

INSPECTION REPORT

HILGAY VILLAGE VC PRIMARY SCHOOL

Hilgay

LEA area: Norfolk

Unique reference number: 121072

Headteacher: Mrs K Duncan

Reporting inspector: Mr J Lea
21193

Dates of inspection: 29 - 31 January 2001

Inspection number: 188703

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4 to 11
Gender of pupils: Mixed

School address: Church View
Hilgay
Downham Market
Norfolk
Postcode: PE 38 0JL

Telephone/fax number: 01366 387685

Appropriate authority: The governing body

Name of chair of governors: Mr F A N Grounds

Date of previous inspection: 15 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21193	Mr J Lea	Registered inspector	English Mathematics Science Design and technology Music Physical education Religious education Foundation Stage Special educational needs Equal opportunities	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
9777	Mr D Heath	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22291	Mr K Saltfleet	Team inspector	Mathematics Science Information and communication technology History Geography Art and design	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Hilgay village approximately five miles south of Downham Market. Most of the 56 pupils on roll live locally. When compared with the national picture, the proportion of children relatively advantaged in socio-economic terms is broadly average. Unemployment levels in the area are below the average for the country. The school is set within a strong local community and parents take a keen interest in the progress of their children. A substantial number of parents work in agriculture and local industries. The number on roll in January 2001 shows that the school is much smaller than other primary schools, when compared with the average size nationally of 234 pupils. The school admits children to the reception class at the start of the academic year after their fourth birthday. Most pupils have had some experience of pre-school education. Attainment on entry is broadly in line with the level of attainment generally expected of children rising five, representing the full ability range. There are currently five children in the school who are under five. The number of pupils eligible for free school meals is below the national average. The number of pupils with Statements of Special Educational Need is average for schools of this type. There are currently no children speaking English as an additional language.

HOW GOOD THE SCHOOL IS

This is an effective school. In both key stages and in all subjects the majority of pupils attain standards expected of their age. For some pupils attainment is better and they achieve a higher level. Teaching throughout the school is good and sometimes very good. The school is well managed and enjoys the support of a well-informed governing body. The school gives sound value for money.

What the school does well

- Most pupils achieve expected standards in English, mathematics and science by the time they leave school.
- The school encourages positive attitudes and values.
- The management of pupils' behaviour in lessons and around school is good.
- Teaching and learning are consistently good.
- Provision for pupils' moral and social development is particularly good.
- The school cares well for its pupils providing good educational guidance and personal support.

What could be improved

- Handwriting.
- Some aspects of information and communication technology.
- Outdoor provision for children in the Foundation Stage.
- The induction of staff new to the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in its response to the key issues of the previous report. It has ensured that its good features have been maintained. Staff have responded positively to the challenges presented and have moved a long way towards meeting them. Managerial and curriculum responsibilities have been reviewed and

subject co-ordinators have a better overview of the curriculum. The school makes greater use of marking to raise pupils' expectations and to complement its sound assessment arrangements particularly in the core subjects. Teachers have undertaken a planned programme of training in the teaching of science and music. The school policy for information and communication technology has been reviewed several times. Significant changes have been made in the range of equipment and work taught throughout the school. Teaching areas have been improved with carpeting, benching for new computers, sun screening and a range of new resources. Behaviour across the school has improved and the self-esteem of pupils enhanced.

STANDARDS

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	B	D	E	well above average A above average B average C D below average E well below average
Mathematics	E	C	D	D	
Science	E	C	E	E	

The performance of such small numbers of pupils is unreliable when making comparisons on a national basis. There is a need to exercise caution when comparing attainment against national benchmarks as differences in ability between year groups can have a distorting effect. Consequently the assessment of pupils does not, for any one year, represent a full and accurate picture of the school as a whole. All that being said, the national tests in 2000, show, that attainment of pupils in comparison with all other schools and those with similar backgrounds is below the average in all subjects.

Inspection evidence shows that children in the Foundation Stage make sound progress so that by the time they are five, most are achieving the Early Learning Goals. At both key stages, most pupils attain the expected level for their age in English, mathematics and science; some reach a higher level. Pupils also achieve expected standards in art, design and technology, information and communication technology, music, and physical education. There are similar standards in history at Key Stage 2. However, there was insufficient evidence to make secure judgements about pupils' achievement in geography and in history at Key Stage 1. Attainment in religious education is in line with the requirements of the agreed syllabus. The majority of pupils, including those with special educational needs, make sound progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and work well together.
Behaviour, in and out of classrooms	Good overall. Pupils show respect for each other and for adults.

Personal development and relationships	Relationships throughout the school are good. Pupils are encouraged to become independent learners.
Attendance	Good. Pupils arrive on time and lessons start promptly.

Pupils have positive attitudes to school.

TEACHING AND LEARNING

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

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

The quality of teaching is good and examples of this good teaching were seen in all lessons. A feature of teaching throughout the school is the good management of pupils. In 86 per cent of lessons seen, the teaching is good or very good. Literacy and numeracy are taught well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum is broad and balanced and provides well for pupils' learning opportunities.
Provision for pupils with special educational needs	Pupils are given good support and make sound progress towards meeting the targets set in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, good. Their moral and social development is particularly good.
How well the school cares for its pupils	The school provides good care for all its pupils in an effective learning environment.

Parents strongly support the school in all its work and their involvement makes a valuable contribution to pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear and effective educational direction for the school. She is supported well by a hardworking team of teachers. All staff and adults make a good contribution to pupils' learning.

How well the governors fulfil their responsibilities	The governors take a keen interest in all aspects of the school and fulfil their responsibilities well.
The school's evaluation of its performance	The school development plan is a good document, which is effective in giving a firm basis on which to measure the school's performance. Pupils' performances in tests are analysed and the results are used as a basis for setting new targets.
The strategic use of resources	The school uses its resources well.

There are sufficient well-qualified staff with good classroom support. The school is generally well resourced, although provision for outdoor activities for the Foundation Stage is limited. Accommodation is adequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Standards achieved. • The progress they make. • The good behaviour. • Good standards of teaching throughout the school. • The school's expectations. • Promotion of good values and attitudes. 	<ul style="list-style-type: none"> • Arrangements for homework. • Information on pupils' progress. • Range of activities outside lessons.

