

INSPECTION REPORT

Marham Airfield First School

Upper Marham

LEA area : Norfolk

Unique Reference Number : 120900

Headteacher : Mrs Maureen Boles

Reporting inspector : Mrs Barbara Crane
21227

Dates of inspection : 11 - 14 October 1999

Under OFSTED contract number: 707600

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	First
Type of control :	Community
Age range of pupils :	4 - 8
Gender of pupils :	Mixed
School address :	Cedar Road Upper Marham King's Lynn Norfolk PE33 9LT
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Appropriate authority :	Governing body
Name of chair of governors :	Wing Commander John Harrison
Date of previous inspection :	18 - 29 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Barbara Crane, RgI.	English; science; history; geography; art. Areas of learning for children under five. Special educational needs	Attainment and progress; Teaching; Leadership and management; Staffing, accommodation and learning resources.
Mr Tony Anderson, Lay Inspector.		Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community.
Mr Chris Scola, Team Inspector.	Mathematics; information technology; religious education; music; design and technology; physical education. Equal opportunities	Attitudes, behaviour and personal development; Curriculum and assessment; Spiritual, moral, social and cultural development, Efficiency.

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MAIN FINDINGS

What the school does well

The pupils achieve high standards in their work.

- The school has a strong team of teachers. High quality teaching is evident in over a third of the lessons. In just over three quarters of lessons, the teaching is good or better.
- The pupils' behaviour and their attitudes to work are very good.
- A very good climate for learning is created. The staff are committed to raising standards and relationships in the school are very good.
- The school provides a strong moral framework and promotes the pupils' social development very well.
- The headteacher provides very good leadership and is well supported by the governors and staff .
- The school has a strong partnership with parents. Homework is well organised and parents are involved in their child's learning.
- The school has very good procedures to enable pupils who join the school to settle in quickly and happily.
- Support staff are very well deployed to support the pupils' learning.

Where the school has weaknesses

- I. The progress made by Year 1 pupils in writing is slower than in other years.
- II. There are no outdoor play facilities for children under five.

This is a very good school. The weaknesses are far outweighed by what it does well, but they will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good progress in addressing the weaknesses pointed out in its last inspection and it is better than it was. The roles and responsibilities of all staff are now clearly defined. More classroom support has been provided for the Reception pupils. The music curriculum has been extended. Standards in writing have improved. The school is well placed to improve further.

Standards in subjects

The table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

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

These results relate to the pupils who took the tests last year. The table shows, for example, that the pupils' performance in reading was well above average in comparison to all schools and similar schools. The results of tests over the last three years show an upward trend in standards. Inspection evidence supports the view of high standards in English, mathematics and science. The pupils achieve good standards in information technology, art, history, geography and physical education. Their attainment in religious education meets the expectations of the locally agreed syllabus. By the age of five, most of the children are likely to exceed the desirable learning outcomes in all of the areas of learning.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 8 years
English	Very good	Good	Very good
Mathematics	Very good	Very good	Very good
Science		Good	Good
Information technology		Good	Good
Religious education		Good	Good
Other subjects	Good	Good	Good

Teaching is satisfactory or better in 100% of the lessons. In 77% of lessons it is good or better. In 38% of lessons the teaching is very good or better.

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	The pupils' behaviour is very good. They are polite and considerate towards each other and visitors. They play well together and accept responsibility readily.
Attendance	This is very good and the pupils are punctual.
Ethos*	The school has a very good ethos. The staff work hard to raise standards and the pupils have very good attitudes to their work. Relationships in the school are very good.
Leadership and management	The headteacher provides high quality leadership. She is ably supported by a well-informed and active governing body. The subject co-ordinators play a valuable role in monitoring teaching and learning.
Curriculum	The curriculum is broad and balanced. Good links are made between subjects. The school's planning enables the pupils to build on their previous skills and try out their ideas.
Pupils with special educational needs	The school makes good provision for pupils with special educational needs. The pupils are well supported and make good progress.
Spiritual, moral, social & cultural development	Provision for the pupils' moral and social development is very good. The school plans many opportunities for the pupils to work together and grow in confidence socially. Provision for the pupils' spiritual development is good. The pupils' cultural development is promoted satisfactorily.
Staffing, resources and accommodation	There is an adequate number of teachers and support staff. The arrangements for the professional development of staff are very good. The accommodation is good overall, as are resources, but the children under five have no outdoor play area or large play equipment.
Value for money	The school gives very good 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
Their children enjoy coming to school. They feel that the teachers know each child well. They feel that good standards are achieved in both work and behaviour.	A few parents feel that: The school does not encourage them to become involved in its daily life.

They support the values and attitudes that the school promotes. They find the school approachable. They appreciate the way in which the school helps new children settle in happily.	Complaints are not handled well. They are not given sufficient information about the progress their child is making. There are too few extra-curricular activities.
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The inspection findings support the parents' positive views. The school provides very good quality information to parents and encourages their involvement in children's learning. The school has a complaints procedure which is published to parents. The range of extra-curricular activities is satisfactory for the age range of the pupils.

KEY ISSUES FOR ACTION

What the school needs to do now:

improve the rate of progress made by the Year 1 pupils in writing by:

- raising the teachers' expectations of what these pupils can achieve;
- ensuring that the pupils' existing skills are assessed and the information gained used to inform future planning;
- ensuring that teachers' planning is clear about the skills to be developed in group and individual activities;

- monitoring teaching and learning to evaluate improvement;
(paragraphs 7, 21, 62, 63, 66)

improve the provision for children under five by providing facilities and resources for outdoor play.
(paragraphs 23, 47, 59)

In addition to the key issues above, the less important weakness concerning the school's planning for the pupils' cultural awareness, identified in paragraph 32 should be considered for inclusion in the action plan.

INTRODUCTION

Characteristics of the school

1. The school serves an airforce base in a relatively isolated rural setting. Of the 132 pupils on roll, 99% come from service families. The school population is very turbulent as a result of postings to other bases, either in England or abroad. For many of the pupils, Marham is their second or third school; two thirds of the present Year 3 pupils, for example, did not start at the school in the Reception class. Nine per cent of the pupils are on the school's register of special educational needs, which is lower than average. One pupil has a Statement of Special Educational Need. Three per cent of the pupils are entitled to free school meals, which is low due to most families serving on the base. Children whose birthdays fall between September and February are admitted at the start of the school year. Those with birthdays between March and August are admitted in January. At the time of the inspection, all but five of the twenty-six children in the Reception class were under five. There is a wide range of attainment evident on entry to the school, but children have broadly average skills in most areas, although their confidence in speaking is marked.
2. The school aims to promote high standards through a broad, balanced, relevant and differentiated curriculum within a secure and structured environment.
3. The school's priorities include: the introduction of the Numeracy Strategy; to improve provision for information technology and to improve standards in writing.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	8	20	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	6	7
	Girls	18	20	19
	Total	25	26	26
Percentage at NC Level 2 or above	School	89(77)	93(85)	93(88)
	National	85(80)	86 (81)	90 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	7	7
	Girls	19	19	20
	Total	26	26	27
Percentage at NC Level 2 or above	School	93(77)	93(77)	96(81)
	National	N/A(81)	N/A(85)	N/A(86)

