

INSPECTION REPORT

St. Mary's County Primary School
Dereham

LEA area: Norfolk

Unique Reference Number: 121011

Inspection No: 188665

Headteacher: Mr. C. Phillips

Reporting inspector: Mr. D. Nightingale
OIN: 18911

Dates of inspection: 11th - 13th October 1999

Under OFSTED contract number: 707611

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

Type of control: County

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Elmham Road
Beetley
Dereham
Norfolk
NR20 4BW

Telephone number: 01362 860114

Fax number:

Appropriate authority: Governing Body

Name of chair of governors: Mr. D. Humberston

Date of previous inspection: May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr D. Nightingale, RgI	English	Characteristics of the school
	Under-fives	Attainment and progress
		Teaching
		Leadership and management
Mrs B. Moore, Lay Inspector	None	Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupil welfare
		Partnership with parents and the community
Mr. J. Taylor	Information technology	Curriculum and assessment
	Art	Efficiency
	Geography	
	Music	
Mr. J. Stevens	Mathematics	Pupils' spiritual, moral, social and cultural development
	Religious education	
	History	
Mr. P. Tuttle	Science	Staffing, accommodation and learning resources
	Design and technology	
	Physical education	
	Equal opportunities	
	Special educational needs	

The inspection contractor was:

Lincolnshire Education Associates
 The Porch House
 North End
 Goxhill
 North Lincolnshire DN19 7JT

01469 530600

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What the school does well

- By the time pupils leave the school they have made good progress overall. Pupils' attainments in mathematics and science are above national averages.
- The personal development of pupils is excellent.
- Children under the age of five are given a good start to school and make good progress in language and literacy, personal and social development and in their knowledge and understanding of the world.
- Pupils have very positive attitudes to their work and to school life. Relationships between pupils and between adults and pupils are very good.
- There is a very well planned curriculum, which helps teachers plan work for pupils to make good progress. This is supported by very good procedures for assessing pupils' attainment and progress.
- There is very good provision to help pupils develop their understanding of right and wrong and to help them develop social skills and an understanding of society.
- The systems for supporting, monitoring and helping pupils each day and each term are very good.
- Parents are able to be actively involved with their children's learning, receive good quality information about school life and their children's progress. The support given to and received from the local community is very good.
- The school is very well led and managed. Procedures for planning developments, monitoring implementation and evaluating success are very good.
- Financial planning and school administration are very good. Very efficient use is made of resources and staff.

Where the school has weaknesses

- I. Pupils make limited progress, in the middle years of Key Stage 2, in the development of their writing skills.
- II. Owing to the inadequacy of resources, there is underachievement in controlling, modelling and monitoring aspects of information technology.

This is a very good school where the many strengths far outweigh the few weaknesses. The weaknesses will form the basis of the governing body's action plan which will be sent to all parents and guardians of pupils in the school.

How the school has improved since the last inspection

The school has made good progress in addressing the issues raised at the last inspection. Development of independent learning and problem-solving skills has helped to raise standards, particularly in science. Long-term and medium-term planning now provides a good structure for pupils' progress. Effective use is made of the information obtained from the improved assessment procedures and the closer monitoring of pupils' attainment. Spiritual education is given an appropriate focus, in assemblies and in religious education lessons.

Through a thorough monitoring programme, which evaluates the clear targets set for improvement each year, the headteacher gives very firm leadership to the process of school improvement. The school is in a good position to continue to make further improvements through the targets it has set for itself.

Standards in subjects

This 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
English	D	E
Mathematics	D	E
Science	D	E

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Inspection findings are more consistent with the results of the latest National Curriculum tests in 1999, which continue to reflect the significant improvements made over the past two years. At the time of the inspection comparative information for 1999 was not available. The school has made significant progress in their efforts to raise standards. The evidence from the inspection shows that standards in mathematics and science are better than that expected of pupils of their age by the time they leave the school. Standards in English overall are about that expected nationally. Pupils' attainments in information technology, by the time they leave the school, are close to the standards expected nationally and, in religious education, they are in line with the expectations of the local education authorities agreed syllabus. The information in the table reflects the attainment of pupils who left the school over a year ago. In that year, their attainments were below the national average in all the subjects and were well below the average achieved by similar schools.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Insufficient seen	Insufficient seen
Religious education		Good	Satisfactory
Other subjects	Good	Good	Good

The quality of teaching was good or better in sixty-nine per cent of lessons seen. The good standard of teaching makes an important contribution to the overall good progress made by pupils. A clear understanding of what pupils are to learn, well-chosen activities and very good relationships with the pupils are significant features of the good teaching. There was no unsatisfactory teaching.

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	Pupils are interested in their work and work enthusiastically. They work and play together well and support each other well. Behaviour is good throughout the school.
Attendance	Good. Above the national average.
Ethos*	Very good. Very committed to raising pupils' standards while maintaining a wide range of additional experiences, and an attractive and caring place in which to learn.
Leadership and management	Very good leadership by the headteacher is well supported by the staff and governing body. Role of the subject co-ordinators in developing and monitoring the curriculum is very good. Aims and values are very effectively implemented.
Curriculum	Broad and balanced to implement the National Curriculum effectively. The well-planned curriculum helps pupils to make progress. Good procedures for assessing pupils' attainments are used effectively to support planning.
Pupils with special educational needs	Good provision. Targets in individual educational plans met consistently through good support. Progress is reviewed regularly.
Spiritual, moral, social & cultural development	Very good. Pupils are encouraged to accept responsibility for themselves and others. Fosters a good understanding of cultural heritage and diversity. Encourages an awareness of the spiritual dimension to life.
Staffing, resources and accommodation	Appropriately staffed. Adequate range of resources. Good for the implementation of the literacy hour. Lack of resources for control and modelling inhibits progress in information technology.
Value for money	Good. Relationships are very good, the overall quality of education provided is good and pupils make good progress.

**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>III. They are encouraged to play an active part in the life of the school.</p> <p>IV. It is easy to approach the school with questions or problems.</p> <p>V. Their children like school</p> <p>VI. The school encourages their children's personal development.</p> <p>VII. They appreciate the way the school values their children.</p> <p>VIII. Any issues raised by parents are dealt with effectively.</p> <p>IX. The rapport between staff and children and the way teachers listen to children is appreciated by parents.</p>	<p>X. A small number of parents would like more the progress made by their children.</p>

Inspection evidence supports parents' positive views of the school. Parents' meetings, detailed annual reports and information on display in school provide parents with appropriate information. The school is currently

considering ways of extending the amount of information provided to all parents.

KEY ISSUES FOR ACTION

In order to continue to raise standards the school should:

XI. Continue to raise pupils' attainments in English by ensuring that pupils make consistent progress at Key Stage 2 by:

- *continuing the successful strategies adopted that have led to the raising of standards over the past two years;*
- *continuing to focus on the development of pupils' writing skills and their consistent use in all subjects of the curriculum;*
- *reviewing the current but not very effective use of a reading scheme to provide support for the younger pupils at Key Stage 2 who would benefit from a more structured approach to reading.*

(Paragraphs: 8, 9, 14, 31, 84, 88, 90, 92)

• Continue to raise pupils' attainments in information technology by:

- *implementing the school's very good action plan for information technology;*
- *extending the range of resources available to teach the controlling, modelling and monitoring elements of the programmes of study of the National Curriculum;*
- *providing appropriate training to enhance the skills of teachers.*

-

(Paragraphs: 17, 68, 112, 114)

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

- *reviewing the suitability of furniture used by older pupils for practical activities and in making the best use of space.*
- *making arrangements for the regular clearing from the playground of stones which create unnecessary hazards during break times and lessons.*

(Paragraphs: 67, 110, 155)

· INTRODUCTION

· Characteristics of the school

1. The school is situated in the village of Beetley close to the market town of Dereham. It is about the average size of a primary school with 205 pupils on roll aged four to eleven years. There are similar numbers of boys and girls. They are taught by eight full-time teachers, including the headteacher, and one part-time teacher, in seven classes. Children are admitted to school in the September before their fifth birthday. During the inspection there were 22 pupils under the age of five, of whom 16 attended in the mornings only. Children are assessed when they enter school and usually attainment on entry is about that expected of children of their age. The school is in the Beetley and Gressenhall Ward, where the last census return showed the percentage of adults with higher educational qualifications to be about the national average and the percentage of higher social class housing to be above the national average. About 28 per cent of pupils come from neighbouring wards where the socio-economic statistics are similar to that of Beetley. The 6.6 per cent of pupils eligible for free school meals is below the national average. There are 27 pupils (12.9 per cent) on the register of special educational needs and this is a similar percentage to the national average. Five of these pupils have statements of special educational need, which is a higher percentage than found in most schools. There are no pupils with English as an additional language. Since the last inspection in 1996, three new members of staff, including a new deputy headteacher, have been appointed.
2. The school aims to develop pupils' self-esteem and to encourage tolerance. The stimulation of a desire to learn and the encouragement of pupils to reach their full potential are important aims. Further aims are to create a caring and supportive place for children to learn and to ensure that a firm grounding is provided in literacy and numeracy, together with the opportunity to use these skills. Through establishing a clear framework of expectations of behaviour the school seeks to encourage respect, courtesy and politeness in its pupils. The school seeks to encourage parents to be involved in their children's learning by establishing a partnership between parents, staff, governors and the community.
3. The school's priorities for the immediate future are:
 - To raise standards in all core subjects, particularly at Key Stage 2.
 - To achieve networked Internet access by 2002.
 - To implement the home and school contract
 - To continue to monitor and evaluate the work of the school.
 - To provide teachers with suitable training to help fully implement the National Numeracy Strategy.

4. **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	17	12	29

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	15 (19)	15 (19)	16 (19)
	Girls	11 (11)	9 (10)	11 (12)
	Total	26 (30)	24(29)	27 (31)
Percentage at NC Level 2 or above	School	89 (94)	83 (91)	94 (97)
	National	82 (80)	83 (81)	87 (84)

4. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16 (19)	16 (19)	16 (19)
	Girls	12 (11)	11 (12)	12 (12)
	Total	28 (30)	27 (31)	28 (31)
Percentage at NC Level 2 or above	School	97 (94)	93 (97)	97 (97)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	14	13	27

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6 (8)	8 (10)	10 (14)
	Girls	12 (15)	12 (9)	13 (10)
	Total	18 (23)	20 (19)	23 (24)
Percentage at NC Level 4 or above	School	67 (62)	74 (51)	85 (65)
	National	70 (65)	69 (59)	78 (69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6 (8)	10 (12)	10 (13)
	Girls	12 (16)	12 (12)	12 (12)
	Total	18 (24)	22 (24)	22 (25)
Percentage at NC Level 4 or above	School	67 (65)	81 (67)	81 (68)
	National	68(65)	69(65)	75(72)

4. **Attendance**

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

		%
Authorised Absence	School	4.8
	National comparative data	5.7
Unauthorised Absence	School	0.2
	National comparative data	0.5

4.

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	15
Satisfactory or better	100
Less than satisfactory	0

4. PART A: ASPECTS OF THE SCHOOL

4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

4. Attainment and progress

1. Children's attainments on entry to school are about those expected of children of this age. By the time they are five, children have made good progress in their personal and social development, in language and literacy and in their knowledge and understanding of the world and the majority have exceeded the agreed desirable learning outcomes for these areas. Progress in the areas of mathematics, creative development and physical development is satisfactory and most children achieve the expected learning outcomes.
2. By the age of five, in language and literacy, children listen carefully to stories and use short sentences sensibly when answering questions. They recognise and write their name and associate sounds to letters. Higher attaining children are beginning to write independently with appropriate help. In mathematics, most children recognise numerals and competently count up to and back from 5. Higher attaining children solve simple number puzzles involving numbers up to 5. Most children recognise regular shapes such as rectangles and circles and classify different shapes according to their colour, size or shape. Children are developing a good knowledge and understanding of the world around them. For example, they learn how plants grow by planting cress seeds and caring for them as they grow or they use construction kits to make models to solve practical problems. In physical development, children are well co-ordinated and use large toys and apparatus confidently. They control paints, pencils and scissors appropriately. In their creative development children use paints to create colourful pictures and patterns. In musical activities they learn songs quickly and enjoy tapping out rhythms to accompany them. In their personal and social development children achieve standards that are above those expected for their age. They are well behaved and work well together. They are beginning to work independently, often choosing sensibly what they wish to do. Higher attaining children show initiative in following through ideas.
3. By the time pupils leave the school at the age of eleven, their overall levels of attainment are above those expected nationally, particularly in mathematics and science. Their overall progress is good. The report following the last inspection described pupils' attainments, in almost all subjects, to be in line with national expectations. Pupils' attainments in mathematics were reported as being above average while their attainments in science were described as below average. The current inspection's findings show that standards have been improved in science and religious education, and sustained in English, mathematics, information technology. Results of the National Curriculum tests since the last inspection have been inconsistent with a noticeable decline in 1997 when the cohort contained a significant number of pupils with special educational needs. Results in 1998 showed a marked improvement and the most recent results, in 1999, show that the improvement has been sustained. As results have improved, so differences between the attainments of boys and girls have been reduced. At the time of the inspection the information for comparing schools' performance in 1999 with the average achieved nationally and by similar schools had yet to be published.
4. By the end of Key Stage 1, pupils' attainments in all aspects of English are above those expected nationally. This is mainly consistent with the results of the 1998 National Curriculum tests for seven year olds in reading and writing when the average levels achieved were above the national average, although they were below the average achieved by similar schools in reading and close to the average in writing. This was due in part to the small percentage of pupils attaining the higher levels in the tests. The trend of results over the three years from 1996 was of steady improvement, from below the national average, and the most recent results confirm this trend. The inspection noted no significant differences between the attainments of boys and girls. By the time pupils leave the school at the end of Key Stage 2, their attainments in English are close to those expected nationally. In the national tests in English in 1998, the percentage of pupils attaining the expected level was close to the national average,

but only a few pupils achieved the higher levels. This had a significant effect on the average level achieved. This was below the national average and well below that achieved by similar schools. The results on 1999 show an improvement on the previous year, particularly in a significant increase in the percentage of pupils achieving the higher level. This continues the trend of improvement that has taken place since 1997 when test results were well below the national average. Inspection findings confirm this trend, as pupils' attainments are judged to be broadly similar to those expected nationally, although pupils' attainments in writing are below those in reading and speaking and listening.