These views are based on an analysis of the 22 questionnaires returned and the comments made by the six parents who attended the meeting with the registered inspector. The inspection agrees with the positive views expressed by the parents. The school has a homework policy and pupils were given homework regularly during inspection. The school is reviewing its arrangements for meeting with parents to discuss pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In English, mathematics and science, national test results at the end of Key Stage 1 in 2000 and over the past four years, show that standards have remained high with nearly all pupils reaching at least the nationally expected Level 2, and a considerable proportion of pupils reaching the higher than expected Level 3. In fact when compared against schools with similar backgrounds, attainment in these subjects is well above average.
2. Results at Key Stage 2 over the past four years based on average points scores are inconsistent and indicate that attainment is below average when compared with schools of a similar background. This is due mainly to the small number of pupils attaining the higher Level 5. Over the same period the performance of boys has been below the national average compared with girls whose performance exceeded the national average for their age group. Statistics can be misleading, particularly where small numbers of pupils are involved.
3. Inspection findings show that in English, mathematics and science the majority of pupils at both key stages achieve the expected level for their age. There are some pupils, at both key stages, who achieve a higher level. The majority of pupils, including those with special educational needs, make satisfactory progress. These judgements broadly match those made at the time of the last inspection with the exception of science which was below average at Key Stage 2. Inspection evidence also indicates that the majority of children in the reception class are likely to achieve the Early Learning Goals by the time they are five. They are given many opportunities to develop their independence and positive attitudes to learning. There is a clear emphasis on developing children's language and literacy skills. They are becoming comfortable with numbers and shapes, and are finding out about the world around them in and beyond their own environment.
4. At both key stages, pupils' oracy skills are good. At Key Stage 1, the youngest pupils listen carefully to what their classmates have to say. They happily read their stories and poems aloud to the class when asked. As they move through the key stage they further develop their ideas, speak clearly and use a growing vocabulary. In Key Stage 2, pupils contribute to class discussions and assemblies. They ask questions, think about their ideas and are confident to express their own opinions. By the time they leave the school they can talk and listen confidently in a wide range of subjects.
5. Standards of reading throughout the school reflect overall attainment in English. From talking to pupils and listening to them read, their enjoyment and interest are evident both in reading at school and at home. By the end of Key Stage 1, the majority of pupils are well launched into reading and are well on the way to becoming fluent and confident readers. By the time they leave the school most pupils are independent readers who read with interest, fluency and pace. They are aware of different authors and have their favourites and understand the importance of plot and characters.
6. The teaching of spelling strategies, and a sustained writing activity each week, means that most pupils can now write stories in the correct sequence with properly organised sentences. The meaning is clear and basic grammar and punctuation are

generally used correctly so that by the end of Key Stage 1, most pupils write in story form showing a clear development. At Key Stage 2, most pupils are developing a sound understanding of how English works; grammar, punctuation and spelling are usually correct. By the end of the key stage, pupils ability to structure their writing and plan their stories with a setting, characters and plot is sound. However, many pupils have not yet developed a fluent, joined and legible style of handwriting.

7. At both key stages pupils numeracy skills are developing well. They use mental strategies effectively in their everyday work. Pupils in Key Stage 1 use and apply mathematics confidently. By the end of Year 2 most pupils are secure in number bonds to ten and recognise and understand place value to two and sometimes three digits. Most pupils know well the characteristics of basic two-dimensional shapes, such as a rectangle a square and a triangle and can estimate area in squares. At Key Stage 2 pupils' mental strategies continue to develop well. Their understanding of shape, space and measurement is sound. They use formulae to measure the perimeter and areas of shapes, and identify lines of symmetry; older pupils understand the concept of rotational symmetry. By the end of Year 6, most pupils are confident with the four rules of number and can carry out relatively complex mental calculations accurately.
8. In science, pupils in Key Stage 1 are developing useful exploration and investigative skills. Most understand the need for a fair test and are able to make accurate predictions. Their understanding of physical processes is sound. They identify and classify accurately the properties of common materials. By the end of Key Stage 1, pupils have a good understanding of living things and what is required to sustain life. In Key Stage 2, pupils' make good use of fair tests and predictions, and use scientific terms confidently. They can identify a wide range of materials and have a good understanding of how they change under certain conditions. In their work on forces, they understand friction and gravity, and the rotation of the earth and the moon. Most pupils can talk with understanding about the main organs of the body. By the end of the key stage, pupils understand well the working of electrical circuits with bulbs, switches, motors and buzzers.
9. In information and communication technology attainment and progress for the majority of pupils at both key stages are in line with national expectations. This shows an improvement in standards since the last inspection when attainment and progress at Key Stage 2 were unsatisfactory. The younger pupils in Key Stage 1 develop their word-processing skills and control the mouse accurately. Pupils in Year 2 confidently program a floor turtle to move forward, backward and turn through a right angle. By the time they leave school, pupils have a satisfactory range of skills, many of which they effectively apply to other subjects, such as literacy and geography. However, there is a need for pupils in Key Stage 2 to have more opportunities in the use of spread sheets, data logging and monitoring so that standards may rise further.
10. Throughout the school, pupils achieve standards normally expected of pupils of these ages in art, design and technology, music, and physical education. There are similar standards in history at Key Stage 2. There was insufficient evidence to make secure judgements about pupils' achievement in geography throughout the school and in history at Key Stage 1. Attainment in religious education is in line with the requirements of the agreed syllabus.

Pupils' attitudes, values and personal development

11. Parents agree that most pupils are keen to attend school and enjoy all that it has to offer. They are eager to learn, attentive and enthusiastic about their work and show good attitudes in the classroom. These were shown in a literacy lesson where pupils enjoyed suggesting ways in which a traditional story could be amended to give it a modern feel. Since the last inspection pupils' behaviour has improved, and this has made a significant impact on their learning. However there are some occasions when pupils' concentration lapses and this sometimes results in unwanted interruptions.
12. Out of lessons pupils show similar behaviour particularly at play-times and during the lunch hour. These are enjoyed by all because of the sensible way in which pupils conduct themselves. There have been no exclusions at the school.
13. Pupils' personal development is good. Most are courteous and well mannered. They relate well to the teacher and maintain good levels of concentration during the shared and independent tasks. There was no evidence of bullying or harassment during the inspection. The rate of attendance is broadly in line with the national average.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching is consistently good throughout the school. It is satisfactory in 14 per cent of lessons, good in 82 per cent, and very good in four per cent. There is no unsatisfactory teaching. This contrasts well with the previous inspection where nine per cent of teaching seen was unsatisfactory due to teachers' insecure knowledge of the National Curriculum and a narrow focus teaching. This is not the case now. Teachers have good subject knowledge, although the school recognises there is still room for improvement in some aspects of information and communication technology, for example, in control, use of data handling and spreadsheets. In mathematics and science, teachers use an investigative approach to give pupils worthwhile experiences to use and apply their knowledge. The teaching of literacy and numeracy is good. In the lessons seen there was a clear understanding of how the strategies should be applied with planning objectives firmly focused on pupils' needs.
15. Teachers use a common format when planning their work and use assessments to help and encourage pupils to overcome their difficulties. They plan lessons, which are designed to build on pupils' knowledge and understanding, and set tasks that are matched to individual pupil's prior levels of attainment. This aspect of the teaching is a particular asset in a school where there is a wide age range and spread of ability in most classes. This was an identified weakness at the last inspection. There are very few occasions when pupils find the work either too difficult or too easy for them. Teachers generally relate well to their pupils and good use is made of praise to encourage them to contribute to lessons and to work hard. Pupils' written work is marked regularly, and teachers often give praise and further guidance in their marking. However, more emphasis needs to be placed on developing pupils' handwriting.
16. Teachers usually introduce lessons well, and often use questioning skilfully to consolidate pupils' previous learning. In those lessons that are particularly effective the teacher tells the pupils what they are going to do, and then uses the end of the lesson to evaluate with them what they have learned. The word 'challenge' is firmly understood by pupils in Key Stage 2. Teachers interact well with their pupils and use a variety of groupings in the classroom. The overall management of pupils' behaviour

is good. However there are still occasions when the behaviour of some pupils is an irritant to the rest of their classmates and their teachers.