Attendance

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

		%
Authorised Absence	School	4.0
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	38%
Satisfactory or better	100%
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. The results of the end of key stage tests for seven year olds in 1999 in reading show that the pupils' attainment is well above average both in comparison with all schools and similar schools. The results of the tests in writing show above average standards compared to the national average and well above average performance when compared to similar schools. The results of the mathematics tests in 1999 indicate that pupils' attainment is above the national average when compared with all schools and also with similar schools. Inspection evidence confirms this picture of standards at the end of Key Stage 1. The trend over the last three years has been one of improvement. By the time the pupils leave the school in Year 3, attainment is well above average in English and mathematics. The teachers' assessments of the attainment by seven year olds in science in 1999 show that standards are well above average. Inspection evidence supports this view. High standards are also evident by the time the pupils leave the school.
2. Pupils with special educational needs make good progress towards the targets set in their individual education plans. They are well supported.
3. The children under five make good progress and most are likely to exceed the desirable learning outcomes in all of the areas of learning by the time they are five.
4. Good progress is evident in reading, throughout the school. Teachers hear pupils read frequently, actively promote a love of books and assess what the pupils need to do next to improve their reading. The pupils are eager to read and most are very competent by the age of seven. They recommend favourite books and poems to friends. The pupils use non-fiction books very well to research information independently. The pupils skills in writing are good, both at the end of Key Stage 1 and by the time they leave the school. The progress of Year 1 pupils is slower as teachers' expectations of what these children can achieve is lower and the work is less effectively planned to develop specific skills. In other years, the pupils make good progress and write competently for a good range of purposes, with accuracy and style. The pupils make good progress in speaking and listening and use a rich and varied vocabulary.
5. The pupils make good progress in mathematics and apply their knowledge well to other areas of the curriculum. The well-differentiated work is a major factor in supporting progress. By the end of Key Stage 1 the pupils have a good understanding of two and three digit numbers. They use a good mathematical language and can recognise and identify two and three-dimensional shapes. The pupils confidently explain their methods for adding numbers together and counting on. By the time they leave school, the pupils understand place value up to a thousand and can use mental recall of addition and subtraction facts to twenty. They count on in twos, fives and tens and more able pupils complete multiplication and division operations of two digit numbers. They add and subtract using tens and units and the majority of the pupils are able to do this mentally. The pupils find lines of symmetry of various shapes, and measure length, mass and capacity using non-standard and standard units.
6. Pupils of all abilities make good progress in science. The Year 2 pupils have a good knowledge of the properties of materials and use a good scientific vocabulary. They devise a test for waterproof fabric. The pupils make predictions, observe carefully and compare what happens with their original ideas. Year 3 pupils make good progress in devising tests, observing results and recording their conclusions. They sort materials and use terms such as 'flexible', 'transparent' and 'reflective'. When looking at a range of objects, the pupils can suggest why they are made of particular materials and could not be made of others because of the object's use.
7. The pupils' attainment in information technology is well above average and they make good progress. They use their skills effectively to support learning in other subjects. Attainment in religious education reaches the expectations of the locally agreed syllabus and the pupils make satisfactory progress.
8. The pupils' work in art, history and geography reaches a standard that is better than expected for their age.

They make good progress in choosing their own materials, exploring their ideas and making deductions from analysing evidence. The pupils make good progress in physical education and their attainment is better than average; they show poise, stamina and control.

9. The pupils' attainment in design and technology and music is similar to that expected for their age and they make satisfactory progress in these subjects.

Attitudes, behaviour and personal development

10. The children under five settle quickly and happily into the routines of school life. They learn to take turns and share resources. The children play together well and help to tidy away at the end of sessions.
11. The pupils' attitudes to learning are very good. They are invariably interested in their tasks and listen attentively to teachers, other adults and to each other. The pupils follow instructions promptly and conscientiously. They settle down to work quickly and maintain concentration for extended periods. With very few exceptions they are always keen to learn and show great interest in their work. They compete to answer questions and are able to engage in discussion. Work is nearly always very well presented both in the pupils' books and on display around the school.
12. The high standard of behaviour is a strength of the school. Behaviour of the pupils in class, around the school, in the dining area and on the playground is very good. The teachers seldom need to intervene in class to correct inappropriate behaviour and a light touch is all that is necessary to keep the pupils focused on their work. They co-operate very well and are helpful to others who find their work difficult.
13. The pupils' personal development is very good. Responsibilities for the smooth running of the school and the classroom are shared out amongst all pupils and these duties are eagerly and proudly carried out. They are helpful and courteous to visitors in school. They are interested in what other pupils have to say and discuss issues relating to their own lives, and those of others, sensibly and thoughtfully.

Attendance

14. The pupils' attendance at the school is very good and is an improvement on the previous inspection. The pupils' punctuality is also very good. The teachers use the registration times to set a good tone for the following session.

QUALITY OF EDUCATION PROVIDED

Teaching

15. The quality of teaching is a strength of the school and has a positive impact on the standards achieved by the pupils. Teaching is at least satisfactory in all lessons. In nearly eight out of ten lessons it is good or better. Very good or better teaching is evident in nearly four out of ten lessons.
16. The teaching of children under five in the Reception class has some very good features. The teacher establishes good routines and is sensitive to the social and emotional needs of the children. The staff create a warm and supportive environment in which the children grow in confidence. The effective teaching of skills in literacy and numeracy ensures that children have a firm foundation upon which to build. In a very good lesson the teacher used the shared text very effectively to reinforce the sounds of letters and extend the children's recognition of familiar words. Time is used efficiently; the classroom assistants are well briefed and deployed.
17. All of the teachers devote an appropriate amount of time to the development of pupils' skills in literacy and numeracy. Lessons proceed at a brisk pace and the teachers' clear explanations ensure that the pupils know what they have to do. The teachers make very good use of the pupils' knowledge and skills from other subjects

and the pupils' own experience. This makes the work more relevant. All teachers have generally high expectations of the pupils' work and behaviour. The classrooms have a calm and purposeful atmosphere. The teachers establish very good relationships with the pupils. They know the pupils well and provide challenging and interesting work. Consequently, the pupils are highly motivated and become absorbed in the activities. The teachers encourage the pupils, right from the start, to explore their ideas, use their initiative and express opinions. The teachers have a good knowledge and understanding of their subjects. This is demonstrated in the range and the quality of the work which is produced by pupils. The teachers actively promote a love of books and encourage the pupils to find out more for themselves.