5. By the time they leave the school, pupils read a range of books confidently and usually accurately. These reference skills to research information independently. The implementation of the literacy hour has helped to improved pupils' understanding of a wide range of texts, including some of Shakespeare's plays. The content of pupils' writing is often good but it is not consistently presented in joined and legible handwriting, with correct spelling of frequently used words or careful attention to sentence structure. They speak clearly and confidently, using questions sensibly and taking account of the views of others.
6. Pupils' attainments in mathematics, by the end of both key stages, are above the national averages. The findings of the inspection are consistent with the 1998 National Curriculum test results for seven-year olds where the average level achieved by pupils was well above the national average and the average achieved by similar schools. The high percentage of pupils achieving both the level expected and the higher level has been sustained in 1999. Results over the time since the last inspection have shown a significant improvement as they have been raised from below average to consistently above average. The findings of the inspection differ from the National Curriculum test results for eleven year olds in 1998, when pupils' average level of attainment was below the national average and well below that of similar schools. They are consistent with the significant improvement in the 1999 National Curriculum test results, where a higher percentage than nationally achieved or exceeded the levels expected. The latest results confirm the trend of improvement of the past two years.
7. By the time they leave the school, pupils are confident in working with different types of numbers, including large quantities, fractions and decimal notation. They have a sound understanding of place value and many pupils use this appropriately in multiplying and dividing by numbers involving tens. They begin to handle data effectively and explain clearly their findings in investigations such as looking at probabilities.
8. In science, pupils' attainments by the time they leave the school are above the national average. This contrasts with the results of the 1998 National Curriculum tests for eleven year olds. Although the percentage of pupils achieving the expected level was close to the national average the small number of pupils achieving the higher level depressed the average level achieved by the school. This was below the national average and well below the average achieved by similar schools. Inspection evidence is more consistent with the results of 1999 national tests where there was a significant increase in the percentage obtaining both the expected level and the higher level. There has been a marked improvement in test scores since 1997. The teacher assessment results for pupils at the end of Key Stage 1 in 1998 show an above average proportion of pupils achieving the levels expected nationally and a well above average percentage attaining at the higher level. This was better than schools with pupils from similar backgrounds. The 1999 results are similar to those of the previous year. Inspection findings are consistent with these results, with pupils' attainments being better than that expected nationally.
9. By the age of 11, pupils show good awareness of scientific procedures and use appropriate investigative skills. This is an improvement since the last inspection where this was identified as a weakness. Pupils have a good knowledge about living things, identifying important parts of plants and flowers. They have a good understanding of materials and know how they can be changed in different ways such as dissolving or mixing. They know about different forces such as friction, through experiments on different shoe soles.
10. By the time they leave the school pupils have made satisfactory progress in English. They are given a

good start and by the end of Key Stage 1 have made good progress in developing their speaking and listening skills. They improve the clarity of their speech and learn how to phrase questions and answers correctly. Progress in the development of reading is good. They improve the expression and accuracy with which they read and higher attaining pupils know how to find information in a reference book. They make satisfactory progress in developing skills in writing and present their work clearly and neatly. They begin to understand how writing can be in different styles and used for a range of reasons.

At Key Stage 2, progress in reading and in speaking and listening is satisfactory. Pupils improve their ability to put forward their ideas persuasively in discussions and listen carefully to what others have to say. Increasingly more difficult texts, including non-fiction, are read with increasing accuracy and fluency. Pupils develop their ability to make suitable comparisons about different forms of writing. In writing, insufficient progress is made, particularly in the middle years of the key stage, where pupils do not sufficiently improve their skills in handwriting, spelling and sentence structure. Older pupils make good progress in developing a sense of the needs of the reader and in planning and drafting their work. Higher attaining pupils extend the range of vocabulary and punctuation which they use.

11. Overall, pupils' progress in mathematics is good. At Key Stage 1, they become increasingly confident in using large numbers and in their understanding of different measures. At Key Stage 2, progress is good in developing mathematical investigations. They are developing suitable strategies for quick mental calculations and extending their understanding of shape, measurement and probability.
12. Pupils make good progress, by the time they leave the school, in the development of scientific knowledge and understanding. Through observation and experiment younger pupils improve their understanding of physical processes such as forces and electricity. They begin to develop skills in scientific investigation and to use relevant vocabulary to describe what they have seen. Older pupils improve the skills needed to conduct successful experiments. They learn to test a hypothesis through carrying out a fair test carefully and using suitable resources sensibly. Older pupils show an increasing scientific knowledge through their correct use of appropriate vocabulary.
13. In information technology, pupils at both key stages make satisfactory progress, and their attainments are about the level expected for their age. At Key Stage 1, most pupils write simple texts on screen, changing the type of font and size of letters competently. They understand how information can be stored on a suitable program which can be used to convert the data into different forms such as graphs. They know that technology is useful in everyday life and use listening centres sensibly in literacy lessons. They give instructions to a programmable model to control its movement. At Key Stage 2, pupils use skills in word-processing to enhance the presentation of their work. They include text, graphs and pictures in their work when relevant and use appropriate programs to record information they have collected. They confidently find out further information using disks and the Internet. Little work is done in using technology to control events or to develop use of spreadsheets to help in using information to make simple calculations. At both key stages, pupils use information technology effectively to support learning in other subjects such as literacy, science and history.
14. In religious education, pupils attain standards at seven and eleven that are in line with the expectations of the Agreed Syllabus of the local education authority. They make sound progress at both key stages and gain appropriate knowledge of Bible stories and of stories from other major religions. They begin to understand how religious belief influences the ways of life of people from different religions. They develop suitable knowledge of important festivals. They extend their respect for others through an appreciation of how different faiths celebrate their beliefs. Older pupils consider some of the big issues affecting the Third World's population such as greed and poverty.
15. By the time pupils leave the school they have made good progress in art, design and technology, music and physical education. They make satisfactory progress in geography and history. The well-planned curriculum ensures that pupils make appropriate progress. Literacy skills are developed sensibly through other subjects, although in some classes not enough emphasis is given to maintaining appropriate standards in writing. Opportunities are taken for pupils to use their numeracy skills in other subjects such as science and design and technology.

16. Pupils with special educational needs make good progress in relation to their individual targets. With appropriate support they achieve the targets set in their individual educational plans.

20. **Attitudes, behaviour and personal development**

17. The report following the previous inspection gave a positive picture of this aspect of the school. These standards have been maintained so that overall pupils' attitudes, behaviour and personal development are very good. Improvements in pupils' personal development, which is now judged as excellent, have been particularly good.

18. Children under the age of five make good progress in their personal and social development. They are happy and confident in the classroom, recognising class routines, and responding to the expectations that are made of them. They enjoy the variety of activities, often choosing to return to them to consolidate or further develop their skills. Already they maintain concentration for a long period, and their classroom has a quiet and purposeful atmosphere. They work and play together sensibly and relationships between staff and children are close and caring. Children are beginning to show independence in looking after their possessions such as when changing for physical education.

19. At both key stages attitudes to work are very good. The majority of pupils are interested in the tasks they are set and work with enthusiasm. They work purposefully as a whole class, individually or in groups. Many show willingness to answer questions or make pertinent suggestions about their work. They readily volunteer information and take an active part in discussion. Pupils use equipment with care and respect school property.

20. Behaviour in and around school is good and contributes to creating the purposeful atmosphere in which pupils are able to make good progress. Pupils have a clear understanding of the school's behaviour policy. Younger pupils respond well to the expectations of good behaviour in lessons. Older pupils copy the school rules as part of their work in information technology. They understand the need to take responsibility for their own actions and explain the significance of the label encouraging pupils to be responsible for their own behaviour. Pupils are friendly and courteous to one another and to visitors. The evidence of the inspection supports parents' view that the school promotes good standards of behaviour. Parents know that the school deal promptly with any problems and there have been no significant issues of bullying. There were no exclusions in the last reporting year.

21. Relationships in the school are very good. Pupils are supportive of each other, generally listening carefully to others' contribution in class and generous in their praise of others' efforts. Pupils work and play well together and on such occasions as lunch times, breaks and as they move around the school, they are well mannered to one another and to adults. Staff are very good role models and all the school community work to develop a high level of respect and consideration for each other.

22. Pupils' personal development is excellent. The school recognise the importance of developing pupils' capacity for personal study. Pupils take responsibility for themselves and follow school routines willingly. Many pupils participate in a variety of school clubs. They also benefit from the opportunity to go on a residential visit and other visits into the community. Pupils' response to the opportunity to serve on the School Council is excellent. All pupils at Key Stage 2 take part in a democratic election. Members of the council serve the school and community very well. They develop a firm understanding of how to represent the needs of all in their school. An example of this was seen in how the decision was taken to select the pupil to be the school's representative on a visit to 10 Downing Street. Parents are justified in saying the school adds value to their children's lives.

26. **Attendance**

23. At the time of the last inspection, attendance was reported to be above the national average. Since then attendance levels have remained consistently above the national average so that the current levels of attendance are good. Attendance of children under the age of five is good. Pupils usually arrive at school on time. The good levels of attendance make an important contribution to the good progress made by pupils. Parents also feel school attendance to be good and they appreciate the care that the school takes in contacting them if they have no news of their child's absence by 11.00 a.m.

27.

EDUCATION PROVIDED

QUALITY OF

27. **Teaching**

24. The good quality of teaching at both key stages makes an important contribution to the overall good progress made by pupils, particularly in mathematics and science. Teaching was good or better in sixty-nine per cent of lessons seen during the inspection. It was very good in fifteen per cent of those lessons. No unsatisfactory teaching was seen. This is an improvement since the last inspection when sixteen per cent of teaching observed was unsatisfactory. Teaching is good in mathematics, science, and physical education at both key stages and in religious education at Key Stage 1 and history at Key Stage 2. In geography at both key stages and in religious education at Key Stage 2 teaching was at least satisfactory. Only a limited number of lessons were seen in other subjects but in most of these the teaching was good.
25. The overall quality of teaching for children under the age of five is good. In nearly half the lessons seen the teaching was very good. In these lessons the teacher showed a good understanding of the needs of children of this age, made very good use of resources and provided activities to challenge children and extend their learning. In most lessons a good variety of well-organised activities is provided and effective use is made of the space available. There is a very good partnership between the teacher and the classroom assistant, who provides a high level of good quality support. Relationships between adults and children are very good and generate a feeling of security and confidence in the children. All opportunities are taken to extend children's knowledge and understanding in all areas of learning; for example, teachers use opportunities through stories to consolidate children's ability to count or by allowing children to follow through ideas heard in assembly such as making a model oboe after hearing a musician play. Good use is made of observations to assess children's progress. Appropriate notes are made and are used to help plan further work.
26. Where teaching is very good, lessons are well planned with a clear structure to the activities. Teachers have high expectations of the level pupils should attain through the activities, the amount of work pupils are expected to do in the lesson and of standards of pupils' behaviour. Lively and informative introductions ensure that all pupils are involved. Questioning is used skillfully to extend pupils' thinking, particularly when asking pupils to explain strategies they have used in mathematics. Teachers use the correct terminology during explanations and encourage pupils to do the same. Short discussions at the end of lessons are effective as pupils are encouraged to share their work, which helps them consolidate what they have learned as well as helping the teacher to assess the progress they have made.
27. Teachers have a good knowledge of most subjects they teach and a sound understanding of how to present work in an interesting and appropriate way. For example, in a literacy lesson the teacher used a good understanding of Shakespeare's plays to provide relevant information and help pupils' understanding of the structure of a play. Expectations of pupils' behaviour are high. Teachers share the focus of the lesson with the pupils through their *WILF* targets so that pupils know "What I'm

Looking For” as a result of the lesson. In the best lessons pupils are set challenging tasks and it is made clear what pupils should achieve in the time available. In a few lessons teachers do not always inform pupils of the amount of work expected or remind them of the levels of concentration expected. Where expectations are not high enough the teacher sets tasks which are undemanding and do not help develop skills. For example, in a geography lesson at lower Key Stage 2, the tasks set did not help pupils develop mapwork skills. In some lessons with the younger Key Stage 2 pupils, the pupils are not reminded sufficiently of the need for consistent presentation of written work in other subjects such as religious education. This affects standards in English, particularly in the middle years of Key Stage 2, where pupils’ progress in writing is limited.

