

INSPECTION REPORT

THE NORMAN C of E PRIMARY SCHOOL

Northwold

LEA area: Norfolk County Council

Unique reference number: 121122

Headteacher: Mrs J Austin

Reporting inspector: Andrew Clark
21596

Dates of inspection: 11 - 13 June 2001

Inspection number: 192968

Full 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
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	School Lane Northwold Thretford Norfolk
Postcode:	IP26 5NB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Tony Waring
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21596	Andrew Clark	Registered inspector	Mathematics Information and communication technology Art and design Design and technology Music Special educational needs Equal opportunities	How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
19677	Marion Cumbers	Lay inspector		How high are standards? 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?
3687	Godfrey Bancroft	Team inspector	English Science Geography History Physical education Foundation Stage	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 Norman Church of England School is in the village of Northwold twelve miles north of Thetford. There are 78 pupils on roll with an equal mix of boys and girls. The school is very much smaller than average. Pupils are from a mixture of backgrounds including farming, local industries and professional occupations. A further 16 per cent of pupils are from the American forces base and these children usually return to America at the age of seven or eight. The very small size of the school means that the movement of one or two pupils makes a significant difference to the make up of the school population and the results in national tests. At present approximately 4 per cent of pupils are eligible for free school meals which is below the average. The percentage of pupils on the school register for special educational needs is about average and includes two pupils with a statement of special educational needs. A significant proportion of pupils with special educational needs join the school after the age of seven. The first language of the vast majority of pupils is English. Pupils have a broad range of achievement on entry to the school, however a significant proportion of the pupils do not start their education at the school and others leave before the age of 11. Many pupils attend the pre-school provision that is on the school site. The numbers on role have increased significantly over the last 5 years from 55 to 78 pupils.

HOW GOOD THE SCHOOL IS

It is a good school with some very good features. The pupils make good progress and achieve well as a result of good teaching. There are many stimulating learning opportunities for pupils and the school benefits from very good support from parents and the local community. The school is very well led and managed and gives sound value for money.

What the school does well

- Pupils of all ability make good progress.
- The quality of teaching is good and pupils work hard.
- There is a rich and interesting curriculum and pupils learn well in all subjects.
- The care and support given to pupils is very good. Pupils' progress is carefully measured so that teachers set work accurately for all their needs.
- The school is very well led by the headteacher with very good support from the governing body and all staff.
- Parents and the local community make a very good contribution to pupils' learning.

What could be improved

- The depth of pupils' understanding and use of their skills in information and communication technology by the age of eleven.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 and improvement has been good since then. The quality of teaching has improved significantly and is now good overall. Standards in geography, design and technology and handwriting are much higher. This is a result of improved procedures to monitor and develop the quality of teaching and learning. The teachers' daily lesson plans are now very good and contribute to the successful match of work to the pupils' age and ability. The role of subject leaders is now effective in improving the quality of education. The school is well placed to continue to improve.

STANDARDS

As the number of pupils aged seven and eleven is generally very low, the school does not publish the result of the National Curriculum tests. It is not possible to make fair comparisons with national or local averages in the test results as individual pupils represent a very high percentage. Inspection judgements on standards are drawn from records of individual progress, a detailed scrutiny of pupils' work, discussion with pupils and lesson observations.

Standards in English, mathematics and science are at least as good as national expected levels for the majority of pupils by the ages of seven and eleven. Pupils with special educational needs achieve well

towards the targets set for them. More able pupils also make good progress. There have been improvements in all three subjects since the last inspection. Speaking and listening skills are good. Pupils listen carefully and give thoughtful responses. Pupils read well. They enjoy reading and offer critical comments about the books they read. Pupils write for many different purposes and more able pupils write lively and interesting short stories. Some less able pupils make careless spelling mistakes. The progress pupils make is a result of good teaching and planning from the National Literacy Strategy. Pupils' ability in calculating sums mentally is good throughout the school. Standards in science are high as pupils have a good scientific knowledge and ask reasoned questions. Pupils' progress is good throughout the school.

Standards in information and communications technology are sound by the age of seven but are below expected levels by eleven. There are some gaps in their knowledge, which are partly because of recent improvements to resources which have not yet been met with training for the teachers. Although computers are used regularly in most subjects, the work is not always sufficiently challenging and the pupils do not make enough use of audio and video resources.

The standards seen in geography, art and design and technology are often high and are at least satisfactory in all other subjects. A strength of the school is the way in which all subjects are regarded as important to the pupils' learning. There is no significant difference between the achievement of boys and girls.

The quality of teaching for pupils under the age of five has significantly improved and as a result pupils achieve well and reach the expected goals for their age in all areas of learning. Standards in mathematics and physical development have improved well.

Overall, pupils are reaching high enough standards and achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good for the majority of pupils. They are eager to learn and enjoy work.
Behaviour, in and out of classrooms	This is good. Pupils are polite and thoughtful towards each other. A small minority of pupils with identified behavioural problems lack concentration and are slow to settle to work.
Personal development and relationships	Pupils' personal development is good as a result of the calm and caring ethos. Relationships are very good.
Attendance	Attendance is good. Pupils are punctual.

The very good attitudes and relationships contribute to the quality of learning and are appreciated by the parents.