18. A weaker aspect of teaching is the lower expectations of what pupils in Year 1 can achieve in writing. The teachers' planning for writing activities is often less detailed about what skills will be promoted during lessons. This has a negative impact on the progress that Year 1 pupils make in writing.
19. Very good use is made of the support from other adults, all of whom are well briefed to work with groups of pupils. Classroom assistants work well with the teachers and provide good support for the pupils' learning. They have a clear understanding of what they need to do. Homework is very well planned to support the pupils' learning. The pupils are encouraged to contribute resources from home and older pupils research topics

The curriculum and assessment

20. The curriculum for children under five is well planned to lead smoothly from the areas of learning to the National Curriculum. The curriculum for these young children is generally well balanced but the lack of facilities for outdoor play limits their opportunities to climb, ride and explore large spaces and equipment through play.
21. The school provides a broad, balanced and relevant curriculum for all pupils at Key Stage 1 and in Year 3. The curriculum reflects and supports the aims of the school. It includes all of the National Curriculum subjects and religious education. Health education, personal and social education and sex education are also included. The curriculum effectively promotes pupils' intellectual and physical development and makes very good provision for their personal development. The headteacher monitors the time allocated to subjects. All of the requirements of the National Curriculum are met. The additional resources for Literacy and the implementation of the Literacy Hour, as well as the school's current good work in Numeracy, have led to a considerable improvement in these subjects. The school's planning to raise the pupils' awareness of other cultures is a weaker aspect.
22. Overall, the quality of planning is good. Planning is directly linked to the schemes of work, which are comprehensive and detailed. These effective schemes of work ensure that lessons are clearly focused and that the delivery of the curriculum is well planned. Both medium and short-term plans are based on schemes of work, and particular emphasis is given to planning for literacy and numeracy. All teachers plan co-operatively to ensure continuity and progression in learning and this has a positive impact on the standards achieved. The school management plan is a very effective document that systematically identifies areas of the curriculum for development, setting targets and priorities. Monitoring of these results is carried out through evaluation and detailed analysis.
23. The school ensures equality of access to the curriculum for all pupils. Procedures for the identification and assessment of pupils with special educational needs are good. Once identified, the pupils follow a closely monitored programme in reading and writing and they make good progress. The special needs co-ordinator plans individual detailed work programmes which are well used by the class teachers and special needs assistants.
24. The teachers know their pupils well and they generally make good use of their day-to-day assessments to set appropriate targets for their pupils' future learning. The pupils' work is marked conscientiously. Most of the comments on the pupils' work are constructive and the teachers' verbal feedback provides pupils with clear guidance on how their work might be improved. With the very high turnover of pupils, the school attaches great importance to its arrangements for assessing and recording pupils' progress from year to year and these are very thorough. The school has recently introduced target setting for individual pupils. The headteacher has

a clear view of standards in each year group and as a result is able to monitor standards from year to year. This contributes to the very good progress the school has made in driving up standards.

Pupils' spiritual, moral, social and cultural development

25. The school's provision for the pupils' spiritual, moral, social and cultural development is good overall.
26. The school makes good provision for the spiritual development of pupils. All pupils join in with prayers and hymns and there are opportunities for reflection and contemplation. Links are maintained with the local churches. Main festivals of the year are formally celebrated and clergy from local churches play an active role in the life of the school. The school makes good use of cross-curricular links to develop and extend the pupils' spirituality.
27. The provision for the pupils' moral development is very good. Pupils are taught how to distinguish right from wrong and their behaviour in and around the school reflects the very high standard of moral development promoted. The school has an official behaviour policy and individual classes have their own rules devised by the pupils, all of which are extremely effective. Opportunities are provided at weekly assemblies to celebrate individual pupils' successes.
28. The social development of pupils is very good. Pupils contribute actively to the life of the school. All of the pupils are given individual tasks and responsibilities from an early age and their help and collaboration ensures that classroom and school routines are very smooth. Because of the high turn over of pupils, the school has attached great importance to the integration of new pupils and the way in which new pupils are welcomed and integrated is a strength of the school. Through the school's many excellent links with the local RAF base and being very much part of that community, the pupils develop an early concept of citizenship.
29. The cultural development of pupils is satisfactory. The pupils' appreciation of their own culture is furthered by lessons in art, music, history and geography and some good work in local studies, particularly in Year 3. The school does not ensure that the pupils' appreciation and understanding of other cultures is considered when planning the curriculum. A small range of artefacts and resources is available to enhance the teaching of world faiths.

Support, guidance and pupils' welfare

30. The good level of care that the school exerts makes a significant impact on pupils' attainment and progress. The school gives good support and guidance to all of its pupils. There are excellent procedures in place for ensuring that information about pupils who join or leave the school is dealt with efficiently. A great deal of emphasis is placed on helping children to settle in quickly and on building a firm relationship with parents. There are good systems in place for monitoring the pupils' progress and personal development and these are particularly good in the case of pupils on the special educational needs register. Individual Education Plans are in place for these children and they are very closely monitored by the headteacher and staff. Regular meetings are also held between the headteacher, teaching and support staff in order to monitor the progress of each child. Parents are also very much involved in any review programmes.
31. The procedures for monitoring and promoting good behaviour are good and all staff work hard to maintain a consistent approach to behaviour management across the school. There is an effective procedure in the case of any pupils who are found to be in need of additional behavioural support and both the child and parents are very much involved in the monitoring process. The school demonstrates a positive approach to the promotion of good discipline and behaviour across the school and has a clear anti-bullying policy.
32. The procedures for monitoring and promoting good attendance are good. The headteacher stresses the importance of good attendance at parents' meetings and in the monthly newsletters. Parents are encouraged to help their children to achieve high levels of regular attendance at the school and the effectiveness of this strategy can be seen in the actual pupil attendance and the low levels of pupil lateness at the school.

33. The procedures for child protection and promoting pupils' well-being are good and the school is aware of a very small number of health and safety issues which are in the process of being addressed. The caring attitude of both the teaching and support staff is very much in evidence and this dovetails well with a range of external agencies who provide additional support to a number of pupils at the school. The school has a wide range of effective recording systems covering accidents, fire practices and regular risk assessments.

