

INSPECTION REPORT

Hillside Avenue Primary School

Thorpe St Andrew
Norwich

LEA area: Norfolk

Unique Reference Number: 120858

Headteacher: Mr A Clark

Reporting inspector: S R Fisher
19849

Dates of inspection: 20 - 23 September 1999

Under OFSTED contract number: 707597

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

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Information about the school

Type of school	Primary
Type of control	Local Authority
Age range of pupils	4 - 11
Gender of pupils	Mixed
School address	Hillside Avenue Thorpe St Andrew Norwich NR7 0QW
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Lamble
Date of the previous inspection:	February 1996

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
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Christine Laverock, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Brian Cash, Team Inspector	English Information technology Physical education	Efficiency of the school
Susan Metcalfe, Team Inspector	Religious education Special educational needs Under-fives	Curriculum and assessment
John Hardy, Team Inspector	Art Geography Equal opportunities	Staffing, accommodation and learning resources
Mervyn Ward, Team Inspector	Mathematics Design and technology History	Spiritual, moral, social and cultural development

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Main findings

What the school does well

- The school achieves good standards in mathematics and science by the end of Key Stage 2
- The quality of teaching is good
- Provision for children under five is good
- Relationships throughout the school are very good
- Pupils' attitudes and behaviour are good and their personal development is very good
- Provision for pupils' moral, social and cultural development is good
- The school's partnership with parents and the local community is very good
- The school provides a very good range of well attended extra-curricular activities

Where the school has weaknesses

- I. There is no formal programme of monitoring teaching and the work of the school by the headteacher
- II. The monitoring of curriculum planning and pupils' work is not effective enough in raising standards
- III. Standards in information technology are unsatisfactory in Key Stage 1 and very unsatisfactory in Key Stage 2
- IV. The role of curriculum co-ordinators is under-developed
- V. The school day is not organised in such a way that sufficient time is devoted to each subject
- VI. There are significant deficiencies in the quality of the accommodation

The weaknesses are outweighed by what the school does well but they will form the basis of the governors' action plan which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has made a number of improvements since the last inspection but progress in dealing with the key issues of the last inspection has been unsatisfactory. The main improvements are that standards in mathematics and science have risen steadily amongst pupils of all levels of ability by the end of Key Stage 2. The quality of teaching has improved, particularly of children under five and in Key Stage 2, where the majority of teaching is good. The overall quality of curriculum planning has improved, though it is not organised in such a way that sufficient time is devoted to all subjects. The subject co-ordinators for English, mathematics and science monitor planning and meet regularly with key stage and individual colleagues to advise and assist them. However, there are no established criteria or structures setting out how the quality of teaching and pupils' learning will be directly and systematically monitored to enable the headteacher and school to focus upon and evaluate what is working well and what is not, and to help ensure that policies and standards are consistently applied within and across year groups. Provision for staff development has improved. However, there is an imbalance in the distribution of curriculum responsibilities. Three teachers have no special responsibilities whereas six teachers have multiple roles. There is no teacher appraisal scheme. Registration procedures are still not correct. The school is in a satisfactory position to be able to improve.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	
			<i>well below average</i>	E
English	B	C		
Mathematics	A	C		
Science	A	C		

The information shows, for example, that standards in English in 1998 were above the national average and in line with the standards achieved in similar schools. In the 1998 national tests for seven year olds, standards in reading and mathematics were in line with the average when compared with all schools. Standards were well above average in writing. In Key Stage 1, pupils make satisfactory progress in reading and writing, mathematics and science. In Key Stage 2, pupils make satisfactory progress in English and good progress in mathematics and science. Standards in information technology are below expectations by the end of Key Stage 1 and well below expectations by the end of Key Stage 2 and pupils make little progress in this subject. Standards in religious education are in line with the expectations of the locally agreed syllabus by the end of each key stage. Children under five make good progress.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	good	satisfactory	satisfactory
Mathematics	good	satisfactory	good
Science		satisfactory	satisfactory
Information technology		unsatisfactory	unsatisfactory
Religious education		good	satisfactory
Other subjects	good	satisfactory	good

The quality of teaching is good overall. In 47 per cent of lessons teaching is good and in nine per cent it is very good. Teaching is unsatisfactory in seven per cent of lessons.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good throughout the school.
Attendance	Levels of attendance are satisfactory. Pupils are very punctual.
Ethos*	The school has a good ethos and relationships are very good.
Leadership and management	Satisfactory overall. The support and monitoring of teaching and curriculum development are unsatisfactory.
Curriculum	The curriculum is broad and balanced, with the exception of provision for information technology. Provision for children under five is good. There is very good provision for extra-curricular activities.
Pupils with special educational needs	Provision for these pupils is satisfactory and they make satisfactory progress.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual development is satisfactory. Provision for their cultural development is good and for their moral and social development it is very good.
Staffing, resources and accommodation	There is no teacher appraisal system in place. There are many deficiencies in the accommodation, although the nursery accommodation is good.
Value for money	Taking all the above factors into account, the school provides satisfactory value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>VII. Staff are approachable and helpful</p> <p>VIII. The attitudes and values promoted by the school</p> <p>IX. The standards of behaviour achieved and the quality of relationships between pupils</p> <p>X. The school provides a range of extra-curricular activities</p>	<p>XI. Some parents would like more that is to be taught</p> <p>XII. Some parents feel that their</p> <p>XIII. Some parents feel that some of the e too small</p> <p>XIV. Some parents feel that the 'mobile'</p> <p>XV. Parents are not happy that their</p>

Many parents expressed a range of opinions at the meeting before the inspection and in letters sent to the registered inspector. The main points are summarised above and include the responses from the questionnaires.

Inspection judgements support parents' positive views. Some teachers provide helpful information each term about what is to be taught but this practice is not established throughout the school. The school has not made its homework policy clear to parents. Some of the classrooms and the dining room are too small for the number of pupils using them. 'Mobile' classrooms are well maintained internally but do not have safety skirting around their outside bases. The outside toilet building is kept very clean but it is unsatisfactory that pupils should need to use such facilities, particularly in cold and wet weather.

Key issues for action

In order to improve the quality of education provided, the governing body should:

- XVI. ensure that the priorities in the school management plan are costed, linked to precise timescales and include procedures for monitoring, evaluating and reporting on progress towards agreed targets (see paragraphs 61, 62, 64, 70, 75 and 77);
- XVII. ensure that the headteacher receives training in the management of school improvement and agree and implement a system of monitoring and evaluating the work of the school by the headteacher, including the quality of teaching, to ensure the effective delivery of all curriculum policies (see paragraphs 6, 13, 23, 26, 29, 30, 34, 46, 61-3, 67, 124-5, 141 and 157).

The school should:

- XVIII. raise standards in information technology by ensuring that pupils in Key Stages 1 and 2 have regular opportunities to use information technology across the curriculum and that they develop their computer skills in a clearly structured way as they move through the school (see paragraphs 13, 63, 72, 78 and 119-125)
- XIX. review and revise the allocation of curriculum responsibilities and the roles of the curriculum co-ordinators, including the special educational needs co-ordinator, to ensure that each
 - i) has a sufficiently clear overview of the curriculum for their subject;
 - ii) effectively monitors planning, policy and the quality of learning in their subject (see paragraphs 34, 65, 69, 77, 102, 111, 118, 146 and 152);
- XX. organise the school day in such a way that for pupils in Key Stages 1 and 2 there is sufficient time devoted to each subject of the National Curriculum and religious education (see paragraphs 33, 67, 74, 124 and 131);
- XXI. take steps to ensure that:
 - i) the accommodation is safe, adequate for the number of pupils and allows the curriculum to be taught effectively;
 - ii) the school's procedures promote health and safety (see paragraphs 53, 71, 73, 78, 92, 136 and 142).

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- XXII. Meet statutory requirements by introducing a formal teacher appraisal system (see paragraphs 66, 70 and 77)
- XXIII. Make better use of assessment to inform planning and teaching (see paragraphs 31, 37 and 41)
- XXIV. Provide all parents with clearer information about what is taught and what homework pupils are expected to do in each year group (see paragraphs 31, 56-7 and 59)

XXV. Meet statutory requirements by improving the governors' annual report to parents and the school brochure and by keeping proper attendance records (see paragraphs 47, 66 and 70).

Introduction

Characteristics of the school

1. Hillside Avenue Primary School is in the parish of Thorpe St Andrew, on the eastern edge of the city of Norwich. The school is much bigger than the average primary school and the number of pupils on roll has increased significantly since 1992. It has 478 full-time pupils arranged in 16 classes, and 52 children who attend the nursery class for either a morning or an afternoon each school day. The school is situated in a residential area and most of the housing is owner-occupied. Two thirds of the pupils live in the immediate vicinity of the school, with most of the rest living in a recently established housing development to the east of the parish. The standard number for admissions to the school is 50, though this is being exceeded and puts a strain on the school's accommodation and resources. The admission policy is that children are admitted to the nursery class at the beginning of the year in which they become four years old. Almost all children transfer from the nursery to one of the reception classes. Attainment amongst children on entry to reception is average in reading, mathematics and personal and social development and below average in writing. At the time of the inspection, 80, that is almost all of the reception children, were four years old. Four per cent of pupils are from ethnic minorities a figure that is slightly above the average for primary schools. Fewer than one per cent of pupils come from homes where English is not the first spoken language, a figure that is broadly average for primary schools. Ten per cent of pupils are eligible for free school meals, a figure that is broadly average.
2. There are 87 pupils on the school's special educational needs register. Fifty six are at Stages 1 and 2 and 31 are at Stages 3 to 5 of the Code of Practice¹. Nine pupils have statements of special educational need. The percentage of pupils identified as having special educational needs is in line with the national average
3. Included in the school's aims and values are that it sets out to provide a safe, challenging and caring environment for all and to encourage every member of the school community to strive for quality in all endeavours.
4. The school management plan covers the period from 1999 to 2000. It includes whole school targets for improving pupils' numeracy and literacy skills.

¹ 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.

4. Key indicators

Attainment at Key Stage 1²

Number of registered pupils in final year of Key Stage 1
for the latest reporting year:

Year	Boys	Girls	Total
1998	28	27	55

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	24	27	25
	Girls	25	25	22
	Total	49	52	47
Percentage at NC Level 2 or above	School	89 (80)	95 (78)	85 (86)
	National	80 (80)	81 (80)	85 (84)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	28	26	28
	Girls	27	24	27
	Total	55	50	55
Percentage at NC Level 2 or above	School	100 (86)	91 (86)	100 (92)
	National	81 (80)	85 (84)	86 (85)

Attainment at Key Stage 2³

Number of registered pupils in final year of Key Stage 2
for the latest reporting year:

Year	Boys	Girls	Total
1998	19	26	45

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	12	16
	Girls	20	17	19
	Total	30	29	35
Percentage at NC Level 4 or above	School	67 (60)	64 (68)	78 (70)
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	9	13	14
	Girls	20	21	20
	Total	29	34	34
Percentage at NC Level 4 or above	School	64 (62)	76 (68)	76 (64)
	National	65 (44)	71 (50)	76 (61)

² Percentages in parentheses refer to the year before the latest reporting year

³ Percentages in parentheses refer to the year before the latest reporting year

4. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	6.0
	National comparative	5.7
Unauthorised absence	School	0.1
	National comparative	0.5

4. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

4. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	9
Satisfactory or better	93
Less than satisfactory	7

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

4. Attainment and progress

5. National Curriculum test results for pupils at the end of Key Stage 2 in 1998 revealed that standards were well above the national averages in mathematics and science and above average in English. When compared with similar schools, standards were in line with the averages in English, mathematics and science. Since the last inspection, standards in mathematics and science have improved steadily in both key stages and remained constant in English. Inspectors' judgements about standards for the current Year 6 are that standards are above average in mathematics and science and average in English. The differences between the 1998 test results and inspection judgements are explained by the fact that inspection judgements are based on the attainment of the current Year 6, which at the time of the inspection, had only just begun their final year in the school. National test results for pupils at the end of Key Stage 1 in 1998 revealed that standards were well above the national average in writing and average in reading and mathematics. When compared with similar schools, standards in writing were above average and well below average in reading and mathematics. Inspectors' judgements for the current Year 2 are that standards are average in reading, writing and mathematics. There are a number of reasons for this disparity, including the fact that inspection judgements are based on a different cohort of pupils. Also, inspection evidence indicates that whilst the National Literacy Strategy has had many positive benefits on teaching and learning in English, opportunities for extended writing in the school in Key Stage 1 have been reduced. This has had a detrimental effect upon standards recently achieved in the end of Key Stage 1 writing test. The school has set suitably challenging targets for raising standards of attainment in English and mathematics by the end of Key Stage 2 for the year 2002. Since the beginning of the Autumn Term 1998, planning and teaching in English has been based on the National Literacy Strategy and this is beginning to have a positive impact on attainment and progress in both key stages. The school began to implement the National Numeracy Strategy at the beginning of the Autumn Term 1999. Pupils make good progress in mathematics and science and satisfactory progress in English in both key stages. Since the last inspection, there has been little change in standards in English in either key stage. In mathematics and science, standards in both key stages have improved since the last inspection. Targets have been set for the percentage of pupils at the end of Key Stage 2 reaching National Curriculum Level 4 and above by the year 2000 for mathematics and by the year 2002 for English.
6. There are differences in the standards achieved by boys and girls. In the 1999 Key Stage 2 national tests, girls performed considerably better than boys in English and better than boys did in mathematics and science. In the 1999 Key Stage 1 national tests, the standards achieved by girls are higher than those achieved by boys in reading and writing. There is no evidence of significant variation in attainment between pupils of different ethnicity or background. The school's assessment and test results data is analysed by gender but not by ethnicity or background.
7. When they enter the school in the nursery at aged three or into reception in the

academic year in which they become five, the children bring a range of social and early learning skills. Not all the children who attend the nursery go on into the main school, neither do all the children in the reception classes come from the school nursery. Many of the children coming into the school have attended a pre-school playgroup or nursery. Attainment on entry to the nursery is generally below that which would be expected for children of similar ages but after a year of making good progress these children attain appropriate levels upon entry to the reception classes. The attainment of children on entry to reception is below average in writing and average in reading, mathematics and personal and social development. Pupils under five make good progress and attainment at five is good in personal and social development, language and literacy and creative development. Attainment at five is average in mathematics, knowledge and understanding of the world and physical development.