28. Planning for lessons is good. Objectives are clear and, in most lessons, are used to provide a relevant focus for the well-chosen activities. Most lesson plans provide a clear structure on how the lesson will proceed and what activities will be planned for different groups within the class. These are often matched to the different levels of pupils’ prior attainment. Pupils with special educational needs are presented with appropriate tasks linked to the targets in their individual educational plans. In a few lessons the learning objectives are not fully developed when appropriate resources, such as maps in a geography lesson, are not used effectively.
29. Teachers use an effective balance of methods to provide good teaching. At the beginning of lessons they use challenging questions to use pupils’ prior knowledge to revise previous work and to develop new ideas. Questioning is skilful and ensures that all pupils are involved and able to respond at an appropriate level. Pupils are given good opportunities to explain their answers, particularly in mathematics and literacy lessons. Explanations are given clearly and when necessary methods or skills to be used are demonstrated to the whole class. With the younger pupils teachers take the opportunity to develop other skills during activities. For example, when teaching a way to learn spellings the teacher also focused on how to write letters correctly to improve handwriting. In a very few lessons teachers rush explanations, such as when activities in science lesson were described too quickly and pupils were unsure what they had to do.
30. A significant feature of the teaching throughout the school is the very good quality of relationships between pupils and teachers. Humour is used well to help maintain good levels of discipline and teachers use praise effectively to reward good behaviour or good work. There is a clear expectation that pupils will behave appropriately and younger pupils are reminded of classroom conventions such as raising their hand before speaking in class discussions and sitting quietly when others are talking. Pupils are encouraged to respect the work of others by the example of the teachers. With the youngest pupils, for example, the teacher asked a pupil if an addition could be made to a spelling to make the word correct. During group activities teachers focus their attention on a group needing particular support or being taught a new skill, while maintaining a good overview of the work of the rest of the class. In a very few lessons noise levels become high and pupils need to be reminded to stay working at the set tasks.
31. Good use is made of resources such as video and tape recorders. These are controlled sensibly by the teacher, with only the relevant material played at the appropriate time. The class board is used effectively to present work and demonstrate techniques. When worksheets are provided they are used sensibly to support pupils’ learning or help order their ideas. Texts in the literacy hour are well-chosen to interest pupils and extend their understanding of literature. Classroom assistants and voluntary helpers are used effectively in a variety of ways. They support groups in practical lessons such as science, supervise pupils using listening centres or hear individuals read. They have a clear understanding of what is expected of them and provide the teacher with relevant information at the end of lessons. Most lessons proceed at a good pace, moving briskly from one activity to the next after allowing sufficient time for pupils to understand the task or complete the work. In a few lessons introductions last too long and some pupils become restless. As a result there is not enough time for pupils to complete their work. Some lessons do not start promptly as too much time is taken with administration and movement.

32. Pupils with special educational needs receive good support to help them achieve the targets in their individual educational plans. Teachers' planning for lessons ensures that they are presented with appropriate work. Support assistants are effective in the help and guidance they give to pupils.
33. Teachers assess pupils' work each day. Good use is made of a card system to record notes of worthy achievements or areas in which pupils need further explanation or guidance. This provides valuable information for planning future lessons. In some lessons (for example, physical education) teachers use assessments during the lesson to provide guidance on how to improve or what to do next. Marking is used appropriately to praise good work or to make suggestions on how work could be improved. The short discussions at the end of lessons are used effectively to assess what pupils have learned during the lesson.
34. Appropriate homework is set each week to support and develop the work done in class. There is a sensible balance between the core subjects, particularly for the older pupils, who develop good learning habits through their regular study at home. Most pupils enjoy their homework. The majority of parents were satisfied with the amount of work that their children are expected to do at home.
35. The school has made a good start to the teaching of literacy through the literacy hour. Lessons are well organised and usually follow the recommended structure. Planning closely follows that set in the National Literacy Strategy. Classroom assistants are helpful in supporting group work with the younger pupils and sensible use was made of parents to hear individuals read when pressure of time did not give the teacher sufficient time. Opportunities are taken to extend pupils' literacy skills in other subjects such as history, where pupils use their reading skills successfully in research. In a few lessons, particularly at the middle of Key Stage 2, the opportunities to improve pupils' writing skills in other subjects are not taken. A good start has been made on the teaching of numeracy through the numeracy lesson and the mental mathematics session has been successfully introduced to most classes.

39. **The curriculum and assessment**

36. The curriculum is broad and balanced and fully meets the requirements of the National Curriculum, the local education authority's Agreed Syllabus for religious education and the areas of learning for children under five. There is equal access to the curriculum for all pupils regardless of gender, ability or race. Provision for personal development, which includes sex education and awareness of the misuse of drugs, is very good. The curricular provision across the age range for pupils to develop independent learning skills is excellent. Pupils are well prepared for each stage of education within the school and those beyond.
37. The curriculum for the children under five is based upon the recommended areas of learning and makes good use of guidance from the local education authority. Planning is very good and provides opportunities for all children to achieve the desirable outcomes in learning by the age of five. It also takes account of the early stages of the National Curriculum so that children move efficiently into the relevant Programmes of Study at an appropriate time. The safe play area, which is now in use, has considerably improved the curricular provision for these children.
38. The curriculum for pupils with special educational needs fully meets the requirements of the Code of Practice. Individual education plans are carefully written to provide programmes of work which enable these pupils to have full access to the whole curriculum. Some pupils receive additional support when they are withdrawn from lessons but teachers ensure that they continue to receive a balanced curriculum. There are good systems for identifying pupils who may need additional help, including the use of appropriate tests. Progress is regularly reviewed and new targets are set each term, at meetings which sometimes involve parents.

39. The school has successfully addressed the curriculum planning weaknesses described in the last report. Planning is now good and the monitoring of its implementation to ensure there is continuity and progression is very good. It is now based firmly upon teaching and learning outcomes linked to key objectives for each lesson. The structured approach is closely linked to the National Curriculum and the National Literacy and Numeracy Strategies and takes account of what pupils know and can do. The sharing of lesson objectives with pupils enables them to focus upon they are expected to learn in each lesson. The plans are well balanced, with an appropriate emphasis on experimental, investigative and problem solving tasks.
40. Planning for implementation of the literacy and numeracy strategies is good. While it follows the nationally recommended format, there is emphasis on the use of these skills across the curriculum. For example, planning ensures that standard units are used to measure the outcomes of experimental work on friction or effective use is made of speaking and listening skills in music.
41. The curriculum is enhanced by a range of extra-curricular activities which include four sporting clubs in which more than sixty pupils participate. The Beetley Band, organised by a governor, is a very good feature. Many visits are undertaken to places such as Norwich, the Hill Top Activity Centre and Oxburgh Hall and a wide range of visitors, such as a visiting artist, professional musician, missionary and local historian, comes to the school. These outings and visitors help to broaden and enrich the curriculum
42. One of the key issues in the last report was the need to improve the quality of assessment and to use it to plan future work more effectively. Assessment is now good. Statutory requirements are met and a baseline assessment has been introduced to find the level of attainment of children under five and check their progress. The school applies a range of standardised tests which enable attainment to be measured against large groups of pupils of a similar age. Results of these and those from the National Curriculum tests are analysed to identify strengths and weaknesses and to inform curriculum planning.
43. Other assessment, undertaken during lessons and linked to learning objectives, is accurate and consistent. Careful records are kept of the progress of individuals and groups of pupils and the information is effectively used to plan future lessons. Marking of pupils' work is used to assess, encourage and suggest ways of improving. Pupils at Key Stage 2 are involved in self assessment based upon learning objectives which are included in their exercise books. Their progress towards the achievement of these is checked when, through discussions with the teacher, pupils apply success criteria and agree targets for improvement.

47. **Pupils' spiritual, moral, social and cultural development**

44. The provision for pupils' spiritual, moral, social and cultural development overall is very good. The positive ethos mentioned in the main findings of the 1996 inspection report is still there. This enables pupils to develop sound values within a warm and caring environment.
45. Provision for pupils' spiritual development is good. This is an improvement since the last inspection, which reported a need for more emphasis on spiritual education. Acts of worship in assembly meet statutory requirements. They are well planned to provide pupils with knowledge and insight into the values and beliefs of different faiths and to encourage pupils' sense of awe and wonder at the world around them. The local vicar and reader attend assembly regularly and the pupils visit the local parish church. Through the acts of worship pupils are given opportunities to reflect on their experiences in a way which helps to develop their self-knowledge and spiritual awareness. Celebrations of important festivals, such as harvest, enable pupils to appreciate the importance of these to faith communities. Pupils are encouraged to write appropriate prayers, such as those written to give thanks for the harvest. Through their study of world faiths in religious education lessons, pupils are brought to an

understanding of the importance of spirituality in the lives of many people. Other opportunities are taken to develop pupils' sense of awe, such as giving them the chance to react to the bright colours of a Matisse print or appreciate the way music played in assembly can be spiritually uplifting.

46. Provision for pupils' moral development is very good. The school promotes an understanding of the principles of right and wrong. There are clear guidelines for behaviour and pupils are aware of the high standards expected of them. Older pupils are encouraged to "own their own behaviour" and thus take responsibility for their actions. They type out the school rules on the computer. This is reflected in the generally good behaviour of pupils who are encouraged to show respect for others and for property.
47. The provision for pupils' social development is very good. This is reflected in the very good relationships in the school. Adults set a good example and create a positive atmosphere which encourages pupils to learn and co-operate. Each pupil is valued and generally treated with courtesy and respect. Most pupils show good manners and self-discipline as they move around the school, in classes and at break and lunchtimes. Pupils respond to the trust given them when, for example, they stay in at playtime to play chess or draughts in the library. Pupils are encouraged perform tasks to help with the smooth running of the school, such as taking registers or ringing the bell. Older pupils are expected to take responsibility for younger pupils - for example, when an older pupil helped a child who had just started school. Pupils understand the need for rules in their games and usually use them to play fairly together. In lessons they are given appropriate opportunities to work together in pairs and to demonstrate initiative. Even the youngest children were allowed to follow through ideas they had generated. The formation of a School Council has enabled pupils to exercise responsibility in the discussions they hold and the way they represent views. Through the elections to the Council pupils are given insight into the responsibilities of citizenship. This encourages them to care for their school. Pupils with special educational needs are encouraged to take part in all school activities, including the School Council.
48. The school makes good provision for pupils to understand and appreciate their own and other cultures. Pupils celebrate their own cultural traditions such as Christmas and harvest. Lessons in history give pupils the opportunity to learn about lifestyles in the past. Visits to places of interest help pupils to appreciate the richness of their own cultural heritage. In recent years pupils have visited the Rural Life Museum, the John Innes Centre, an archaeological dig and castle visit to Norwich and Oxburgh Hall. The school makes good provision for pupils to develop an understanding of the richness and diversity of other cultures. In religious education lessons they follow a carefully organised programme to learn about the range of major faiths prevalent in this country. Opportunities to illustrate similarities and differences between cultures are taken during assemblies, religious education, art, geography, history and music, through, for example, the study of artists from different parts of the world or the understanding of ancient civilisations such the Egyptians. A number of pupils recently took part in a multicultural festival in Norwich.

52. **Support, guidance and pupils' welfare**

49. Since the last inspection report, which gave a generally positive picture of the school's support for its pupils the school has maintained and improved this aspect so that it is now a strength of the school. Concern for the welfare of the pupils is central to the aims of the school, which are effectively and consistently implemented through clear school procedures. The very good relationships between staff and pupils enable the school to provide very effective pastoral care. The advice and support offered to children are the result of very careful monitoring by the teachers of pupils' academic progress and personal development. The process begins early in the children's school life and allows staff to respond to the individual needs of each child. The procedures for monitoring attendance are very good and procedures have been adopted to ensure that pupils are safe.
50. Procedures for monitoring of pupils with special educational needs are effective. Concerns are

identified early and regular reviews are held to assess pupils' progress. Support staff are effective in their work with these pupils, who benefit from the supportive atmosphere and caring classroom support. Relevant agencies such as the learning support service and the schools' psychological service are used effectively when needed.