Partnership with parents and the community

34. The school's partnership with parents is very good and the overwhelming majority of parents support its work. The quality of information provided for parents is very good; reports on pupils are detailed and include ways in which pupils can improve. There are regular newsletters which provide a very extensive range of information about school activities, important dates and information about the curriculum. The school also invites parents to workshops about the curriculum. The importance of regular attendance at the school is also a focus of early first term meetings with the parents of new children to the school. The school brochure is detailed and informative, as is the annual report to parents presented by the governing body. Both contain all of the required information. The parents of pupils with special educational needs are kept well informed about their child's progress.
35. Parents' involvement in their children's education is very good and the school encourages the parents to feel very much part of the day to day life of the school. Several parents are regular helpers at the school and some parents also help with external visits made by the children such as in regular trips to the swimming baths. The transient nature of the school population sometimes makes it difficult for lasting home/school relationships to be formed both in terms of parents and governors but the school is proactive in turning this to their advantage by making best use of the regular input of 'new blood' into the school. A good example of this is to be seen in the way each governor is linked to a school subject and this practice has a positive impact on pupils' attainment and progress.
36. The school's isolated position means that its only community is Marham Airbase and in the vast majority of families, at least one parent has a direct link (usually employment) to the base. The pupils visit Marham village church. Due to her close connections with the station, the Queen is an occasional visitor to the school and the pupils are proud of the displays of photographs of recent royal visits. Occasional opportunities are taken to visit the local community and recent examples include a Victorian Christmas experience at Gressenhall and a visit to a local farm. The school also has a satisfactory range of external visitors and during the inspection a whole school assembly was taken by a local clergyman. The police are also frequent visitors to the school and they lead occasional discussions on drugs awareness and stranger danger.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

37. The school has a very good ethos and its aims are well reflected in its work. All staff are clear about the role they play in raising standards and improving the quality of education provided.
38. The quality of leadership provided by the headteacher is very good. She provides a clear educational direction

for the school and is supported by an able staff and well informed governing body. The headteacher's influence in motivating both pupils and staff is evident in its daily life and she sets an excellent example in her teaching.

39. All teachers have responsibilities for managing areas of the curriculum. The headteacher and all co-ordinators monitor teaching and learning and provide helpful feedback to teachers. The outcomes of their monitoring are used to inform action planning for each subject and priorities for the school management plan. The staff work well as a team; relationships are very good. The introduction of the Literacy Hour and the Numeracy Strategy have been well managed and has enabled the teachers to make a good, confident start. The provision for pupils with special educational needs is well organised and managed.
40. The school has worked hard to address the issues identified in the previous report. The good quality of the action planning has enabled all of the targets to be met. Standards in writing have improved, but there is still room for improvement in Year 1. The music curriculum has been extended. The roles and responsibilities of all staff are well defined.
41. The quality of the school's management plan is very good; sharply focused priorities are established and the way in which targets will be met is set out clearly. The governing body play an active part in supporting and monitoring development planning. Governors are involved in curriculum development through a system of linked governors and regular visits. The staff and governors work constructively together. The review of practice and a commitment to improvement underpin the school's work. This has a positive impact on the quality of education provided and the standards achieved.

Staffing, accommodation and learning resources

42. The school has an appropriate number of teachers and support staff. All of the adults work very well together to support the pupils' learning. The mid-day supervisors make a valuable contribution to the school's work and have good relationships with the pupils. An appropriate cycle of appraisal is underway and the arrangements for the professional development of staff are very good. For example, training needs in information technology have been identified and successfully addressed. This has resulted in a good level of confidence amongst the staff.
43. The accommodation is adequate overall and is spacious in some areas. The accommodation for children under five is less satisfactory as there is no designated outdoor play area. The school is maintained to a very high standard by the caretaker and cleaning staff. A good feature of the accommodation is the quality of the displays of the pupils' work. These create a stimulating and welcoming learning environment. The library is well stocked with a good range of quality books.
44. The school is well resourced. Resources for English, mathematics, science, information technology, history, geography and art are good and support the good standards achieved. Resources for the children under five, apart from those for outdoor play, are good.

The efficiency of the school

45. The school's resources are used very efficiently by the governors and the headteacher. Efficient use is made of staff, accommodation and learning resources. Teachers are deployed effectively. Recent input of resources has increased the school's effectiveness particularly in literacy, numeracy and information technology. Support staff work closely with the teachers in the classrooms and contribute most effectively to pupils' progress.
46. The school management plan is a very effective and comprehensive document that outlines and costs the priorities for the school. All developments, particularly those involving the curriculum are promoted through careful financial planning. The finance committee meet regularly to monitor spending and decisions are presented to the full governing body. Budget planning is undertaken by the headteacher and finance committee, then presented to the full governing body for approval. However at present there are no formal success criteria to judge the effectiveness of budget decisions. The funding for provision for pupils with special educational needs is well used and support for these pupils is good. The school has not been audited since the previous

inspection.

47. The daily running of the school is very smooth and the governing body provides good support for administration. The governors have made efficient use of their high level of expertise to produce much of the school's documentation.
48. The school benefits from the enthusiastic and generous support of parents and friends of the school and considerable funds are raised from events organised throughout the year. These funds are well targeted to benefit specific projects and curriculum areas.
49. Taking into account the high standards achieved by the pupils, their good progress, the high quality of teaching, the pupils' very good attitudes to their work and their very good behaviour, the school provides very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

50. The children enter the Reception class in September if their birthday falls between September and February. The children with birthdays between March and August start in the January. The children's attainment on entry to the school is broadly average. This is reflected in the school's baseline assessment. Children under five follow a broad and interesting curriculum and all children make good progress in all of the areas of learning. By the time they are five most children's attainment exceeds that expected for their age in all of the areas of learning.

Personal and social development

51. The children are welcomed into an environment where they feel secure and valued as individuals. They make good progress in this area. The teacher and classroom assistants provide good support for the children as they settle into the routines of school life. The atmosphere is warm. The lively enthusiasm with which the teacher introduces activities ensures that the children's interest is captured and they develop good attitudes to work and play. Teaching is very good in this area of learning. There are clear expectations of behaviour that are consistently reinforced. The children are encouraged to develop independence and to take responsibility. They grow in confidence and self-awareness of their actions. The children help to tidy away. They are very keen to show visitors what they have done and the work on display. The staff work hard to build a very good relationship with parents and this has a positive impact on the children's progress.

Language and literacy

52. The children gain in clarity in speaking through the good opportunities provided. In role play, they take on different characters and adapt their speech to a variety of situations, such as Goldilocks being found by the three bears. They learn to take turns in speaking and listening. The children learn the names and sounds of letters and recognise some familiar words. Some read simple text by the age of five. The children recite familiar rhymes and poems from memory. They enjoy the sounds of words and notice details in picture books. The 'office' is a popular choice of activity and the children write letters to each other or leave messages after taking 'telephone' calls. They learn to form letters in the sand and by writing over guidelines. Teaching is very good in this area of learning. The staff ensure that activities are interesting and relevant.

Mathematical

53. The children's understanding of mathematics is effectively promoted through a good range of activities. As a result of the very good teaching, the children undertake mathematical activities with confidence. Children play games, sing number rhymes and develop number concepts and skills through daily routines, such as registration. They develop ideas of size and capacity when playing in the sand or water and begin to use mathematical language for measures such as full, empty, heavier and lighter. They can say which number comes next and which number comes before another. The children learn how to form numerals correctly. They make a good start to developing a mental facility with number, adding one or counting on. They count forward and back to ten and they sing and count numbers to twenty. The children develop a good knowledge of shapes and their properties.