8. Attainment in speaking and listening is in line with national expectations at the end of each key stage and pupils make satisfactory progress. By the end of Key Stage 1, most pupils listen attentively to their teachers and answer questions willingly. By the end of Key Stage 2, pupils are more confident and use their skills in speaking and listening well. Pupils talk about topic work with enthusiasm and clearly express their likes and dislikes. Pupils listen well to other pupils' views and are keen to put forward their own opinions.
9. Standards in reading are in line with the national averages by the end of each key stage and pupils make satisfactory progress. Pupils in Key Stage 1 read accurately and confidently. They understand the structure of text and talk informatively about title, illustrations, characters and plots of books. Most pupils understand the difference between a fiction and a non-fiction book and are confident about using the contents or index to locate information. By the end of Key Stage 2, most pupils read accurately and have a good understanding of what they have read. Many pupils have effective strategies for recognising new words but the less able have difficulty in identifying ways in which more difficult words may be broken down so they can understand them. Pupils develop appropriate research skills. Many are confident in using books to locate information and use the Dewey system without hesitation. Overall, there is a very positive attitude to books and pupils talk enthusiastically about their favourite authors and stories.
10. Standards in writing are in line with the national averages at the end of each key stage and pupils make satisfactory progress. By the end of Key Stage 1, pupils write for a wide variety of purposes and are assured writers growing in experience and fluency. They write in sentences, showing consistent use of capital letters and full stops, with higher attaining pupils having some knowledge of speech, question and exclamation marks. Not all pupils write cursively and whilst writing in handwriting books is usually well formed, other written work such as on work sheets, is sometimes untidy. Opportunities for extended writing are limited and whilst pupils recognise that stories require a beginning, middle and end, most stories are short. By the end of Key Stage 2, pupils write in a wide variety of styles using pen and handwriting is joined and legible. They draft, redraft and revise and proof read in collaboration with other pupils. They have a sound understanding of grammar such as prefixes and suffixes, active and passive verbs and the derivation of certain words such as bungalow and yacht. Standard spellings are generally accurate and pupils have good dictionary skills. They are more discriminate about using a range of punctuation and structure lengthy narratives logically.

11. In mathematics, standards of attainment are average by the end of Key Stage 1 and above average by the end of Key Stage 2. Pupils make satisfactory progress by the end of Key Stage 1 and good progress by the end of Key Stage 2. By the end of Key Stage 1, most pupils can add and subtract confidently, identify and use halves and quarters. The scrutiny of pupils' work shows that a small number of pupils are attaining at a higher level, carrying out tasks normally expected of Year 3 pupils. They understand place value to 1000 and carry out mental calculations using their 2, 5 and 10 times tables, addition, and subtraction. By the end of Key Stage 2, three-quarters of pupils successfully develop effective strategies for solving problems. They add, subtract, multiply and divide whole numbers up to 1000 and beyond and involve decimal notation to two places. They recall multiplication facts up to 10 by 10 and recognise patterns in the multiplication of numbers. Fractions and percentages are used successfully in calculations. Co-ordinates are used effectively to locate position. Pupils can construct, and they know the properties of, two and three-dimensional shapes. Pupils infrequently use and apply their mathematics skills in investigations and problem solving situations.
12. In science, standards of attainment are average by the end of Key Stage 1 and above average by the end of Key Stage 2. Pupils make satisfactory progress by the end of Key Stage 1 and good progress by the end of Key Stage 2. Pupils with special educational needs make satisfactory progress in both key stages. By the end of Key Stage 1, pupils investigate, observe and make simple predictions. They write sentences to record their findings, together with careful observational drawings. They can classify animals into groups such as insect, fish and mammal. Pupils make simple electrical circuits and know the components necessary for an electrical circuit to work. They have an understanding that a push is a force and through investigation, know that it is easier for toy cars to travel over some surfaces than others. By the end of Key Stage 2, pupils have a good knowledge and understanding of science and scientific processes. They make good use of their literacy and numeracy skills and systematically record the findings of their investigations. They observe carefully, measure, explain and draw conclusions. As well as through written reports, pupils use graphs, charts and tables to convey information and they present their work well.
13. Pupils' standards in the majority of aspects of information technology are below national expectations by the end of Key Stage 1 and well below national expectations by the end of Key Stage 2. Pupils' progress is unsatisfactory in both key stages. By the end of Key Stage 1, pupils have very limited ability in word processing. They have under-developed keyboard skills, do not understand the function of many keys and are unable to save or print work. Their use of graphics is unsatisfactory. Pupils are unable to open a program and save a file but can select tools to create a picture. They have very limited experience of using computer control technology, such as a programmable robot. By the end of Key Stage 2, pupils have some ability in word processing but this is inconsistent throughout the key stage and many pupils have learnt these skills at home and not at school. Pupils can locate, open, amend, print and save files. They understand most key conventions but some still use the 'delete' key rather than the arrow or mouse to correct mistakes within words. The older pupils have some knowledge of data-handling programs and construct a spreadsheet to record data collected from a questionnaire linked to their history topic. Some pupils have the knowledge to access information from a CD ROM, such as when looking up facts as part of a historical investigation, but this knowledge is inconsistent throughout the key

stage.

14. In religious education, standards are in line with the expectations of the locally agreed syllabus by the end of each key stage and pupils make satisfactory progress. Pupils with special educational needs attain in line with their individual education programmes and statements. There is no significant difference in attainment between boys and girls.
15. Pupils with special educational needs make good progress when given individual or small group support. When unsupported within class they make slow progress. When supported by their class teachers or classroom assistants they make satisfactory progress overall.

15. Attitudes, behaviour and personal development

16. Inspection findings confirm parents' very positive views about these aspects of school life. Pupils have good attitudes to their learning and respond enthusiastically to the opportunities presented to them. They enjoy coming to school and are well motivated. They show interest in their work and can sustain concentration for long periods. They are usually attentive to their teachers when explanations are given and they listen carefully to instructions. Pupils are willing to try out new things and are not embarrassed about making mistakes. They persevere when presented with challenging tasks, as in a Year 2 mathematics lesson, for example. Pupils are capable of working independently and show initiative in their learning. They are keen to ask and answer questions and discuss their work with others. The personal and social development of children under five is good. They have good attitudes to school, co-operate, share equipment and resources and work well. The willingness and good behaviour of pupils throughout the school has a positive impact on the standards they achieve and the progress that they make.
17. As in the last inspection, behaviour is good. Pupils behave well in classes and around the school. They quickly settle down to work after breaks and lunchtimes. They are polite, raise their hands before speaking and are friendly to visitors. They show respect for their surroundings and there is very little litter left around the school. Behaviour is never unsatisfactory, although there is fidgeting in some classes and assemblies when explanations are lengthy or lack a clear focus. Pupils are capable of discussing issues in a sensible manner. For example, this was seen in a Year 6 science lesson on dissolving. There have been no pupil exclusions.
18. Relationships have improved since the last inspection and are very good. Boys and girls and pupils from different ethnic backgrounds relate well to one another. Pupils also form positive relationships with their teachers. They take turns and are co-operative. They show patience to those experiencing difficulties; for example, towards pupils with special educational needs. Older pupils care for younger ones and the 'buddy system', where Year 6 pupils look after Key Stage 1 pupils at lunchtimes, effectively contributes to this. There is a family atmosphere evident. Kindness is shown when pupils are upset or talking about sensitive issues. For example, this was seen during a discussion on bereavement in the drama club. Pupils work well together in small groups and help one another with their work without being asked. Respect is shown for others' feelings, values and beliefs.

19. Pupils respond very positively to the opportunities presented them by the school. This has improved since the last inspection. Pupils of all ages take responsibility for their actions and for the choices available to them. Many pupils participate in after school activities such as sport, music, drama and dance. They regularly organise and contribute to fund-raising initiatives for charity. Some pupils have been involved in improving their surroundings; for example, the development of the 'Willow Walk' in the school grounds, which was undertaken with an artist in residence. In Year 6, pupils volunteer for duties around the school, which they perform willingly. For example, they collect litter and distribute playground equipment. They also participate in a residential trip. Some pupils are involved in setting targets for their future development.
20. When pupils with special educational needs are supported within their classes or in withdrawal lessons then they respond positively. They concentrate, listen carefully and take appropriate care in their presentation and the quality of their work. Because of the support offered, they develop the personal skills of co-operative and collaborative learning, sharing resources, the ability to take turns and to value and respect the opinions of others. They are keen to work with the support teacher, arriving ready to get started on their work, work with application and enjoy sessions. When working in a group, for instance when reading a shared text, they continue to follow the text and offer support to others reading even when it is not their turn to read. When unsupported in class then they can get disheartened, uncertain about their tasks and insecure in their understanding of what they are to do, especially those who are lacking in advanced literacy skills. Those with emotional and behavioural needs are often unable to sustain concentration and are easily distracted by those round them, especially if the tasks set are not matched to their specific need.

Attendance

21. Pupils' attendance has been maintained at the same level since the last inspection. It is satisfactory when compared with the national average and there are very few unauthorised absences. The majority of pupils arrive at school punctually. They know that they should line up in the playground when they hear the bell before the start of morning and afternoon sessions. They do this without any fuss and are led into their classes by their teachers for registration. This is carried out efficiently and pupils quickly settle to work. There are no differences in attendance between pupils with special educational needs and the attendance levels of their peers. Their punctuality when attending withdrawal sessions is good, they are keen and eager and on time.

21. Quality of education provided

Teaching

22. The quality of teaching is at least satisfactory in 93 per cent of lessons and is good overall. In 47 per cent of lessons teaching is good and in nine per cent it is very good. In seven per cent of lessons teaching is unsatisfactory. The quality of teaching of children under five is good. The quality of teaching in Key Stage 1 is satisfactory and in Key Stage 2 is good. At the last inspection teaching was judged to be 'sound in all key stages', with teaching in half the lessons in reception and Key Stage 2 being good. On this evidence, the quality of teaching has improved since the last inspection. The structure for teaching literacy according to the National Literacy Strategy has had a

positive impact and the quality of teaching in English is satisfactory overall, with some very good teaching in Years 4, 5 and 6. Teaching in mathematics is good, particularly in Key Stage 2. Teaching in science is satisfactory and in religious education is good. There is very little teaching in information technology in either key stage and provision is unsatisfactory. In other subjects, teaching is satisfactory overall in Key Stage 1 and good overall in Key Stage 2.

23. Teachers in Key Stage 1 have a satisfactory understanding of the National Curriculum and the national strategies for teaching literacy and numeracy and in Key Stage 2 their knowledge and understanding is good. Teachers of children under five have a good knowledge and understanding of the children's needs and the curriculum that should be provided. In both key stages, teachers' planning and explanations in literacy lessons are usually clear, ensuring that all pupils know what they are expected to do. However, time is not always well managed and summaries are sometimes too brief and hurried to be of any value to either the teacher or the pupils. Strategies for teaching mental arithmetic are developing well. Questioning in the sessions is usually challenging, though a good pace is not always maintained. Since the previous inspection, teachers have clearly improved their subject knowledge, in mathematics for example, though subject knowledge in information technology is unsatisfactory.
24. The quality of lesson planning is very good for children under five and good in Key Stages 1 and 2. Planning has improved considerably since the last inspection and is based on a better understanding of the requirements of the National Curriculum programmes of study. Planning is detailed and sets out clearly what pupils are expected to learn. However, teachers do not plan effectively for the use of information technology, and apart from in English and mathematics lessons, planning takes insufficient account of the needs of pupils of different levels of ability. Short-term plans usually contain clear learning objectives, although these are not often made known to the pupils or discussed at the conclusions of lessons to enable teachers to evaluate progress made by the pupils.
25. In lessons where teaching is very good, they are very well planned, challenging and stimulating. Activities are closely matched to the needs of pupils of different ability. Instructions and explanations to pupils are clear, resources are very well prepared and used, particularly for children under five. There is a good balance between whole class and individual work and a good pace is maintained. Relationships between the teacher, support staff and pupils are very good, pupils are given good support as they work and make good progress. In the lessons where teaching is good, lessons are well structured, as in most mathematics and some English lessons. Explanations are clear and resources are used effectively; in English and lessons for children under five, for example. Support staff are well used to support pupils with special educational needs and to give general help. Questioning brings in most of the pupils in the class; for example in mental arithmetic sessions in Key Stage 2, which are usually well structured. A common feature of the good teaching is that the teacher has established good relationships with the pupils, manages them well and maintains a good balance between whole class discussion and group activities.
26. In the lessons where the quality of teaching is satisfactory, pupils are managed well and a positive working atmosphere is created. Pupils are clear about what they have to do, although teachers do not always make it clear how they expect work to be presented and how long pupils have to complete tasks. There is not always an appropriate

balance between whole class sessions where the teacher talks to the pupils and time for purposeful practical activity, in science lessons for example, and as a result pupils make little progress. There is an over-reliance on worksheets in some lessons and tasks are neither appropriate nor stimulating; when all pupils in a class are required to colour in pictures for example. The pace of lessons is sometimes slow and there is either no summary at the end of a lesson, or it is so brief that pupils are not given the opportunity to talk about what they have been doing and found out. In some science lessons pupils are over-directed and given insufficient opportunity to explore or investigate for themselves. In the lessons where teaching is unsatisfactory tasks are not clearly planned, explained or appropriately matched to the needs of the pupils and consequently they make little progress.

27. The teaching of pupils with special educational needs is satisfactory. The special educational needs teacher has secure knowledge of the curriculum required for pupils to make progress. Pupils' needs are well known and tasks are planned that are appropriate for them. In class, teachers are aware of pupils with special educational needs and in the better lessons they plan appropriate tasks to enable them to make suitable progress. In these instances teachers use appropriate resources and have good behaviour management strategies to encourage pupils to learn and make progress. They use assessment information to plan the next phase of work for their pupils. In some classes, pupils are contained rather than challenged and extended by their curriculum, especially those with emotional or behavioural needs
28. Teachers encourage pupils to have positive attitudes, and successfully promote good behaviour. Pupils usually know what is expected of them and in almost all lessons throughout the school, there is a good working atmosphere.
29. Teachers give pupils plenty of praise and encouragement. Teachers of children under five assess children's progress well during lessons. However, the strategy of discussing and evaluating what has been learned at the ends of lessons is under-used.
30. Teachers make good use of the recently refurbished school library and of resources in literacy and physical education lessons but computers are under used. Teachers make good use of the local environment to support work in science, geography and religious education. Time is generally well used. Lessons begin promptly in the mornings and after break times but a lack of pace in some lessons in Key Stage 2 results in pupils having insufficient time to complete their work or to take part in a proper summary session at the end. Some lesson introductions are too long, resulting in restlessness amongst pupils.
31. Written marking gives praise to pupils but places very little emphasis on letting pupils know what they need to do to improve. Lesson plans include an evaluation column and some teachers make effective use of it when planning the next steps for pupils. There are some good evaluations carried out but the practice is not well established throughout the school. Homework is not well used. The majority of parents who responded to the pre-inspection questionnaire are satisfied with the homework which their child receives, but a significant number are not. There is no consistency of practice in the school and this restricts parents' ability to be fully involved in their children's learning. In the nursery, arrangements for parents to help their child with work at home are exemplary. In addition, parents are invited to monitor their child's choice of activities. The school has produced a home-school agreement but not all parents are clear about its status.

There are plans to send a questionnaire to parents to ask their views on future developments.