17. Teachers make good use of classroom support staff and parent volunteers. Teachers are mindful of the needs of pupils with special educational needs, and they use suitable methods to ensure that these pupils' needs are fully met. Resources are good and used effectively to support teaching. Information and communication technology is used to support pupils' work in literacy and numeracy but still needs further development across the wider curriculum.
18. Teachers set homework as a matter of policy to reinforce and extend what is learned in school. They see this as an important aid to pupils' progress, often by encouraging parents to take an active part in their children's learning. The homework is useful, and consists of reading and spelling practice, as well as longer-term written projects undertaken by the older pupils.
19. Overall, pupils' acquisition of new knowledge and skills is satisfactory. A feature of all classrooms is the way pupils work hard at their lessons. Most lessons move at a good pace to which pupils respond positively and show good levels of concentration and interest in their learning.

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

20. The quality and range of learning opportunities throughout the school meet the requirements of the National Curriculum. In the Foundation Stage, the curriculum is based on the Early Learning Goals with full coverage of the areas of learning. Religious education is taught in line with the locally agreed syllabus. At all stages the curriculum is socially inclusive allowing good equality of access with a range of opportunities planned to meet the interests and aptitudes of all pupils. Visits out of, and visitors to school play an important part in this approach. For example, all pupils took part recently in a mathematics day; older pupils take part in a residential visit to Kingswood.
21. Policies and schemes of work are in place for all subjects, although some policies are in need of review. Schemes of work are supported by informative medium-term plans. Time allocations are appropriate for the range of subjects taught. Work is differentiated through teachers' medium and short-term planning. Short-term planning identifies clear learning objectives with opportunities for teachers to assess what pupils have learned. This shows an improvement since the last inspection where curriculum planning was incomplete; aspects of some subjects were not covered and work sometimes duplicated.
22. Provision for the small number of pupils with special educational needs is satisfactory. The Code of Practice has been fully implemented and the policy is clear and informative. Individual education plans are in place with realistic targets. The school has effective strategies for teaching literacy and numeracy. Planning in both key stages follows the relevant framework guidelines and meets the needs of pupils in mixed age classes. Pupils needing extra help in literacy are identified and given additional support. The use of information and communication technology is making an increasing impact on pupils' learning through, for example, planned opportunities for pupils to practise their multiplication skills. This is recognised as an important area for further development. Provision for extra-curricular activities is satisfactory,

particularly for a small school although some parents would like to see more. The school runs a successful netball club and is associated with the village football team. Pupils compete in sports with their peers from schools in the local cluster sports' day. The resources of the village and surrounding countryside are used to provide relevant first-hand experiences, especially in history, geography and religious education. Pupils visit the Methodist chapel and the parish church of All Saints.

23. The school has a programme of personal, health and social education although it lacks the support of a written policy. Some aspects of health education are covered in the school's science curriculum. In sex education values are dealt with sensitively and appropriately as they arise.
24. There are useful links with the local community, notably the secondary school in Downham Market and the College of West Anglia in King's Lynn. For example, a visit in Book Week by performing arts students from the college made the pupils dressing as characters from books more lifelike by adding makeup. Pupils write books for the senior citizens in the village. The school has links with the local business community. British Sugar, for example, contributed to renovating the school plaque.
25. Provision for pupils' spiritual development is sound. Assemblies play an important part in the life of the school with an emphasis on Christian values and beliefs. They give pupils a sense of belonging to a whole-school community, celebrating and appreciating each other's contributions and achievements. Pupils are given opportunities to reflect, for example, in an assembly about the Holocaust and the life of Anne Frank. There is a joint venture planned with the church to celebrate the Eucharist in school.
26. The school's promotion of pupils' moral development is good. All staff and adults in the school work very hard to reinforce the school's high expectations of behaviour. Pupils are given many opportunities to develop values such as honesty, fairness, independence and respect. They are taught to respect differences in others, how to learn from their mistakes and to be responsible for their own behaviour. They can clearly distinguish between right and wrong. Parents value the school's approach and rightly believe that the school is helping their children to become mature and responsible.
27. Provision for pupils' social development is also good. During the inspection this was seen in the positive relationships between pupils themselves and between the adults with whom they work. Older pupils care for younger pupils at lunchtime and in the playground. Teachers provide good opportunities for collaborative and individual work during lessons. For example, the school's investigative approach to science encourages pupils to take responsibility and use their initiative.
28. Pupils' cultural development is satisfactory. They are taught to appreciate their own cultural traditions and those in the wider world. Again the school has used visits and visitors to give pupils good first hand experiences. For example, the visit of an African dancer to the school and working with the pupils. In religious education, they study Buddhism Judaism, Sikhism, Islam, and Hinduism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. Parents strongly agree that the school is successful in its aim to provide a caring and secure environment in which children feel happy, confident and valued. All staff know

their pupils well, and meet their individual needs and this makes an important contribution to the educational standards achieved. Class teachers and support staff provide informal support during daily routines such as registration, meal and playtimes. The school's ethos of encouraging children to show commitment, self reliance and respect works well and pupils show signs that they are developing into responsible citizens who are aware of the needs and problems of others.

30. Procedures for monitoring attendance are good. The attendance registers are well kept and up to date.
31. The strategy of rewards and sanctions works well. Reorganisation of lunchtime procedures have helped to make meal times more enjoyable for all and they have also helped to reduce opportunities for bullying or harassment. A considerable majority of parents agree that behaviour at the school is good and that there is no mention of bullying.
32. The school's health and safety policy is effective in maintaining a safe environment for teachers and pupils. Effective child protection procedures are in place.
33. Procedures for assessing and monitoring pupils' attainment and progress are satisfactory. The school makes good use of the results of national tests and other assessment data in order to target areas for improvement and to benchmark pupils' progress. Assessment of what pupils can and cannot do is used well to inform future work. Teachers know their pupils well and there is also much informal assessment of attainment and progress taking place in classrooms.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The school has established good links with the parents, who are satisfied with what the school provides and achieves. Parents are well informed about the school's work through the school prospectus, the annual governors' report and regular newsletters. The annual pupil reports are very well presented giving details of progress in all subjects together with targets for the following term. Parents are invited into school three times a year. There is a 'drop in' session in October. An appointments system in February gives parents an opportunity to discuss their child's progress with the class teacher and there is an Open Day in the Summer. Most parents have signed the home/school agreement.
35. The school has a homework policy for the whole school that is a useful guide for parents and helps them to be involved in their child's learning. The school encourages parents to help in school and there are a good number of regular helpers in school. Parents provide good support on social and fund-raising occasions and substantial amounts raised make an important contribution to the standard of education provided by the school. However, the returned questionnaires showed that a minority of parents disagreed on the questions concerning homework, school information, parent/school relations and the range of activities outside lessons.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The headteacher provides clear and effective educational direction for the school. She is well supported by a good team of teachers and classroom support assistants. All share the school's aims which reflect the high expectations of what pupils should

achieve. There are good relationships and equal opportunities for all. It is clear through the returned questionnaire that the vast majority of the parents clearly support the aims and values of the school. For example, 100 per cent agree that their children like school and that the school expects their children to work hard and achieve their best. Since the last inspection there have been many improvements designed to raise standards and move the school forward. The way in which the headteacher has tackled the important areas for improvement has been particularly effective, for example behaviour.