51. The school's measures to promote discipline and good behaviour are thoroughly monitored. Policies are well understood and practice is consistent throughout the school. This contributes positively to children's learning. Pupils have the confidence to go to a teacher if they feel something is wrong and on some occasions members of the School Council play a major role in being a supportive and trusted friend to other pupils. The very good support provided by all staff makes a positive contribution to pupils' feeling of security in school.
52. Procedures for child protection are very good and all staff are experienced and vigilant. Effective procedures are in place to ensure that all the related matters of health, safety, security and first aid are dealt with to a very high standard. Staff consistently work hard to make children feel valued in the school community, where their well-being is given a high priority. The evidence of the inspection supports parents' views that it is easy to approach the school with questions or problems.

56. **Partnership with parents and the community**

53. Since the last inspection report this aspect has improved to become a strength of the school. The partnership with parents is valued and the school does all it can to encourage parents to be involved in their children's education. Parents' involvement in their children's education is very good. Several parents help with activities in school or with extra-curricular clubs. They tackle a variety of tasks including the planting of the wild flower meadow. During the inspection a parent played the piano for an assembly. Another parent introduced the younger pupils to the oboe and the cor anglais, playing both instruments to an attentive audience. Pupils' education is enriched by these many opportunities. Most parents support their children with their homework. This is confirmed by the very positive views of the parents, who say the school welcomes them to take part in its life, and that it is easy to approach the school with questions or problems. The evidence of the inspection supports this.
54. The quality of information provided for parents is very good. The prospectus gives detailed information about the school curriculum and school routines. Reports to parents on their children's progress include information on what pupils have learned and give helpful comments regarding pupils' personal development. The annual report of the governing body gives a clear picture of the school. Parents express appreciation for the information they receive at consultation evenings with teachers, and they value the opportunity to have daily conversation with members of staff if the need arises. Parents of pupils with special educational needs are kept well informed about their children's progress. They are informed about the targets set for their child and are encouraged to attend reviews.
55. The many links the school has with the community are very good. There is very good liaison with the two playgroups in the village; staff visit both playgroups to meet children before they start school. Liaison is also good with the after school club which provides childcare facilities at the school each evening. Pupils visit museums, activity centres, quarry trips, and a coastal study. They have links with the local church, they participate in music and multi-cultural festivals and they welcome many visitors to the school, including the local MP. There is opportunity for pupils to take part in a residential visit. The school has a very supportive Parent Teacher Association which raises valuable finance to support the resources of the school. Events organised by the parents include a sports workshop which lasts for two days and gives pupils opportunities to try sports which the school cannot provide. Pupils frequently raise money for charities, often using their own initiative to do this. The governing body and the staff work hard to maintain a positive role within the community so that the pupils' education extends beyond the statutory curriculum to broaden their understanding of the wider world.

AND EFFICIENCY OF THE SCHOOL**59. Leadership and management**

56. The school benefits from the very good leadership of the headteacher, who is well supported by an effective governing body. The headteacher has a clear vision of what the school wishes to achieve for pupils which is clearly expressed in the school's aims. That vision is fully supported by the governing body and staff. This creates a positive sense of purpose which is evident in the daily life of the school. The chair of governors leads a supportive governing body which is committed to working closely with the staff. The structure of committees and the close liaison with subject co-ordinators enables the governing body to fulfil its responsibilities, not only for each year, but in taking a longer term view of the school's development. Statutory requirements for the curriculum, staffing and health and safety are met. Responsibility for special educational needs is taken seriously, with an appropriate governor liaising effectively with the co-ordinator.
57. The headteacher provides very positive leadership, guidance and support to the development, monitoring and evaluation of the curriculum. He strives to maintain a balance between continuing to strive to further raise standards in the core subjects while maintaining the breadth and balance of the curriculum needed to fulfil the school's aims. In this he is well supported by the deputy headteacher and the senior management team. Subject co-ordinators have successfully led developments in their subjects to ensure that there are appropriate policies and planning. They are actively involved in the monitoring and evaluation of the quality of teaching and standards achieved by pupils. They review pupils' work regularly, see teachers' planning and observe colleagues at work in order to gather relevant information and to offer advice on possible improvements. The headteacher has developed a comprehensive monitoring programme, which ensures that every teacher is observed regularly, and that all subjects of the curriculum are included. This enables him to judge the effectiveness of developments in raising standards, support individuals where necessary and identify issues for school development. Management of the education of the children under the age of five is good and clearly linked to high achievement. The provision of support for pupils with special educational needs is also well managed.
58. Procedures for identifying the targets for school development are very good and involve staff and the governing body in regular discussions. The headteacher produces a draft after extensive consultation with subject co-ordinators and with the all the staff. The draft is considered thoroughly by the governing body's committees, particularly the curriculum committee, before being endorsed by the governing body. The headteacher closely monitors the success in achieving targets and keeps the governing body well informed. The plan contains criteria to help evaluate the success of each target, although these are not always used sufficiently by the governing body to help inform their discussions. Members of the governing body are actively involved in monitoring the work of the school, including following an agreed structure for observing work in classrooms, but the criteria they use to assess school development targets are often implicitly understood rather than explicitly set out for all to share.
59. The implementation of the school's aims and values is very good. There is a high commitment from all staff and governors to the personal development of pupils and the maintenance of good relationships. The consistency with which good behaviour is promoted, the involvement of pupils in decisions about school life and the care and support for pupils show a strong commitment to achieving the school's aims. Parents are justified in their views that the school's aims and values have a positive effect on their children.
60. The school has a very good ethos. It seeks to provide a wide range of opportunities to pupils through a well-planned curriculum, visits and a good range of extra-curricular activities. The school is committed to raising the standards of pupils' performance through improving the quality of education, particularly teaching, and providing a happy, caring and attractive place for pupils to learn. The positive leadership

of the school makes a significant contribution to the very good attitudes of both pupils and staff.

61. The school has made good progress since the last inspection. Improvements in teaching problem-solving skills and in developing independent learning have helped to raise standards, particularly in science. Good planning for the long-term and medium-term is in place to provide a good structure for pupils' progress. Improvements in assessment procedures, closely linked with more careful monitoring of pupils' attainment have led to effective use being made of the information obtained. Spiritual education is given an appropriate focus, in assemblies and in religious education lessons. The headteacher gives very firm leadership to the process of school improvement through a monitoring programme which evaluates thoroughly the clear targets set for improvement each year. The school is very well placed to continue its development and improvement.

65. **Staffing, accommodation and learning resources**

62. There is a suitable level of appropriately qualified and experienced staff to teach the curriculum for children under five, the National Curriculum and religious education. Support staff, particularly those working with children under five, are well qualified experienced and well trained. They are very effectively deployed, particularly in helping pupils with special educational needs. Job descriptions are in place and these reflect the differing roles and responsibilities of the teaching staff. The role of subject co-ordinators is well developed. Arrangements for the induction of staff are informal, but new staff are well supported by their colleagues. There is a detailed staff handbook and when newly qualified teachers are appointed, a mentor is assigned and a clear induction policy is established. Staff development over the last two years has focused on the necessary training for the introduction of the Literacy and Numeracy Strategies. This training is closely linked to the priorities in the school development plan. It is having a positive effect on teaching and the raising of standards of pupils' attainment. Other recent training has included developing the teaching of experimental and investigative science to meet an issue identified in the last inspection. The school's focus on teaching of music has also been supported by relevant courses. Appraisal procedures are in place and all teachers are involved at some stage within the process. The teacher co-ordinating and teaching pupils with special educational needs is well qualified and experienced in her role. This is of real benefit to the school. As found in the previous inspection report, the work of administrative and caretaking staff continues to be very effective and contributes positively to the smooth running of the school.
63. The school has adequate accommodation for the numbers and ages of pupils at the school and the range of subjects taught. However, pupils in Year 5 and 6 are restricted in carrying out larger scale activities in, for example, science investigations or geography mapwork, by the lack of space and the restrictive older style desks in their classrooms. Outdoor accommodation is generally good, with a large playground and adjacent grassed area as well as a separate football field. The playground is often littered with stone debris, some of which is very sharp and dangerous. The school is aware of this problem and the constant need to clear these stones to allow games to be played. The wild flower meadow, provided by the parents, enhances the outdoor facilities. There is a safe, soft-surface area for children under five. A good-sized library area is easily accessible and in is in constant use throughout the day. The school is kept clean and hygienic and attractive displays enhance the quality of the building.
64. Learning resources overall are adequate to support the curriculum. The school benefits from the financial support given by the Parent Teachers' Association which has enabled the purchase of several new resources; two computers have recently been added to the school's resources, play equipment purchased for the under fives and considerable help in replenishing the school fiction resources. Resources to support the teaching of experimental and investigative science are good, as are resources for art and English; literacy resources are very good. Although provision of computers is satisfactory, the resources needed for teaching control and modelling in information technology are not adequate and this limits the levels which pupils can attain. The teaching of some aspects of geography is restricted at Key Stage 2 by a lack of suitable atlases. The library is well stocked with fiction and non-fiction,

although there is a limited choice of books for children who find reading difficult.

68. **The efficiency of the school**

65. The efficiency of the school is very good. The school uses all its resources very effectively in clear pursuit of its identified aims. Educational development is supported by very good financial planning which is successful in improving the quality of education within the school. For example, the decision to fund the employment of a teacher's assistant in the reception class has resulted in the youngest children settling quickly into school and making good progress in the areas of learning for children under five.
66. Details about the school budget which the governing body receives enable governors to make well-informed decisions. They play an active part in setting targets for improvement, monitoring the progress towards reaching them and ensuring that efficient use is made of funding through cost effectiveness. The installation of water savers in cisterns and the tendering procedures applied before a decision was made about the provision of a safe play area for the children under five have resulted in significant savings. They have been fully involved in the development plan for the improvement of information and communication technology. This is in response to the current inadequacy of resources, particularly for teaching certain elements of the curriculum. Funding has now been allocated to address this problem. They have also responded positively to a recent request to make budget predictions for future years to help in long term planning.
67. The school's spending is closely linked to the school development plan. Recent priorities in the plan have been the support for the introduction of the literacy and numeracy strategies and the raising of attainment at Key Stage 2. As a result of these priorities teachers have acquired secure knowledge and understanding of the requirements for literacy and numeracy, resources such as the library have been improved and the consistent monitoring of pupils' progress established. The recent outcomes of these initiatives show a significant improvement in the attainment of Key Stage 2 pupils in mathematics and science as well as improvements in their attainments in English.
68. The school makes very good use of its funding for pupils with special educational needs. The employment of a teacher to co-ordinate the progress of these pupils and the staff to support their educational plans enables them to make good progress. It also ensures that they have full access to the National Curriculum.
69. Very good use is made of teaching and support staff. Classroom support for children under five is particularly good. The effective use of teachers is shown in the current arrangement for Year 5 and 6 pupils; because of the big difference in numbers of pupils in each age group, two parallel classes of Year 5 and 6 pupils have been organised. The administrative staff are very effective in the day-to-day organisation of the school and financial management. For example they ensure that the school achieves good value for money when buying supplies and keep the headteacher and governors well informed about the school budget. The wide range of tasks they undertake enables teachers to focus their time on work with the pupils.
70. Very good use is made of the accommodation. Resources are regularly audited, well deployed and used effectively to support teaching. Pupils have good access to the recently improved library. The information and communication equipment in the school is in constant use, including the link to the Internet and the compact disc information resources.
71. This is a very efficient school which uses its resources very carefully to achieve the best possible outcomes for its pupils. The information of the last report was that the school provided satisfactory value for money. Through improved pupils' attainments, their generally good progress, the good quality of education provided, particularly the good teaching, and the high quality of provision for personal development, the school is now providing good value for money.