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 throughout the school. In 80 per cent of all lessons teaching was at least good, including 15 per cent where it was excellent. In the remaining 20 per cent the quality of teaching was satisfactory. This is a significant improvement on the previous inspection, particularly for children under six. Improvements are the result of strong leadership and good teamwork.

The basic skills of reading, writing and numeracy are well taught through all subjects. The teaching in English and mathematics lessons is good. Pupils with special educational needs are taught well as a result of careful observations of their progress and work matched to their ability. The quality of daily lesson plans has improved significantly and leads to work being appropriately challenging to all abilities and a good range of methods used. In the very best teaching, such as that seen in mathematics for the seven and eight year olds, pupils are thoroughly involved and encouraged to think quickly by the fast pace and probing questions of the teachers. The occasional weaknesses in other lessons is that teachers do not keep the lesson moving as quickly allowing less able pupils time to lose interest.

Teachers expect the pupils to work hard and neatly and as a result the standards of presentation are high. This is encouraged in the teachers' marking and pupils are given a very clear idea of what they need to do to improve. The work pupils are expected to do at home makes a good contribution to their learning and parents are very supportive of this.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good. The planning for all subjects is very thorough to make certain pupils make progress in all subjects despite the wide range of ages and abilities in all classes. However, the older pupils' skills in information and communication technology are not developed thoroughly through other subjects.
Provision for pupils with special educational needs	Very good. Pupils' learning is planned in small, yet challenging, steps and reviewed regularly. Parents are well informed. As a result progress is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral development is very good. Pupils are involved in establishing rules and regulations and are therefore more eager to abide by them. Spiritual, social and cultural development is good. There are close links with the church and pupils are very involved in the culture of the local community. Although it is a largely white population pupils are increasingly aware of the multi-cultural world in which we live.
How well the school cares for its pupils	Very good. Procedures for measuring the progress pupils make are detailed and used very well to make certain of good achievement.

The partnership with parents is very good and a significant strength of this school. They support teachers in the classroom and raise large funds for school resources. The whole village community works with the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher takes a very clear lead and is well supported by the other teachers who play a significant role in developing the quality of education.
How well the governors fulfil their responsibilities	The governing body are very well informed and thoroughly involved in systematically managing the school. They work closely with the staff and constantly challenge them to provide the best.

The school's evaluation of its performance	The school has developed very good procedures to measure pupils' achievement and identify common areas for improvement.
The strategic use of resources	The most important resource is the staff and the school is very thorough in selecting, supporting teachers and support staff. The school uses the skills of the governing body to raise funds and ensure grants are spent well.

The accommodation is good and is very well maintained. The support staff are effectively deployed and make a good contribution to teaching and learning. The quality and range of learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel very happy to approach the school with a concern. • Children enjoy school. • The school is well led and managed. • The school helps pupils become mature and responsible. 	<ul style="list-style-type: none"> • The range of interesting activities outside the lessons.

The inspection team fully endorses the positive views of the parents. It disagrees with the parents' concern as the school offers a range of good quality activities including dance and sport.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the time pupils leave school they reach standards which are appropriate for their age and ability. They achieve well from their attainment when they first start The Norman School.
2. It is not possible to make reliable, detailed comparisons from the results of national tests at seven and eleven, which is a frequently used measure of attainment and progress, because of the very small numbers taking the tests. Since the last inspection there have been no more than nine pupils taking the tests each year at 11 years old and often fewer. This means one child represents 15 per cent of the overall results and makes a very significant difference. The school also has a very significant proportion of pupils who do not start or end their school career in The Norman school. This is because of the influence of the American air forces stationed nearby and the school's reputation in welcoming and supporting all pupils whatever their needs or ability. The school does not publish its national test results in detail because of the low numbers and the possible identification of individual pupils. As an example, over the last two years in the group of eleven year old pupils almost a half had special educational needs, a third started the school in the eighteen months prior to leaving and only one pupil each year had their full primary education in the school. The school recognised the need to develop its own system of tracking the pupils' progress through a range of tests and keeping significant samples of pupils' work. They have done this very effectively and clearly shows the good progress the majority of pupils make. The inspection team used the outcomes on national tests, the school's own tracking and a detailed study of the pupils' current and past work to evaluate the standards achieved.
3. Children achieve well in the reception class. This early school period is known as the Foundation Stage and children work towards 'early learning goals' by the time of compulsory full-time schooling. As the term implies it is laying the foundations for future learning and the school does this well. The majority of pupils meet the expected goals for personal and social development, communication, language and literacy development, mathematical development, knowledge and understanding of the world, creative and physical development. The teacher effectively develops basic skills in literacy and numeracy through all areas of learning. Standards in mathematics and physical development have improved since the last inspection through better planning and classroom management.
4. In English, mathematics and science all pupils who are not identified with special educational needs for learning attain at least the levels expected for their age at seven and eleven. The more able pupils achieve the higher levels for their age and at least one child is working in English and mathematics at the level expected for fourteen year olds in secondary school. On the whole there have been more pupils with special educational needs and pupils with average ability than there are high attaining pupils, but all are achieving their potential. There are many indications that standards have been built on since the last inspection through the effective introduction of the National Literacy and Numeracy Strategies. For example, pupils' ability to make mental calculations is now good. In the 2000 tests for seven year olds there were, for the first time, over ten pupils and standards were comparable with national averages and those of schools with similar eligibility for free school meals.
5. Pupils make good progress because work is accurately matched to their individual needs. This is essential in a small school with several age groups in one class. Teachers use techniques such as grouping the pupils' by ability rather than age where this is appropriate to ensure that they are challenged effectively. There is no significant difference between the achievement of boys and girls.
6. In English, pupils' speaking and listening skills are good. Young pupils talk with enthusiasm and the oldest pupils take care to answer questions accurately and reasonably. Pupils read with expression and discuss their books in a critical and interesting way. Pupils write well. They structure stories carefully and spelling and punctuation are accurate and appropriate for their age. Standards of handwriting have improved since the last inspection.