37. The governing body fulfils its statutory responsibilities well through a number of committees with delegated powers. Governors have made planned visits to classrooms and have links with specific subjects, for example, literacy, numeracy and special educational needs. This is a major improvement since the last inspection which has provided them with a good strategic overview of the school.
38. In addition to her classroom responsibility, the headteacher co-ordinates a large number of curriculum areas. Nevertheless, the curriculum is properly monitored by the headteacher and subject co-ordinators. The headteacher also creates opportunities for herself and her teachers to visit classrooms and monitor the quality of teaching and learning. This, together with the close involvement of the governors, enables the school to set shared, appropriate and achievable targets. These are clearly set out in the school development plan which is a useful working document allowing for future development. Appropriate procedures for the professional development of staff are in place and closely linked to the school development plan. However there are no specific procedures in place for the induction of teachers new to the school. Currently the school does not have the resources to be a provider of Initial Teacher Training.
39. The school is developing effective procedures for evaluating its performance by monitoring pupils' attainment and progress as they move through the school. Baseline assessments, standardised tests and statutory and non-statutory assessment tasks and tests give useful information and provide links on which to base programmes of action. Educational priorities are well supported by careful financial planning. The school development plan is central to the school's work. Key objectives and priorities are identified and linked to costings, to ensure that the best strategic use is made of its resources. The finance committee meet regularly to review spending. The main recommendations of the latest auditor's report are in place. Day-to-day financial administration is sound. The good use of new technologies enables easy access to current budget information.
40. The school uses additional funds through specific grants well and for their designated purposes. A good example is the use of money allocated through the National Grid for Learning, to improve the school's provision for information and communication technology. The principles of best value are important in this small school and are effectively applied, for example, through its tendering procedures.
41. The school has an appropriate number of suitably qualified teachers who provide a satisfactory balance of expertise and experience. They relate well and offer support to each other. Classroom support assistants make a valuable contribution to pupils' learning. The caretaker and midday staff work hard and contribute well to the smooth running of the school.
42. The accommodation of the school is adequate in terms of size. Externally the school benefits from hard surfaced play areas and a grassed field. However there are some

restrictions, for example there is no hall, so gymnastics are taught in the hall of a nearby school.

43. There have been some good improvements to the accommodation since the last inspection. Teaching areas have been improved with carpeting, benching for new computers and sun screening.
44. The school has good resources in most subjects. Many are new and have been bought to support the newly organised curriculum, for example, guided reading material to support the literacy hour. Provision for information and communication technology is good with five multimedia computers and access to the Internet. The library, although small, has a good range of fiction and non-fiction material. Good use is made of educational visits as additional resources. However, the outdoor provision for children's physical activities in the Foundation Stage is in need of further development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. The governing body of the school, in conjunction with the headteacher and staff should take the following action to further raise standards in the school by:
 1. Improve the quality of pupils' handwriting so that by the time they leave the school they write confidently in a fluent, joined and legible style.
(paragraphs 6, 15 & 59)
 2.
 - a) Provide teachers with the training needs in information and communication technology already identified, in order to make their teaching more effective.
 - b) Review the software in school and formally plan links in medium and short-term planning to develop information and communication technology across other subjects.
(paragraphs 14, 17 & 92)
 3. Improve outdoor provision for children in the Foundation Stage.
(paragraph 52)
 4. Draw up a formal policy for the induction of teachers new to the school.
(paragraph 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	82	14	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	56
Number of full-time pupils eligible for free school meals	n/a	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	6

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	83 (82)	75 (64)	92 (91)
	National	75 (71)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	66 (81)	75 (72)	83 (81)
	National	70 (68)	72 (69)	79 (75)

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

Where the number of pupils in the year group has a total of 11 or more, but either (or both) of the boys' or girls' totals is ten or fewer, data and percentages will only be given in the total column.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	50
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	23.75
Average class size	25.3

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	20

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	146,054
Total expenditure	146,592
Expenditure per pupil	2,365
Balance brought forward from previous year	20,653
Balance carried forward to next year	20,115

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	56
Number of questionnaires returned	22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	55	45	0	0	0
Behaviour in the school is good.	36	55	5	0	5
My child gets the right amount of work to do at home.	14	68	18	0	0
The teaching is good.	64	32	0	0	5
I am kept well informed about how my child is getting on.	9	50	32	5	5
I would feel comfortable about approaching the school with questions or a problem.	23	55	9	14	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	9	55	23	14	0
The school is well led and managed.	18	55	9	18	0
The school is helping my child become mature and responsible.	36	55	5	0	5
The school provides an interesting range of activities outside lessons.	0	32	32	23	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

46. Children enter the reception class at the beginning of the year in which they become five. Parents are happy that their children settle easily into school. Inspection evidence indicates that most of the children make sound progress and are on course to achieve the Early Learning Goals by the end of the Foundation Stage. The teachers have quite rightly chosen to involve children under five in National Curriculum activities when judged to be appropriate.

Personal, social and emotional development

47. Many children have good skills in this area and have positive relationships with each other and with their teacher and the classroom support assistant. All children understand the need to deal fairly with each other. They are provided with many opportunities to develop self-confidence, independence and positive attitudes to learning. They take part in assemblies and singing with pupils in Key Stage 1. Daily routines and rules form the basis for developing the children's understanding of the organisation of the school and the wider community. They are used to meeting visitors to the school, for example, the local police, post lady and clergy. They are confident as they move around the classroom. They all share equipment and wait their turn patiently, for example, when using the computer and the water and sand trays. By the time children leave the Foundation Stage they easily achieve the Early Learning Goals in their personal, social and emotional development.

Communication, language and literacy

48. The children make sound progress in this area of learning. There is a clear emphasis on developing their language and literacy skills. They talk confidently about their drawings and listen carefully to the teacher in the early part of the literacy lesson. They are taught to speak clearly when, for example, they respond to the teacher's questions. The early reading skills are taught well and children make satisfactory progress as they follow the text of a big book with the teacher. Information and communication technology is used effectively to help children recognise letters and to reinforce their sounds. Most children are building up a sound phonic base on which to develop their reading skills. They love books, listening to poems and stories, for example, Owl Babies. The children have good opportunities to write. All can copy write their names, which are generally recognisable, and a significant number of the letters of the alphabet.

Mathematical development

49. The children are becoming comfortable with numbers and shapes. They talk about which is one more than and one less than when, for example, ordering numbers to the tune of ten green bottles. They are developing a good understanding of number and can count to 20 and beyond, in sequence. Most children can sort, count, and match numbers and objects. They name simple shapes and sort and classify objects by colour, shape and size. For example, they can tell the difference between faces and corners, and solid and flat shapes. They use appropriate mathematical

terms to compare quantities, for example, more or less, shorter and longer. Most can recognise and name two dimensional shapes such as a triangle and a square and some three-dimensional shapes such as cubes and cylinders. Many activities are practical, giving children good opportunities to develop their mathematical concepts. A good example is the use of the play area as a shop and baby clinic, where children sort, count and measure to find the shortest, tallest and the widest. Stories and rhymes are used effectively to extend children's mathematical language. By the time they are five, most children can work out simple addition sums and add correctly single digits numbers to record answers to ten.

Knowledge and understanding of the world

50. The children are finding out about the world around them in and beyond their own environment. Children learn about how to look after themselves. They know the importance of hygiene, and of what makes us sad and happy. In discussions with adults, they learn to express their feelings confidently. They become increasingly aware of family relationships and chronology, for example, traditional stories that mummy knew, and begin to appreciate the structure of child, parent and grandparent. They learn about the life of Jesus through listening to stories both in the classroom and during assembly. They understand some of the festivals of other religions, and can talk about the Jewish feast of Shabbat. They use programs on the computer with confidence, to develop literacy and numeracy skills, and have good control of the mouse.
51. They learn about the simple properties of materials by sorting clothes according to feel and touch and search for different hard materials around the school.