31. The curriculum and assessment

32. The curriculum provided for children under the age of five is very good, being broad and balanced. It establishes a suitable foundation, through the Desirable Outcomes for Children's Learning⁴, to support the children's future needs as learners. The total hours for teaching are in line with those recommended for children of this age and teachers do not waste a minute of that time and take every opportunity to support children's development.
33. The total hours for teaching in Key Stages 1 and 2 falls below the national weekly recommendations, in Key Stage 1 by 1 hour 45 minutes and in Key Stage 2 by 1 hour 30 minutes. This results in a curriculum in both key stages that is not broadly based and balanced. The curriculum does not provide adequately for information technology overall and the school also fails to achieve the recommended 45 hours per year for religious education according to the locally agreed syllabus in Key Stage 2. As a result, there is insufficient coverage of knowledge and understanding of the impact of a faith on life and living and a failure to develop skills appropriately.
34. Three key issues concerning the curriculum were identified in the last inspection report. They were that the strategic planning of the curriculum did not fully meet the aims of the school; there was no clear rationale for the time allocation of all subjects and there was a need to establish success criteria with which to monitor and evaluate the success of curriculum planning, teaching and learning. These issues still await full implementation. Though each curriculum area has a member of staff as co-ordinator, there is no monitoring or evaluation of the curriculum overall or as a measure of the quality of teaching and the learning taking place within each classroom. Neither is there a system that enables the school to recognise and share good practice. Although teachers are planning together in year groups, a school wide view is not obtained. Nobody is monitoring to ensure that there is consistency within year groups or that pupils are receiving a full and balanced curriculum.
35. The curriculum meets statutory requirements to teach health and sex education. Substance use and misuse is incorporated into pupils' health and personal development programmes and the introduction of planned time for pupils to discuss contemporary issues is making the curriculum relevant to pupils and helping them to understand the world around them. The curriculum further promotes pupils' intellectual, physical and personal development with a range of visits to places of interest such as Norwich Cathedral and Wells next the Sea and residential visits to the Lake District. Visitors from the community support music and art. The curriculum is enriched by a wide range of well attended extra-curricular activities, including sport, dance and drama for pupils in both key stages. Boys and girls can join each activity according to interest.
36. All pupils have an equal opportunity to access the curriculum. Pupils with special educational needs are identified early in their school career and offered appropriate

⁴ Desirable Outcomes for Children's Learning – the nationally recommended curriculum for children of pre-compulsory school age. There are six areas of learning, which are: Personal and Social Development, Language and Literacy, Mathematics, Knowledge and Understanding of the World, Physical Development and Creative Development.

support from both the school staff and outside agencies. These pupils are well supported with a challenging curriculum when withdrawn for small group or individual teaching on a weekly basis but less well when in class, though classroom assistants contribute effectively to their learning. The special educational needs teacher gives continuity and structure to pupils by withdrawing them on specific days and at specific times, attempting to match the withdrawal support to the class focus. When this is not possible, teachers try to ensure that pupils are given the opportunity to experience the areas of the curriculum that are missed and as the withdrawal period is shorter than a class session, they usually only miss a part of a lesson.

37. Curriculum policies and schemes of work for English, mathematics, science and religious education have undergone review, along with the teaching and learning policy, with a view to raising attainment and to develop and provide consistency in teaching and learning. Other subject policies and schemes have also been reviewed, though the information technology scheme of work is awaiting implementation. Long and medium-term plans match the requirements of the National Curriculum programmes of study for content, except in the provision of information technology. Planning includes a column for assessment opportunities, but apart from in English and mathematics, few assessment suggestions are adopted. Staff discuss pupils' progress formally and informally at weekly planning meetings and refer pupils with difficulties to the special educational needs co-ordinator as necessary.
38. The school has adopted the National Literacy Strategy and each class has at least a daily hour of specifically focused language work matched to the strategy's termly objectives. The school uses literacy planning sheets appropriately. Weekly planning sheets for other subjects are also linked to the National Curriculum. Each teacher identifies the specific curriculum for the year group within their classes. However, there is little identification of the development of skills and understanding in the subjects such as design and technology and history. Teachers' plans for mathematics draw on the National Numeracy Strategy and the strategy has been successfully introduced. Planning has improved since the previous inspection, particularly in Key Stage 2, with each year group aiming to build on the skills previously taught and learnt. Planning in science is good overall and for pupils in their early years it is very good. The early years teachers are very clear about the opportunities and experiences they wish for the children and plan carefully in line with the 'Desirable Outcomes' to ensure very good provision.
39. The curriculum effectively prepares pupils for the next stage of their education. The transition from 'Desirable Outcomes' to the National Curriculum for pupils in Key Stage 1 is highlighted in teachers' planning in the reception classes and evident in samples of work. Pupils make a successful transition to Key Stage 1, building up the skills necessary to enable them to achieve success in the National Curriculum. End of key stage test results are recorded, work is sampled and annotated and information is passed between teachers to help the transition from Key Stage 1 to Key Stage 2. In Key Stage 2, samples of work, records and test results are passed to the appropriate high school. There is good liaison between the school and the local high school, with teachers visiting the primary school and pupils making visits to the high school. Links for pupils with special educational needs and others with particular social needs are good. The special educational needs co-ordinators visit each other prior to secondary transfer and will visit and support pupils as necessary.

40. The school has a satisfactory assessment policy, which incorporates a whole school marking policy. The school has started to use assessment information to enable the older pupils to set targets after evaluating their own work. This system is at an early stage of development. The school has a co-ordinator for assessment who sees teachers' planning, including that for assessment. Besides looking at samples of work, she has informal discussions with staff and analyses assessments to see the effectiveness of the curriculum. Curriculum assessments usually take the form of recording significant achievements, sometimes taking the form of a simple question relating to the learning aims. The school records pupils' national test results at the end of each key stage, as well as the results of other standardised tests taken by Key Stage 2 pupils. The assessment of the progress of pupils with special educational needs is recorded appropriately and matched to their individual education plans and statements by the special educational needs teacher. From the first identification of need, parents are involved in all discussions, reviews of progress and the setting of targets in pupils' individual educational plans.
41. Assessment procedures are thorough, but information is not used well to inform curriculum planning. The school uses the local education authority test to assess children on entry to reception. The children entering the nursery are also assessed in each of the six areas of learning. In both cases assessment information is used to provide a curriculum matched to the children's needs. Appropriate records are kept of children's development, defining what the children know and can do and they are used particularly well to identify areas of weakness that need support in learning. In Key Stages 1 and 2, assessments of what pupils know, understand and can do in subject areas is not being systematically used to plan future work in the short term. However, there is some good use of assessment information to plan to meet the needs of pupils of different levels of ability in Years 5 and 6, where teachers discuss work with pupils and provide constructive comments on how to improve. Assessment information is used to form sets for English and mathematics in Year 6 and in other classes teachers use the results of standardised tests to help them form the groups within their classes for literacy and numeracy work. However, much of the work in the rest of the curriculum and across the school is in mixed ability classes, with little match of tasks to prior attainment.

Pupils' spiritual, moral, social and cultural development

42. Provision for pupils' spiritual, moral, social, and cultural development, including children under five, is good overall. This is a similar situation to that found at the last inspection. The school is very good in promoting the attitudes of caring, sharing respect and tolerance. Provision for pupils' spiritual development is satisfactory. Through the delivery of assemblies, which are broadly Christian, with an insight into other religions, the school promotes a sense of spirituality. This is well illustrated when pupils in reception, reflect on the importance of food. It is further exemplified when pupils of the same age listen intently to the music of Vivaldi. However, when the school comes together for assemblies, the sense of occasion and spirituality is not consistently delivered and there are not always opportunities for pupils to reflect on what they have seen and heard. The headteacher, in a Key Stage 2 assembly, sensitively dealt with the concept of cruelty in society. However, in the good work and the hymn singing assemblies, a promotion of the sense of occasion and a chance for reflection were not undertaken. A choice of music is played as pupils come into assembly. There is a statement about, but no policy for, collective worship.

43. Provision for pupils' moral development is very good. Teachers and pupils treat each other with mutual respect, kindness, and care and teachers implement consistent and appropriate use of praise. Pupils understand and respect the school's decisive discipline policy and class rules, which have been established after discussion with the pupils. These help to encourage a sense of right and wrong. These rules are prominently displayed and are regularly referred to. Any problems are dealt with quickly and at the earliest stage, with pupils being encouraged to reflect on their actions and to try to co-operate in finding a solution. Moral values are evident in all aspects of the school's work. Pupils have a sense of pride in their school, and the tidiness and lack of graffiti in school exemplify this. Moral development in the school allows pupils to take full responsibility for their own actions as they develop. When questioned, 83 per cent of parents agreed or strongly agreed that the school achieves a high standard of behaviour. The previously good moral principles found in the school have been improved and are now very good.
44. Provision for pupils' social development is very good and the school has a very harmonious atmosphere. Very good working relationships and keen social awareness are apparent in the school and pupils are regularly encouraged to take responsibility for themselves and others. Teachers are good role models and they promote and encourage collaboration. Pupils are given a wide range of responsibilities which they carry out successfully and with genuine pleasure. These range from collecting registers and dinner money, participating in charity events and collections, like the recent Kosovo appeal, to being responsible for the distribution of games equipment for activities at lunchtimes. Pupils respond well when encouraged to help each other either in groups, or in pairs. Year 6 pupils have a 'buddy system' arrangement where they help pupils in Key Stage 1, in their lunchtime play activities. They do so effectively and with care. Pupils are respectful and listen attentively to each other in class. They are helpful and courteous to visitors. Pupils have a good understanding of citizenship. Whilst personal responsibility and collaborative working are generally promoted very well, in some lessons these opportunities are limited by over direction from the teacher. The school promotes social skills in a constructive and supportive way. These skills are further developed through the extensive range of school visits and extra-curricular activities, such as drama, dance, country dance, French, and a wide range of sporting activities for Key Stage 2 pupils. Pupils in Key Stage 1 have drama, French and orienteering clubs. Each activity is very well supported with a quarter of the school involved in the Hillside Rovers and a fifth in the French club. Pupils are involved in charity fund raising on a regular basis. As a result of these and other activities, such as their links with Norwich City Football Club and their involvement with the parish council in the development of a nearby conservation area, they are developing links with the community and a good sense of citizenship. Pupils participate in sporting fixtures against local schools and are very successful. The ethos of respect, care, and community, reported on at the last inspection has been maintained. When questioned, 89 per cent of parents agreed or strongly agreed that the school's values and attitudes have a positive effect on pupils.
45. Provision for pupils' cultural development is good. The school provides a varied and extensive range of visits, residential educational trips and cultural activities. Pupils enthusiastically participate in local concerts. The development of an understanding of the pupils' own culture is good, aided by the teaching of art, geography, history and music. Pupils study the work of a variety of major artists. Ancient civilisations are studied in history. Music from other countries is played in assemblies and in class activities. Lifestyles in other lands, like Kenya, are studied in geography. Further to this,

the school is involved in the 'Comenius Project' and has regular contact with schools in France, Spain, and Portugal. These activities make a beneficial contribution to pupils' experience of cultural wealth. Multi-cultural education is not promoted well. There is an inadequate range of books to support this aspect of pupils' development and a limited range of supportive artefacts in school. The school has identified the need to provide additional resources in this area.

Support, guidance and pupils' welfare

46. Inspection findings confirm parents' largely positive views about these aspects of school life. Overall, the school provides effective support and advice for all its pupils. A family atmosphere is successfully created and pupils express confidence that staff will deal with any concerns they may have. Arrangements for monitoring academic progress are adequate, although formal monitoring systems do not extend beyond the monitoring of termly plans by the subject co-ordinators for English, mathematics and science. The monitoring of the academic progress of children under five is good. The personal development and behaviour of each pupil are monitored well.
47. There are inconsistencies in the recording of each pupil's attendance. This was identified as a key issue in the last inspection and has not been satisfactorily addressed. Attendance or absences are not always recorded for each pupil and codes are used inconsistently throughout the school. Late arrivals are not always recorded as such in registers. These inaccuracies and the arrangements for the storage of registers in classrooms during the school day gives cause for concern should the school need to be evacuated in an emergency.
48. There are very good and sensitive arrangements for settling new pupils into the nursery and reception classes. All children due to join the nursery are visited by staff in their own home before they start. One of the governors accompanies these visits and, as she is also the supply teacher for the nursery if the regular teacher is absent, this contributes to the very good provision. Arrangements for older pupils transferring to secondary school, including those with special educational needs, are very well established and there is close liaison with the main receiving school. There is effective liaison with local authority agencies over matters concerning the welfare of pupils at the school. The special educational needs co-ordinator offers particular support to pupils before their transfer to the next stage of their education. The school tries to ensure that a final annual review of their statements or individual education plans occurs before secondary transfer and that the new documentation goes with them into the next stage. Contact is made with the receiving school and meetings are held to discuss pupils' specific needs. The school support service is also aware of the forthcoming transfer and works to ensure continuity of support. No matter which school a pupil with special educational needs transfers to, the school ensures that pupils' welfare is fully considered before the move.
49. At lunchtimes staff manage the arrangements well but there is insufficient time for all pupils to eat their lunch in the time allotted. This means that the younger pupils are often late back into their class and miss valuable curriculum time. There is no rota in place and the same pupils have a limited choice of food every day.
50. The school has very good measures to promote discipline and good behaviour. In lessons, starting with the children in the nursery, pupils are encouraged to think about

their behaviour and develop ways of coping with others. Pupils' personal responsibility is very effectively developed. Class rules are agreed with pupils, displayed prominently in classrooms and regularly reinforced. When necessary, very effective discussions are held with individual pupils about behavioural incidents and these contribute significantly to the overall good behaviour.

51. At break and lunchtimes, pupils are organised into separate areas with games and equipment to occupy them. This contributes to their good behaviour. All staff have very high expectations of good behaviour and this impacts on the standards which are achieved. Bullying is rare and when it does occur, it is dealt with swiftly and effectively. Lunchtime staff relate well to pupils and take good care of them.
52. The school has effective child protection procedures. The headteacher is the designated teacher and has received training, as have several staff. There is useful guidance in the staff handbook for staff to follow should they have any concerns about specific pupils.
53. Overall, the school is unsuccessful in promoting the health, safety and general well being of its pupils. This area was identified as a key issue in the last inspection and still needs addressing. Whilst some improvements have been made, current procedures are insufficiently rigorous for identifying risks and addressing them. For example: there are occasions at lunchtimes when pupils are unsupervised; there is no safety skirting around mobile classrooms; arrangements for emergency evacuation are unsatisfactory; arrangements for visitors to the site are unsatisfactory; first aid is administered sensitively but advice received on training courses is not being followed.