7. Pupils' achievement in mathematics is good. By the age of 11 their ability to calculate mentally is higher than normally found. They are confident to use a range of strategies to solve written number problems and sort and organise data well. The seven year olds are particularly competent at combining numbers to a 100 and similar mental calculations as a result of excellent, fast paced teaching.
8. Standards and progress in science are generally above expected levels and improvement since the last inspection is particularly good here. Pupils develop a good knowledge and understanding of the properties of materials. Throughout the school the pupils' ability to ask scientific questions and to record the results of experiments are of a high standard. The standards are a result of good planning and very effective marking so that pupils know exactly what they need to do to improve.
9. The standards and good achievement are a direct result of very good leadership which has ensured that very effective plans have been developed since the last inspection. These plans make certain that pupils build consistently upon their earlier learning. As a result the quality of teaching is good and pupils are challenged and motivated. Teachers' subject knowledge is good and in they effectively develop basic skills in literacy and numeracy through all subjects.
10. Standards in information and communication technology are close to expected levels by the age of seven. However, by the age of 11 they have not reached the levels expected in the National Curriculum. This is because pupils have limited experiences of some aspects of the subjects, such as control technology and the use of multi-media resources, such as digital cameras and video equipment, but also because the skills they have are not developed in sufficient depth. Pupils do not make enough constructive use of their knowledge and understanding in other subjects. The school is already beginning to address this through training and resources, but the planning for all lessons does not yet identify the opportunities to improve skills and knowledge.
11. Pupils with special educational needs make good progress. The teachers identify very precise targets for learning and teach effectively towards these. Classroom assistants and volunteers are thoroughly prepared to provide high quality support to these pupils. The school works closely with external support services to make certain the pupils make the best possible progress. The school's approach is that all pupils are entitled to experience a full and rich curriculum and, although some may be working at a level below their chronological age, they do not miss out on any subjects or opportunities.
12. Standards in other subjects are at least in line with the expected levels. In art, design and technology and geography pupils' achievement is particularly good. This again is through the effective broad planning and the teachers' good subject knowledge or the pupils' willingness to learn. Pupils feel confident to 'have-a-go' because of the caring ethos and this helps achievement in creative subjects. Standards in history, music and physical education are appropriate for the pupils' age. There is good support for music from a specialist teacher.

Pupils' attitudes, values and personal development

13. Relationships between pupils, staff and parents are good and the atmosphere calm and orderly. The school is small and firmly rooted in the community, so all the children are known by name and the atmosphere is warm and supportive. Pupils from outside the village are made welcome, and are well integrated. The school has a reputation for its caring ethos, particularly for pupils with special needs. Overall, the attitudes and behaviour of pupils are good and are approved of by the parents. A few pupils find it hard to sustain concentration, and can be easily distracted, causing lessons to lose pace. These are often pupils who are on the register of special educational needs for behaviour and learning difficulties. The school makes good provision to improve their attitudes. For example, the mother of one child regularly works alongside him in mathematics lessons. However, there are no instances of bullying or oppressive behaviour, and pupils are able to contribute freely to group discussion on moral topics, respecting the opinions of others. Should it be necessary however, pupils know where to go if they need help.
14. Children clearly enjoy school and the parents confirm this. For example, in an art lesson on the new carving in the school grounds the seven to nine year old pupils expressed their tremendous pride in their part in its creation. All are smartly dressed in school uniform. They know when they are

expected to hand in their homework, and do so accordingly. Pupils attend school regularly and punctually. There is little unauthorised absence, and there have been no exclusions.