Physical development

52. Children learn to move confidently, control their bodies and handle equipment. There are opportunities for designing, constructing, cutting and printing in their art and design and technology activities. Dr Foster's umbrella is a good example. They show increasing hand-to-eye co-ordination when they build their models and colour in their pictures. In their physical education children use space well with control and co-ordination and confidently take part in catching and throwing activities. Most pupils are able to structure their movements to express feelings, for example, to show friendship. There is an outside space for use by children in the reception class, but its use is dependent on the weather. There is only a small range of outdoor equipment to allow pupils to develop their physical skills and strength and to fully meet the objectives of the Early Learning Goals in this area.

Creative development

53. Children have good opportunities to experiment with colour, texture and shapes in their art and design work. Most recognise and name the primary colours, and some can name correctly a few of the secondary colours. Their umbrella paintings of their classmates show that they can choose colours and paint and draw confidently. They are developing their observational skills, for example drawing objects using pastels, pencil crayons and charcoal. The children are encouraged to listen carefully to music and enthusiastically use a range of untuned instruments and join in confidently with action rhymes and songs. There are good opportunities for them to participate in imaginative play; they have lively conversations and take on a variety of roles.

54. The quality of teaching is consistently good. It is based on an awareness of the need for young children to develop thinking skills, to formulate ideas and opinions through first-hand experience. There is a secure and caring atmosphere where the contributions of all the children are valued. The good use of praise and acknowledgement of the children's good behaviour play an important part in the growth of children's self-esteem. The teacher is well supported by an experienced classroom support assistant. Together, they use their experience, understanding and awareness of the needs of young children to good effect. The curriculum is relevant, classroom activities are planned meticulously and groups are managed well. An emphasis is placed on encouraging pupils to work independently and make choices. The teacher has quite rightly chosen to involve children in the Foundation Stage in National Curriculum activities when they are judged to be ready.

ENGLISH

55. In English, at both key stages, most pupils attain the level expected for their age. There are some pupils who achieve a higher level. This achievement reflects the priority the school has placed on implementing the literacy hour. Pupils with special educational needs make satisfactory progress. The school has effectively targeted pupils who need extra tuition in some aspects of literacy.

Speaking and listening

56. At both key stages, pupils' oracy skills are good. At Key Stage 1, the youngest pupils listen carefully to what their classmates have to say, for example, when talking about the Owl Babies or the Jewish feast of Shabbat. They happily read their stories and poems aloud to the class when asked. As they move through the key stage they further develop their ideas, speak clearly and use a growing vocabulary. At the end of the key stage they can talk and listen in different situations and show an understanding of the main points of a discussion.
57. In Key Stage 2, pupils contribute to class discussions and assemblies. For example, in the literacy hour, talking about poems they have read and reasons why they like them. Most pupils are articulate and listen carefully to each other and their teachers. They ask questions, think about their ideas and are confident to express their own opinions. A good example was seen when pupils discussed alternative sequels to traditional stories, such as the Three Little Pigs. In discussions they listen carefully and can ask questions about other people's ideas. Good use of drama across the curriculum and key stages is made to develop speaking and listening, for example the study of the ancient Greeks. Pupils create their own scripts for plays based on the Greek myths and this has a positive effect on the development of their personal and social skills. By the time they leave the school they can talk and listen confidently in a wide range of subjects.

Reading

58. Standards of reading throughout the school reflect overall attainment in English. From talking to pupils and listening to them read, their enjoyment and interest is evident both in reading at school and at home. They keep a record of books they read and give regular book reviews. Pupils who experience reading difficulties in the Foundation Stage have access to a well-structured programme of reading which is well matched to their abilities. As they move through Key Stage 1, most pupils

develop a good phonic knowledge and a relatively extensive sight vocabulary. They are confident in recognising the high frequency word lists appropriate to their age and can read these in and out of context. By the end of the key stage the majority of pupils are well launched into reading and are well on the way to becoming fluent and confident readers. As they move up through Key Stage 2, some are capable of reading demanding books, for example, short novels, poetry and non-fiction. They are aware of different authors and have their favourites and understand the importance of plot, characters and use of words. For example, a Year 6 pupil explained how he likes the imaginative and funny style of Roald Dahl and the descriptive words of J K Rowling. Most pupils understand how to use the contents and index to find information, that a glossary can be helpful and use skimming and scanning techniques in their research. By the time they leave the school most pupils are independent readers who read with interest, fluency and good pace.

Writing

59. In its school development plan the raising of standards in spelling and writing at both key stages has been a high priority. Teaching spelling strategies, and a sustained writing activity each week, means that most pupils can now write stories in the correct sequence with properly organised sentences. The meaning is clear and basic grammar and punctuation are generally used correctly. By the end of Key Stage 1, most pupils write in story form showing a clear development. At Key Stage 2, most pupils are developing a sound understanding of how English works; grammar, punctuation and spelling are usually correct. For example, they understand how synonyms, adjectives and adverbs can be used to enhance their written work. They recognise the need to write for different purposes and audiences, for example, a school newspaper and account of a visit to Kingswood. By the end of the key stage, pupils' ability to structure their writing and plan their stories with a setting, characters and plot is sound. These stories are imaginative with good use of vocabulary and grammatical techniques designed to maintain the reader's interest. However, many pupils have not yet developed a fluent, joined and legible style of handwriting.
60. The quality of teaching at both key stages is consistently good. A feature of this good teaching is the interaction with pupils, including the management of their behaviour; they know them well as individuals. Lessons are properly introduced ensuring that pupils know what they have to do. Work is well planned and taught using the framework of the literacy hour. Teachers work hard to ensure that their lessons are interesting. A good example was seen when older pupils discussed purpose, style and features of an Elegy for Grandad and contrasted this with an Elegy for the Death of a Mad Dog. Work in both key stages is modified to make sure that pupils are all given work suitable not only to their year group but also their ability. Questions are used well to test pupils' previous learning and to check their understanding. Assessment of what pupils can or cannot do in their lessons enables teachers to plan future work effectively. Classroom support assistants make a valuable contribution to the teaching of pupils, including those with special educational needs. Information and communication technology plays an important part in developing pupils' literacy skills, for example, in word processing and in giving younger pupils good phonic support when practising their letter sounds. Throughout the school, pupils' responses are good. They particularly enjoy the introductory discussions and plenary sessions. They work hard and have positive attitudes to their work. In whole-class and guided group work they make useful contributions and work well in the independent sessions.