Knowledge and understanding of the world

54. Children develop knowledge and understanding of the world through a good variety of practical experiences. They develop an understanding of living things by planting seeds and bulbs and watching them grow. They learn about human growth by observing a baby and comparing it with themselves. They compare materials for suitability to purpose, for example, when making a bag to carry home the buns they have made. They are introduced to the concept of change when they bake. They are prepared for life in a technological society by using tape recorders and computers and when playing with telephones and calculators. Teaching is good. The staff make good use of the children's experience and ask questions to promote their thinking. Activities are well prepared, stimulating and carefully organised.

Creative development

55. The children experience a wide range of activities which include art, dance, music and imaginative play. The children represent their ideas in drawing and painting and begin to mix colours. They model in junk materials, playdough or clay and can discuss what they have done. In music, they sing enthusiastically, create sounds with instruments and clap rhythm patterns. Children show an increasing ability to exercise choice over the media through which they communicate their ideas and feelings. Teaching is good. Exciting activities are planned and good links are made with other areas of learning, in paintings of concentric shapes, for example.

Physical development

56. The children enjoy learning to use small tools and equipment such as pencils, crayons, brushes and scissors. They complete jigsaws and use a range of construction materials which require increasing dexterity. Indoors, good use is made of the space in the hall where children enjoy games and learn to move safely in a space, without bumping into others. The children develop physical control, running and stopping, changing direction, or speed and learn to co-ordinate their actions through a wide and varied range of activities. There is no outdoor play area and so the children lack opportunities to ride, climb and explore space imaginatively. Teaching is good. The activities build upon the children's skills and praise is well used to motivate performance.

ENGLISH, MATHEMATICS AND SCIENCE

English

57. Standards in English show an improving trend over the past three years. The results of the end of key stage tests for seven year olds in 1999 in reading show that the pupils' attainment is well above average both in comparison with all schools and similar schools. The results of the tests in writing show above average standards compared to the national average and well above average performance when compared to similar schools. The evidence from inspection confirms this picture of standards. By the end of Key Stage 1, and by the time they leave the school, the pupils are achieving high standards in English.
58. Reception pupils enjoy listening to stories and re-tell familiar ones in some detail. They can tell a story from looking at a sequence of pictures. They predict what might happen next and recognise familiar words. The pupils recognise rhyming words and can suggest alternatives. They learn the sounds and names of letters. Most Year 1 pupils read simple text accurately and some are accomplished and fluent readers. They often use good expression when reading aloud. One group, working on a shared text, suggested several ways in which the story might develop in the next chapter. The Year 1 pupils use the terms 'author' and 'illustrator' and use the contents and index page of non-fiction texts to locate information. They approach unknown text confidently, using their knowledge of sounds and the context of the story well to discern unknown words. By the end of Year 2, and by the time they leave the school, the pupils are very competent readers. They show discernment over their reading and recommend books to friends. In reviewing books, the pupils give clear reasons why they liked or disliked the story. The pupils use very good expression in reading aloud. They understand the conventions of a play script and take parts.
59. Reception pupils form most letters correctly and spell some common words accurately. They 'write' lists, letters and messages for each other in the writing area. A significant number of the Year 1 pupils, however, do not form letters correctly or achieve consistency in size or spacing in writing words. Some do not hold pencils correctly. Their motivation drops when they are faced with writing and work is often unfinished. The Year 2 pupils use words to good effect in their writing. A significant proportion of Year 2 pupils use apostrophes correctly and attempt to punctuate speech. They re-draft to correct punctuation and spelling. Their handwriting is mainly neat and well formed. Year 2 and 3 pupils write for a good range of purposes. They write a short 'biography' of John Constable and a description of the Last Supper. Year 3 pupils write a tourist leaflet for a European country and use notes to write reports in history and geography.
60. All pupils, including those with special educational needs, make good progress in reading and speaking and listening. The pupils in Reception, Year 2 and Year 3 make good progress in writing and use their skills in

other areas of the curriculum. The progress of the Year 1 pupils is less secure and many of the average and above average pupils make unsatisfactory progress in forming letters and learning to spell common words. They do not routinely use word books, word banks or other aids for spelling. They write a short sequence of simple sentences. Whilst the pupils generally make sound progress in writing, their progress is slower than in reading or speaking and listening and they could achieve more. This slower progress is linked to a lack of assessment to show what stage each pupil is at in writing and the use of this information to set targets for improvement.

61. The pupils' response in lessons is very positive. They develop a real joy in reading and take pride in finding out more for themselves in the library. They settle quickly, organise themselves well and work hard. The pupils contribute readily to discussions and listen carefully to the teacher and each other.
62. Teaching is good, overall, in Key Stage 1 and is very good in Year 3. All teachers have a warm and supportive relationship with the pupils. They use a rich vocabulary which is reflected by the pupils in discussion. The teachers choose appropriate texts and plan a good range of work in the Literacy Hour that often links to work in other subjects. The teachers hear the pupils read frequently and make good assessments of what the pupils need to do to improve. The pupils are given good opportunities to talk about their ideas and to listen to each other. The teachers value contributions to discussions and this raises the pupils' self-esteem and confidence. The whole class teaching is well organised and effectively involves the pupils.
63. There is some high quality teaching in Reception, and in Years 2 and 3, where high expectations of handwriting, presentation, content and work rate are evident. In the best lessons, the teachers plan well differentiated activities for writing in which the specific skills to be practised are clearly defined. In an excellent lesson, the teacher used the shared text skilfully to draw out and exemplify teaching points. The group and individual activities were well differentiated and built on the whole class session earlier. The teacher monitored the progress of all pupils and the plenary successfully assessed the pupils' learning. In weaker lessons, the teachers are less clear about the skills to be promoted and the pupils' work rate drops. The teachers' expectations of what Year 1 pupils can achieve in writing are too low.
64. The 'reading club', which is held as an extra-curricular activity in the library at lunchtime makes a very positive contribution to the pupils' awareness of different types of books and poems. The co-ordinator has monitored teaching and learning in the Literacy Hour and some weaknesses identified, such as the effective use of the plenary, have been remedied. The school has identified the need to focus on continuity of learning in writing across the school and establish consistent expectations of the pupils' writing.

Mathematics

65. At age seven the results of the national end-of-key stage tests in 1999 indicate that pupils' attainment is above the national average when compared with all schools and also with similar schools. Inspection evidence reflects a picture of high standards. The trend over the last three years has been one of improvement in standards. By the time the pupils leave the school in Year 3, attainment is well above average.
66. There has been a considerable improvement in standards since the last inspection. The National Numeracy Strategy has been introduced very effectively and has resulted in an increase in standards especially in the pupils' number skills. This is in part due to the way in which all teachers exploit opportunities to increase proficiency in numeracy, for example using registration and dinner numbers to practice number skills. The progress of all the pupils is good, but is particularly rapid in Reception and in Years 2 and 3, where the work is well differentiated. Pupils with special educational needs make good progress. Their learning targets are clear and they receive very effective support from classroom assistants.
67. In Key Stage 1, the pupils develop a good understanding of mathematical language and this is used appropriately when discussing their work. This was seen, for example, on the many occasions when pupils were asked, and were able to explain with confidence, their methods for adding numbers together and counting on. By the end of the key stage all of the pupils have a good understanding of two and three digit numbers. Great emphasis is placed on number skills as when in Reception, pupils respond to addition of single digit numbers presented on flash cards and work together in small groups on a variety of exciting and challenging

activities to consolidate their knowledge and understanding of number. Information technology is used very effectively to support the mathematics curriculum. By the end of the key stage virtually all pupils are familiar with mathematical language of weight such as “heavier than” and “lighter than.” All pupils can recognise and identify two and three-dimensional shapes with more able pupils being able to, for example, classify shapes on grids according to various criteria.