75.
CURRICULUM AREAS AND SUBJECTS

PART B:

75.
LEARNING FOR CHILDREN UNDER FIVE

AREAS OF

72. Children are admitted to school in the September of the school year in which they are five. The oldest children attend full-time and those whose birthdays fall in the spring and summer terms begin part-time, attending only for the morning session. They are taught by an experienced teacher who is ably supported by a well-qualified classroom assistant. Children's attainments on entry are about those expected of their age group. Most children have attended one of the two local playgroups, one of which is on the school site. By the time they are five most children have achieved the nationally agreed desirable learning outcomes in mathematics, physical development and creative development while many exceed these in language and literacy, their knowledge and understanding of the world and in their personal and social development.
73. By the time they are five, children have made good progress in their personal and social development and attain standards that are above those expected of their age. Children come happily and confidently to school in the mornings, and parents report that their children like school. They listen attentively to their teacher and show great interest in the range of activities provided. Most children concentrate for long periods and are not easily distracted from their tasks. Many are able to work independently when their teacher or assistant is busy with another group. For example, they work on the computer confidently, operating an appropriate program with very little adult help. They have good relationships with one another and very good relationships with the adults who work with them. Most pupils are willing to co-operate in small groups. Some of the higher attaining children show independence and initiative: for example, two children asked to make "Indian Shields" similar to those shown by the older pupils at an assembly earlier in the day. They enjoy returning to activities to build their expertise and confidence. They are courteous and well behaved, and move quietly around their teaching area. They are beginning to become independent when changing for physical education sessions and in their personal hygiene. The quality of teaching is very good. The positive demeanour of both the teacher and her assistant generates a feeling of security and confidence for all the children.
74. In language and literacy, children make good progress and by the age of five reach standards that are above those expected of their age. They listen with pleasure to stories, and sit quietly in order to listen to others when they are speaking. They speak clearly using short sentences when replying to questions and some are able to frame appropriate questions. They enjoy looking at books and are beginning to read sentences independently. Most children are able to read some familiar words. By the time they five, they are developing an awareness of the importance of the sounds made by letters and match pictures to the appropriate initial letter sound. They show a clear understanding of how stories develop when they order pictures in correct sequence. They learn to recognise and write their own name and by the age of five most children can do this independently. Most children copy their teacher's writing clearly, correctly forming most letters. The higher attaining children, with appropriate help, are beginning to write simple sentences for themselves. Children who find writing difficult make good progress from early mark making to being able to copy and form letters accurately. The quality of teaching is good. The teacher's enthusiasm promotes a good response from the children. Stories are read well and opportunities are taken to extend children's knowledge and understanding through challenging questions such as asking the children whether giants are fact or fiction. Very good use is made of assessment to track children's progress and inform the planning of lessons.
75. In mathematics, the children make sound progress, and attain standards that are expected for their age. They learn to count up to and back from 5, and to match appropriate shapes to the given number. The higher attaining pupils recognise numbers in sequence up to thirty. They use computer games to re-

inforce their understanding of number taking away objects until they are left with the required number of objects. In their daily mental arithmetic session they practise counting in different ways. Children improve their understanding of number by matching objects to give appropriate pairs and by drawing one more than a given quantity. By the time they are five they are beginning to add numbers up to five in simple practical problems. They understand and use positional language, locating objects on a picture above, below, near, behind or in front of a table. Shapes are classified according to their shape, colour or other characteristic. Children begin to recognise and name common shapes such as square, circle and triangle. Through their play in the home corner pupils become aware of the passage of time when they set a time on the play house clock. Teaching is good. Clear and relevant language is used to provide children with a suitable mathematical vocabulary. Expectations of children's success are high, by both the teacher and the classroom assistant. Clear planning is helpful in providing all adults with a good understanding of the activities planned. Observation of children at work is used well to help assess their progress.

76. Children make good progress in the area of knowledge and understanding of the world and attain standards that are often better than that expected of children of their age. The oldest children benefit, in the afternoons, from working with pupils in Year 1. They develop an understanding of their world from looking at themselves and then exploring the wider world. A visit to a local traditional farm helps them to understand how farm life was different in the past. They identify and name the main parts of their body such as face, nose, hand and leg, on simple diagrams. They grow and care for plants, including cress and mung beans, as well as exploring hedgerows. They begin to understand how shadows are created, by shining a light on puppets they have made. Objects which use electricity are identified, as are those which do not use electricity. Most children use a computer competently, explaining how to use the keyboard and the mouse, although some of the less confident children need help when using the mouse. Construction kits are used sensibly to make a range of models, some of which have a practical purpose like "*the backscratcher*". The quality of teaching is good. A good range of activities is provided to help pupils explore the world around them through construction and investigation. In the afternoons a good partnership with Year 1 provides the children with good and relevant opportunities to extend their knowledge.
77. In the area of physical development, five-year olds make sound progress and achieve standards expected for their age. They have suitable access to an outside area where they can develop body control, co-ordination and awareness of space through the use of large toys and other appropriate equipment. Recently there has been a focus on road safety through these activities, using equipment recently purchased with the help of parents. They have opportunity to climb on and move along apparatus such as benches and ropes. The older children improve control over movements when they work with Year 1 pupils in dance lessons where they develop moves involving stretches, curls and balances. They find keeping time to the music difficult. In the classroom they improve control over writing and drawing implements such as pencils and crayons, although some children still lack control and care with their colouring. They use malleable materials to shape objects, sometimes using a mould to cut shapes. Scissors are used to cut shapes carefully. When the older children work with Year 1 they develop good control of moves such as curling, stretching or balancing. The quality of teaching is good. A good range of activities is provided to help develop control of fine movements such as scissor and pencil control or bolder movements such as running, jumping and climbing. Suitable support is given to those children who find some activities difficult to master.
78. By the time they are five, children have attained the nationally expected levels in creative development and have made sound progress. They use the home corner confidently for different role play and cheerfully invite adults to join with them. Sometimes children make masks to help them enact well-known stories such that of the *Three Little Pigs*. They use paint to create interesting designs – for example, by filling in the shapes created by curly line patterns. Through use of different media they create appropriate effects in their pictures, such as using chalk to draw a snowy day picture. Colours are chosen well to make bright and attractive pictures, such as symmetrical patterns. Links are made

with other areas of learning when, for example, children make closely observed drawings of decaying fruit or they produce colourful pictures to illustrate letter sounds. The higher attaining children draw careful pictures which clearly represent what they have seen. For example, children drew a reflection on the surface of a pond or put details on a butterfly's wing. Children use an appropriate program on the computer to draw colourful patterns and pictures. Children quickly learn words to new songs and enjoy tapping fast and slow tempos. Teaching is good. Children are encouraged to make suitable choices within the activities available, or to follow ideas from previous work. When working with a group the teacher uses vocabulary well to keep relevant words to the forefront of children's thinking.

79. Children under the age of five received a broad and balanced curriculum based on the nationally defined areas of learning for young children of language and literacy, mathematics, knowledge and understanding of the world, physical development, creative development and personal and social development. All staff have a good understanding of these and of children's developmental needs. Planning is carefully carried out in long, medium and short term. Very careful account is taken of the need to integrate children into the Key Stage 1 curriculum and this is sensibly planned during the year. This ensures that children receive appropriate challenge in their work throughout the year. The school has sensibly adopted the local education authority guidance on education for children under five and this acts as both policy and foundation for planning. Children are assessed in the first half term after they enter school, the school using the baseline assessment procedures of the local education authority. Additional information is obtained from the local playgroups with which there is good liaison before children start school. They work together in a well thought out and effective induction procedure for the children. Information from the assessments is used effectively to help the teacher plan appropriate activities or to amend activities for individual children. Information from assessments is also used when discussing children's progress with parents. Relationships with parents are good. Resources for children under the age of five are good. Although there is no permanently fenced area for the youngest children, appropriate measures are taken to provide a suitable area adjacent to the classroom for activities with large play equipment.

83.
MATHEMATICS AND SCIENCE

ENGLISH,

83. **English**

80. By the time pupils leave the school at the end of Key Stage 2, their overall standard of attainments in English are about those expected nationally. This is similar to the previous inspection, when pupils' achievements were described as broadly in line with national expectations. Pupils, including those with special educational needs, make overall satisfactory progress in developing their skills in literacy during their time in this school. They are given a good start to their development of appropriate skills in reading, writing, speaking and listening and make good progress by the end of Key Stage 1, when they attain standards that are better than those expected for their age. Progress at Key Stage 2 is inconsistent, particularly in writing in the middle years, so that by the end of the key stage pupils' attainments are broadly similar to that expected of eleven-year olds, rather than, as at Key Stage 1, exceeding them.
81. In the 1998 National Curriculum tests for seven-year olds in reading and writing the average level attained by pupils was above the national average. When compared with results from schools with pupils from similar backgrounds, the school's results were below average in reading and close to the average in writing. Although the percentage of pupils achieving the expected level in both aspects was above average, the number of pupils attaining the higher levels was below that achieved by similar schools. Taking the results for the three years up to 1998 together, pupils' performance has shown a steady improvement from below the national average. The most recent results in 1999 confirm this

trend with test results comparing favourably with the national results. There were, however, no statistics available to make accurate comparisons at the time of the inspection. The evidence from the inspection supports the test results in judging pupils' attainments overall to be above those expected nationally.

82. In the national tests in English for pupils at the end of Key Stage 2 in 1998, the average level attained by pupils was below the national average and well below that achieved by similar schools. Although the percentage of pupils attaining the expected level was close to the national average, very few pupils attained higher levels. Since 1997, when results showed pupils' overall attainments to be well below average the school has shown steady improvement. The most recent results in 1999 show that improvements in 1998 have been sustained, with more pupils attaining the higher levels and the percentage of pupils achieving the expected level, or better, being broadly similar to the national results. Figures for comparisons with similar schools were not available at the time of the inspection. Inspection evidence is that pupils' attainments are broadly similar to those expected nationally, with some weaknesses in writing, and this is consistent with the results of the most recent tests.
83. By the end of Key Stage 1, standards in speaking and listening are above average. Most pupils speak clearly and confidently, choosing appropriate vocabulary when they explain their work or retell stories. They listen carefully to instructions by the teacher and to other pupils in discussions. Pupils' reading is better than expected for their age, with many pupils reading to a good standard. They are well launched on reading and read confidently, accurately and with appropriate expression. They identify the title, author and illustrator of the books they read and begin to understand the difference between fiction and non-fiction. Most pupils use punctuation marks to help put expression in their reading and use their knowledge of letter sounds to help read unfamiliar words. Through their discussions and reference to pictures in the stories pupils show that they have a sound understanding of what they have read. In writing, by the end of the key stage, pupils' attainments are better than those expected of seven-year olds. They write in a number of different ways such as simple narratives retelling well-known stories, brief descriptions of characters or written instructions. Their handwriting is neat and accurate and the higher attaining pupils are developing a fluent, legible and joined style of writing. Appropriate punctuation is used in writing and most common words and words with simple patterns are spelled correctly. Higher attaining pupils write imaginative stories, extending their use of punctuation to include speech marks. They use vocabulary well, such as describing a character in a story they are writing as "munching away happily at mum's prize bed of flowers."
84. By the time they leave the school at the end of Year 6, pupils sustain their good speaking and listening skills. They join in discussions, clearly expressing their views, taking due account of the opinions of others. They are beginning to express their thoughts sensibly and are aware of the need to use accepted forms of speaking when giving their views. In reading, pupils' attainments are generally better than expected for their age. The higher attaining pupils are avid and independent readers, sometimes of quite complex texts. Most pupils read a range of texts, including fiction, non-fiction, plays and poetry accurately and expressively although not always fluently. Pupils read aloud confidently and talk knowledgeably about the plot and characters. They show a good understanding of terminology such as *genre*, *setting* and *atmosphere*. When necessary they use appropriate cues such as letter sounds or pictures to help them read unfamiliar words. Pupils who find reading more difficult do not always use appropriate skills to help them read unfamiliar words. All pupils know how to locate a relevant information book in the library and can use the contents or index to locate information. Required information is extracted from the text after it has been suitably scanned. Pupils use the text to support the answers to questions. They use these skills effectively in lessons such as history. Pupils' writing is about the level expected for their age. They use a range of different forms of writing such as persuasive letters, poems using styles such as Haiku, stories and plays. Many pupils write short stories for a termly competition. In their writing they develop the use of imaginative and appropriate vocabulary. While the higher attaining pupils spell most words accurately and use punctuation effectively in their writing, many pupils do not present their work to a consistently high standard. Too many pupils do not

join their handwriting in a consistent and fluent style. Although work in exercise books shows an understanding of different grammatical usage this is not consistently applied in independent writing. Punctuation is not always used accurately in sentences and spelling of some more common words is inaccurate.