15. Pupils persevere with their work even when they find it difficult. They show some initiative in their work through asking questions and developing their own experiments in science and organising their own research projects. Older pupils support and help younger ones, although there are not many planned opportunities for pupils to take responsibility. The development of the School's Council is a first step towards greater involvement and responsibility.
16. The pupils take part in out of school activities in the village such as helping with a lunch club and giving concerts as well as drama and competitive sports. There is a flourishing link with Ipswich Town football club, which has facilitated coaching at the school. The range of extra-curricular activities on offer is reasonable for such a small school. The school provides a focus for village life by arranging and hosting such events as the carnival. The school is happy to celebrate the successes of pupils at the Certificate Assembly. All pupils have the chance of an award, as they are given for non-academic and out of school successes as well as for purely academic achievement.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching and learning is good; there is no unsatisfactory teaching and this is a significant improvement since the last inspection. In the lessons seen 80 per cent of teaching was good or better, including 15 per cent very good and excellent teaching. The remaining 20 per cent of lessons were satisfactory. Teaching is good for pupils of all ages. It is good for pupils with special educational needs. The good teaching is built upon well-thought out planning and very effective leadership creating a team of dedicated staff. Two of the three staff have worked in the school for only a year but they work hand-in-glove to create the right environment.
18. A strength in the teaching is the planning of individual lessons and series of lessons. Teachers consider pupils' previous experience and achievement carefully to make sure the activities are challenging all pupils at the right level. For example, within a mathematics lesson for the four to six year old pupils; some children were still learning to put numbers to ten in the correct order, whilst others developed a good understanding of how addition can start from different numbers and the answer will still be the same. The children were grouped by ability and age and there was no lack of challenge or pace for any group. The teachers use the opportunity to allow higher performing younger pupils to work with older pupils and vice-versa. However, they ensure that the work is appropriate for their level of maturity.
19. A good feature of the learning is the amounts of work pupils often do in lessons because of the consistent expectations of the teachers. There is a calm and hardworking ethos throughout most lessons. For example, in the Year 1 and 2 design and technology the pupils worked on a wide range of sewing and fabric painting activities. They concentrated hard and they made good progress towards completing the tasks within the hour. The teacher kept the introduction brief and very clear so that the pupils had maximum opportunity to work.
20. The quality of teaching in literacy and numeracy is good. Teachers make very effective use of the structure and guidance of the national strategies for these subjects to make sure lessons are challenging and motivating. Teachers take many opportunities to develop basic skills through other subjects. For example, they write detailed reports of their experiments in science and use measures such as temperature very accurately, so improving their mathematical skills. The youngest pupils are taught how to recognise letters and their sounds in a consistent and systematic way which promotes early reading and writing well. Teachers question the pupils skilfully to challenge them and help them analyse the quality of their writing for example.
21. Teachers keep pupils' interest and motivated by maintaining a good pace to the lesson. For instance, in an excellent lesson for the seven and eight year olds pupils' learning of numbers that add to twenty and beyond was very good because of the quick fire questions. This was followed by a quick and smooth transition to challenging group activities. As a result pupils are very eager to learn. Occasionally the pace of teaching is not as effective in motivating the pupils. For example, in a

science lesson for the oldest pupils, too much time was lost as the teacher set up an experiment and a small group of pupils with identified behaviour problems became restless.

22. Pupils with special educational needs are well taught. They are clearly identified from an early stage and their progress is carefully monitored. The parents of several older pupils with special educational needs choose this school because of its caring nature and good support given. All staff are very informed on the needs of individual pupils and support staff are of a high quality. The teachers ensure that all pupils take part in all lessons at a level which is suitably demanding. This means that these pupils have a real sense of success and pride in their work. The school also recognises pupils of higher ability or with a gift or talent. For example, some pupils are working at a year or more above the levels expected for their age in subjects such as mathematics and English. There are opportunities for pupils to study French and to explore dance and drama. A good feature of several lessons is that pupils are involved in planning and organising their own work to some degree. This is evident in science and in pupils' own research projects.
23. The quality of teachers' marking is very good, so the pupils are very clear about all that they have to do to improve. In English and mathematics the older pupils have a very clear idea of the National Curriculum levels they are at and work hard to improve. All teachers explain precisely what the pupils are expected to learn during a lesson and assess progress towards this during the lesson. Homework makes a good contribution to pupils' learning at all stages. It is often imaginative and set according to the pupils' ability.

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

24. The quality and range of opportunities for learning provided by the school are very good overall. The governing body ensures all the items required by law for the National Curriculum and for religious education are in place. At the time of the previous inspection not enough time was allocated to some of the foundation subjects of the National Curriculum. This is not the case now and provision for these subjects is good. The national strategies for teaching literacy and numeracy have been introduced successfully. They are helping to raise standards in these areas of learning and pupils apply the skills they learn successfully in other subjects. The one area of weakness is that not all opportunities to develop pupils' skills in information and communication technology in all subjects are fully developed, particularly for the older pupils. Although computers are used regularly, the activities do not always relate closely to work being undertaken in the subject.
25. The curriculum is planned very effectively. It meets the needs of all pupils successfully and particularly those of pupils in mixed age classes. As a result pupils make good progress in all subjects. All pupils have equal access and opportunity to all aspects of the provision and those pupils with special educational needs are included successfully. Provision for extra-curricular activities is also good and includes dance, football and netball clubs.
26. The provision made for personal, social and health education is good and appropriate attention is given to the provision of sex education and to raising pupils' awareness of the dangers of drugs and substance abuse.
27. The provision made for pupils' spiritual, moral, social and cultural education is good. They experience spirituality through exposure to the religious values of the school, regular visits to the church and through their work in art and music. The school teaches the difference between right and wrong effectively and much is done to raise pupils' awareness of the need to preserve the environment. For example, in the project centered on recycling the earth's resources. Pupils show their understanding of this by talking about the project with great enthusiasm.
28. Pupils frequently work together in groups and they do this well. They are also very supportive of each other and older pupils clearly enjoy helping their younger classmates.
29. Pupils are involved in setting rules for their behaviour and have discussed these expectations with their teachers. When they do this they are suitably thoughtful and reflective, discussing their

decisions with each other with great maturity and clearly recognising the possible impact of what they decide.

