of standards and behaviour. Planning is very effective and teacher resources

are well deployed. Pupils are suitably challenged and there is a brisk pace to the lessons. Very good use is made of the specialist teacher for whole-school music sessions and a recorder session for pupils in Year 3. The music co-ordinator leads the subject very well and pupils work willingly and with enjoyment.

PHYSICAL EDUCATION

111. Pupils make sound progress in all areas of the subject and attain levels which are in line with national expectations by the end of Key Stage 1 and Year 3. Standards have improved since the last inspection. There is improved safety in the hall and better use of resources. Teaching follows an agreed scheme of work which develops pupils' skills across all the areas of the subject required in the National Curriculum. Pupils have regular sessions of gymnastics, dance and games. Pupils at both Key Stages 1 and 2 annually receive 10 sessions of instruction in swimming, which is in accordance with the school's agreed policy. Given the amount of sea and inland water which lies close to the school this is an appropriate use of teaching time and helps towards maintaining pupils' safety. Older pupils, most of whom attend the annual residential weekend held for pupils in Years 2 and 3, experience outdoor activities such as rock-climbing and simulated caving.
112. During the inspection only two lessons took place and judgements are augmented by a scrutiny of plans and discussions with teachers. Younger pupils are confident in using equipment, which they help to set up themselves under teachers' supervision. They work safely with an awareness of space and take turns sensibly. Pupils develop a good sense of balance and co-ordination and they are beginning to create sequences of movements on the floor and equipment. They listen well to instructions and respond to suggestions for improving their posture and methods of movement. Older pupils eagerly participate in dance sessions and perform with evident enjoyment. They respond well to the mood of the music and move with a good sense of rhythm. Teaching made good use of a piece of recorded Indian music linked to a narrated story which also suggests characters which pupils can portray. Pupils are particularly good at producing the body shapes, haughty expressions, and the style and pace of movements suggested on the tape. Pupils of all ages willingly demonstrate their ideas when asked to perform.
113. Teachers have a sound subject knowledge and incorporate regular reminders for pupils to work safely in the limited space available in the hall. They include warming-up sessions at the beginning of lessons but do not always allow time for full cooling-down procedures. They balance well the amount of time between instruction and activities and have established good routines for changing and working in the hall, which pupils clearly respect. Teachers encourage pupils to observe one another, which they do with interest. However, they do not always give them opportunities to evaluate and comment on each other's achievements in order to focus pupils' attention on ways of improving attainment. The indoor space in the hall is just adequate and the school makes maximum use of it and the satisfactory level of resources available. The teaching programme compensates for the indoor space by making good use of the outdoor facilities. An annual athletics event provides pupils with some experience of competitive sport.

RELIGIOUS EDUCATION

114. Two lessons were observed during the inspection and a judgement on standards has been reached after talking to pupils, observing planning and teaching, viewing displays and scrutinising pupils' work. Evidence indicates that standards have improved since the previous inspection and are above those expected in the locally agreed syllabus for religious education at the end of Key Stage 1 and by Year 3.
115. Pupils in Key Stage 1 are introduced to Christianity through simple stories about Jesus and the story of Moses. They know about the major Christian festivals and learn about festivals in other religions. Through their lessons and their attendance at collective worship they have a growing awareness of God. They learn about baptism and visit local churches such as the Anglican Church, where the vicar talks to pupils about this ceremony. Pupils learn about Islamic experiences when they visit Norwich and dress up and act like monks when they visit Norwich cathedral. They make attractive Easter gardens for the Anglican church at Easter and participate in the school nativity play held at the local Methodist chapel. Pupils are encouraged to support

and care for each other and listen to religious stories about people such as St Francis of Assisi, identifying successfully how important it is to care for others.

116. In Year 3 this work is built on and developed. Pupils gain a good understanding of the life of Jesus and his ministry. They learn about important people from the Old Testament. They build up a clear picture of the story of Joseph and think carefully about the sequence of events and the colourful cloak he wore. Very good links are made with other areas of the curriculum such as designing and making Joseph a coat of many colours. They know and recognise the main festivals and symbols of Christianity and other important religions. They have a good understanding of Sikhism and the beliefs of Jews and Muslims. Pupils name important characters and explain the Christian traditions of the Nativity and Easter. Pupils discuss the importance of prayer and reflect on how they feel when they are sad in their lessons. All of them use their literacy skills to very good effect.
117. Since the last inspection opportunities for spiritual development have been identified more regularly. Reflection is encouraged through drama, music, science and prayer, such as when pupils gasped in wonder when re-enacting the story of the 'Three Little Pigs' with shadow puppets; 'Look at the wicked wolf!' As pupils move through the school they make very good progress, not only in their knowledge and understanding of Christianity but also in the wider sphere of other major religions. The older pupils have a mature sensitivity to similarities and differences in worship practices. Work is carefully matched to pupils' educational needs and they make very good progress. Attitudes to learning are very positive and pupils listen attentively and make valuable contributions to discussions. They are very willing to make suggestions and put forward their ideas, as one pupil in Year 1 said, 'Moses was able to turn water into blood'.
118. The quality of teaching is very good. In a very good reception and Year 1 lesson based on the story of Moses effective use is made of the video to recap on Moses story. Planning is of a high quality and objectives are clear. Effective use of questions helps to take the pupils learning forward. As a result pupils have very good gains in learning. They can sequence the story, explain how Moses and Rameses felt when they were naughty and why the baby floated down the river. Resources are very carefully prepared, enabling pupils to extend their knowledge and understanding. The main strengths are the high quality of resources and experiences provided by the school. Very good links are made with other areas of the curriculum and effective use is made of literacy skills and information technology to enhance pupils' learning.