MATHEMATICS

61. Inspection findings confirm that at both key stages, the majority of pupils are likely to achieve the national expectation, in mathematics, with some achieving above this.
62. Pupils in Key Stage 1 use and apply mathematics confidently and by the end of the key stage they can collect information and tally totals about their classmates' birthdays, and present their findings in a block graph. They use these results to draw conclusions; for example, there are more birthdays in May than October. In numeracy, pupils are developing useful mental strategies and use these effectively in their everyday work. Good examples are adding nine or 19 and using near doubles in their calculations. By the end of Year 2 most pupils are secure in number bonds to ten and recognise and understand place value to two and sometimes three digits. Their awareness of the value of coins is sufficient to tackle the problem of finding the change from a £1 when shopping. Some higher attaining pupils in Year 2 can do this with ease. Most pupils know well the characteristics of basic two-dimensional shapes, such as a rectangle a square and a triangle and can estimate area in squares. They measure in non-standard units such as spans and palms and by the end of the key stage are comparing these with standard measurements; a metre stick is 15 palms long. Pupils complete addition and subtraction equations of the type $34 + 9 = 43$ and $26 - 12 = 14$, understand the concepts of 'more than' and 'less than'. Most know the twos, fives, and tens multiplication tables sufficiently well to make simple calculations accurately.
63. By the end of Year 6, most pupils are confident with the four rules of number and the full range of the multiplication tables. These they use when calculating the costs of a holiday, to include flight costs and taxes, insurance and spending money. In their work on place value they order positive and negative numbers, decimal and fractions.
64. Older pupils can find the value of a missing number, for example, in the statement $38 - n = 18$. They use formulae to measure the perimeter and areas of shapes, and identify lines of symmetry; older pupils understand the concept of rotational symmetry. Pupils use tallies and record and retrieve information from block graphs, and draw and interpret straight-line graphs accurately, for example, converting pounds to US dollars.
65. Pupils' enjoy mathematics. They answer mental arithmetic questions confidently at the beginning of the numeracy hour lessons and explain well the strategies they use. In its planning the school has taken care to ensure that pupils are given good opportunities to use and apply the skills they have learned. From an early age, pupils show good levels of concentration, both in whole-class discussion and in the many opportunities to work individually and in small groups. Pupils are co-operative and help each other in a mature way. The quality of teaching seen in all lessons was good. Lessons are planned using the framework of the National Numeracy Strategy. This shows an improvement since the last inspection when there were no long or medium-term plans to ensure that the all aspects of the subject were covered and that pupils could make progress as they moved through the school. Introductions to lessons are always well structured so that they keep pupils' interested and remind them of previous learning. Relationships between teachers and pupils are good and this is evident in the way that teachers deal positively with pupils' answers and in the use of praise to motivate them.
66. Homework is set regularly and generally extends work that is currently being undertaken in class lessons. An interesting example was seen in a Year 3/4 lesson where pupils were challenged by one of their classmates to find how 700 could be scored on a dartboard with 12 darts. The school works hard to help parents

understand the work their children are covering, although a recently held mathematics evening resulted in only a fair attendance. Regular assessments and the use of optional statutory assessment tasks are useful in tracking pupils' progress and in target setting. The contribution made by other subjects to pupils' competence in numeracy is satisfactory. Examples are seen in information and communication technology where pupils are developing their data-handling skills, for example, in spreadsheets and practising their multiplication tables.

SCIENCE

67. Inspection findings confirm that most pupils currently in Year 2 and Year 6 are in line to reach the expected level for their ages and abilities in science. Again, a small number of pupils is likely to reach higher than the nationally expected level.
68. At Key Stage 1, most pupils know the importance of a healthy diet in their own development. Most pupils in Year 2 understand some of the differences between living and non-living things. They identify materials and sort them into groups according to their texture, for example, rough, soft or hard. In their investigative work pupils make observations and say what happened was what they expected. The most able pupils at Year 2 are able to express their own ideas about how to solve problems and with help from the teacher explain why their tests are fair. They experiment with different materials to see which is waterproof and will keep Henry the Hippo dry. They know that a force is a push or a pull, for example, that a sailing boat is pushed by the wind.
69. Pupils at Key Stage 2 build on this solid foundation. Most pupils in Years 3 and 4 are clear about what they have to do to plan and carry out their investigations. They apply this principle when gathering evidence to show that their skeleton grows as they get older. They use their predictions as a basis to pose questions to test their findings. In their work on forces they know the different materials that are attracted and repelled by magnets and that friction is a force that slows things down.
70. In Years 5 and 6, an important aspect of pupils' attainment is their ability to organise themselves when performing investigations. Most know that tests should be fair, their observations accurately recorded, and conclusions drawn. They build on their investigative skills and make confident predictions based on valid reasons. For example, that the pitch of a stringed instrument is higher when the string is shorter because it vibrates more quickly. They know the life processes of animals and plants such as nutrition and that animals need to breathe oxygen, which they get from plants. They investigate materials, testing their properties to find out which is the best for muffling sounds. By the end of the key stage, pupils understand well the working of electrical circuits with bulbs, switches, motors and buzzers.
71. Overall the quality of teaching at both key stages is consistently good. In the lessons seen in both key stages most pupils enjoy science and are keen to work hard. Of particular note is the good way that the oldest pupils firstly listen to their teacher, and then discuss in small groups the most efficient way to carry out their investigations. These qualities do much to enhance their learning. There is a common approach to teaching where all pupils are given imaginative and worthwhile 'hands on' experiences to learn through good quality investigative work. Older pupils are given good opportunities to work independently and in small groups and they respond to this with interest and involvement. Good all round relationships have a positive impact on the quality of lessons and the progress pupils make. A notable feature of the lessons

seen was the way in which the teachers introduced their lessons by 'recapping' with pupils the work they had done on a previous occasion. This carefully planned approach did much to consolidate learning, to enable pupils to contribute new facts and ideas, and to focus their attention on the lesson. Indeed, in the best lessons the teacher made much of pupils' own ideas including time to think and talk together about how they were going to carry out their tasks.

72. There are good links with other subjects for example, in art and design and technology. The younger pupils drew objects under a magnifier and printed out their properties; older pupils tested materials for their waterproof properties in their designs for a swimming bag. Science plays an important part in the school's approach to personal, health and social education for example, in earning the Healthy Norfolk Schools award, growing up and drugs awareness. The co-ordinator would like to see information and communication technology used more extensively to complement the school's investigative approach.

ART AND DESIGN

73. Only one lesson was seen during the inspection and therefore a firm judgement on the quality of teaching in the school is not possible. However, evidence collected from a scrutiny of pupils' work, teachers' planning and looking at displays around the school show that pupils attain standards appropriate to their age at both key stages. Progress for all pupils, including those with special educational needs, is satisfactory.
74. In Key Stage 1, pupils are taught key skills and apply through the use of different media, for example, exploring packaging such as paper, plastics and fabrics. In their observational work they look closely, for example, at facial features, shape and colour of skin in their self-portraits. As they move through the key stage they appreciate the work of famous artists such as Van Gogh and the way they use colour in their work. They look closely at more abstract techniques using everyday objects to print patterns. An interesting example when pupils drew pencil pictures to show their contrasting feelings when listening to Venus and Mars in the Planet Suite. There are useful links with other subjects, for example, as seen in classroom display of Mr Rough and Mrs Squashy in connection with their work in properties of materials.
75. At Key Stage 2, pupils continue to develop their skills in painting and drawing and build effectively on their close observational skills. They continue to study the work and techniques of other artists. Good examples were seen in the drawings of chairs from the Art Deco period using the work of Louis Majorelle and Gerrit Rietveld on which to base their designs and their paintings of the Desert of Dreams when studying Surrealists such as Salvador Dali. The oldest pupils use different media well and to good effect. In their drawings of People in Action photograph montage and overlapping figures were used well to show movement. Those pupils using pastels smudged their pictures to make the blurred image show speed. Art makes a useful contribution to pupils' cultural development and to other subjects, for example, in history making three-dimensional Egyptian masks.
76. Planning is based on the Qualifications and Curriculum Authority documents. In turn medium-term plans are clear with learning objectives used to provide a focus for individual lessons and to ensure progression throughout the school. However, at present no one has responsibility for the subject and it is unclear how its development will be monitored in the future. Sketchbooks are used at Key Stage 2 to

develop pupils' ideas and record their progress. Resources and the space available for teaching art are satisfactory.