30. The quality of links with the community is very good and those with other schools are good. The locality is used well to enhance provision for geography and history and to extend pupils' understanding of their cultural heritage. Many of them have undertaken detailed projects about the parish and these are of good quality. Links with the pre-school group, housed on the school site, are developing well. They help to ease the transition from the pre-school setting for the youngest children and ensure they make a successful start to their life in the school. Links with the high school to which most pupils transfer are also good. Staff from the high school visit and work with pupils to help them prepare for their transfer. The headteacher of Norman School has visited the high school and observed lessons. This helps to ensure there are no breaks in pupils' learning when they change schools.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. Procedures for monitoring and supporting the academic performance and welfare of pupils are well thought out and effective and are now a strength of the school. Staff know the procedures and apply them consistently. This has a significant impact on the good progress that the pupils make, and contributes to their feeling of security.
32. The governing body carried out risk assessment annually, and pays particular attention to health and safety issues. For instance, the pottery kiln is efficiently caged and not used by amateurs, and the robust and securely mounted outside climbing frame is built on a soft landing area. Accident records are meticulously kept, and parents are informed when necessary. Cycling proficiency training is offered to older pupils. All members of staff are trained in first aid, and know where the first aid equipment is kept. Gloves are provided and are prominently placed. Detailed medical forms noting permission, dosage and possible untoward side-effects are kept carefully as authorisation.
33. There are good procedures for child protection and the staff are well trained and aware of the needs of all pupils. The school works closely with support services for pupils with special educational needs and others with care needs.
34. The school's measures for the monitoring and of attendance are thorough and have successfully reduced unauthorised absence. Registers are filled in promptly and kept meticulously. Any unexplained absence results in a telephone call to parents by 9.30 a.m. on the same day.
35. The school has very effective procedures for assessing the attainment and progress made by each pupil. These have improved greatly since the previous inspection, and are applied consistently by all the teachers. Each pupil has a portfolio containing samples of assessed work from each subject that typifies the attainment and progress made by the pupil. The teachers add to these as the pupils pass through the school. They give a very clear picture of the strengths of each pupil and of the features of their work that they might be able to improve.
36. Teachers make very good use of the information they gain from assessments to plan what the pupils should do next. This helps to ensure that the needs of each pupil are met effectively and teachers give them helpful advice and guidance to support their continued improvement. Arrangements to assess the personal development of each pupil are also good and teachers clearly know their pupils well.
37. In all subjects, teachers set targets for pupils to achieve. These usually refer to the work undertaken over a few weeks. However, they are frequently mentioned during lessons and help to motivate pupils to do their best and achieve high standards by providing them with clear insights into how well they are doing.
38. The presence of trained teaching assistants in each class extends the support available to pupils during lessons and positively influences their learning experience.

39. The annual written reports to parents are word processed for clarity, and contain comprehensive details of the topics that classes have studied as well as a pupils' individual achievement and targets for further work. Parents of those pupils with special needs get a written report each term and are closely involved with the school.
40. The school has a detailed behaviour policy that is regularly reviewed by governors. Both parents and governors were involved in drafting the home/school agreement, which only a few families have not signed. Subsequent evaluation has shown that it is popular with parents and the school has found it very useful in improving behaviour.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. A particular strength of the school is the level of support that parents and the village community give. A dedicated band of members of the Parent Teachers' Association organised the village carnival which raises a significant amount of money towards school funds, a proportion that has a direct impact on teaching and learning. There is a committed and well-trained governing body that has a good representation of past and present parents despite only having one official parent governor. There is a waiting list of volunteers keen to serve. Parents are enthusiastic about the school and feel warmly appreciative towards the staff for the hard work they put in to their children's education. Very few parent questionnaires had any negative points to make.
42. Parents support the school in many ways such as helping in the classrooms as volunteers with reading and other subjects, working as classroom assistants or lunch time supervisors, or providing resources for special topics. Much support is also provided at home for homework, especially in the reception class. Grandparents and other members of the village offer the pupils a taster of a modern foreign language and bring specialist artistic skills such as tapestry and sculpture into the classroom.
43. The school prospectus and regular newsletters are comprehensive and easy to understand. Parents are kept fully informed of curriculum matters. They were involved in the drafting and evaluation of the home/school agreement that has contributed to an improvement in the standard of behaviour. Parents know that they can raise queries, suggestions or complaints informally before or after school when they are made welcome. There are three open sessions a year when parents can discuss their children's progress with the class teacher, and an annual written report which parents find helpful and informative.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The school is very well led and managed. The headteacher gives a very clear educational direction which has led to good improvement since the last inspection. The staff are an effective team contributing significantly to the management of the curriculum, teaching and pupils' welfare. This team has been created in a short time as the two teachers have only worked in the school for a year. The headteacher makes good use of all evaluations of the school's performance to set targets for future development. An experienced and highly committed governing body supports her very well. They monitor and evaluate the work of the school systematically and have a good in-depth knowledge of the strengths and weaknesses of the school.
45. School improvement planning is good. The staff work well together to develop the curriculum. Each teacher has responsibility for several subjects. Priorities for development are carefully identified in the school improvement plan and teachers work towards those. There are regular meetings to analyse pupils' work and to assess the progress pupils make in different subjects. They have a good knowledge of the issues surrounding the subjects they are mainly responsible for. They share responsibility for monitoring the quality of teaching and observe each other work with a clear purpose. Through this high level of cooperation the school has identified areas requiring further training such as information and communication technology and move forwards. The professional development of individual teachers is carefully monitored by the headteacher and objectives for development are set.