Partnership with parents and the community

54. The school has a very good partnership with parents, who are very much part of the life of the school. Parents find staff approachable and are pleased with their children's education. Many parents assist in classes, on educational visits and with fund raising. The school makes very good efforts to involve parents. For example, families are all visited before their child starts in the nursery. Parents of children with special educational needs are kept up to date about their children's progress and involved in discussions about future developments. The school nurse is available for parents to speak to and she runs a support group with a child worker to help develop parenting skills. Norfolk Careers Service representatives have visited the school to talk to parents considering a return to work. Parents, staff, governors and pupils all participate in an annual pantomime.
55. The Friends Association is impressive. It organises social events for the school, issues half-termly newsletters and provides very generous financial support. This contributes enormously to the quality of education which pupils receive. For example, money has been spent on mathematics and literacy books, musical instruments, the Year 6 residential trip to Blencathra and a maypole, as well as extras like sweets on sports days and eggs at Easter. Several parents have been involved in an audit and subsequent updating and re-fitting of the library. Most families in the school have sponsored a new book.
56. The majority of parents who responded to the inspection questionnaire are satisfied with the homework that their child receives but a significant number are not. There is

currently no consistency of practice in the school, although this is about to be reviewed. There are plans to send a questionnaire to parents to ask their views on future developments. In the nursery, arrangements for parents to help their child with work at home are exemplary. In addition, parents are invited to monitor their child's choice of activities. Some teachers provide helpful information each term about what is to be taught but this practice is not established throughout the school and the inconsistency of practice restricts parents' ability to be fully involved in their children's learning. The school has produced a home-school agreement but not all parents are clear about its status.

57. The information that the school provides to parents is satisfactory overall. Frequent, informative newsletters about general matters are issued. However, only some classes issue written information about the curriculum. It is the school's policy for pupils in Years 5 and 6 to pass on class-related information verbally to their parents as part of their personal development. Whilst this is laudable, it does mean some parents do not always receive all the information which they need.
58. Parents of pupils with special educational needs are invited to see and contribute to their own children's individual education plans from the outset and their views are actively canvassed once specialist support is being considered. Parents are invited to review meetings and if they do not wish to contribute in writing, their opinions are recorded as necessary. Appointments are made for parents with health and other professionals if they so wish. Members of the school support service will accompany parents to meetings with other agencies if required.
59. The prospectus is clearly written and includes the school's aims. It only briefly explains the curriculum and does not include all that is required. Similarly, the governing body's annual report is a very readable publication but does not contain all that it should. Annual reports on pupils' progress have improved since the last inspection and now meet statutory requirements. However, they are variable in quality. At best, they are detailed for every subject with strengths and weaknesses identified and targets set for future development. At worst, they are brief and sometimes comments are similar for pupils of differing attainment.
60. The school is enriched by links with the local community. A local police officer visits regularly to talk to pupils about their safety. The Vicar from Thorpe St Andrew Parish Church takes assemblies each week and receives classes at the church as part of their religious education. Allotments have been visited by pupils in the reception class. This helped to develop their knowledge and understanding. A bank provides a banking service for pupils in the school every week with the support of parents. This makes a good contribution to pupils' personal development and their attainment in mathematics. Each edition of the termly newsletter is sponsored by a different local business.

60. The management and efficiency of the school

Leadership and management

61. The leadership and management of the school are satisfactory overall, though there are aspects which are unsatisfactory. The headteacher provides a clear educational direction for the school and has the respect of pupils, staff, governors and parents.

Relationships within the school are very good and the school has a very good partnership with parents and the local community. The school is working towards meeting the aims, values and detailed objectives set out in the school management plan, with the exception that the quality of teaching and learning is not being effectively monitored. Parents strongly support the aims and values of the school.

62. The governing body is kept up to date by the headteacher who provides it with regular reports. The governing body is supportive of the school and takes its strategic role seriously. However, the steady rise in pupil numbers at the school and the resulting pressure on accommodation, make long-term strategic planning very difficult. Governor committees meet regularly and report to the full governing body. There is a programme of governor visits to see how policies are being implemented. The subject matter for visits is chosen in consultation with the staff. Governors provide oral and written reports following their visits to the school. The governing body has approved the school's teaching and learning policy. The document refers to staff development, but contains no clear reference to the role of the headteacher as far as monitoring teaching and promoting good practice and school improvement are concerned.
63. One of the key issues of the last inspection concerned the need to monitor and evaluate the success of curriculum planning, teaching and learning. Since then the quality of long and medium- term curriculum planning has improved and the co-ordinators for English, mathematics and science monitor termly plans for their subjects to help ensure that the curriculum meets statutory requirements and makes progressive demands on pupils as they move through the school. However, there is no monitoring of the quality of provision in information technology, where standards of attainment are unsatisfactory. There is no formal programme of monitoring the quality of teaching and learning by the headteacher, with a focus on ensuring that national and school policies are being properly implemented and that the teachers in each year group have similar and high enough expectations of what pupils are capable of achieving. There is no formal sampling of pupils' class work by subject co-ordinators or the senior management team, to enable the school to evaluate the quality of provision within and across year groups. However, a system of sampling, discussing and levelling examples of pupils' work has been introduced to help ensure that they are secure in using the criteria for National Curriculum levels.
64. Development planning is unsatisfactory overall. The school management plan sets out the school's priorities, with a focus upon numeracy and literacy. However, it does not set out how progress towards meeting the targets will be monitored, evaluated and reported on and the cost implications have not been fully explained. The roles of curriculum co-ordinators have been more clearly defined since the last inspection, though several experienced members of the teaching staff have more than one curriculum responsibility, whilst others have none. The school's teaching and learning policy refers to the role of the subject co-ordinator but roles and responsibilities are not clearly defined. Targets have been set for the percentage of pupils at the end of Key Stage 2 reaching National Curriculum Level 4 and above by the year 2000 for mathematics and by the year 2002 for English.
65. The management and organisation of special educational needs provision is good. The special educational needs policy is in place and is subject to frequent review to ensure

that it matches the requirements of the Code of Practice.⁵ Individual education plans are kept up to date and are matched to pupils' specific needs, being subject to review in line with the Code. The special educational needs co-ordinator oversees the setting of targets which are realistic, attainable and regularly reviewed, being not just in English and mathematics but also for personal development, behaviour and physical development, including manipulative and other skills development. Record keeping is very good. There is good monitoring of the work of support staff by the co-ordinator, ensuring that resources are appropriately provided and the work of pupils timetabled for withdrawal sessions links well with their class work. The co-ordinator does not monitor classroom provision or the quality of the support in the normal curriculum for pupils with special educational needs.

66. Not all statutory requirements are met. There is no system of teacher appraisal. Proper procedures for registering pupil attendance are not established. The governors' annual report to parents does not include arrangements for the admission of pupils with disabilities or make reference to security. The prospectus lacks information about visiting arrangements, detail of the arrangements for the admission of pupils under five and for those pupils withdrawn from worship.
67. The school has a very positive ethos and the leadership and management of the school are instrumental in creating an effective learning environment for pupils. The school's aims reflect a commitment to equality of opportunity and, with the exception of information technology, are backed up by practice which helps to ensure that all pupils are provided with access to the full range of planned activities. There has been some analysis of test results to help identify strengths and weaknesses in curriculum provision. One outcome has been the decision to set pupils in Year 6 for the teaching of English and mathematics
68. Overall, the school has a sufficiently clear view of what it needs to do to improve and is developing strategies to enable it to do so.

Staffing, accommodation and learning resources

69. The school has a sufficient number of experienced staff, the majority of whom have over 15 years service in teaching. The match of staff to the needs of the school curriculum is satisfactory, although there are areas where initial qualifications do not match the subject being co-ordinated, such as mathematics. In most instances however, staff with responsibilities have embarked on some form of further training. There is a good number of qualified teaching and support staff to meet the needs of children under five. However, there is an imbalance in the distribution of responsibilities. Three teachers have no special responsibilities whereas six teachers have multiple roles. For example, the co-ordinator for information technology is also responsible for physical education and design and technology. As stated in the last inspection report, the role of the co-ordinator is not fully developed. There is little time allocated for the monitoring of lessons and limited opportunity for school-based training. The school benefits from a large number of support staff who are generally well qualified. The majority of support staff have taken, or are working on, National Vocational Qualifications in Child Care. Classroom assistants all have a responsibility for children with special educational needs and are generally effectively deployed by teachers.

⁵ Code of Practice on the Identification and Assessment of Special Educational Needs, Department for Education, 1994

70. Arrangements for the induction of new staff are in place with a mentoring system for experienced new staff as well as for newly qualified staff. The school is part of a strong cluster and participates fully in joint training days to which classroom assistants are invited, such as a recent session on behaviour management. Professional development is linked to an audit of staff needs, which is analysed by the deputy headteacher and linked to the school management plan. The deputy headteacher is responsible for and keeps records of staff development provision. This represents an improvement in provision since the last inspection, although the cost implications of staff training are not always made clear in the management plan. The school does not meet the statutory requirements on appraisal of teachers. The previous report stated that the school was behind schedule but the second cycle would be completed by July 1996. There is currently no system in operation. A system of personal interviews has been introduced.
71. The accommodation is unsatisfactory. The school makes effective use of the accommodation available but pressure of numbers means that four classes are accommodated in temporary classrooms. These 'mobiles' are well decorated and furnished internally, but lack protective external 'skirts'. This situation represents a hazard to pupils. Many rooms in the main building of the school are small in relation to class size and this affects the quality and frequency of practical activities such as art and design and technology. The hall area is heavily used for physical education, drama, assemblies and lunchtime activities. The stage is used as a storage area for resources such as paints, which means that access is restricted for much of the day. Nursery children are housed in modern, purpose-built, good quality accommodation. Reception classes have no secure outside play areas, which restricts their access to the nationally recommended curriculum for children under five. Two reception classes have play equipment in open verandah areas, but the children can only use these areas in warm weather. The school lacks specialist accommodation for design and technology, science and art, although it does have a music room, a library and good outside play areas. The dining room is much too small for the number of pupils, who behave remarkably well, given the cramped conditions. Many pupils have a long walk from their classrooms to reach the dining room and this is uncomfortable for them in cold and wet weather. The school still has outside toilets in use. The toilet building is kept very clean, but many parents take great exception to the fact that school outside toilets are still in use in 1999. Although plans are in place for extensions to the existing buildings, the school has not been given any indication as to whether or not improvements will be made.
72. The range and quality of resources is satisfactory in most subjects. However, shortages exist in mathematics; English; where texts are shared one between two for the literacy hour; design and technology; and history, where resources are inadequate for parts of the curriculum. Information technology is under-resourced. Resources are good in physical education and for children under five. The school uses the library loan service and with good help from parents, the school has refurbished its library, which is well stocked and used well. The school makes good use of its grounds, the local environment and residential visits to enhance curriculum provision.
73. Special educational needs teachers are well qualified and skilled in working with these particular pupils. There is a governor with oversight of special educational needs matters who has attended appropriate training in supporting the work within the school. Members of the school support service work within the school and offer appropriate

advice to the school and staff as necessary. The medical room is not suitable for tuition, being cramped and with regular interruptions, which distract pupils with fragile concentration spans. The medical room is also far away from the resource storage area, with records being stored in a third location in another teacher's classroom. There is a wide and appropriate range of resources to support the work of support staff, including games, puzzles and teacher books.

73. The efficiency of the school

74. Not all issues identified in the previous inspection have been properly addressed. The school development plan now has some links with curriculum aims and has an emphasis on raising standards. The governors now have a wide range of evidence to evaluate cost effectiveness. As well as statistical data, they monitor provision by visiting the school and reporting back to governors. Allocation of time is now more consistent across curriculum areas but there is still low teaching time for information technology for both Key Stages 1 and 2 and for religious education in Key Stage 2.
75. Financial planning is satisfactory, with the governors correctly being cautious over any proposed additional expenditure, taking into account the increasing pupil numbers and the probable necessity to employ additional teaching staff in the future. The rising school roll and the pressure on resources have been a concern of governors for a number of years. However, the headteacher allocates individual curriculum budgets, rather than the school using its management plan to establish specific spending priorities identified and carefully costed with the aim of raising standards in targeted subject areas. The school has been successful in attracting additional funds, for example for its newly refurbished library and from the National Grid for Learning initiative. Other funds to support those pupils with special educational needs have been appropriately utilised for additional classroom assistance. Funding for pupils with special educational needs is complex. Pupils' needs are audited in reception and Years 3 and 5 and funding set according to their needs. If they move on through the stages and their needs change it is not possible to get more funding for extra support until they reach the age for audit. Pupils with statements of special educational needs do not automatically carry funding. This can work to the school's advantage as pupils move down the stages as well as up but if a pupil develops more problems or difficulties it can lead to support problems until the next audit time.
76. The governing body finance committee meets on a regular basis and receives monthly monitoring reports on the budget from the headteacher. The committee reports to the whole governing body on a termly basis. There is a register of pecuniary interest in place to identify potential conflicts of financial interest.
77. The use of teaching and support staff is satisfactory. Teachers are well deployed but the absence of a teacher appraisal scheme limits the school's potential to use staff expertise to best effect. The part-time member of the teaching staff is not always effectively used. For the majority of the time this member of staff has to cover for staff sickness and monitoring planned by co-ordinators to evaluate the effectiveness of their subject often has to be postponed or cancelled. The school is not making efficient use of the special educational needs co-ordinator's skills in monitoring in class work and supporting teachers in the planning and delivery of a curriculum appropriate for pupils with specific needs. This lack of sharing of expertise is wasteful as there is a noted weakness among some staff in planning appropriately for pupils with special educational

needs across the curriculum when the support teacher is not in their classes. There is a tendency for pupils with special educational needs to be given the same task as others.

78. Satisfactory use is made of most teaching resources, with the exception of those for information technology. The majority of computers remain unused during the school day when they could be used by pupils to develop information technology skills or support learning in areas such as literacy and numeracy. The accommodation is efficiently used but is under constant pressure due to additional pupil numbers.
79. Procedures for the administration and control of the budget are good. Appropriate systems are in place for the ordering, receipt and payment of all goods and services. Data tapes are correctly taken off the premises to provide a source of system restoration in the case of theft or fire in school. The administrative staff work hard and successfully to ensure the day to day administration is efficient and effective. The last auditor's report was in 1996 and all recommendations have been fully implemented.
80. Taking into account the finances available to the school, the quality of teaching, the attitudes, behaviour and personal development of the pupils, their attainment on entry to the school and the progress they make by the end of Key Stage 2, the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

80. Areas of learning for children under five

81. The school provides very well for children under five, who follow a broad, balanced and relevant curriculum which provides suitable opportunities in all the six areas of learning from the early years curriculum, the 'Desirable Learning Outcomes'. When they enter the school in the nursery at aged three or in reception in the academic year in which they become five, children bring a range of social and early learning skills. Not all the children who attend the nursery go on into the main school neither do all the children in the reception classes come from the school nursery. Many of the children coming into the school have attended a pre-school playgroup or nursery. Attainment on entry to the nursery is generally below that which would be expected for children of similar ages and abilities but after a year of making good progress these children are attaining appropriate levels upon entry to the reception classes. The attainment of children on entry to reception is below average in writing and average in reading, mathematics and personal and social development.
82. Attainment at five is good in personal and social development, language and literacy and creative development. Attainment at five is average in mathematics, knowledge and understanding of the world and physical development. Proper curriculum and planning is in place, the teachers work in partnership with each other and with experienced nursery trained assistants and parent helpers give freely of their time. Each child is tracked through each area of learning to ensure all have an opportunity to develop their language, mathematical, creative and physical skills, along with their knowledge and understanding of the world and personal and social development. A wide range of experiences is provided and resources are appropriate for the age range.
83. During the inspection almost all of the children in the nursery and reception classes were under five. The pattern of their days matches accurately the experiences and demands of the recommended curriculum for children under five. Whilst the children in the nursery attend on a half-day basis, reception children are integrated fully into the school. Certain class activities such as physical education are included in the whole school timetable to enable them to use the school hall. For only two parts of the school day are the children in reception separate from the rest of the school. There is insufficient room for them to attend whole school assemblies, or for them to eat their lunch in the dining room.