68. By the time they leave school in Year 3, the pupils understand place value in numbers up to a thousand and can use mental recall of addition and subtraction facts to twenty. They count on in twos, fives and tens and more able pupils complete multiplication and division operations of two digit numbers. They add and subtract using tens and units and the majority of the pupils are able to do this mentally. They use information, such as a list of prices to solve money problems. They find lines of symmetry of various shapes, and measure length, mass and capacity using non-standard and standard units. Good use is made of databases and spreadsheets and other links with information technology. The pupils are confident in data handling and produce pictograms and block graphs to display information.
69. The pupils’ attitudes to the subject are consistently very good. They are alert, responsive and answer teachers’ questions enthusiastically. The pupils are invariably interested in their tasks and willingly discuss what they are doing. They behave very well, work quietly and sustain concentration. They listen carefully to one another, to their teachers and support staff. They make good use of appropriate materials to support their learning when it is necessary to do so. They enjoy responding to the challenging work. Their consistent and enthusiastic response to homework consolidates and considerably aids their progress in mathematics.
70. Teaching is very good. The teachers have a very secure subject knowledge. They are all confident with the requirements of the Numeracy Strategy . The quality of daily planning is good. Teachers provide a very good range of appropriate tasks that challenge and extend the pupils’ knowledge and understanding. There is very good use of time in most lessons but especially in Year 3. Very clear instructions are given in whole class discussions times. A general strength of the teaching is the use of well-structured questions to ascertain the pupils’ knowledge and check on understanding. The pupils’ achievements are monitored very thoroughly and work is generally marked effectively. Assessment procedures are effective and all pupils build on skills and work at an appropriate level. Classroom assistants and other helpers are used very effectively to support the learning of groups of pupils. Homework is used very well throughout the school.
71. The co-ordinator has been very effective in raising standards. She has observed teaching, monitored standards and assessed pupils’ learning. All of this has contributed to the high standard of teaching and improvement in the pupils’ learning. There is a good variety of resources that are appropriately used.

Science

72. The teachers’ assessments of the attainment by seven year olds in 1999 show that standards are well above average. Inspection evidence supports this view. High standards are also evident by the time the pupils leave the school. Pupils of all abilities make good progress in the subject.
73. Reception pupils know that trees are plants and have roots, leaves and seeds. They compare different shapes and textures of leaves and note the changing colours through the seasons. They plant bulbs and observe the roots growing. They know that plants need water in order to grow and that humans need food. They know that their bodies have changed since they were babies and can name different parts of the body. Year 1 pupils have a good vocabulary with which to describe an electrical circuit and know that if the circuit is broken, the bulb will not light. They investigate a candle burning in a lantern and observe that the flame needs air to burn. They suggest ways of testing out their ideas and are beginning to grasp the idea of a fair test. The Year 1 pupils can classify different types of materials and realise that metal retains heat. The Year 2 pupils have a good knowledge of the properties of materials, use a good vocabulary to describe these and devise a test for waterproof fabric. They explain their opinions about why certain fabrics will not let water through: ‘ Because it has too many holes and is too thin.’ The pupils make predictions, observe carefully and compare what happens with their original ideas. Year 3 pupils sort materials and use terms such as ‘flexible’, ‘transparent’ and ‘reflective’. When looking at a range of objects, the pupils can suggest why they are made of particular materials and could not be made of others because of the object’s purpose.

74. The pupils make good progress in devising tests, observing results and recording their conclusions. In an investigation on solubility, for example, older pupils conclude that most of the substances tested will dissolve more easily in hot water. One pupil uses her previous experience effectively to predict that gravy granules will dissolve 'Because in gravy, there are no lumps!' Good progress is evident across all attainment targets and the work provides appropriate challenge for the more able pupils. The pupils use their numeracy skills well when timing experiments or tabulating results.
75. The pupils show enthusiasm and application in their work. They listen to the ideas of others and support their own views with observations and knowledge gained previously. They work hard to complete work and talk animatedly about investigations as they work together.
76. Teaching is good. The teachers have a strong interest in the subject and provide good opportunities for the pupils to air their views and try out their ideas. Lessons are interesting, with an emphasis on practical activities. The teachers use questions effectively to check the pupils' understanding and prompt further thinking. The teachers use a scientific vocabulary and give clear instructions so that the pupils understand what they have to do. Time is used well and resources are used effectively.
77. The good scheme of work ensures continuity of learning. Emphasis is placed on experimenting and investigating. The co-ordinator has monitored teaching and learning and given useful feedback to teachers.

OTHER SUBJECTS OR COURSES

Information technology

78. By the end of Key Stage 1 and by the time they leave school, the pupils' attainment is well above national expectations. Standards are high and information technology has a very secure place in the curriculum. The pupils use their skills to support their learning effectively in other subjects, including literacy and numeracy.
79. In reception the pupils can use a variety of programmes to support their learning in other areas of the curriculum such as reading development and number activities. They are already developing good keyboard skills. These skills are consolidated and developed as they progress through the school. In Year 2 they are able to use a keyboard with confidence, check their spelling and operate floppy discs and CDs, sign on and access their own file. By the end of the Key Stage most pupils can save to a floppy. They are confident in operating tape and CD recorders. They can use a range of equipment and software and can generate and communicate their ideas in text and tables. More able pupils are able to modify their work accessing the menu by, for example, changing the colour intensity when printing. They are able to control devices by entering commands.
80. In Year 3 these skills are further developed. By the time they leave school, the pupils are able to print and save copies, give a sequence of commands to a robot and have experience in using a wide variety of software. They are confident in word processing skills and there are many good examples of such work around the school in history, geography and science.
81. In all classes the pupils make good progress in their acquisition of information technology skills. There is a progressive development of skills and the work is well matched to the pupils' ability.
82. The pupils are enthusiastic and confident when using computers. They share time sensibly and are very supportive to one another. Higher attaining pupils are keen to pass on their skills to others.
83. In the two lessons where direct teaching of information technology was observed during the inspection, the quality of the teaching was never less than good. In both lessons skills were taught very effectively and the pupils made good progress. Teachers generally make good use of group work in information technology and there are strong cross-curricular links.
84. The subject is well managed by a recently appointed co-ordinator who is knowledgeable and enthusiastic. The school has excellent plans for the long-term development of information technology some of which, such as

connection to the Internet, are imminent. There has been a very considerable input of resources and the school is now very well equipped with both the latest hardware and a comprehensive range of software.