The close cooperation and structured approach to improving teaching and learning are strengths of the school and ensure pupils make good progress.

46. The school is well supported by the governing body. There is a very good programme of visits to the school when governors observe the pupils working in different subjects and hold regular discussions with the subject leaders. Staff and governors work closely together and respect each other's views. The governors produce detailed reports following their visits and share their findings with the school. They comment on aspects such as the pupils' attitudes and range and quality of resources. There have been several significant improvements to provision which have arisen through this effective process such as effective deployment of support staff in the reception class. The governors analyse the outcome of the very good range of assessment material used by the school to evaluate the work of the school further. As a result the school has improved standards of writing which were lower than reading.
47. The provision for special educational needs is very well managed. The responsible governor works as a support to pupils with special educational needs and there are regular meetings with the school's special educational needs coordinator. There are regular reviews of pupils' progress and parents are fully involved and informed. The available finances are targeted effectively on providing good quality support. Although there are no traveller pupils at the present time, the school has well established links with the local education authority support services and pupils receive individual programmes to support their learning.
48. Improvement since the last inspection has been good because of the effective leadership and management. The school has effectively addressed the weaknesses identified in individual subjects through monitoring and evaluating provision matched to training. The quality of planning and monitoring is now very good. All staff contribute effectively to managing the subjects. Provision for pupils under five has improved significantly.
49. The financial management is closely linked to the priorities identified in the school improvement plan which are monitored and evaluated regularly by the governing body. The school has good resources for most subjects and the parents and community make significant contributions. Daily administration is efficient and ensures the school runs smoothly. The cost per pupil is above average because of the small size of the school. However, the good quality of teaching and learning and very good leadership and management ensure the school gives sound value for money. The governors take rigorous steps to make sure they achieve the best value in all their work. As a result the quality of accommodation and learning resources are good and staff are deployed effectively.
50. The very good leadership and management are effectively built upon a good balance between strategic planning and observations of its work and a close community with very good relationships. It is well placed to continue to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to build on the good quality of education and raise standards still further the headteacher, staff and governing body should:
 - Ensure the full scheme of work for information and communication technology is taught as soon as possible to give the pupils in Key Stage 2 a greater breadth of experience.
 - Ensure the use of information and communication technology in all subjects is planned to challenge the pupils and build effectively on their existing skills, knowledge and understanding. (Paragraphs: 10, 24, 89,116,117,120)

The school has already identified the need to continue to improve the quality of provision in information and communication technology and further training is planned.

In addition to the above key issues, the school should consider the following lesser issues:

- Pace of lessons and its impact on the behaviour of pupils with identified behavioural concerns. (Paragraphs:13,21)
- Improving the spelling of less able pupils. (Paragraph: 79)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
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
5	10	65	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	72
Number of full-time pupils known to be eligible for free school meals	1

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	85 (75)	85 (63)	92 (63)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	85 (75)	85 (63)	92 (75)
	National	84 (82)	88 (86)	88 (87)

The numbers of boys and girls achieving each level are omitted as there are less than ten pupils of either gender.

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	61
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)	3.4
Number of pupils per qualified teacher	22.3
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	72

Financial information

Financial year	99/00
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	£
Total income	155,380
Total expenditure	154,780
Expenditure per pupil	2180
Balance brought forward from previous year	35 683
Balance carried forward to next year	36 283

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	72
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	42	0	0	0
My child is making good progress in school.	53	39	6	0	3
Behaviour in the school is good.	47	47	0	6	0
My child gets the right amount of work to do at home.	56	36	8	0	0
The teaching is good.	64	28	6	0	3
I am kept well informed about how my child is getting on.	61	28	6	6	0
I would feel comfortable about approaching the school with questions or a problem.	75	14	6	6	0
The school expects my child to work hard and achieve his or her best.	58	31	3	0	8
The school works closely with parents.	64	31	0	6	0
The school is well led and managed.	78	17	0	3	3
The school is helping my child become mature and responsible.	47	39	0	3	11
The school provides an interesting range of activities outside lessons.	14	50	14	14	8

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

52. Assessments undertaken by the school shortly after children start indicate a wide spread of attainment. During their time in the Foundation Stage the majority of children achieve well and make good progress. Particularly good progress is made by those children with special educational needs and they benefit greatly from the very good support they receive. By the time they are five and ready to leave the Foundation Stage to begin the National Curriculum most children are attaining standards, in all areas of their learning, that are close to those identified by the early learning goals for their age. This is because the quality of teaching they receive is consistently good. Teachers' assistants, parents and other helpers also provide very good support. The quality of teaching provided for this age group has improved significantly since the previous inspection of the school.
53. Teachers have good knowledge and understanding. This evident in the way they present the foundation curriculum and the early learning goals. It is planned very effectively. Activities for all areas of learning are matched well to the needs and abilities of the children. Teachers set clear objectives for children's learning and these are shared with the children. This means children understand how well they are progressing. The youngest children also benefit greatly from opportunities to work closely with older children who are already working on the National Curriculum. Their attainment and progress is assessed regularly and accurately. Teachers and their assistants use the information they obtain from these assessments effectively when they plan what to teach next.
54. Teachers are technically competent in teaching phonics and other basic skills and this means children make significant progress in these aspects of their learning.
55. Parents make a significant contribution to their children's education. The setting of regular homework for all the areas of learning is a positive feature of the provision. Parents help to ensure this work is completed properly, signing the children's record books to confirm it has been undertaken. Parents are also regular visitors to the classroom and are welcomed.