Personal and social development

84. Children's personal and social development underpins their school career and children make good progress overall. By being in classes where activities are arranged by theme or part of a rotation of tasks, and working in small groups, they are developing consideration for others and their opinions and forming constructive relationships with each other. They co-operate, share equipment and resources and work well. By being given the opportunity to share and help around the classroom, especially at tidy-up times, they have high levels of self-esteem and are confident and able to discuss their own and the needs and feelings of others.

Language and literacy

85. In their language and literacy work the children attain appropriately high levels by the age of five for their age and abilities and their progress is good. They are keen to communicate and express their opinions, needs and achievements clearly and precisely. They listen carefully to stories and re-tell details of the story in their own words. Children enjoy sharing their news and are generally able to wait their turn to contribute to a class discussion. They have begun to decode print and are building up the number of words that they can read. Their reading skills include using the initial sounds and they 'read' picture books using the illustrations. Their writing skills are developing alongside their reading skills. Children form the letter shapes of most of the alphabet, correctly orientating the letters without mixing up capitals with small letters. They are making good attempts to write, with formal recording skills being practised.

Mathematics

86. In their mathematical work the children attain appropriate levels by the age of five for their age and abilities and are making good progress overall. They count numbers beyond 10, identify numbers by their written shape and sort toys, beads and counters into sets using various criteria such as colour, shape and size. Children know the basic two-dimensional and some three-dimensional shapes such as triangle, square, cube and pyramid and construct more complex shapes with construction materials using these simple ones. They complete and construct patterns manually using beads and other threaded and interlinking items, as well as making patterns on paper. They join in singing number and counting games with the rest of the class and add or take from small numbers using appropriate apparatus, such as counters or 'compare bears'. Through sand and other activities, the children develop an understanding of weight, volume and capacity.

Knowledge and understanding of the world

87. In their knowledge and understanding of the world, children are attaining appropriate standards by the age of five and making good progress. They are aware of the needs and habitats of various creatures, including cats and dogs, insects, bugs and themselves and other people. Children are aware of life outside their homes, the community and of supportive roles such as police and fire officers, doctors, nurses and teachers. They use their senses to explore, handle and investigate materials such as flour, dough, fruits, metals, wood, sand, water and fabric and use tools associated with such materials, such as scissors, safely. Children use various construction materials to reproduce in miniature the world around them; when they make model houses for example. They look for patterns in the natural world, look at change and use photographs to compare themselves as babies with how they are now. They develop this further to look at hospitals and the care provided for children within a hospital. Teachers provide a range of opportunities for children to explore the environment inside and outside the classroom and children talk, draw, paint and model what they see using a range of materials. Good attention is paid to safety issues when artefacts, objects and computers are used, so that the children learn to handle such equipment carefully.

Physical development

88. In their physical development, children are attaining levels of skills which will ensure they make progress in Key stage 1. They balance, run, jump, skip, hop, climb and swing,

developing their sense of spatial awareness and their manipulative skills. Children's eye/hand co-ordination is developed further by the use of tools and equipment such as scissors, brushes, pencils, paint and malleable materials. They successfully use construction kits and other equipment including climbing frames. Opportunities for children in reception to investigate and play using wheeled toys such as bikes, is restricted by the accommodation and the weather, though teachers arrange for them to take advantage of any fine occasions by going outside. Children in the nursery have the space for a wider range of outdoor equipment to be used in a secure and fenced area outside the classroom.

88. **Creative development**

89. Children are making good progress in the development of their creative skills and understanding. They enjoy singing action songs and rhymes, listen to music, identify what they like and reproduce on simple percussive instruments what they can hear. The children use paint and other media to devise their own and copy others artistic works. They print with and explore colour and texture, manipulate brushes and use other resources to form collage and free hand pictures and patterns. They work with glue and scissors, joining materials as necessary. They use the 'Home Corner' for role-play acting out the actions and speech of those they have seen, including their parents and teachers. They care for each other in the same way as their parents, doctors, police and nurses care for them.

90. Children's responses to school are positive. They are involved with the tasks set and concentrate well, being able to sustain their concentration for some considerable periods of time. They persevere and apply themselves to what they are asked to do and because of the support given, enjoy the challenge of their tasks. Children are keen to present their work for public display and are happy to read back their writing and show their illustrations. They enjoy the opportunity to experiment with different forms of writing, techniques in art and design and to use equipment in scientific work. They have clear understanding about their lessons' objectives and know what they have to do. They are happy to solve problems with the range of resources they are given to work with and learn from their mistakes. The older children are capable of reworking to improve and extend when given the opportunity. Children are proud of successfully completing tasks and developing their manipulative skills. All the children have positive relationships with the staff, being confident, if making errors, to try again.

91. The quality of teaching in both the nursery and in reception is good. Teachers clearly understand the curriculum for children under five, how to challenge children, extend their skills and give them confidence to investigate and explore the world around them. Teachers have high expectations that the children will make good progress as a result of what they hear, see and do. Planning, especially within the nursery, is exemplary, being built carefully on assessments of the children's capabilities. Every activity is logged, not just for completion but for an analysis of what the child has learned, what skills have been developed and where the curriculum needs to go to enable progress to continue. Future lessons are carefully built around these assessments. Teachers manage the children very well and children know the structures of working within their classrooms and the format for specific areas. For example, they know that different coloured pegs relate to the numbers who can work on specific activities and they understand the importance of working safely. In language and literacy work the quality of teaching is good. The teachers effectively engage children in both planned and spontaneous

discussions, which helps them to focus their attention, listen and respond as they work. Children are involved in sharing books, especially big texts, which they read with the teacher as a group and as individuals. Teachers make children aware of the link between a symbol and a sound, using well known rhymes and familiar words. Good opportunities are provided for children to develop and extend their writing skills from these reading sessions. The nursery trained assistants and parent helpers also support appropriately the children's linguistic development with conversation and discussion as the children work in small groups with them. The quality of teaching in mathematics is good. Lessons are planned appropriately and adults provide first hand mathematical experiences such as singing number rhymes and counting up and down number tracks, as well as more formal number recognition activities. The use of correct mathematical language is encouraged and children are taught to read and record numbers and other mathematical information using pictures, numerals and objects appropriately. Staff provide a wide range of opportunities in art, craft, music, story-making and imaginative play to develop children's confidence in expressing ideas and feeling in creative ways. In physical education, teaching is secure with teachers effectively building on the children's natural wish to explore, develop and exhibit their skills physically.

92. Resources for children in their early years are good, plentiful and appropriate to enable a full curriculum to be taught. Each class has access to both water and sand activities along with outside equipment appropriate for their size and ages. The accommodation in the purpose-built nursery is very good, with the children having a secure outdoor area marked for outdoor games, where the children can undertake free investigative play, plant and grow seeds and bulbs or sit under the trees for a story session. Although the reception classes are suitable for most activities they do not have such easy access for outdoor activities with no secure outdoor areas adjoining their classrooms. The two classes in the main school building use the corridors for water and sand activities and when it is dry, they use the grassed areas outside the classroom. Such sessions have to be planned to ensure that activity does not disturb the work of older pupils nearby. The reception class next to the nursery, whilst not having a fully enclosed area, can use the junior playground for using their bikes and trikes and borrow the nursery outside area for other investigative work. Although the area outside their classroom is suitable, it is not securely fenced so outside activities have to be timetabled or arranged when an adult can work outside of the classroom.

92. English, mathematics and science Information technology and religious education

92. English

93. In the 1998 National Curriculum end of Key Stage 2 tests, standards of attainment were above the national average. The percentage of pupils who achieved the higher level⁶ was close to the national average. Pupils' performances in the tests were average in comparison with similar schools. The test results for 1999 show no increase in the percentage of pupils reaching the expected level and an increase in the percentage achieving the higher level. Inspection findings are that standards for the current Year 6 are average. The difference between the 1998 test results and inspection judgements is

⁶ The average pupil is expected to achieve National Curriculum Level 4 by the age of eleven. Some pupils will achieve the 'higher' level, which is National Curriculum Level 5.

explained by the fact that inspection judgements are based on the attainment of the current Year 6 pupils who, at the time of the inspection, had only just begun their final year in the school. The end of Key Stage 1 teacher assessments for 1998 indicated that pupils' standards were average in reading and above average in writing. When compared with similar schools, standards in reading were well below average and above average in writing. The results for 1999 show an overall decline on those for 1998, though the percentage of pupils achieving the higher level has increased in reading and writing. Inspection findings are that standards for the current Year 2 are average. At the time of the inspection, no national comparisons were available for 1999 for either key stage. National test results over the past four years indicate that standards have not significantly changed.

94. By the end of Key Stage 1, pupils attain average standards in reading and writing. These findings are not reflected in the 1998 National Curriculum test results in 1998 where standards were well above average in writing. There are a number of reasons for this disparity, including the fact that inspection judgements are based on a different cohort of pupils. Also, inspection evidence indicates that whilst the new National Literacy Strategy has had many positive benefits on teaching and learning in English, opportunities for extended writing in the school in Key Stage 1 have been reduced. This has had a detrimental effect upon standards recently achieved in the end of Key Stage 1 writing test. Inspection findings are supported by the results of the national tests in 1999 for which there are currently no published national comparisons. Analysis of pupil performance from these tests indicates that many more girls than boys attained the higher level in both reading and writing.
95. Attainment in speaking and listening is in line with national expectations at the end of each key stage. By the end of Key Stage 1, most pupils listen attentively to their teachers and answer questions willingly. In dictation sessions, pupils pay attention and listen very well. In the literacy hour they read with confidence during shared reading sessions, often changing their voices in response to the requirements of the text. For example, when reciting a poem, pupils vary the tempo and pitch of their voices to give the poem character. Some pupils are less confident when talking in a larger group, for example in assembly. By the end of Key Stage 2, pupils are more confident and use their skills in speaking and listening well. Pupils talk about topic work with enthusiasm and clearly express their likes and dislikes, for example when discussing the different types of food they had eaten as part of a topic on the Greeks. All pupils listen well to other pupils' views and are keen to put forward their own opinions, such as when discussing data collection and how particular data should be analysed.
96. By the end of Key Stage 1, pupils' attainment in reading is in line with the national average but with indications that a significant number of pupils may well exceed this. Pupils read accurately and confidently. They understand the structure of text and talk informatively about title, illustrations, characters and plots of books. They have effective strategies to deal with unfamiliar words, such as sounding out letters or breaking the words into smaller parts. Even the lower attaining pupils have a good knowledge of phonics, which help them decipher words they do not know. Where appropriate, pupils use illustrations to help them understand the plot and make inferences about what might happen next in the story. Most pupils understand the difference between a fiction and a non-fiction book and are confident about using the contents page or index to locate information. The National Literacy Strategy is having a positive impact upon the attainment of these pupils. By the end of Key Stage 2, pupils' attainment is in line with

the national average. Most read accurately and have a good understanding of what they have read. Higher attaining pupils read fluently with appropriate expression and characterisation of speech. They explain inferences in the text, predict outcomes and refer to previously read pages to help illustrate their answers. Many pupils have effective strategies for recognising new words but the less able have difficulty in identifying ways in which more difficult words may be broken down so they can understand them. Pupils develop appropriate research skills. Many are confident in using books to locate information and use the Dewey system without hesitation. There is evidence that these skills are being used well in many other curriculum areas such as history and science. Some pupils are unsure of some terms such as 'glossary' and 'blurb'. Overall, there is a very positive attitude to books and pupils talk enthusiastically about their favourite authors and stories.

97. By the end of both key stages, pupils' attainment in writing is in line with what is expected nationally. By the end of Key Stage 1, pupils write for a wide variety of purposes and are assured writers growing in experience and fluency. They compile lists and charts and organise writing into separate pages. They write in sentences, showing consistent use of capital letters and full stops, with higher attaining pupils having some knowledge of speech, question and exclamation marks. Not all pupils write cursively and whilst writing in handwriting books is usually well formed, other written work, such as on work sheets, is sometimes untidy. Pupils have a sound knowledge of key words and these are spelt correctly in most writing exercises. There is also a developing appreciation of spelling rules and these contribute to writing accuracy, for example when composing a letter of thanks. Opportunities for extended writing are limited and whilst pupils recognise that stories require a beginning, middle and end, most stories are short. However, some pupils do produce imaginative writing and use a wide variety of adjectives to convey character and feeling, for example, when writing about 'Miss Emily – Bird of Make Believe'. By the end of Key Stage 2, pupils write in a wide variety of styles using a pen and handwriting is joined and legible. They draft, redraft and revise and proof-read in collaboration with other pupils. They know how to write in a number of different genres, such as writing a letter in a persuasive manner, writing a ghost poem in Shakespearean style and combining metaphors into a poem. They have a sound understanding of grammar such as prefixes and suffixes, active and passive verbs and the derivation of certain words such as bungalow and yacht. Standard spellings are generally accurate and pupils have good dictionary skills. They are more discriminate about using a range of punctuation and structure lengthy narratives logically. Some pupils are very sensitive in their writing, as in poems about moving on to their high schools.
98. In both key stages, there are good links between literacy and other areas of the curriculum. For example, in history in Key Stage 1, pupils effectively write in the role of a Roman Centurion and, in science in Key Stage 2, pupils record experiments using correct scientific vocabulary. However, there is very little use of information technology in English. Pupils have some word processing skills and in Year 6 they compose poems using a variety of fonts and sizes. However, throughout the school, pupils' information technology skills in relation to literacy are unsatisfactory in Key Stage 1 and very unsatisfactory in Key Stage 2.
99. Pupils make satisfactory progress in both key stages. The introduction of the literacy hour is having an impact on standards in a majority of areas of the English curriculum. Pupils' progress in developing speaking and listening is satisfactory in both key stages.

The skills of pupils in the younger classes are developed successfully as they move through the school. By the age of eleven, pupils listen very well, such as in shared text sessions at the beginning of literacy lessons. Pupils improve their clarity of argument and are more confident when speaking in public. Pupils' progress in reading is satisfactory in Key Stage 1. They build on their positive start in reception and by the age of seven, they follow text accurately, describe what is happening and express opinions about the story. Pupils' progress in reading in Key Stage 2 is satisfactory. They enjoy books and read with reasonable accuracy but do not always have good strategies for trying to read unfamiliar words. Pupils' progress in developing writing skills is satisfactory in both key stages. From their early attempts at copy writing in Year 1, pupils write in extended sentences by the end of Key Stage 1. They recognise the use of simple punctuation and have good spelling skills. However, some pupils' handwriting is poorly formed and most cannot write extended stories. By the end of Key Stage 2, pupils understand the significance of word order in their writing and understand the use of acronyms, imperatives and other grammatical terms. Whilst some pupils can write extended stories using accurate spellings, complex sentences and paragraphs, the majority of pupils have not yet reached this level and are at an early stage of writing to develop, organise and communicate ideas. In both key stages, those pupils with special educational needs make good progress and receive appropriate support.