85. Overall, pupils make satisfactory progress at Key Stage 1 through consolidation and practice of basic skills which enable them to learn to read and write independently. In reading they make good progress. They improve the clarity and confidence with which they explain ideas – for example, in providing a brief summary of the main events of a story to the class at the end of a lesson. In reading they improve the consistency with which they read appropriate books accurately. They benefit from the use of a structured scheme which is used effectively in guided reading activities to help develop their reading skills and understanding. Through the literacy lesson they develop a greater understanding of books and improve their knowledge of a range of authors. The higher attaining pupils begin to develop an understanding of how to use books in the reference library. Writing skills are consolidated and pupils begin to understand that writing can be for different purposes and in different styles. For example, they write instructions on how to plan a party or write letters from a character in a story. Pupils make good progress in how they present their work clearly and neatly.
86. At Key Stage 2, progress is sustained in reading and in speaking and listening but insufficient progress is made in the development of writing skills, particularly in the middle of the key stage. In discussions pupils develop the ability to express ideas clearly and persuasively in discussion. They develop their understanding of the need to listen carefully to the views of others. This is particularly evident in the discussions of the School Council. Most pupils improve the accuracy with which they read increasingly more difficult texts, including non-fiction and adaptations of works by Shakespeare. They develop their ability to compare different forms of writing depending on the purpose. For example, the oldest pupils compare stage instructions for a play such as *Macbeth*, with those needed for a film. They improve the evaluation of the different texts they read; for example, they make pertinent assessments on a five-point scale about poems they have read. Although pupils with special educational needs make good progress in their reading, some of the younger pupils who find reading difficult do not have sufficient support from a structured reading scheme to help them confidently develop the accuracy and fluency of their reading. In writing, pupils develop a greater sense of the reader through, for example, writing persuasive letters to parents about having more choice in buying clothes. Higher attaining pupils extend the range of vocabulary and punctuation which they use. Progress in the middle of the key stage is limited, as pupils do not sufficiently improve their presentational skills in handwriting, spelling and sentence structure. Written work, particularly in other subjects, is untidy; for example, less than half the pupils consistently join their writing and too often omit capital letters at the beginning of sentences. In some cases pupils regress in these aspects of their work, placing greater demands on the older classes to ensure that pupils reach at least the standards expected by the end of the key stage.
87. Pupils enjoy their English lessons, as they find most of the work interesting. Younger pupils enjoy joining in with the teacher when reading a shared text and appreciate the humour within the story. They listen quietly to stories and poems and willingly comment on what they like or dislike. Pupils enjoy using words and find satisfaction in finding words that rhyme or making phrases using words that begin with the same letter. They work sensibly with a partner or in small groups when given the opportunity. Older pupils watch a video of the book they are studying with rapt attention. Pupils are willing to answer questions and give their opinions. They respect the views of others. In a few lessons some pupils lose concentration when introductions last too long. When some pupils are not closely supervised they do not always work at an appropriate pace.
88. The quality of teaching at both key stages is satisfactory and in some lessons it is good, particularly with the oldest and youngest pupils. A feature of many of the lessons is the good relationships which create a purposeful atmosphere in which pupils are keen to work. Teachers show respect for pupils' work and ideas. In the best lessons teachers plan the work well, often using their sound understanding

of the subject to provide suitably challenging tasks. The aims of each lesson are usually shared with the pupils, particularly at Key Stage 2. Texts are well chosen to provide interest and to extend pupils' understanding of literature. While the ideas and content of work are similar in the oldest mixed aged classes, the challenge of texts is not always as consistent; for example, one class studies Shakespeare's plays and the other follows a suitable, but less demanding book. Questions are used well to draw pupils' attention to aspects of the text such as the rhymes in a poem or the different ways the author has used similar expressions. Pupils are encouraged to use correct terminology and to speak clearly when giving answers. Resources are used effectively. They are well prepared before the lesson so that when, for example, a video is watched it is set at the correct point to start and when to end the clip is known. In the older classes teachers insist that pupils follow school policy on the use of pens in order to produce consistent standards in writing. This is not always the case in the middle years of Key Stage 2. Teachers make good use of short discussions at the end of lessons to assess pupils' progress. In some classes careful records are kept during the "guided reading" session. The reading records of the oldest pupils are not seen often enough to ensure that pupils are choosing books appropriate for their ability. The information from these assessments helps teachers plan future work. Homework is set regularly to extend the work studied in lessons and to help practice skills.

89. The subject is well led by enthusiastic and efficient co-ordinators. They review teachers' planning, see samples of pupils' work and observe lessons. This has helped to clearly identify the weaknesses in pupils' writing which need to be addressed to continue to raise standards. The National Literacy Strategy has been effectively introduced and is having a positive effect on standards of pupils' work in reading. The school has sensibly identified the need to devote more time to developing pupils' writing than is normal within the literacy hour. Assessment procedures are good. Pupils have individual targets recorded in the exercise books and are able to measure their progress against these. Appropriate tests are used throughout the school and the information from these is analysed to help identify areas that need to be improved. Resources for English are good. The combined efforts of the school and parents have led to a well-stocked library, although the range of books for pupils who find reading difficult is limited. The school uses a structured reading scheme at Key Stage 1 but does not continue with this sufficiently for some pupils at Key Stage 2. Resources for teaching the Literacy Strategy are very good, with a wide range of large books and supportive materials and texts. The library has an appropriate range of non-fiction books and it is clearly catalogued so that pupils are able to locate books easily. It has recently been supplemented by two computers on which pupils can locate relevant information, both in text and pictures.

93. **Mathematics**

90. In the National Curriculum tests for seven-year-olds in 1998, the proportion of pupils attaining the levels expected for their age was well above the national average and above that achieved by schools with pupils from similar backgrounds. The percentage of pupils achieving the higher level was also well above the national average and above that achieved by similar schools. The results of tests in 1999 are similar to those of the previous year. Inspection evidence is consistent with these results in finding pupils' attainments by the end of Key Stage 1 to be better than expected for their age. In the 1998 National Curriculum tests for eleven-year-olds, pupils' performance at the expected level was below the national average and well below that achieved by schools with pupils from similar backgrounds. Few pupils achieved higher levels. The 1999 test results show a considerable increase in the percentage of pupils achieving both the expected levels and the higher levels. This is supported by inspection evidence which found pupils' attainments to be better than that expected for their age. By the time pupils leave school they have made good progress. Since the previous inspection standards have been sustained at the above average level at both key stages.
91. By the end of Key Stage 1, pupils have good understanding of number and most are able to use this to add and subtract two-digit numbers accurately. They are beginning to use multiplication tables

involving, 2,5 and 10. Higher attaining pupils use calculations involving numbers over 100. They use brackets to help order calculations and can identify halves and quarters of quantities. Simple sums of money are added accurately and pupils are beginning to measure lengths using standard units such as centimetres. The majority of pupils use everyday language to describe two- and three-dimensional shapes and draw lines of reflective symmetry on appropriate shapes. Pupils know the correct time at the hour and half past the hour and can move the hands on the clock accordingly.

92. By the age of eleven, pupils have extended their understanding of place value and use it effectively to help solve calculations involving large numbers. They understand fractions and can give their decimal equivalents. Higher attaining pupils have a sound knowledge of percentages. They competently solve problems involving measures of length, weight and capacity. Pupils understand basic probability and words associated with it, such as certain, likely and chance. They measure angles in shapes accurately and investigate which shapes show reflective or rotational symmetry. Through the introduction of the Numeracy Strategy pupils are developing relevant skills in mental mathematics.
93. By the time pupils leave the school they have made good progress in mathematics. This enables seven-year olds to maintain above average levels of attainment and eleven-year olds to improve on the results of the previous year's end-of-key stage results. At Key Stage 1, pupils develop their understanding and competence in number as they know number bonds to ten in Year 1 and are able to order numbers to 1000, count on or back in tens and add by the beginning of Year 3. At Key Stage 2, pupils learn the multiplication tables up to 10 and become increasingly competent in working with large numbers. Their understanding of shape improves as they learn to plot complex irregular polygons using an increasing number of co-ordinates. Pupils with special educational needs make good progress in achieving the targets set for them.
94. Pupils are interested in their work in mathematics. They are enthusiastic and show a keen interest in numbers. Younger pupils participate actively in oral work, willingly explaining their methods and solutions. At both key stages, good attitudes are reflected in the diligence with which pupils work and the high level of concentration they sustain. Older pupils show initiative in checking answers on a calculator.
95. Overall, the quality of teaching is good in three-fifths of lessons and very good in another fifth of lessons. Lessons are well planned and structured. Teachers have good knowledge and understanding of the mathematics to be taught. They have high expectations and set appropriate tasks and activities for the pupils of different levels of attainment. Good questioning techniques are used to build upon previous learning and correct terminology is sensibly introduced to pupils. There is normally a good pace to the teaching. Short sessions at the end of lessons are used effectively to assess what pupils have achieved and brief notes made during the lesson help plan work for the next lesson. Marking is used effectively to check if pupils understand what they are doing. As pupils progress through the school, they are encouraged by teachers to be more involved in thinking mathematically. Homework, including learning tables, is set to extend pupils' work in class
96. The school has successfully addressed the issues raised in the last inspection report. Teachers have improved their skills in the teaching of problem-solving and investigation and in the development of independent learning within the curriculum.
97. The school co-ordinators provide good leadership for the subject. Teachers' plans are regularly checked to see that they are consistent with school planning. Observation in classes and examination of samples of work help identify areas for improvement. They have attended training sessions and successfully shared their training for the Numeracy Strategy with staff who have enthusiastically adopted the strategy. This is reflected in the pupils' work. There was also a well-attended numeracy evening for parents which, because of its success, the school has been asked to repeat by those unable to attend. Planning is good and linked closely to the Numeracy Strategy, although the policy for mathematics does not yet take account of this initiative. Resources for teaching mathematics are adequate but there are not yet sufficient for the full implementation of all areas of the Numeracy Strategy.

101. **Science**

98. By the end of Key Stage 1, pupils' attainments in science are above those expected nationally. This is a significant improvement on the findings of the previous inspection, when the standards of attainment were reported as variable, with pupils having a satisfactory understanding of science. Inspection findings are consistent with the results of statutory teacher assessments in 1998, which showed the percentage of pupils attaining the expected levels to be above the national average. Early indication from the 1999 teacher assessments, is that attainments are being maintained. In the 1998 National Curriculum tests for eleven-year olds, the average level of pupils' attainments was below the national average and well below that achieved by pupils at similar schools. The percentage of pupils achieving the expected level for their age was close to the national average but few pupils exceeded this. Indications, from a study of the 1999 National Curriculum test results for eleven-year-olds, show a significant improvement, particularly in the numbers attaining the higher level. The percentage attaining the expected level is in excess of the national figure. This is evidence of a big improvement and is consistent with the inspection findings, which judged pupils' attainments by the end of Key Stage 2 to be above that expected for their age. This indicates a sustained improvement since 1997, when test results were well below the national average. This marks an improvement seen since the previous inspection, particularly in respect of pupils' awareness of procedures of scientific investigation, which is much improved.
99. By the end of Key Stage 1, pupils understand how to complete electrical circuits, incorporating bulbs or buzzers. They know how to determine the magnetic properties of different materials. In their investigation of living things and life processes, pupils learn about the human body and the importance of keeping healthy. They know that exercise increases the rate of their heartbeats. Through their study of physical processes pupils investigate the effects of pushing and pulling as examples of forces and understand that there is a force of gravity. In all these investigations and studies, pupils are given the opportunity to develop skills in experimental and investigative science.
100. By the end of Key Stage 2, pupils plan investigations, to measure, for example, the effect of exercise and rest on their pulse rates. They record their findings in appropriate ways such as using column graphs. Pupils conduct investigations following the necessary health and safety procedures; for example they sift through samples of soil carefully to compare the composition of two varying soils. They sensibly use resources such as hand lenses and microscopes in close examinations. Pupils have a high degree of knowledge and understanding about the different parts of plants and flowers. They know about the changes of states of matter and how to separate mixtures and make solutions. They build up their scientific vocabularies learning words such as, *solvent*, *solution* and *solute*.
101. By the time they leave the school, pupils, including those with special educational needs, make good progress in developing their scientific understanding. At Key Stage 1, pupils make good progress in developing scientific knowledge and skills. For example, they improve their understanding of shadows and of objects that show up in the dark through simple experiments. They use their previous knowledge well to predict answers. Pupils at Key Stage 2 sustain this good progress. Younger pupils study the absorbing properties of different materials in their investigations to find the most suitable material to use in mopping up spillage while older pupils discover the effects of mixing different solutions. Pupils learn that hypotheses need to be tested and make good progress in doing this. Pupils further develop their understanding of forces when, for example, they study various shoe soles on inclines of differing slopes. Pupils improve their ability to carry out a fair test carefully and accurately. In representing their results, the pupils make good use of computers to draw up tables and produce appropriate column graphs. Pupils with special educational needs make good progress; they are helped by being provided with an appropriate structure to help report their findings.
102. Throughout the school science makes a positive contribution to pupils' literacy and mathematical skills. This was seen in many lessons during question and answer sessions, when pupils develop their speaking and listening skills. However, the written work following some investigations is not always neat and

overall presentation in a few cases is poor. In some lessons pupils develop their numeracy skills - for example, when counting, recording and comparing their heart rates. There are limited examples of the use of information technology to support pupils' learning in science.