Personal, social and emotional development

56. The quality of teaching and learning is good and children are on course to achieve the early learning goals. Teachers manage children well. They have high expectations of children's capabilities and how they will behave. The children respond well to these. They cooperate well with each other in partnerships and groups, working with suitable independence and sustaining their effort when this is required.
57. Children are eager to volunteer to help with jobs and there is a special daily helpers chair that is allocated to different children each day. Children are clearly proud when it is their turn. They respond well to their responsibilities, taking their duties very seriously.
58. Many children are enthusiastic learners. They are courteous, respond well to questions and listen to each other. They adapt quickly to the expected classroom protocols, such as responding to a raised hand to gain their attention. Teachers and their helpers apply the protocols consistently. However, the youngest children will sometimes lose their concentration and call out, interrupting the pace of the lesson. When this happens their teacher is sensitive and supportive, responding by affirming what the children ought to do.

Communication, language and literacy

59. The quality of teaching and learning is good and children are on course to achieve the early learning goals.

60. Children's speaking and listening skills are developing well. Most are confident speakers. They are eager to talk about what they are doing and often offer detailed explanations of this. Many speak confidently in front of the whole class. This is based on frequent opportunities and the supportive approach of their teacher. One child described, in detail, the holiday he had recently returned from. Many are developing good vocabularies. For example, one child defined turbulence as 'having a rough ride.'
61. Children's reading and their knowledge of books are developing well. For example, they know what the contents page and the index are for and recognise features from text such as speech bubbles and question marks. When they read they identify the initial sound of a wide range of words and can often write the letter of the initial sound correctly. The highest attaining children read fluently and enjoy talking about the stories they are reading.
62. Writing skills are variable. The lowest attaining children find it hard to form letters accurately and consistently. However, high attaining children are already writing short stories about their experiences that have features similar to those required by the early levels of the National Curriculum. They make good progress based on the sound structures for story writing provided by their teacher. For example, most know stories need a beginning, middle and an end. Similar effective structures underpin their good progress in spelling and children are beginning to make good use of aids such as word books. They often plan their stories in pictures before beginning to write. This strategy extends the amount of writing they do effectively.

Mathematical development

63. The quality of teaching and learning is good and children are on course to achieve the early learning goals. Teachers make good use of every opportunity for children to enhance their mental and oral mathematics.
64. Most children recognise and can write numbers to twenty. They can also add single and two digit numbers to twenty. The highest attaining children recognise and can add using numbers to one hundred. This children also used subtraction correctly when working out many children are present in the class. They knew if four were absent, then twenty five must be present, arriving at their answer very quickly.
65. When the school secretary visits the classroom to collect dinner money the children discuss the amounts collected. Their understanding of calculating using money is developing well and they recognise coins and know their values. When children add money and record the amounts they do it neatly. This is helping them to gain an appropriate understanding of place value and helps to ensure their calculations are correct.

Knowledge and understanding of the world

66. The quality of teaching and learning is good and children are on course to achieve the early learning goals.
67. Children's scientific knowledge is developing well. For example, they can sort objects into groups based on the material they are made from and explain the properties of the materials. They work appropriately at computers, using the mouse to move features around the screen. Teachers use computers effectively to enhance children's learning in literacy and mathematics. Children also make comparisons between computer programs, television programmes and real life.
68. Children's geographical and historical knowledge is developing well. When talking about seaside holidays one pupil described fishing as 'the harvest of the sea.' Others looked at photographs of holidays in the past, making sensible comparisons between what they could see and their own experiences of visiting the seaside. They have made similar comparisons about the way farming has changed over the years.
69. A display in the classroom records places that pupils and their families have visited and cards are linked to places on a map of the world. The youngest children identify where they have been on the map and talk enthusiastically about what they can remember from their visits.

Physical development

70. The quality of teaching and learning is good and children are on course to exceed the early learning goals that measure their attainment and progress. This is a significant improvement since the last inspection.
71. During physical education lessons many show good coordination. They run quickly and can stop or change direction in response to their teacher. They know why it is necessary to warm up in preparation for exercise and explain what is happening when their heart rate increases. Abilities to catch, throw, kick and use sticks and bats to strike various types of ball exceed those expected for the ages of the pupils. This good progress is based on activities that are planned well and the provision of equipment that is matched appropriately to the abilities of the children.
72. Provision for this aspect of children's development has improved greatly since the previous inspection following the purchase of good quality ride on toys. Children have frequent opportunities to use these, often showing good control.