DESIGN AND TECHNOLOGY

77. Only one lesson was seen in design and technology. However, from the evidence obtained through discussions with teachers and pupils, a scrutiny of planning and samples of work it is possible to draw positive conclusions about standards in the subject. Standards of attainment in design and technology are satisfactory. Progress for most pupils, including those with special educational needs, is sound throughout the school.
78. The youngest pupils in Key Stage 1 develop skills in a range of activities including making models from a range of recycled materials, using construction kits and baking. For example, they design Dr Foster's umbrella. Older pupils use a variety of materials well, for example felt, wood, clay, salt-dough, card and disposable cartons. They can estimate, measure, mark out and cut simple shapes in a range of materials accurately. By the end of Key Stage 1, most pupils use a range of techniques to successfully join materials and make judgements about the end product of their work.
79. In Key Stage 2, pupils construct simple switches to operate a pressure pad for a burglar alarm. They design and make a sandwich, paying particular attention to hygiene, ingredients and presentation. Older pupils cook Tudor food and construct Egyptian masks in connection with their work in history, and design and make musical instruments related to work in science on sound. By the end of Key Stage 2, pupils can confidently investigate, evaluate and discuss individual ideas leading to a design and have a good understanding of the processes involved. For example, pupils designed and made slippers and evaluated them on appearance and fitness for purpose.
80. Pupils have good attitudes towards design and technology. They talk about their designs and models with enjoyment and enthusiasm. They listen well to suggestions and work collaboratively on tasks. The quality of finished products shows that pupils take a pride in their work. Based on the one lesson seen, the quality of teaching is good. Teachers' planning and organisation ensures full coverage of the subject. Resources are sufficient to meet the requirements of the National Curriculum with a good selection of large and small commercial construction kits. There is also a good selection of tools for measuring, marking, cutting and joining.

GEOGRAPHY

81. There were few opportunities to see geography taught during the inspection. In fact the lesson observed although covering a geographical theme was part of the school's provision for personal, health and social education which alternates with geography each half term. Through discussions with teachers, a limited scrutiny of their pupils' work and teachers' planning shows that a satisfactory programme is in place. There is insufficient evidence to make firm judgements about the quality of teaching and learning or standards of attainment.

82. At Key Stage 1, pupils' first-hand experiences are used effectively as an important resource to develop their early geographical enquiry skills. They use the school grounds and the immediate locality for environmental investigation and map work. Moving to a wider perspective, pupils increase their knowledge and understanding by studying a contrasting location in the United Kingdom. When studying an Island Home, pupils learn about the life of Katie Morag in her home on the fictional Isle of Struay in Scotland, based on the book by Mairi Hedderwick. They follow the adventures of Barnaby Bear on his travels round the World.
83. At Key Stage 2, pupils build on these foundations. Pupils in Years 3 and 4 study differences in weather around the world and the effect that it has on human activity. They look at holiday destinations abroad and the reasons behind people's choices. In the lesson seen, most pupils enjoyed talking about man's effect on the environment and how this can sometimes be disastrous. Pupils had collected newspaper articles for homework, for example, on the oil leaking from the Jessica endangering the Galapagos Islands. In Years 5 and 6, pupils use atlases to locate mountainous areas of the world such as the Alps. They use CD-ROM encyclopaedias and the Internet in their research.
84. Long-term and medium-term planning is based on the Qualifications and Curriculum Authority documents. Currently the subject lacks a co-ordinator and it is not clear how the subject will develop in the future.

HISTORY

85. Opportunities to see history taught during the inspection were limited to a single lesson at Key Stage 2. From a scrutiny of teachers' plans and pupils' work, it is possible to draw conclusions that attainment and progress of pupils at this key stage are appropriate to their age. Insufficient evidence was seen for an informed judgement of attainment of Key Stage 1 to be made. However, plans show that these pupils are taught to develop an understanding of chronology and use their own lives as a starting point. They study the lives of famous people and important events in British history, for example, Florence Nightingale and the Great Fire of London.
86. At Key Stage 2, pupils look closely at the culture of the peoples who invaded and settled in Britain. Timelines are used effectively to allow pupils to build up 'time map' of what happened when. They confidently compare the similarities and differences between their own lives and those in Tudor times. Pupils know about the major events of this period, for example, the Spanish Armada and the life of Henry VIII. When studying the Victorians they look at the lives of working children and how philanthropists such as Lord Shaftesbury helped to improve their conditions. Pupils have opportunities to interpret history, for example, see what artefacts from the Sutton Hoo burial ship tell us about life in Saxon times. Studies of ancient civilisations such as the Greeks helps pupils understand how their legacy continues through the spread of their principles of democracy and the Olympic Games.
87. Evidence from the one lesson is insufficient to make a firm judgement on the quality of teaching and learning. History is successfully seen as an opportunity to involve other subjects, particularly at Key Stage 2, for example, in literacy. Pupils wrote persuasively about whether Henry VIII was a 'Good King or an autocrat' and informatively about the Greek theatre. There is little evidence of information and communication technology being used to support history. It can have a good impact

by simulating the past and bringing the subject to life. No one has responsibility for history at present and therefore plans to develop it further are not clear.

INFORMATION AND COMMUNICATION TECHNOLOGY

88. There has been a considerable improvement in the school's resources since the last inspection. Planned expenditure from the school's budget and parental contributions have allowed the school to renew its provision, particularly computers and software. These are of good quality and easily available in all classrooms. No direct teaching of information and communication technology was observed although pupils were seen working on computers. From these observations and discussions with pupils and teachers and by looking at pupils' work, attainment and progress for the majority of pupils at both key stages are in line with national expectations. This shows an improvement in standards, as attainment at Key Stage 2 was unsatisfactory at the last inspection.
89. The younger pupils in Key Stage 1 develop their word-processing skills through using a word bank to write their own names, signs and labels. Older pupils write stories, about their favourite poems and rhymes, and books they have read. They control the mouse accurately when using art packages to create pictures, using simple tools to match their purpose. With the teacher they talk about how technology is used in everyday life and collect information using a tape recorder. Information is collected in a simple database. Pupils in Year 2 pupils confidently program a floor turtle to move forward, backward and turn through a right angle.
90. At Key Stage 2, there are good opportunities for the younger pupils to further develop their word-processing skills. For example, when writing for different audiences they look at the many varieties of fonts to use in their work. They confidently change the font, size and colour, cut, paste and stick when editing their writing and use the spell checker for accuracy. Pupils use databases to enter information they have collected such as when investigating how their skeletons grow. They use simulations to extend their work in geography and CD-ROM based encyclopaedias to find out more about the Anglo Saxons.
91. Older pupils build on these skills and use E-mail to send letters to other schools in the cluster. Databases are used to collect information about pupils' personal characteristics and then interrogated, for example, to see which is the second most common hair colour. Pupils have recently been introduced to spreadsheets and they are confident in entering a formula to find the total of a list of numbers in cells. Access to the Internet is limited at present and the school is looking forward to classrooms being connected soon. However, pupils use the teachers' computer to find information, for example, importing photographs of the Egyptian God Khepri into their work. Bookmarks are set up for favourite sites. In control pupils use on screen commands to draw letters and procedures, for example, 'Repeat 4{FD60 RT90}' to draw a square. Data logging is a developing area. Pupils use sensors in science to measure temperature and light intensity.
92. Pupils enjoy working with computers. They work well independently and in pairs with good concentration and are not put off when things go wrong. A number of pupils have access to a computer at home and this has a good impact on standards. Pupils in Years 5 and 6 have the opportunity to attend a planned residential visit with a focus on using computers. This has the potential to make a positive impact by giving them concentrated periods of hands on experience. The school recognises that there is

still a challenge ahead to further improve standards. The potential is there. The school has identified areas in which staff need further training, for example, using control, spreadsheets and databases. Coupled with this is a need to review the school's good range of software and plan, wherever possible, teaching opportunities through other subjects, effectively bringing pupils' work in these subjects to life. It will also ensure that the time allocated to information and communication technology is used most effectively.