103. Pupils' attitudes to science are good. They enjoy their work, particularly when they carry out practical experiments and investigations. In their experiments they work independently, in small groups, or collaboratively when given the opportunity. They sustain good levels of concentration and they respond with enthusiasm to their investigations. Behaviour is generally good, apart from the isolated instances when some pupils lack interest when the pace of the lesson is slow.
104. The quality of teaching, at both key stages, is never less than satisfactory and in over half of the lessons seen it was good; in one lesson it was very good. This is a big improvement on the findings of the previous inspection, when teaching in Key Stage 2 was found to be unsatisfactory overall. In most lessons teachers emphasise the investigative approach to science, challenging pupils with probing questions and interesting tasks. Teachers have a good knowledge of science at primary school level and they plan from a scheme of work which incorporates material from national guidelines. This again is an improvement on the findings of the previous inspection, when planning was not linked to the Programmes of Study of the National Curriculum. The current scheme of work adequately covers all the necessary areas of the science in the National Curriculum and contributes effectively to the good teaching, progress and attainment of pupils.
105. The curriculum for science is broad and balanced and it meets statutory requirements. There is a good mixture of experimental and investigative work as well as science instruction to develop pupils' scientific knowledge and understanding. Teachers assess pupils' science achievements and progress at the end of each teaching unit. These assessments help to inform future planning. The science co-ordinator has developed in experience, having attended courses on policy making, experimental and investigative science and assessment. Her work in taking the school forward since the previous inspection has had a positive effect on the attainment and progress of pupils at the school. The strategy of her work with the paired co-ordinator from the other key stage has been effective. The co-ordinator also monitors the science planning and the work produced by the pupils, once a term. Opportunities are now been provided for her to work alongside colleagues as well as to model teaching across the key stages.
106. Classroom accommodation to support the teaching and learning of science is generally adequate. However, Year 5 and 6 pupils are restricted in their investigations by having to work on the surface of older style, small inkwell desks. Resources are good and those for supporting experimental and investigative science are stored centrally and are accessible to all staff. The parents have helped to construct a wildflower meadow and pond in the school grounds. This, together with the ready access to a nearby wood, is an additional resource to support teaching and learning in science. The school was the winner of *The Wildlife on your Doorstep Competition* in 1997 and runners up in 1999. The co-ordinator has identified the need to develop the use information technology to support the teaching of science.

110.
OR COURSES

OTHER SUBJECTS

110.

Information technology

107. Attainment at the last inspection was judged as satisfactory in both key stages within a narrow range of experience. Overall, pupils were achieving a level below national expectations. Control and modelling aspects were not well established features of the curriculum.

108. The evidence of this inspection shows that by the end of Key Stage 1, the majority of pupils are attaining in line with the level expected nationally. By the end of Key Stage 2, pupils' attainments are in line with the average level expected for their age, although approximately twenty per cent of pupils attain a higher level in communicating and handling information. There is still a significant level of underachievement in controlling, modelling and monitoring aspects, mainly owing to the inadequacy of resources.
109. By the age of seven, pupils enter text and print out their work. They know how to change the size of fonts in writing descriptions and captions on certain sizes of paper. Some of the labelling of bee parts and the descriptions of Norman castles are examples of work in this area. They also communicate information using a simple database, access the correct menu and convert their findings into graphs, as they have done in work in mathematics when finding out about favourite colours and pets. They understand how to programme a floor robot to make it move measurable distances in various directions, how to use a listening centre and identify how technology is a part of everyday life when talking about remote controls for motor cars and televisions.
110. By the age of eleven, pupils use computer skills across the curriculum to improve their knowledge and understanding of information they have accumulated or accessed. They use word processing programs confidently, incorporating text, graphs and pictures. For example, they tabulated statistics from a science experiment on friction and converted them into graphic form. They select various sizes and fonts for print to enhance their work in history and literacy as shown in their work on '*A Midsummer Night's Dream*' and the Victorians. Many use a spellcheck confidently, choose options to improve the layout of their work and, by the time they leave the school, use computer programs to create original writing. Internet and compact disc information sources are regularly used for research. Recent work in design, linked to the *Star Wars* film, which resulted in making musical instruments, is an example of the improving use being made of computers. However, very little work is done in this key stage in using technology to create, test, modify and store a series of instructions to control a robot or screen dart or in the use of spreadsheets and in applying a basic formula to make simple calculations.
111. Progress overall is satisfactory, although good progress is made across the age range in communicating information and handling data. Pupils in reception make a sound start with keyboards and mouse skills when using programs about number, words, colours and shape. By the end of Year 2, these skills have improved and pupils are able to access basic menus and use a printer. By the time they leave school many pupils have the confidence to use computer technology to support their work in a range of subjects. Pupils with special educational needs also make satisfactory progress, particularly when using programs matching key words to pictures and counting.
112. Pupils are very interested in computers and most talk knowledgeably about how technology is a part of their everyday life. Most sustain concentration and show perseverance. Older pupils are developing the capacity for independent study, especially through the Internet and the use of other information resources. All pupils show respect for equipment and are sensible when working together, often with the minimum of supervision. They are keen to discuss their work and show a pride in what they have done.
113. There is insufficient evidence to make a judgement about the quality of teaching. The regular use of computers, floor robots and listening centres shows that teachers' confidence in the use of technology in the classroom is improving. The level of expectation of what pupils can do and how to extend their skills, knowledge and understanding is rising. This is seen, for example, in the use of the *Textease* program introducing a computer spellchecker and in a problem solving activity linked to improving shopping. Teachers make accurate and consistent assessment of pupils' progress and use this information effectively to plan future work.
114. A very good development plan has been written which gives clear direction for the improvement of information and communication technology. It addresses the weaknesses indicated in this inspection

report. Its implementation will provide network-teaching facilities for teachers, updated resources and staff development to cope with the increasing demands of the subject.

118.

Religious education

115. A great effort has been made, successfully, to raise standards in the subject since the last inspection. More emphasis is now given to spiritual education. Spirituality is seen in all the faiths which are taught in the school and in assemblies. The moral aspect is also seen in assemblies and around the school through pupils' good behaviour. Visits to a multicultural festival and a parish church, together with good music in assembly, give examples of the cultural aspect of religious studies.
116. By the end of both key stages, pupils' attainments in religious education match the expectations of the locally Agreed Syllabus for pupils of their age. By the end of Key Stage 1, pupils begin to understand why people go to church to show their belief in Jesus and God. They know about Hindu artefacts such as statues of gods, a bell, a deva lamp, a water container and a spoon. Through visits to their parish church and the multicultural festival in Norwich pupils understand the differences and similarities between different religions. By the end of Key Stage 2, pupils understand about important traditional Christian festivals to the life of the community, such as Harvest. They write appropriate prayers to help celebrate the festivals. Pupils know significant stories from the Bible such as the Ten Commandments, the creation and the conversion of St Paul. They know important features of other major religions; for example, they give four sensible examples of the Eightfold Path in Buddhism using their own experiences successfully. They begin to explore some important issues in the contemporary world such as those of poverty and hunger in the Third World. The older pupils also develop respect for others – helping, sharing, caring, kindness in discussions.
117. Throughout both key stages most pupils, including those with special educational needs, make satisfactory progress. At Key Stage 1, they become increasingly aware of other major religions such as Judaism and Hinduism. They develop an understanding of how people express their religious beliefs. Progress is continued at Key Stage 2, in their learning about Hindus and life as a Christian in early times. For example, pupils learn to appreciate why Hindus respect their gods. They extend their knowledge of important stories from the Old Testament which are significant to both Jews and Christians. For example they learn about Adam and Eve and the Creation.
118. Pupils in all classes are generally well behaved, particularly at the top of the school. They show interest in the subject, willingly contributing relevant comments. Their relationships are good, particularly when working in small groups. Good personal development is shown - for example, in Year 4 when pupils discussed thoughtfulness to the needs of others or in Year 6 with their answers on respect. In some lessons pupils had to be reminded to get on with their work, as they worked slowly and did not complete tasks.
119. The quality of teaching is good at Key Stage 1 and at least satisfactory at Key Stage 2. Lessons are well planned and appropriate resources readily available. For example, in a lesson on Hinduism, the teacher showed Hindu artefacts for use in a home and she wore, for the lesson, a sari. Pupils are usually well organised and suitable help is given where necessary. Teachers have secure knowledge that helps them set pupils challenging tasks, such as when they wrote harvest prayers. Information is supported by good examples and introductions proceed at a brisk pace, with questions being used sensibly. Teachers share the aims of the lessons with the pupils, which helps keep the lesson well focused. Help, praise and positive encouragement are all given where due.
120. Leadership and management for the subject are very good. Schemes of work have been developed from the local education authority's Agreed Syllabus, with clear learning objectives and detailed planning. Study units have been mapped into the curriculum ensuring that religious education receives parity with other core curriculum subjects. The co-ordinator provides effective leadership. Teachers' lessons are observed, their weekly plans seen and samples of pupils' books seen to monitor progress. Staff meetings are led to discuss issues such as the use of the Agreed Syllabus for planning. The whole staff visited

Walsingham to discuss resources and opportunities and received help from the Education Officer there. Resources are adequate and stored in classrooms and supported with books in the library. These are used effectively.

124.

Art

121. The school has maintained the high standards described in the last inspection report. The quality of displays of artwork around the school is very good. It contributes enormously to making the school environment a stimulating place in which to work.
122. Pupils in Reception and Key Stage 1 have experimented with techniques for drawing, painting and collage, using a range of materials. They explore and use media in both two and three dimensions as seen in designs of stained glass windows following a visit to the Church and in the large collage of the story about the caterpillar which became a beautiful butterfly. They have made sculptures using twigs, wool and plastic and through painting have explored the colours of autumn. An understanding of the work of artists has been developed through the study of work by Clarice Cliffe and the decorated plates which were produced as a result of this.
123. Pupils at Key Stage 2 express ideas and feelings in their abstract paintings in response to cold weather and jazz. They have produced paper sculptures and mobiles to display at the Church during the celebration of wedding anniversaries and made and painted tiles. Through the study of artists such as Hockney and Lowry they show an understanding of different methods artists use to convey a meaning. There are good examples of careful observational drawings of bicycles and symmetrical pattern work done by hand and computer.
124. Pupils, including those with special needs, make good progress in art. Progress can be seen from the three-dimensional models made by reception pupils to the quality of the sculpture in Key Stage 1 and the refinement in the design collage of sports wear done by older pupils. Work done by special needs pupils is regularly displayed to raise their self-esteem.
125. Talking to pupils across the age range indicates that they have a great enthusiasm for art and talk knowledgeably about the use of colour, materials and techniques they have used to create particular effects. They show appreciation of the work of others and can reflect upon their own work and identify ways in which it might be developed further.
126. There is insufficient evidence to make a judgement on the quality of teaching. Lesson planning shows that content supports continuity and progression. The quality of work is a clear indication of high expectations and the very good use of resources. Teachers use a wide range of experiences such as walks, visits, music, the immediate locality and pupils own experience to motivate work in art. They display it attractively giving pupils a real sense of accomplishment and pride.

130.

Design and technology

127. It was not possible to observe more than one lesson during the period of the inspection. Evidence from this, looking at pupils' completed structures, discussions with pupils and a study of photographs of the designing and making of previous work indicate that pupils make good progress in the development of relevant skills and that by the time they leave the school achieve standards that are better than that expected for their age. This is an improvement from the previous inspection when progress was reported to be erratic.
128. Pupils at both key stages, including those with special educational needs, make good progress in developing skills of designing and making. Throughout the school pupils improve the basic skills of cutting, measuring, sticking and joining and use them competently by the time they leave the school. The youngest pupils use construction kits to make implements associated with woodcutting. They talk

freely about their finished products, explaining how each part functions. At Key Stage 1, pupils design and make models with moving parts; for example in Year 1, pupils made windmills, cars and lorries, testing their movements. In food technology sessions pupils design, make and test sandwiches made with different ingredients. Younger pupils in Key Stage 2 are presently planning, designing and making an Ideal Village. Older pupils make models to link with topics in history, such as when they plan, design and make model Tudor Houses. Before they display their finished products they make suitable evaluations on their own and others' work to say how successful they have been. Other pupils accept the challenge to plan, design and make musical instruments to use in a Star Wars scene. They make use of the Internet to find out about the making of Star Wars and scan CD-ROMs for information on musical instruments. By using them they evaluate how successful they have been.

129. Pupils enjoy their work in design and technology lessons. The care that goes into their designs and finished articles shows a sense of pride in their work. When appropriate, pupils co-operate well on tasks. They willingly follow up work at home; for example, one pupil made Tubular Bells which were displayed and used in a good work assembly.
130. No teaching was seen at Key Stage 1 and only one lesson at Key Stage 2. From the evidence of teachers' planning and of pupils' work the subject is given appropriate time within the curriculum. The school has addressed the shortcomings in design and technology found in the previous inspection, when a lack of a formalised programme to build upon the skills and develop them progressively and continuously was identified. A new policy for design and technology gives clear guidance on the coverage of all the required elements. Included in this policy is a *Progression and Continuity Grid for Making Skills in Design and Technology*; this covers all age ranges within the school. Observation of pupils' working helps to inform the assessments of their progress. These assessments are used to help plan further work as well as to provide information for reporting to parents. Co-ordination is through a shared role, with one teacher being responsible for each key stage. This is proving to be an effective way to develop, monitor and evaluate the provision of design and technology. Resources are good and these are stored centrally and are accessible to all staff.