100. In both key stages, pupils have good attitudes to learning in most lessons. They listen well and respond positively to tasks. In shared reading and writing sessions in Key Stage 1 they make enthusiastic contributions when reading shared text together. In the older classes, pupils are less enthusiastic when sitting at their desks and following stories and poems from text books. During group work, most pupils work independently or assist each other if necessary. Most pupils concentrate on their work, though not all take care with their writing when using work sheets in Key Stage 1 and in the early years of Key Stage 2. All pupils relate well to the teacher and with each other.
101. The quality of teaching is satisfactory overall. In Key Stage 1 teaching is satisfactory. In Key Stage 2 it is satisfactory, though in nearly half of lessons it is good or very good. In only one lesson seen was the teaching unsatisfactory. Throughout the school, teachers are introducing the National Literacy Strategy effectively and generally adopt the recommended methods and organisation. In the lessons where teaching is good, teachers start the lessons with enthusiasm, referring back to previous work and then sharing new learning objectives with pupils. The shared reading or writing task is presented in a lively way, there is a clear focus on the shared text and time allocations are adhered to. Good lessons have a brisk pace with time scales set and time targets given for pupils to complete work. The use of a sand timer to encourage some younger pupils to work to a deadline is a good initiative. Another feature of the good lessons is the use of work sheets matched to pupils' differing abilities. However, where all pupils have the same work sheet in group activity sessions, the more able pupils are not challenged and the less able often have difficulty in reading the instructions. The use of setting in Year 6 ensures tasks are more accurately matched to pupils' abilities. Classroom assistants are usually effectively deployed to assist individuals or groups of pupils. Very good lessons are characterised by a planned summary session where pupils share their work, reflect upon what they have learnt and reference is made to what is going to be taught in the next lesson. Where the summary is hurried, pupils' learning is not consolidated, their achievements and successes are not celebrated and the pupils only see it as a time for clearing up. In some lessons, the introductory session is too long and pupils lose interest. In many lessons, teachers fail to use visual aids to

focus pupils' attention on the shared text or to write clearly on white and black boards. The quality of marking varies. The best marking is encouraging and supportive and lets pupils know what they can do to improve. In other classes, marking is signified by a tick and a brief comment, which is sometimes illegible to the pupil.

102. The school provides a good curriculum in English. There is an effective policy and scheme of work which are based on the requirements of the National Literacy Strategy. Teachers' long and medium-term planning is good and gives clear direction to the work for each half term, detailed information for each week and clear teaching objectives for each day. Appropriate time has been allocated for the work in literacy and the school is reviewing this to provide more time to develop sustained pieces of writing, particularly in Key Stage 1. The subject co-ordinator has good subject knowledge and is well supported by the school's literacy governor who takes part in planning and curriculum meetings. Good pupil assessment and recording procedures are in place. Whilst the co-ordinator monitors planning, there is no opportunity for her to monitor literacy lessons throughout the school so she can identify strengths and weaknesses in provision. Resources are generally good, with a wide range of materials to support the teaching of literacy. The provision of library corners in some classrooms is inadequate. Whilst some rooms have books categorised and attractively displayed, others have very few books for pupils to access during the day. The newly refurbished library is an excellent resource and is used well by all pupils. It has a good range of books, including a very good selection of non-fiction books. These have been purchased to provide both a reference library as well a source of reading materials for boys who have been identified as needing encouragement to improve the standard of their reading.

102. **Mathematics**

103. Standards of attainment at the end of Key Stage 1 are in line with the national average and at the end of Key Stage 2 they are above average. Standards have improved since the last inspection when attainment was in line with the national average at the end of each key stage. Based on the results of national tests at the end of Key Stage 2 in 1998, the percentage of pupils achieving the expected level or above was above average. These results showed an overall decrease in the percentage of pupils achieving the expected level compared with the 1997 results, though the percentage of pupils gaining the higher level was well above the national average. Pupils' performances in the tests were average in comparison with similar schools. The test results for 1999 show an overall increase in the percentage of pupils reaching the expected level, with the percentage achieving the higher level remaining constant. The difference between the 1998 test results and inspection judgements is explained by the fact that inspection judgements are based on the attainment of the current Year 6 pupils who, at the time of the inspection, had only just begun their final year in the school.
104. The percentage of pupils achieving the expected level in the end of Key Stage 1 national tests has increased steadily between 1996 and 1999. In the 1998 National Curriculum end of Key Stage 1 tests, standards of attainment were in line with the national average. The percentage of pupils who achieved the higher level was below the national average. Pupils' performances in the tests were well below average in comparison with similar schools. The test results for 1999 show an increase in the percentage of pupils reaching the expected level and a significant increase in the percentage achieving the higher level. The difference between the 1998 results and inspection judgements is explained by the fact that the current Year 2 had only just

begun the school year. At the time of the inspection, no national comparisons were available for 1999 for either key stage. In the 1999 national tests at the end of Key Stage 1, there was no significant difference between the results of girls and boys. Girls performed better than boys in the 1999 end of Key Stage 2 tests.

105. By the end of Key Stage 1, most pupils add and subtract confidently, identify and use halves and quarters. In Year 1, pupils confidently add three single digits together using a number line. Pupils in Year 2 add and subtract using numbers to 20. Pupils sort objects using a variety of classifications, such as pictograms of eye colours in Year 1 and a large scale class bar graph of their favourite foods in Year 2. The scrutiny of pupils' work shows that a small number of pupils are attaining at a higher level, carrying out tasks normally expected of Year 3 pupils. They understand place value to 1000 and carry out mental calculations using their 2, 5 and 10 times tables, addition, and subtraction. They extract and interpret information from graphs. However, there is little evidence of pupils developing strategies for using and applying their mathematical skills in investigational work and pupils appear to have little opportunity to develop their knowledge and understanding of two and three-dimensional shapes and the skills of measuring.
106. By the end of Key Stage 2, three quarters of pupils successfully develop effective strategies for solving problems. In Year 6, pupils successfully investigate the best method for multiplying four digit numbers by a one digit number. They add, subtract, multiply and divide whole numbers up to 1000 and beyond and involve decimal notation to two places. They recall multiplication facts up to 10 by 10 and recognise patterns in the multiplication of numbers. Pupils use all four skills of computation effectively in Year 5 as they find the solutions to number stories. Fractions and percentages are used successfully in calculations. Co-ordinates are used effectively to locate position. This was well exemplified in pupils' map work in geography. Pupils construct, and they know the properties of, two and three-dimensional shapes. These skills are well utilised in Year 6 where pupils construct nets and then models of house designs for a war-ravaged Britain, as part of their history studies. They recognise symmetry in shapes, find the perimeter, area, and volume of simple shapes. In their art work, pupils use their knowledge of shape and symmetry to produce some good quality paintings. They collate and present data using a variety of different types of graph. Year 4 pupils in their science lessons were attempting to record body part measurements in a frequency chart, with varying degrees of success. Very occasionally, pupils use the computer to record their data handling results. Further to this, pupils infrequently use and apply their mathematics skills in investigations and problem-solving situations. A scrutiny of the work carried out by Year 6 pupils last year shows that a quarter are attaining at a higher level, where they are carrying out tasks normally undertaken by pupils in the next key stage. Work showed an understanding of situations by describing them mathematically in a variety of forms, such as charts, tables and graphs.
107. Pupils are developing their numeracy skills to a point where most are numerate by the time they leave the school. As they progress through the school, they consolidate and develop their skills and have a developing sense of number, size, systems, and fact. This progression is evident from Year 1, where pupils are adding three one digit numbers together using apparatus, to Year 6, where pupils are calculating the multiplication of four digit numbers by one digit numbers, in preparation to moving on to long multiplication. Pupils use correct terminology when explaining their findings. They explain graphs, diagrams, charts, and tables. However, there is little evidence of pupils

making predictions about the outcome of their tasks and of estimating reasonably accurately and then measuring or calculating. Literacy skills are developed in the subject through the correct usage of terminology, by staff and pupils in discussions and when pupils are working. For example, pupils in Year 3 readily recognise and use the term 'number bonds' correctly. Pupils in Key Stage 2 make good use of their numeracy skills in science.

108. Pupils make satisfactory progress overall in Key Stage 1. Primarily this is in their number work. Progress is not so consistent in using and applying their knowledge and skills, in their understanding of shapes and measuring and in developing an initial understanding of how to represent data. Attainment on entry to the school is average and this level is maintained as pupils move through Key Stage 1. Pupils in Key Stage 2 make good progress. This is due to good quality teaching, the positive attitudes of the pupils and the demanding but achievable tasks set. A large majority of pupils, irrespective of their prior level of attainment, make good progress in lessons and as they move through the key stage. Very good teaching leads to good progress in Year 4 and in Year 6 in particular. Some pupils with special educational needs have targets for mathematics and they make good progress towards reaching them. At the last inspection it was reported that progress was sound with weaknesses in Key Stage 2. There was no judgement about progress in Key Stage 1.
109. Pupils' attitudes towards mathematics are good. Within Key Stage 1 pupils' responses range from satisfactory to very good, with the majority being satisfactory. In Key Stage 2, the range is the same but with over half the responses being good. In a large majority of lessons, pupils listen attentively, sustain concentration and work hard to complete tasks. Pupils work well on their own and, when given the chance, in pairs and small groups. The presentation of work is generally satisfactory but there are a few examples of poor work being accepted and not checked. The use of homework is unsatisfactory and pupils are not regularly engaged in personal study to enhance and develop their learning.
110. The quality of teaching is good overall. In Key Stage 1, half of the teaching is satisfactory and half is good. In Key Stage 2, a quarter of teaching is satisfactory, a half is good, and a quarter is very good. This represents an improvement since the last inspection when the quality of teaching was sound and sometimes good. Where the teaching is very good, pupils undertake tasks closely matched to their differing needs, lessons are well planned and organised and conducted at a good pace; in Years 4 and 6 for example. Most teachers have a secure understanding and knowledge of the subject and the National Numeracy Strategy is being successfully introduced. Most teachers are competent in using questions to check and extend pupils' mathematical understanding, invariably bearing in mind the pupils' differing levels of ability. Relationships are good and a large majority of the teachers set very high standards of behaviour. However, constructive and informative marking, by the teacher, is rarely evident and pupils are rarely informed about what they need to do to improve. A weakness in the teaching is that on occasions the introduction to the lesson is too lengthy with the result that some pupils lose interest.
111. There is a satisfactory policy for the subject. A scheme of work has been produced, based on the National Numeracy Strategy. This document ensures that all statutory requirements are met. Long and medium-term planning is satisfactory and provides a basis for the development of pupils' mathematical knowledge and understanding from

year to year. Assessment is carried out regularly through tests at the end of a topic and by the use of national tests from Year 2 onwards. The results are used well, as in the organisation of pupils into sets in Year 6 and of groups within classes organised according to levels of attainment. However, assessment is not always used to inform short-term planning, where tasks are set that are appropriate for the level of attainment of each pupil. The co-ordinator is a recent appointment and is beginning to lead the subject effectively. Colleagues receive advice and support, though the monitoring of teaching and planning is not fully established. The co-ordinator has attended in-service training courses. Resources are inadequate in quantity and quality. Improvements have been made recently, primarily due the high level of parental support. The school management plan identifies the need to improve resources.

Science

112. In the 1998 National Curriculum end of Key Stage 2 tests, standards of attainment were well above the national average. The percentage of pupils who achieved the higher level was above the national average. Pupils' performances in the tests were average in comparison with similar schools. The test results for 1999 show an increase in the percentage of pupils reaching the expected level and a significant increase in the percentage achieving the higher level. Inspection findings are that standards for the current Year 6 are above average. The differences between the 1998 test results and inspection judgements are explained by the fact that inspection judgements are based on the attainment of the current Year 6 pupils, who at the time of the inspection had only just begun their final year in the school and had almost a whole school year ahead of them. The end of Key Stage 1 teacher assessments for 1998 indicated that pupils' standards were very high for the percentage of pupils achieving the expected level but below average for the percentage achieving the higher level. The end of Key Stage 1 teacher assessments for 1999 show a slight fall overall on the results for 1998, but a rise in the percentage of pupils achieving the higher level. Inspection findings are that standards for the current Year 2 are average. The difference between the 1998 results and inspection judgements is explained by the fact that the current Year 2 had only just begun the school year. At the time of the inspection, no national comparisons were available for 1999 for either key stage. Pupils in Key Stage 1 make satisfactory progress and in Key Stage 2 pupils make good progress. Since the last inspection, standards in both key stages have steadily improved. There are no significant differences between the 1998 test and assessment results of boys and girls in either key stage, although the results of the boys were slightly better than those of the girls. In the 1999 Key Stage 2 national tests, girls performed better than boys.
113. Pupils, including those with special educational needs, make satisfactory progress by the end of Key Stage 1. Pupils in Year 1 know the life cycle of a frog. They successfully describe the texture and appearance of a variety of materials using words and pictures. By the end of Key Stage 1, pupils investigate, observe and make simple predictions, for example, about what might happen when boiling water is added to pieces of jelly. They write sentences to record their findings, together with careful observational drawings. They classify animals into groups such as 'insect', 'fish' and 'mammal'. Following investigations in the school grounds, they make direct comparisons between the habitat and appearances of different plants and animals. Pupils make simple electrical circuits and know the components necessary for an electrical circuit to work. They have an understanding that a push is a force and through investigation, know that it is easier for toy cars to travel over some surfaces than others. Pupils are developing their

investigative and communication skills in a satisfactory way.