MUSIC

93. Judgements on music during the week of inspection are based on the two lessons observed, a scrutiny of documentation and discussions with pupils and staff. Standards of attainment in music are satisfactory and all pupils, including those with special educational needs, make suitable progress.
94. By the end of Key Stage 1, pupils are able to listen to music and sing, by heart, a good range of songs, confidently and tunefully. They talk fluently about sounds and understand how musical sounds are made in different ways. They appreciate the difference between loud and soft tones and how these can express character and mood. Most pupils have a sound grasp of musical elements and are able to keep time and recognise rhythm. By the time they are ready to move into Key Stage 2, most pupils can compose simple percussion pieces using, for example, cymbals, chime bars, bells, wood blocks, tambourines and castanets.
95. The youngest pupils in Key Stage 2 listen to a piece of music, for example, the Planet Suite and discuss its mood. They extend their music vocabulary by discussing the similarities between instruments, for example, the clarinet and recorder. All pupils enjoy listening to popular music, for example, modern and traditional jazz, Vivaldi's Four Seasons and the music from Star Wars. By the end of the key stage they are beginning to recognise pieces by famous composers, for example, Bach, Beethoven and Mozart. Many pupils have a good knowledge of musical ideas and understand words, such as pitch and tempo. Most are beginning to understand note values and can read simple notation. Many pupils can hold and compose a rhythm, follow dynamics, perform together and practise and perfect pieces. A good example is the millennium hymn written by pupils to the tune of Colours of Day and performed in Ely Cathedral.
96. The overall quality of teaching is good. This is an improvement on the last inspection when some aspects of teaching were judged to be poor. Teachers ensure that all pupils take part in music making and include the use of keyboard and computer. Pupils are actively encouraged to learn to play a musical instrument, in this case the recorder, and to be self-critical of their performance. Teachers provide good opportunities for pupils to sing and perform music for example, in the local chapel, the church of All Saints and St Andrews Hall in Norwich. Opportunities are also provided for pupils to sing and perform during morning assembly. Throughout the school pupils have good attitudes to music. They are very enthusiastic and enjoy participating in musical activities both individually and in groups.
97. The school has a written policy for music. Schemes of work are incorporated in medium-term planning, ensuring full coverage of the National Curriculum. The curriculum is enhanced by visits to the Corn Exchange to hear the youth orchestra and brass bands. There is a good supply of musical instruments and other resources. These are easily accessible and well maintained.

PHYSICAL EDUCATION

98. Only two lessons were seen in physical education during the week of inspection. However, evidence from these lessons together with evidence of teachers' planning and from discussions with teachers and pupils it is possible to draw positive conclusions about the subject. Standards of attainment in physical education throughout the school are in line with what might be expected of pupils of this age,

and all pupils, including those with special educational needs, make satisfactory progress. Pupils are taught games, gymnastics, athletic activities, outdoor activities and swimming. By the time they leave the school all pupils can swim at least 25 metres. Dance takes place in the form of country dancing and music and movement. The school does not have a hall. Pupils are taken by coach to a neighbouring school where the full coverage of gymnastics takes place.

99. The youngest pupils in Key Stage 1, travel on the floor and on apparatus using a variety of methods, for example, running, jumping, hopping, turning, balancing, swinging and climbing. By the end of the key stage, all pupils can find a space and perform a series of controlled movements, for example, travelling with a partner, passing a ball. All pupils are aware of each other's movements and can look and move in relation to everyone else. They work successfully with a partner and observe and comment on their performance. By the end of Key Stage 2, pupils practise, improve and refine their performance through increasingly complex sequences of movements in individual activity, working in pairs and working in groups. They develop good co-operative skills in athletics and appreciate a winner in a game.
100. Pupils have good attitudes to physical education and respond enthusiastically in lessons. All pupils dress properly, behave well, concentrate on their work and show confidence in performances. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration. This subject is much valued and enjoyed by the pupils.
101. The quality of teaching is good. Teachers work hard to provide interesting opportunities for pupils, for example, games and competitive sport within the Downham Market high school cluster. There is an adequate range of small equipment. Extra-curricular activities, for example, football and netball help to sustain and enhance provision.

RELIGIOUS EDUCATION

102. During the week of inspection, only one lesson was observed in religious education. Judgements are therefore based on the one lesson observed, a scrutiny of documentation and pupils' work and discussions with pupils and staff. These show that standards of attainment in religious education, throughout both key stages, are in line with the locally agreed syllabus and all pupils, including those with special educational needs, make satisfactory progress.
103. In addition to gaining knowledge from within the school's main focus on Christianity, pupils in Key Stage 1 are beginning to understand some basic aspects of customs and beliefs of other major religions, for example, Judaism and Islam. They know and understand, for example, Christian and Jewish attitudes towards the Sabbath and the meaning of worship. By the end of Key Stage 1, pupils understand that Jesus was not just an historical figure but a special person. They know that Jesus was a healer and storyteller and are familiar with some of His stories, for example, the Good Samaritan and the feeding of the 5000. They know that He performed miracles to enable the blind to see and the deaf to hear. Most are familiar with the local Methodist chapel and All Saints church and can talk with confidence about the things they have seen on their visits. All pupils can talk about Shabbat and know that the Torah is important in teaching Jewish people how to live their lives.

104. The youngest pupils in Key Stage 2 can talk about the creation and compare Christian teaching with other faiths. They talk about Christian festivals of Christmas and Easter, and the Hindu festival of Diwali. Most pupils know that this is a special celebration for Hindus and that it is known as the Festival of Light. By the end of the key stage pupils have acquired a good knowledge of Christianity and a sound understanding of the basic principles of Judaism, Hinduism, Buddhism, Islam and Sikhism. Many are able to talk about special people who gave much of their own time and energy in helping others, for example, Mother Teresa and Florence Nightingale. They are familiar with terms such as font, lectern and pulpit and understand the symbolism of bread and wine at communion.
105. Pupils have good attitudes to the subject. They are quiet, well behaved and respectful when listening to stories and are usually eager to join in with discussions.
106. The quality of teaching in the lesson seen was good. The school follows the local authority's agreed syllabus, delivered as a discrete subject and also within topics. There is a good collection of books covering a range of moral issues and a variety of artefacts relating to the major faiths studied. Collective acts of worship during assembly make a satisfactory contribution to the school's teaching of religious education.