134.

Geography

131. Few geography lessons were observed during the previous inspection, although it was reported that pupils had sound knowledge of local places, could draw maps, plans and diagrams using symbols. The evidence of this inspection is that, although geography is still a part of the broad and balanced curriculum, it is not given the same priority as some of the other foundation subjects. There is a limited amount of recorded work from the last school year and, from discussions with pupils at Key Stage 2 there is a lack of knowledge of the geography of the immediate locality, very little understanding when looking at contrasting places of how physical features such as landscape and climate affect human activities or skill in using an atlas. By the time pupils leave the school they have made satisfactory progress within the limited range of work being done in the subject. This is mainly in map work, in which pupils progress from picture maps to detailed maps which include scale, direction and key.
132. Seven-year old pupils know how to draw a plan and the difference between it and a map. They draw maps of the journey from home to school and of imaginary islands. In work on the latter they learn geographical terminology such as *beach*, *cliffs*, *coastline* and *harbour*. Pupils conduct simple weather studies and explain how seasons bring different types of weather and how this affects the clothes people wear and the activities they pursue. They show some understanding of how rain is formed. Older pupils, at Key Stage 2, use symbols, keys and direction when drawing and reading Ordnance Survey maps. They have contrasted life in Beetley with a village in India and undertaken a study of river systems. However, very few can name the main countries of the world, know that India, a country being studied, is in the continent of Asia or that the sea along the east coast of England is the North Sea.
133. Pupils' attitude towards lessons in geography is generally satisfactory. They behave well, listen

carefully and generally work hard at their tasks despite the fact that some of the lesson content fails to motivate them. They are always keen to talk about their work and try hard to use geographical terms when, for example, they describe why there is a man-made harbour at Whitby.

134. Only a limited amount of teaching was seen during the inspection. In the few lessons seen teaching was satisfactory. Teachers' planning is sound and learning targets clearly identify what pupils are expected to learn in order to make progress. Resources are usually well organised and pupils well managed. There is an appropriate level of direct teaching to explain ideas, although this is not always successful. Questions and discussions are sometimes used effectively to build on a pupil's previous knowledge. However, the tasks pupils are given are often mundane and do not help pupils to understand difficult ideas. As a result, pupils do not have enough opportunity to extend the knowledge of some topics, such as the geography of the local area.
135. The school has adopted a scheme of work that is ideal for teaching geography in primary schools. When selecting topics from this scheme to use in the limited time available, there is not always enough consideration given to choosing topics of real relevance to pupils' needs and interests. The shortage of appropriate sets of atlases in Key Stage 2 is also detrimental to teaching the subject successfully.

139.

History

136. By the time they leave the school at the age of eleven, pupils have developed skills of historical enquiry and acquired a body of knowledge that are about those expected for their age. The previous inspection report described pupils' attainments by the time they leave the school as unsatisfactory. Evidence from pupils' work, lesson observations and interviews with pupils and staff show that the school has successfully improved pupils' attainment and progress.
137. At both key stages, pupils, including those with special educational needs, make satisfactory progress. At Key Stage 1, they know relevant information about a parish church. They have gained knowledge of significant historical events such as the Fire of London. They begin to understand how life has changed through studying life in Ancient Egypt or life in Britain in the 1940s. By the end of Key Stage 2, pupils have increased their knowledge about different historical eras through studies of the Vikings and settlers, the beginnings of Ancient Greece, the Tudors and Britain at War in the 1940s. They gain experience of life and occupations in Tudor times, such as how candles were made, from visits to places of interest.
138. Pupils enjoy learning about the past. In lessons pupils listen carefully to their teachers and are generally well behaved. They are enthusiastic and show interest in their work. Good relationships are evident in the way pupils work well within groups.
139. Only a limited amount of teaching was seen during the inspection but its quality was never less than satisfactory and often good. Teaching is well organised, reflecting good planning and clear objectives of what pupils are to learn. In the good lessons teachers have high expectations of the pupils and give positive encouragement and praise to keep even the youngest pupils working at the tasks set. Teachers have secure knowledge which is used to provide pupils with ideas that challenge their thinking. For example, they were asked to identify differences between the Anglo-Saxon and Viking place names in the central Norfolk villages near the school. Resources are used effectively; for example, useful artefacts and numerous pictures were used to provide information for asking pupils questions about the differences between their life style and life in the 1940s. The school has addressed the issues raised in the last inspection report and standards have been raised.
140. The history co-ordinator provides good leadership. Programmes of study for the whole school have been developed using appropriate national guidance for reference. Although the topics are taught as separate units, there is an emphasis on the importance of interpretation and enquiry. Effective use is

made of visits to places such as Oxburgh Hall for a Tudor recreation day, the local church, an archaeology dig and castle visit in Norwich and to a rural life museum. The designated governor for history gives good support and is as a fund of knowledge and artefacts on local history. The co-ordinator successfully monitors attainment and progress and provides staff with relevant information from this to help adjust the planning if necessary. Resources are satisfactory and artefacts and pictures are used efficiently and are stored in boxes in various classrooms.

144.

Music

141. Attainment was reported as being above national expectations across the age range in the previous report, with some pupils achieving well above average at Key Stage 1. This high standard has been maintained. Music is a very important element in the school curriculum, as is shown in its aim to provide every pupil in the school with an opportunity to play a musical instrument.
142. By the time they leave the school, pupils, including those with special educational needs, have made good progress. They progress well in performing and composing from the playing of percussion instruments to accompany songs and stories to the skill of playing instruments in groups to make music. At Key Stage 1, pupils sing songs from memory. They develop skills through rhythmic clapping and expressive singing by the use of dynamics when singing songs such as *'The Hare and the Tortoise'* and *'Going to the Zoo'*. They learn to sing well in unison and to sing songs with two and three parts. By playing non-tuned percussion instruments to accompany stories they develop a good sense of tempo and pitch. At Key Stage 2, pupils improve their skills to sing songs such as the theme from *'Titanic'* tunefully and expressively. Pupils compose songs to communicate musical ideas to others. The playing of musical instruments is a particular strength; for example, they play pieces such as *'Yellow Bird'* on ocarinas from notations with increasing dexterity and control. They rehearse with others in the *'Beetley Band'*, playing violins, recorders, keyboards and ocarinas, developing the ability to listen to other performers and combine with them in performing.
143. Pupils at both key stages listen carefully to and develop an understanding of music from different times and places. This understanding was promoted particularly well when a Red Indian chant was used to create the right atmosphere for an assembly and when a professional oboe player performed and talked about her family of instruments in the orchestra.
144. Pupils are interested and enthusiastic about music. They try very hard at the tasks that are set for them. They listen carefully to the teacher's instructions and to the range of music with which they are presented. Pupils are well behaved and display maturity in the way they handle instruments. They play instruments well together when composing and are willing to listen to others' points of view and join in sensible conversation in order to find the best way of performing.
145. The one lesson which was observed during the inspection and other evidence show that teachers have a sound knowledge and understanding of music. This has been helped by the introduction of the *'Music Alive'* scheme of work which provides very good material for non specialists to teach the subject. There are high expectations of pupils in music, as was shown in the *'Beetley Band'* rehearsal which was organised and conducted by a school governor. Resources are well used and teachers use music successfully to improve skills in other subject areas, as was shown in the development of listening and speaking skills during the visit of the oboe player. Music is also enhanced by the good quality of the peripatetic teaching.

149.

Physical education

146. Progress in physical education by the time pupils leave the school is good. This confirms the findings of the previous report and shows further development. Pupils, including those with special educational needs, make progress in developing and practising new and acquired skills as well as consolidating previous learning.
147. Pupils at Key Stage 1, take part in gymnastics, games and dance, developing a confidence in their work. They perform independently, in pairs and in groups, learning to develop and improve their physical skills. Younger pupils learn to consolidate and develop their control and movements in responding to a musical theme. Older pupils take part in swimming sessions and make good progress, as many of them reach the 25 metres distance expected of pupils of this age.
148. Pupils at Key Stage 2 consolidate previous skills in balance and movement, as experienced in a Year 3 lesson when pupils revised simple tasks before moving on to develop more complex rolling and balancing movements. Older pupils refine and develop ball control, passing and shooting skills during games sessions. All pupils join in these activities and both boys and girls, in practice games, make good progress. Key Stage 2 pupils continue to receive swimming instruction at local swimming baths and by Year 3 the vast majority of pupils have achieved the required minimum distance and many exceed this. This ensures that all pupils receive their statutory entitlement under the requirements of the National Curriculum.
149. Pupils in both key stages enjoy their work in physical education. They are well motivated and show a keen interest in tasks. They generally behave well. Pupils display enthusiasm when performing, showing patience and consideration for differing abilities. Pupils with special educational needs have full access to the curriculum. Pupils have an opportunity to further their spiritual, moral, social and cultural development through listening to the mood of any music used as they perform and by being aware of the needs of others, such as the space they require. They are responsible and co-operate well, as they put out apparatus in preparation for lessons.
150. Teaching of physical education is never less than satisfactory and in four out of five lessons it is good. Pupils are well managed in practical and sporting activities and health and safety considerations are taken into account. Teachers evaluate pupils' progress and record their assessments in class record books. Lessons are well planned and provide a good structure to lessons. Importance is placed on providing pupils with good warm-up activities. Teachers insist on good behaviour to ensure safety throughout lessons. Instructions are given clearly and, when necessary, teachers interrupt activities to teach skills that they identify pupils need to make further progress.
151. The school uses a concise long-term plan to ensure the needs of the pupils are met. Teachers' medium-term plans follow the scheme of work, which covers all the areas of the required curriculum. The co-ordinator is experienced and gives a full commitment to the whole curriculum and extra-curricular activities. The resources to support the subject within the school are good. The school hall is adequate to meet the needs of the curriculum. There is a large playing field and an adjacent football pitch for outside activities. These facilities are used effectively and make a positive contribution to pupils' progress in physical education. However, the large playground used for games is often strewn with stone - debris originating from the surrounding land. This has the potential for accidents as pupils run and take part in their lessons. Teachers and parents run a range of extra-curricular sporting activities after school each evening. These activities help to develop further pupils' social as well as physical skills.

155.

INSPECTION DATA

PART C:

155.

INSPECTION EVIDENCE

SUMMARY OF

152. An inspection team of five inspectors, including a lay inspector, spent a combined total of 14 days in the school. Before the inspection a range of school documentation was analysed. The Registered Inspector met the headteacher, staff and some governors on a pre-inspection visit.
153. During the inspection, further documentation, schemes of work, teachers' planning, attendance registers, minutes of meetings and curriculum plans were examined. Pupils' records and reports were scrutinised. All work was scrutinised for the present term and some of the previous year. The work of pupils with special educational needs was scrutinised and their individual education programmes examined. Samples of homework were inspected. A total of fifty hours was spent observing lessons, scrutinising work and talking with pupils. Fifty-four lessons, or parts of lessons, were observed.
154. Pupils were assessed for their literacy skills and their ability to work with numbers. Discussions were held with children as they worked in groups or individually. Pupils' use of literacy and numeracy in all areas of learning was assessed.
155. Meetings were held with the headteacher, class teachers and some governors. Informal discussion took place with support staff, caretaker, parents and volunteers.
156. Before the inspection a parents' meeting was held which 23 parents attended. There were 56 questionnaires returned by parents and 12 parents wrote to the Registered Inspector supplying additional views to those covered at the parents' meeting. All views and information informed the judgements made by inspectors.

160.
INDICATORS

DATA AND

161. **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	209	5	27	14

162. **Teachers and classes**

162. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	8.3
Number of pupils per qualified teacher:	25

162. **Education support staff (YR - Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	75

Average class size:	30
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163. **Financial data**

Financial year:	1999
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	£
Total Income	337564
Total Expenditure	323756
Expenditure per pupil	1627
Balance brought forward from previous year	15119
Balance carried forward to next year	28927

164. **PARENTAL SURVEY**

Number of questionnaires sent out:	206
Number of questionnaires returned:	57

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	49	46	3	0	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	56	40	2	0	2
The school handles complaints from parents well	24	42	26	6	2
The school gives me a clear understanding of what is taught	22	47	22	9	0
The school keeps me well informed about my child(ren)'s progress	22	62	4	13	0
The school enables my child(ren) to achieve a good standard of work	29	58	11	2	0
The school encourages children to get involved in more than just their daily lessons	33	57	6	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25	60	6	9	0
The school's values and attitudes have a positive effect on my child(ren)	37	48	13	0	2
The school achieves high standards of good behaviour	32	54	13	2	0
My child(ren) like(s) school	57	38	5	0	0