114. Pupils make good progress by the end of Key Stage 2. Pupils with special educational needs make satisfactory progress by the end of Key Stage 2. Pupils in Year 3 successfully develop their investigative skills and are developing an understanding of the need for a fair test when carrying out an investigation. They know the parts of the human body and the factors that contribute to good health, including keeping their teeth healthy. They investigate the properties of materials, for example, when finding out whether or not materials will conduct electricity. Pupils name the types of materials used in house building. They understand that some materials can be changed, by heating them for example, that some change is reversible, such as when heating and cooling water but that some change is irreversible. Pupils record using written explanations and drawings. By Year 4, pupils record the results of their investigations using tables and diagrams and make successful use of their mathematical skills and knowledge; when producing graphs for example. They increase their knowledge of the structure of the human body and the functions of some of the major organs. Work on materials develops to include dissolving substances, evaporation and condensation. Pupils study light and can explain terms such as 'opaque', 'transparent' and 'translucent'. Pupils continue to make good progress in Year 5. They build on the work done in Year 4 on magnets and magnetism and new learning includes plant germination and growth and the study of the parts of plants. They make careful observations and present their work well. Pupils' understanding of electricity includes investigations into how parallel and series circuits work. Pupils in Year 6 make good use of their literacy and numeracy skills. They systematically record the findings of their investigations. They observe carefully, measure, explain and draw conclusions. As well as through written reports, pupils use graphs, charts and tables to convey information and they present their work well.
115. Pupils' responses in lessons are good. Attitudes and co-operative skills develop successfully in Key Stage 1 and by Year 2, pupils demonstrate the ability to concentrate and show that they can work carefully. They get on with their work well and handle equipment sensibly. Most pupils in Key Stage 2 are interested in science. They readily answer questions, though answers are sometimes brief and pupils do not explain or justify their thinking. Pupils collaborate successfully and work independently of their teachers without much need to remind them to concentrate and behave.
116. The quality of teaching is satisfactory overall. Teaching is satisfactory in all lessons in Key Stage 1. Teaching is satisfactory overall in Key Stage 2. One lesson seen in Key Stage 2 was good, though three were unsatisfactory. Teachers have a satisfactory knowledge and understanding of the subject and in general, have high expectations of what pupils should learn, particularly for the older pupils in Key Stage 2. They plan their lessons with clear learning objectives. However, plans vary in quality and detail across the school and some planning does not make it clear what pupils will be expected to learn, how they will be organised and how the needs of pupils of different levels of ability will be met. Teachers in Key Stage 1 make the learning objectives clear to the pupils, although the summary at the end of the lesson is sometimes brief and there is a failure to question pupils about, or get them to explain, what they have been doing. Planning refers to how gains in understanding will be assessed; though it is often by general statements such as 'by observation' and there is little evidence that teachers use the results of observations to plan the next steps for different groups of pupils within the class. Since the last inspection, teachers have continued to place emphasis upon

experimental and investigative science and have made good links with the skills pupils have learned in other subjects, such as their literacy and numeracy skills. However, teachers make very little use of information technology to support teaching and learning in science. Pupils are well managed in all lessons and relationships are good. Resources are usually well prepared and time is usually well used, although on occasions in Key Stage 2, introductions are far too long and the teacher spends too much time talking to the class, leaving little time for practical work by the pupils. Teachers in both key stages make good use of the school grounds. Where the teaching is good, planning is thorough and planned tasks challenge pupils to think and to give reasons for their answers. Where teaching is unsatisfactory, lesson objectives are neither clear to the teacher or pupils. Explanations and instructions are not clear and pupils are given insufficient opportunity to plan and carry out their own investigations and find things out for themselves.

117. The science curriculum is broad, balanced and meets the requirements of the National Curriculum. Since the last inspection the school has improved the quality of its planning to help ensure that pupils in each year group build on the skills and knowledge they have previously acquired. It successfully extends pupils' knowledge and understanding, though there is little evidence of the development of pupils' capacity for independent work, through research work for the older pupils in Key Stage 2, for example. A programme of visits, which include visits to the north Norfolk coast and Norfolk Broads and a residential visit to the Lake District, enhances the curriculum.
118. Leadership in science is good. The recently appointed co-ordinator has drafted an action plan for the subject, which has been discussed with the senior management team of the school. The plan includes a review of the policy and a scheme of work, based on a nationally recommended document, is being phased in. To help ensure that teachers are secure in using the criteria for National Curriculum levels, staff have met to discuss, assess and give National Curriculum levels to samples of pupils' work. Pupils' gains in understanding are also assessed at the ends of units of work, though practice varies throughout the school. The subject co-ordinator's action plan includes consideration of a whole school and consistent approach to assessment. However, there is no formal monitoring of the quality of teaching or learning in the subject to enable the school to evaluate how the scheme of work is being implemented or gain an overview of strengths and weaknesses in provision.
118. **Information technology**
119. Judgements about standards of attainment are based on observation of lessons, discussions with pupils and staff, a scrutiny of a very limited range of pupils' work and an analysis of planning documents. Based on this evidence, pupils' standards in the majority of aspects of information technology are below national expectations by the end of Key Stage 1 and well below national expectations by the end of Key Stage 2. Standards of word processing by the end of Key Stage 2 are a little better but still below those expected nationally. There has been little improvement since the last inspection, when standards in information technology were identified as a key issue.
120. By the end of Key Stage 1, pupils have very limited ability in word processing. They have under-developed keyboard skills, do not understand the function of many keys and are unable to save or print work. Their use of graphics is unsatisfactory. They are unable to open a program and save a file but can select tools to create a picture. They

are unable to use a data program and have no understanding of how to assemble and present data. They have very limited experience of using computer control technology such as a programmable robot. With assistance, some pupils access the Internet and send e-mails, but there is little evidence of pupils accessing CD ROMs for information to support other areas of learning by the end of the key stage.

121. By the end of Key Stage 2, pupils have some ability in word processing but evidence shows that this is inconsistent throughout the key stage and many pupils have learnt these skills at home and not at school. Pupils can locate, open, amend, print and save files. They understand most key conventions but some still use the 'delete' key rather than the arrow or mouse to correct mistakes within words. They highlight and change fonts and can cut and paste text into a different order. No pupils can combine text and graphics and there is some evidence, for example when pupils write letters of complaint, of pupils using information technology to write for different audiences. The older pupils have some knowledge of data-handling programs and construct a spreadsheet to record data collected from a questionnaire linked to their history topic. They know the difference between 'fields' and 'records' and that data has to be accurately recorded. Pupils have no understanding of a branching database, of how a computer can monitor external events or of controlling devices. Pupils are unable to use a computer to create and manipulate music and do not know what is meant by a multimedia presentation. Some pupils have the knowledge to access information from a CD ROM, such as when looking up facts as part of a historical investigation but this knowledge is inconsistent through the key stage. A few pupils have help to use e-mail to support collaborative writing but are unable to use this device independently. There are no opportunities for pupils to develop their modelling skills. There is a little use of information technology in mathematics, when calculation skills are practised.
122. Overall, progress by the end of Key Stage 1 is unsatisfactory and by the end of Key Stage 2 it is very unsatisfactory. Pupils have under-developed computer skills throughout the school. Some planning for Year 3 refers to developing pupils' mouse and keyboard skills, which are more appropriate for reception and Year 1 pupils. There is very little progress in word processing and by the age of 11 pupils have weak skills in this particular area. By Year 6, there is some progress in data handling but in all the other strands of information technology including graphics, manipulation of sound, exploring situations and graphical modelling and control, progress is unsatisfactory or non-existent. This clearly indicates that the school is not meeting the statutory requirements to teach the National Curriculum programmes of study. There is limited evidence of information technology being used to support those pupils with special educational needs.
123. When given the opportunity, pupils are enthusiastic about information technology but with few exceptions, do not use it well to support their learning. Pupils who have a computer at home have a better knowledge and understanding and are sometimes used well to support their peers. Throughout both key stages pupils show a keen interest in using computers, concentrate well and respond positively when asked to collaborate. They use the equipment with care and the older pupils close computers down safely after use.
124. There is little evidence of direct teaching of information technology in Key Stage 1 or Key Stage 2. Computers are often turned on in classrooms but are very rarely used. In the one lesson seen the quality of teaching was good. The teacher had good subject

knowledge, explained the task clearly and supported the pupils as they decided how they were going to collect and present data using the computer. Elsewhere in the school there is one good example of the use of wall-mounted visual aids to assist pupils in developing their computer skills when using a graphics program. Teachers' planning takes little account of the importance of information technology but the recent adoption of the nationally recommended scheme of work is being implemented to ensure that teachers develop pupils' knowledge and understanding in a progressive way from Year 1 to Year 6. There is no evidence of procedures for assessing pupils' attainment or portfolios of pupils' work to record and demonstrate progress over time and in literacy and numeracy lessons for example.

125. The subject co-ordinator has recently published a good and very detailed action plan to improve the teaching and learning of information technology. The plan recognises that throughout the school there are pockets of staff expertise but whereas teacher interest is strong, there are weaknesses in teachers' overall subject knowledge. The co-ordinator is currently carrying out an audit of staff skills to link up with the training initiative coming via the government's New Opportunities Funding for information technology. The co-ordinator also recognises the important support that non-teaching staff can provide for the subject and sees their training as essential. Another weakness in the school provision is the wide variety of computers currently available. Three different operating systems exist, which do not allow for the consistent and progressive development of pupils' skills as they move through the school. Many of these computers and much of the ancillary equipment such as printers, are old and their unreliability frustrates both staff and pupils. In addition, some computers are sited on desks or trolleys that are at an inappropriate height for pupils using the equipment and this affects their posture. The use of the small 'e-mate' computers in Year 6 is good in that it gives more opportunities for pupils to develop their word processing skills, such as when completing their daily diaries. The school's action plan identifies the promise of government National Grid For Learning funding to replace the obsolete computers with new computers all working on the same system. This finance was promised in April 1999 but the school is still waiting for details of when it can order the new equipment.
125. **Religious education**
126. Pupils' attainment is in line with expectations of the locally agreed syllabus by the end of both Key Stage 1 and Key Stage 2. Pupils with special educational needs attain in line with their individual education programmes and statements and make satisfactory progress. There is no significant difference in attainment between boys and girls or those of differing abilities.
127. Pupils make satisfactory progress in Key Stage 1. They gain factual knowledge of the principal faiths in Britain. They have knowledge of Christian festivals such as Harvest, Christmas and Easter, as well as some festivals from different faiths such as Diwali. Younger pupils understand that subjects like harvest are morally important, that some people in the world do not have enough to eat and we should share. They discuss themes such as friendship, harvest, Christenings and other events important to their lives. They know that Jesus is special to Christians and that other religious leaders include Muhammad and Buddha. Older pupils know some stories about Jesus, have information about Christian religious signs and symbols such as the cross, and know that other faiths have signs and customs. Older pupils know that different faiths have sacred texts such as the Bible and that parts of the Torah are found in the Christian

Bible. They understand that ordinary people live their lives in special ways in accordance with a faith.

128. Pupils make satisfactory progress in Key Stage 2. By the end of the key stage they have accurate knowledge of Christian stories well as details of other religions. They know that some festivals are secular and others are special to different faiths, such as Shabbat to the Jews, and Diwali to the Hindus. Pupils have knowledge of customs within faiths, including attendance at church, temple, synagogue and mosque, religious special days and some rituals from different faiths. Pupils identify similarities and differences between the key faiths. Although their explanations are not at a deep level, they know that some beliefs are common to a number of faiths, being aware of the differences for instance, between Jews, Christians and Muslims, although the three faiths come from a common root.
129. Pupils' responses in religious education are satisfactory. Their work is neat, readable and well presented. In class, they concentrate and persevere, co-operate well with each other and the teacher, take the initiative in discussions and recall what they have learned both within and from outside the classroom. Pupils enjoy their work, especially when using artefacts, maps and sacred texts. They are proud of their practical and displayed work such as local maps showing churches in the locality and have a good rapport with their teachers, other adults and each other.
130. Teaching is satisfactory overall with some good teaching seen in Key Stage 1. This is an improvement since the last inspection. In lessons and from samples of work, there is evidence of good teaching, as pupils are clear about their tasks and have developed confidence in their discussions and recording skills. Teachers have secure knowledge of what they are going to teach, especially about the Christian elements. They expect to instruct pupils, giving them new information of faiths and customs. Teachers plan to go beyond the factual to discuss reasons why people believe as they do, especially Christians and Jews. Planning is clear and drawn directly from the scheme of work. Teachers manage sessions appropriately, taking care that all pupils can see resources such as pictures and artefacts. Much work in religious education is delivered in discussion sessions, especially when applying religious influences to behaviour, lifestyle or world issues.
131. The school does not achieve the time recommended by the locally agreed syllabus in Key Stage 2. This results in a superficiality of knowledge and understanding of some areas of the curriculum for pupils, such as the impact of a faith on life and living especially on the wider issues in the world.
132. The quality and range of resources has been improved since the last inspection. The school has a range of good quality resources that are appropriate and used well to support the work in classes. Artefact boxes for the world faiths have been purchased recently and are supported by a range of books appropriate to the new agreed syllabus and scheme of work. The school makes use of the local Christian community by visiting the local parish church and by welcoming visitors to the school such as the local vicar. The school is actively searching for people of different faiths to help enrich the curriculum. The religious education co-ordinator does not monitor the delivery of the curriculum in classes but is able to support colleagues through appropriate resources, a quality scheme of work and informal discussions.

132.

Other subjects or courses

Art

133. Pupils, including those with special educational needs, make satisfactory progress in both key stages. The work produced builds on the good experiences that the pupils receive in the reception classes. Year 1 pupils study the natural environment, having the benefit of areas which encourage birds and butterflies and produce a variety of work from their observations. They study the work of artists such as Turner and Pollock and develop other techniques, such as marbling. In other years, pupils consider the work of Lowry, Picasso and Van Gogh and produce two and three-dimensional work. Much of the work is linked to topics being covered in other subject areas. For example, Year 5 pupils look at the paintings of Holbein as part of their work on the Tudors. Year 6 study designs of the 1930s including Clarice Cliffe pottery and developing their knowledge of shades. From Year 3 onwards, pupils are provided with sketch books, which some use to good effect. In Years 5 and 6, sketch books are used more extensively with some effective detailed sketches.
134. Pupils work well. They are enthusiastic about the subject and gain enjoyment from the activities set. They make careful brush strokes, mix colours well and take a pride in the quality of their work. They co-operate well, offering constructive comment to one another and they respect the efforts of others. The mature attitudes of the pupils ensure that art activities are successful despite the accommodation, which makes practical work difficult for pupils and teachers. For example, a Year 5 class of 33 pupils was restricted to using A4 paper for their Holbein drawings.
135. Teaching is good overall. The co-ordinator provides a comprehensive plan for both key stages and assists year groups and individual teachers in developing their skills. Teachers have good relationships with their classes and encourage pupils to evaluate their work. There are no formal assessment procedures.
136. The subject has a good range of resources and materials. However a lack of storage space affects how accessible these resources are, to both staff and pupils. There is very little planned use of information technology in art. Most classrooms are unsuitable for the effective teaching of art. Many of the classes are large in number but housed in small rooms, some with a variety of old furniture together. As a result, it is very difficult for pupils and teachers to organise large or long projects.

Design and technology

137. During the inspection week only one lesson was observed. Further to this, there was only limited photographic evidence and a few small displays around the school based on tasks completed last year. Consequently, comments and judgements in this subject are based on a limited amount of evidence. Throughout the school, pupils' progress, including pupils with special educational needs, is satisfactory, although there is little evidence of literacy and numeracy skills being developed through design and technology. At the last inspection it was reported that attainment was satisfactory, progress was sound, teaching was sound and there were curriculum with links to other subjects.