Religious education

85. Attainment is in line with the expectations of the Locally Agreed Syllabus and all of the pupils including those with special educational needs, make satisfactory progress throughout the school.
86. By the end of Key Stage 1 and by the time they leave school, the pupils have a satisfactory knowledge of the major Christian festivals and ceremonies through stories and visits to the local church. They know of the reasons for baptisms and weddings. They have a basic knowledge of Bible stories both from the New and the Old Testament. They have some knowledge of symbols from other religions such as the Star of David from Judaism or the Five Ks from Sikkism. Across the school the standard of the pupils' personal and social development is high and is well supported by work in religious education.. The pupils are increasingly able to express and understand their feelings and grow in awareness of their responsibilities to others.
87. The pupils' attitudes to learning are good. They listen carefully to stories and are eager to contribute to discussions. They build on previous learning. A good example of this occurred in a lesson in a Year 3 class when the pupils were able to tell their teacher many facts about the life of Jesus before going on to hear the story of his baptism in the river Jordan.
88. Teaching is good overall. The teachers' subject knowledge has improved through in-service training. The teachers plan their lessons in line with the Agreed Syllabus and make good use of the pupils' experiences. They use questions effectively to reinforce learning and to involve pupils of all levels of attainment.
89. The co-ordinator's role is well developed. The detailed scheme of work supports and develops the pupils' learning and meets the requirements of the Locally Agreed Syllabus. There is a satisfactory range of resources and artefacts to match curriculum demands. The subject has been the focus of some development in terms of planning and resources and is well poised to bring about improved standards.

Art

90. Only one lesson was observed during the inspection; judgements are based on the scrutiny of the pupils' previous work, teachers' planning and discussions with pupils. The pupils' work reaches a standard that is better than expected for their age and they make good progress. The pupils in Reception and Year 1 show an increasing facility in representing facial features and the proportion of figures. They make good progress in mixing subtle shades to represent the colour of skin. The pupils' observational skills improve in Year 1, as seen in their pencil drawings of each other, where they use a variety of line to represent the texture of hair. The pupils in Year 2 work confidently in a good variety of media. They show good control of brushwork in painting and a good sense of composition in printing. They research the life of Van Gogh and work in his style to produce landscapes and portraits. The Year 3 pupils further refine their skills and show discrimination over the size of paper they use to best suit the image they wish to represent. They weave material to make a collaborative piece, and discuss why particular fabrics were chosen to create contrasts in colour and texture.
91. The pupils are very enthusiastic about their work in art and talk animatedly about their work on display. They show responsibility with resources and share these willingly.
92. In the lesson seen, which was taught by the co-ordinator for the subject, the very good teaching resulted in high standards of observational drawing and claywork. The teacher's very good subject knowledge and effective, direct teaching of skills enabled the pupils to make very good progress in refining their ideas. The teachers' planning is supported by a good scheme of work, although art from other cultures is not always represented as effectively as that from Europe. The teachers plan work in a wide range of media and give the pupils good opportunities to choose materials and work together.

Design and technology

93. During the inspection there was very little opportunity to observe design and technology, except as part of other lessons. There is, however, ample evidence of the pupils' previous work in a variety of design and make projects to see that the subject is planned for effectively in each class. The quality of work produced by pupils is in line with what would be expected for their age.
94. Pupils make satisfactory progress in the designing and making process. In Reception, the pupils design and make a bag in which to carry home their currant buns and use food technology to link with their history topic. By the time they leave Key Stage 1, the pupils have selected from a range of recycled materials and used various joining techniques to construct a house for a teddy and followed a design for a wheeled vehicle.
95. In Year 3, the pupils make animal models from clay, design and make a wheeled vehicle with a power source to the wheels, boats that float and bridges that can support a trolley carrying 1kg. Their design drawing and tool handling skills, and awareness of safe working practices, are developed well.
96. Pupils enjoy design and technology activities and talk with enthusiasm about their work. They explain how they make their products and are proud of their achievements.
97. The scheme of work clearly identifies a range of design and make projects and a progression in skills and knowledge in each year group. Resources are well organised. The 'useful boxes' being particularly effective and enabling the pupils to choose their own resources. The co-ordinator monitors both teaching and planning, spending time in the classrooms and giving feedback to teachers. Good links are made to many other subjects, particularly information and food technology and science.

Geography

98. Only one lesson was observed during the inspection; judgements are based on the scrutiny of the pupils' previous work, teachers' planning and discussions with pupils. The pupils' work reaches a standard that is better than expected for their age and they make good progress in extending their geographical understanding and skills. Younger pupils in Key Stage 1 can interpret a plan of the classroom and understand that physical features can be represented by symbols or pictures. Year 1 pupils express opinions about those features of their environment that they find attractive or unattractive. They can interpret a key to a map and add symbols of their own. They can trace their route to school on a large scale map of the area. The pupils in Year 2 discuss whether the ecological advantages of the new wind turbine in Swaffam outweigh its visual impact on the environment. They are very proficient at using atlases and know how to give directions using the points of a compass. They use two figure co-ordinates and join the points to plot a route. The pupils have a good knowledge of the countries of Europe and their relative positions. They study Kenya and understand that climate varies in different parts of the world and that the closer a country is to the equator, the hotter the climate. They are skilled at interpreting maps of different scales. These older pupils have a good knowledge of the land use in their area. The pupils use a good geographical vocabulary in discussing their work.
99. The pupils enjoy the subject and recall visits to Snettisham Farm Park in detail. Older pupils enjoy looking at the different forms of land use as they travel to the swimming baths and identify features such as the sugar beet factory. They make good progress in their ability to interpret charts, maps and diagrams.
100. In the lesson seen, the teaching was satisfactory. The teacher made good use of the pupils' experience. The pupils were encouraged to focus on those parts of their immediate environment that they liked and to give reasons for their opinions. The teachers' planning makes good links between subjects. Resources such as books, maps, atlases and visits, are well used to stimulate the pupils' interest in finding out about their own area and the wider world. The scheme of work is well used to build on the pupils' existing skills and knowledge.