138. By the end of Key Stage 1, most pupils select a range of techniques and tools for a task, assemble and join materials and make simple judgements about the quality of the end product of their work. A good example of this was seen in Year 2, where pupils had made vehicles with moving parts. However, pupils are not given the opportunity to work with an extensive range of materials, to investigate, take to pieces and assess simple products, use basic mechanisms, such as movable joints and generate ideas using their knowledge of materials and the techniques involved.
139. By the end of Key Stage 2 most pupils gather information to help them develop their ideas in a limited way. They evaluate their work as it develops, use a range of materials and a variety of ways of joining them together. They identify whether or not a product works well. These processes were well illustrated in the work undertaken on the construction of weather vanes in Year 3 and the designing and making of models of houses for British towns after World War Two. In their tasks, pupils have limited opportunities to use a wide range of construction kits and electrical and mechanical components, to investigate, take apart and appraise simple products. There is little evidence of pupils using models and sketches to show alternatives in design, producing plans, identifying the stages involved in the design process or listing the materials, tools and methods required.
140. Pupils' attitudes towards the subject were very good and the quality of teaching was good in the one lesson observed. In discussion with pupils in Year 6 they showed a definite enthusiasm for the subject and a satisfactory knowledge of the processes they had employed in their tasks.
141. Leadership in the subject is satisfactory. The co-ordinator supports staff effectively when required and attempts to promote this subject in the school curriculum but time restraints have meant that it now has a low priority, with only a small number of projects being undertaken each year. There is a policy and scheme of work, which is soon to be replaced by a nationally recommended scheme. Consequently, there is a basis to support teachers' planning but there is only a limited development of knowledge and skills as pupils move through the school.
142. The range and quality of resources is unsatisfactory and the lack of space in some of the classrooms makes practical work and the storage of pupils' work difficult. A review of the quality, quantity and range of materials and equipment will be required, if the new scheme of work is to successfully develop pupils' knowledge, skills and understanding.

Geography

143. Pupils, including those with special educational needs, make satisfactory progress in geography across both key stages. Teachers provide pupils with a range of experiences which serve to introduce pupils to appropriate terminology and geographical skills to equip them to explore geography in a broad context. In Key Stage 1, pupils use the wider community to develop an awareness of where they live and how they get to school. In Year 1, pupils, through the travels of a class teddy bear, are helped to understand distance and the existence of other countries. Key Stage 2 pupils extend their knowledge of the world and location of countries through cross-curricular topics, though at times the topic structure creates confusion in pupils' minds as to what separates geography from other subjects. For example, work on Egypt in Year 3 required pupils to consider the lifestyles of people in ancient Egypt whilst considering the

features of the Nile and its impact on the country. A range of media is used, such as video material on the river Nile. However, the use of information technology in geography is very limited. Pupils in the latter years of Key Stage 2 have a basic knowledge of the world beyond their own and have developed simple mapping skills. The school provides pupils with the opportunity to visit areas beyond their local environment that clearly improves their understanding of areas with different physical features. For example, Year 6 visit the Lake District, an activity which provides useful map work opportunities the success of which is evident in the work on co-ordinates and contours.

144. Pupils' attitudes to geography are good. They spoke enthusiastically about their Year 5 visit to the Wells next the Sea study centre, recounting the activities that took place with some knowledge and clarity. They looked forward excitedly to their opportunity to visit Blencathra in the Lake District. In lessons, pupils are generally attentive, showing interest in the subject and being prepared to question the teacher enquiringly when opportunities arise. Few opportunities for independent research were observed.
145. The quality of teaching is satisfactory. Pupils are appropriately managed and lessons are well resourced. Teachers begin by reviewing work previously carried out and make effective use of questioning to test that pupils understand. However, the introduction of lessons is sometimes too long, leaving insufficient time for pupils to carry out their practical and written work. The whole class is usually presented with the same activity with the result that the more able pupils are not effectively challenged.
146. Termly planning is good, meeting the requirements of the geography policy, although the teaching of the subject is not monitored, nor is there any formal assessment, which makes evaluation of strengths and weaknesses in provision difficult for the school. There is a satisfactory level of resources available to enable the subject to be delivered effectively.

History

147. From a scrutiny of work that pupils completed in 1998-99, photographic evidence, and a discussion with Year 6 pupils, there is evidence that across both key stages pupils, including those with special educational needs, make satisfactory progress. In Key Stage 1 pupils develop an awareness of the ways in which life in the past was different from today. This is evident in the tasks involving a visit to a farm museum at Gressenhall and those involving pupil observations of artefacts. Pupils in Key Stage 1 show a limited understanding of sequence of events in the past and their work does not show basic skills of answering questions about the past from sources of information. By the end of Key Stage 1, pupils do not fully understand that time brings about change. They do look at objects of the past and compare them with more recent objects. Pupils are given few opportunities to show an interest in objects for their own sake and what is special about them in terms of their design and age.
148. In Key Stage 2, pupils gradually make more effective use of more complex source material, for example, when using information stored on a CD ROM about the inventions of the twentieth century. They develop a slightly better knowledge about life in past times, as they carry out studies of the Ancient Egypt, Ancient Greece, the Romans, Tudor times and Britain since the 1930s. Pupils also undertake a local history study of Norwich. When presenting their work, pupils organise and communicate their findings

with improving competence. This was evident in the work on Britain since the 1930s. When discussing their previous topics with pupils in Year 6, they were able to use the correct terminology when questioned. Pupils have a developing knowledge and understanding of history. By Year 6, they are using skills to interpret evidence and give opinions. However, pupils' studies are primarily knowledge-based, with little emphasis on the progressive development of enquiry and interpretation skills. There is also an over-reliance on the use of worksheets that require the pupil to complete sentences and/or colour in a picture. Some of these tasks are presented to the whole class rather than taking account of pupils of differing needs and levels of ability.

149. Pupils have positive attitudes to history and say that they enjoy their work. Pupils' written work is generally well presented.
150. No history lessons were observed during the inspection and therefore it is not possible to make an overall judgement about the quality of teaching. From a study of planning documents and the range and quality of pupils' work, teachers' subject knowledge is judged to be satisfactory. At the time of the last inspection the quality of teaching was good.
151. Pupils' knowledge, skills, and understanding are gradually developing within a subject affected by time constraints. The policy for history and its scheme of work are in line with current requirements. In Key Stage 1, teachers' planning is based on a recently introduced and nationally recommended scheme of work. Teachers in Key Stage 2 plan according to the topics in the National Curriculum. There are no formal procedures for assessment of history and assessment is therefore not used effectively to help planning for the promotion of pupils' knowledge, skills, and understanding.
152. The co-ordinator has recently been appointed and has had limited time to support colleagues, monitor planning and pupils' work but she has carried out an audit of needs in the subject. There are no procedures in place for monitoring the quality of teaching in the subject. Resources for history are inadequate. Book stock has been improved since the last inspection but the school has insufficient artefacts. Use of the topic loan service provided by the local museum is not undertaken. However, educational visits to the local area and further afield support and develop pupils' learning effectively. Pupils are involved in educational days, such as the Tudor day under the supervision of a visiting tutor, that also enhance their learning.

Music

153. Progress is satisfactory in Key Stage 1 and good in Key Stage 2. Pupils with special educational needs make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Pupils in Key Stage 1 sing a variety of songs from memory, including rhymes and songs from different countries. They listen to music with concentration and recognise differences such as loud and soft, fast and slow. Pupils learn new songs and practise to improve their performances. They sing in unison and maintain the rhythm of the song. They recognise repeating patterns. By the end of Key Stage 2, pupils maintain their own line when singing in two parts. They sing hymns confidently during assembly and with clear diction. A high percentage of the pupils in Key Stage 2 play musical instruments, including clarinets, drums, flutes, glockenspiels and violins. Pupils make good progress over time in learning to play their instruments and to improve the quality of their performances. By the end of Key Stage 2, pupils who receive

instrumental tuition read musical notation well and play their instruments with increasing dexterity and control.

154. Pupils have good attitudes to music throughout the school. They are keen to participate and enjoy playing the instruments, which they handle carefully. Most pupils try hard in lessons, work well together and behave responsibly.
155. The overall quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. The instrumental tuition is consistently good. Class teachers, most of whom are non-music specialists, have secure subject knowledge and make effective use of commercially produced materials, including CD ROMs, with accompanying ideas for learning songs and accompaniments. Visiting instrumental teachers have good subject knowledge, form good relationships with their pupils and make progressive demands upon them. Most of the instrumental tuition lessons are very short but in most cases, pupils are given the opportunity to practise and improve pieces they have been learning.
156. Pupils in both key stages have regular opportunities to perform in front of an audience. For example, Key Stage 1 pupils have performed dances to music and Year 3 pupils have presented a performance of dance and music in connection with their study of Egypt. Annual 'carol' and summer concerts provide all pupils with the opportunity to sing and play a variety of musical material. The school has a large orchestra and pupils regularly take part in music festivals in the City of Norwich. The music curriculum is making a good contribution to pupils' social, intellectual and cultural development.
157. Leadership in the subject has been hampered by the long term absence of the subject co-ordinator. The school's music policy is in draft form and there is no indication as to when and how it will be completed. Class teachers use the National Curriculum programmes of study to plan their termly work. These plans vary in quality and in the absence of a coherent scheme of work, there is little guidance provided or monitoring of class teachers' planning to help ensure that a broad and balanced curriculum is being provided. There are no formal assessment procedures.

157. **Physical education**

158. This subject has much strength and pupils, including those with special educational needs, make good progress by the end of Key Stage 2. By the end of Key Stage 1, in dance pupils appreciate that music can be responded to in different ways and they incorporate actions such as travelling, turning, gesture and stillness into their creations. They show good co-ordination and balance. They explore movement at different levels and combine structured movements into a self-composed dance sequence. Older pupils demonstrate a good awareness of rhythm and are imaginative in developing movement into their dance patterns. Pupils in Year 3 express themselves well to the sounds created by drum and whistle as part of a lesson based on an Egyptian theme. They imagine they are Egyptian mummies and falcons and move with agility and poise in time to the music performed by the teacher on a whistle and drum. In games, the older pupils demonstrate good standards of throwing and catching in basketball. They time their passes carefully and concentrate as they work with other team members. In hockey, they show skill at dribbling, stopping and passing the ball and demonstrate good posture and technique. In swimming, pupils in Year 6 enter the water safely without the aid of steps and submerge their heads with confidence. They forward glide while holding their breath and demonstrate good body control as they cross the width of the pool. The majority of pupils can swim at least a width of the pool. They understand the principles and skills of water safety and adopt a variety of positions, including mushroom float, when they rest, float and adopt other support positions to develop their confidence in the water.
159. Pupils respond well in physical education lessons in both key stages. Most pupils listen appropriately and behave well. When undertaking tasks, they concentrate and when appropriate, respond by applying skills in collaboration with others. Pupils are well motivated and the very good relationships they have with their teachers ensures that many skills are highly developed. Moral development is apparent in the way that they learn to follow simple rules. They are very supportive of each other and aware of safe practice, especially in swimming. Pupils appreciate each other's efforts in demonstration sessions, such as when watching each other in dance. They often use these demonstrations to develop and improve their own skills.
160. The quality of teaching is good. Staff have an enthusiasm for the subject which is conveyed to the pupils and makes the learning process fun. Teachers have a good subject knowledge and this contributes to the pupils' good progress. Planning is effective and resources are well organised. At the beginning of lessons, most teachers ensure all safety measures are in place and that pupils are suitably dressed. However, not all teachers wear appropriate footwear to assist them when demonstrating skills or techniques. Clear instructions are issued, pupils are well organised and often challenged by the teaching. This helps pupils to both consolidate and extend their skills. The use of demonstration, for example in swimming and dance, is a feature of many good lessons and contributes to pupils' skills development. The pace of lessons is good and there is consistent use of praise and encouragement, which promotes an enjoyable and positive atmosphere in all lessons. There is a wide variety of sporting clubs which pupils from both key stages have the opportunity to attend and further improve their physical skills. A significant number of school teams have a history of being very successful in local competitions. The contribution that staff make to the running of these clubs and teams is a strength of the school.

161. The school has continued to maintain the good progress of pupils in this subject since the last inspection. The co-ordinator provides good leadership and has produced a useful policy document. There is a published scheme of work in place which provides a structured basis for lesson planning throughout the school. The co-ordinator's aim is to review this scheme and develop assessment documentation once the new nationally recommended scheme is published in conjunction with the revised National Curriculum requirements in the Year 2000. There is no time identified for the co-ordinator to monitor the planning and teaching of the subject. Resources are good and the outside hard play and grass areas are generous in size. The single hall and the large number of classes requiring access to this, restricts the number of times classes are able to use this for physical education during the week. There are a significant number of outside sporting agencies who support the school's physical education curriculum. Regular annual visits from cricket, sailing, rugby, tennis and swimming organisations actively encourage pupils to take up new sports and develop new skills and interests. These visits are another strength of the subject's provision.

161.

161. **PART C: INSPECTION DATA**

161. **Summary of inspection evidence**

162. A team of six inspectors, consisting of one lead inspector, four team inspectors and one lay inspector spent a total of 24 inspector days in the school. During the inspection:

- over 84 hours were spent in classrooms observing 75 lessons or parts of lessons, talking to pupils and scrutinising work;
- a representative sample of work from all year groups was examined, together with pupils' records, reports and teachers' planning documents;
- assemblies and registration periods were attended;
- discussions were held with teaching and support staff, members of the governing body, members of the local community and parents;
- pupils were heard reading, and aspects of their work were discussed with them;
- observations were made of break times and lunch times;
- minutes of governors' meetings, the school's policy statements, schemes of work and development plans were scrutinised;
- the total time for all activities was over 117 hours.

1. Before the inspection began, 32 parents attended a meeting with inspectors, and 108 questionnaires giving parents' views about the work of the school were received and analysed.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	478	9	87	44
Nursery	26	2	5	n/a

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	16.7
Number of pupils per qualified teacher	28.6

Education support staff (YR - Y6)

Total number of education support staff	15
Total aggregate hours worked each week	216

Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	26

Education support staff (Nursery class)

Total number of education support staff	2
Total aggregate hours worked each week	40

Average class size:	29.9
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FINANCIAL DATA

Financial year:	1998/99
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	£
Total income	696 906
Total expenditure	701 794
Expenditure per pupil	1 401
Balance brought forward from previous year	50 799
Balance carried forward to next year	45 731

163. PARENTAL SURVEY

Number of questionnaires sent out:	380
Number of questionnaires returned:	108

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	39	51	6	4	0
I would find it easy to approach the school with questions or problems to do with my	45	48	3	4	0
The school handles complaints from parents well	14	56	23	6	1
The school gives me a clear understanding of what is taught	54	54	7	12	2
The school keeps me well informed about my child(ren)'s progress	28	46	10	16	0
The school enables my child(ren) to achieve a good standard of work	30	56	11	4	0
The school encourages children to get involved in more than just their daily lessons	43	42	12	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	19	39	19	18	5
The school's values and attitudes have a positive effect on my child(ren)	42	46	11	1	0
The school achieves high standards of good behaviour	26	56	11	5	2
My child(ren) like(s) school	52	44	4	0	1

163. Other issues raised by parents

Some parents feel that some of the classrooms and the dining room are too small and that the 'mobile' classrooms are in poor condition