History

101. The pupils' work in history reaches a good standard for their age and they make good progress in this subject. Younger pupils in Key Stage 1 have a good sense of chronology and know how they have changed since they were babies. They talk about things that happened in 'the olden days' and that the Queen visited the school 'not that long ago'. Pupils in Year 1 know that transport has changed over time and deduce that aeroplanes could not have existed in the time of the dinosaurs because people did not exist then, and aeroplanes need pilots to fly them. The pupils in Year 2 compare the differences between Victorian and present day homes. They understand that the Victorians could not have watched television or played video games because there was no electricity. They know that candles were used for light and suggest that Victorian families may have read the Bible, played music or told stories for recreation in the evenings. Year 3 pupils enter into a lively discussion as to why the dinosaurs disappeared. They understand that these creatures existed 'millions of years ago'. Year 3 pupils make deductions about the way people lived in the nineteenth century by examining census documents. These older pupils look at a range of artefacts that give light and can deduce the order in which they were used by looking at the source of fuel and the way in which they were made.
102. The pupils make good progress in extending their understanding of people and events in the past and very good progress in their analysis of evidence from the past. They use their knowledge from other subjects well to inform their ideas. In one lesson, for example, Year 3 pupils used their knowledge of materials to establish the chronology of artefacts and argued that 'The clay light is older than the metal one because metal was invented after.' The pupils observe details carefully, bring their own experience to bear and ask good questions of each other and the teacher to probe the design and possible use of objects.
103. The pupils enjoy acting as detectives. A sense of excitement and delight about finding out about the past is evident in the lessons. The pupils listen attentively to the teacher and express their opinions confidently. They show great respect for artefacts and handle them carefully.
104. Teaching is good, with some very good features. The pupils are given very good opportunities to explore their ideas and are encouraged to look carefully at evidence. The teachers' strong knowledge and interest in the subject ensures that interesting work is planned, that links well with other subjects. Questions are very well used to extend the pupils' thinking and praise is used appropriately. The teachers' enthusiasm is passed to the pupils and lessons are well paced, with a good balance of discussion and recording of findings. There is a good scheme of work that ensures continuity of learning and the progressive development of skills.

Music

105. Throughout the school the pupils achieve standards that are in line with those expected nationally and they make satisfactory progress. The majority of pupils, including those with special needs, enjoy making music. The pupils listen to and evaluate music played as they enter assemblies and are able to recognise the type of instruments, such as strings, and how these are used to achieve a certain effect in the music.
106. Since the previous inspection, the school has continued to develop the music curriculum, thereby fulfilling one of the Key Issues. The staff has received substantial in-service training and a highly structured scheme of work supports teaching.
107. By the end of Key Stage 1 and by the time they leave the school, pupils can sing songs from memory and can select suitable percussion instruments to accompany their music. They are confident with rhythms and can identify and respond to a beat. The scrutiny of the pupils' previous work reveals some good attempts at notation using symbols and pictures of the instruments being played.
108. The pupils' attitudes to learning are good. They are eager to perform both individually and as a group. They are very supportive of each other's efforts.
109. Teaching is satisfactory overall. Lessons are well prepared with teachers having a satisfactory knowledge of what is to be taught. Planning is generally good with a balance of activities, which allow the pupils to participate in playing, listening and appraising. In a satisfactory lesson in Year 3, the teacher used humour and her good relationship with the class to develop the pupils' listening skills focusing on rhythm and pitch.

110. Because of recent staff changes the headteacher is currently filling the role of co-ordinator. The scheme has been recently reviewed to ensure that it meets the school's needs. The headteacher has monitored teaching and learning and given useful feedback to teachers.

Physical education

111. By the end of Key Stage 1 and by the time they leave school, the pupils demonstrate above average standards of skill and knowledge in physical education and they make good progress. The school makes good provision for the physical education of its pupils and the curriculum includes gymnastics, dance, games and swimming.
112. The pupils in Reception demonstrate good control and co-ordination of their movements when using the large apparatus. In Year 2, the pupils respond well to music improving their interpretation of rhythm and ability to move in time to the music. In Year 3, the pupils discover different ways of using large body parts to pull themselves along and develop various kinds of roll leading to the production of an imaginative sequence of movement. They develop their critical abilities to analyse and improve their floor work. They understand the importance of warming up and have a good bank of warm-up routines. By the time they leave the school in Year 3, virtually all pupils can swim 25 metres.
113. Pupils are keen and enthusiastic to take part in physical education activities. In all lessons observed their behaviour was very good. They listen carefully to instructions and consider how they can improve their performance. They appreciate the need for safety when carrying equipment or working with others. Pupils are always suitably dressed for physical activity.
114. In the lessons observed, teaching was at least good and was occasionally excellent. Lessons are planned with clear learning objectives and high expectations. Teachers manage lessons very well and high levels of discipline are maintained. Care and attention is given to pupils' safety. Effective use is made of pupils' performance to demonstrate good practice. The way in which teaching assistants support pupils with special needs by joining in with the lesson is very good.
115. There is a policy and a scheme of work, which gives structure and direction to the subject. The school has a very well equipped hall and spacious hard and grassed surfaces, which are used for games.

PART C: INSPECTION DATA

119. SUMMARY OF INSPECTION EVIDENCE

- The inspection was undertaken by a team of three inspectors, with the number of inspector days totalling nine.
- Thirty-one lessons or parts of lessons were observed.
- The time inspectors spent in gathering evidence from lesson observations and discussions with pupils and staff totalled 68 hours.
- In addition, the work of 3 pupils in each year group from each class was scrutinised, along with pupils' records and reports.
- Discussions were held with pupils about their work and other activities.
- Inspectors heard 22 pupils read from their reading books as well as reading their work during lessons.
- Inspectors observed registration sessions, assemblies and other activities during the inspection week.
- The pupils were observed entering and leaving the school and in the dining hall at lunchtime.
- They were also observed on the playground at break and lunchtimes.
- Extra-curricular activities were observed.
- A range of documentation provided by the school, including curriculum planning and teachers' planning files was analysed.
- Discussions were held with the teaching staff and the support staff.
- Discussions were held with parents, the chair of governors and other members of the governing body.
- Twenty-two parents attended a meeting with the inspectors and gave their views about the school.
- Twenty-four questionnaires were returned by parents and analysed.

120. 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 - Y3	132	1	11	4

Teachers and classes

Qualified teachers (YR - Y3)

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

6
22

Education support staff (YR - Y3)

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

3
63

Average class size:

26

Financial data

Financial year:

1998/1999

	£
Total Income	221677
Total Expenditure	240406
Expenditure per pupil	1729
Balance brought forward from previous year	24654
Balance carried forward to next year	5925

PARENTAL SURVEY

Number of questionnaires sent out:

132

Number of questionnaires returned:

24

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	34.8	43.5	4.3	17.4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	41.7	37.5	12.5	8.3	0
The school handles complaints from parents well	33.3	23.8	19.0	19.0	4.8
The school gives me a clear understanding of what is taught	31.8	40.9	13.6	13.6	0
The school keeps me well informed about my child(ren)'s progress	36.4	40.9	4.5	18.2	0
The school enables my child(ren) to achieve a good standard of work	40.9	45.5	9.1	4.5	0
The school encourages children to get involved in more than just their daily lessons	26.1	34.8	17.4	21.7	0
I am satisfied with the work that my child(ren) is/are expected to do at home	37.5	50.0	0	12.5	0
The school's values and attitudes have a positive effect on my child(ren)	40.9	36.4	13.6	9.1	0
The school achieves high standards of good behaviour	40.9	40.9	9.1	9.1	0
My child(ren) like(s) school	54.2	33.3	8.3	4.2	0