Creative development

73. The quality of teaching and learning is good and children are on course to achieve the early learning goals.
74. They make sculptures from wood and offer critical comments about the sculptures their teacher provides for their consideration. In their portrait gallery they have produced very realistic paintings of themselves and of each other. They also make drawings to illustrate the stories they have written.

ENGLISH

75. Throughout the school pupils attain standards that are close to those expected for their age. Most pupils achieve well. Those with special educational needs are suitably included in all lessons. As a result they make good progress. Improvement since the previous inspection of the school is good. This and the good progress made by pupils are based on the good quality of teaching and the effective introduction of the National Literacy Strategy. Central to this is the effective way teachers match the activities they plan for their pupils very carefully to their needs and abilities. This means pupils are usually challenged appropriately and enjoy the work set for them, including the frequent good opportunities to develop their literacy skills in other subjects in addition to English. The subject is well managed.
76. The speaking and listening skills of the youngest pupils are developing well. They frequently talk with enthusiasm about their work. They usually listen with care to their teachers and answer questions thoughtfully. Older pupils also take care to develop reasoned responses to questions. Often they will plan their answers in writing before talking about them confidently to the group of pupils they are working with and sometimes to the whole class. Examples of this include arguing for more pocket money and giving reasons why they should have televisions in their rooms.
77. The standards in reading, evident at the time of the previous inspection, have been maintained. The highest attaining younger pupils read at levels beyond those expected for their ages. These pupils read with expression and offer critical comments about the books they are reading. Many of them clearly enjoy reading, recognising and benefiting from opportunities to read for pleasure and for other practical purposes. The youngest pupils, for example, can explain the likely differences of style between fictional texts and those written to provide information. This knowledge is extended effectively as pupils progress through the school, including the increasing use of books to support research in other subjects. Older pupils talk about the main themes of the fiction they read and about the emotions and feelings the authors are trying to express. They record these observations in their detailed reading records, showing the richness of the range of reading materials they are able to access.

78. Standards in writing are close to those expected. All pupils benefit greatly from the good opportunities provided by their teachers for them to write in other subjects in addition to English. The standards of the youngest pupils cover a wide range with lower attaining pupils finding it hard to form letters accurately and consistently. However, the highest attaining pupils in this age group write short stories that exceed the standard expected for their age. Their good progress is based on the structures to support their writing provided by their teachers. These include opportunities to plan stories using pictures and making choices from a possible range of sentences for starting and finishing stories in interesting ways.
79. The creative writing of the highest attaining older pupils is often sustained and exciting. Sometimes lower attaining pupils make careless spelling errors. However, most of their written work is typified by the correct use of punctuation, such as speech marks and question marks. Standards of handwriting have clearly risen since the previous inspection of the school. However, the quality of handwriting is better in dedicated exercises than that found in other types of work.
80. The quality of teachers marking in English is very high. At times this feature of their work is excellent. Often it provides pupils with clear guidance about what they have done well and how they might improve further. Older pupils have annotated guides explaining what the various shorthand features of the marking mean. This, and the targets for attainment teachers set for them, does much to help them understand the progress they are making.
81. Parents make a significant contribution to the standards attained by the youngest pupils. They frequently listen to their children reading and often help them to improve their spelling by using the strategies recommended by the teachers effectively.

MATHEMATICS

82. Pupils make good progress as a result of good teaching and a well-planned curriculum. The achieve standards which are appropriate for their age and ability. The pupils attain particularly high standards in their ability to calculate sums mentally and in their ability to use different strategies to solve number problems. Many five to seven year old pupils made unsatisfactory progress at the time of the last inspection. They now make good progress overall. The subject is well managed and the monitoring of teaching and learning contributes to the progress made.
83. By the age of eleven pupils are very quick to accurately answer a wide range of challenging questions involving decimals, percentages and fractions. They calculate internal and external angles in various three-dimensional shapes, performing the calculations mentally. Similarly, the seven year old pupils are extremely quick and accurate in mental calculations involving doubling and halving numbers to a hundred. Overall the pupils' progress and ability in mental calculations are good.
84. The pupils, particularly the more able, explain and use a good range of different strategies to perform calculations. For example, the oldest pupils work out written problems using long multiplication in at least three different ways and select the most appropriate method. The teachers very effectively challenge the pupils to think and give them plenty of opportunities to use their knowledge and understanding.
85. The teachers place a strong emphasis on practical and meaningful tasks and this helps pupils to retain information and develop confidence in using their skills and knowledge. For example, the older pupils develop their understanding of shape and angles by making paper folded shapes and inventing their own nets for three-dimensional shapes. The five to seven year olds use, and select appropriately, numberlines and number squares to work out written problems.
86. Pupils make good progress in handling data. By the age of seven they understand how to collect information on features of their classmates and organise it so they produce graphs. They ask sensible questions to understand the information given. By eleven years of age pupils organise data on the weight gains of a baby and select the most appropriate form of graph to use. They are beginning to make use of information and communication technology to produce graphs from data, but this is at an early stage and not explored to its full potential.

87. Pupils with special educational needs make good progress because the work is challenging for them but very carefully focused on their needs. For example, a pupil with difficulties in working neatly and drawing and cutting accurately was given strong guidance in these areas and work on shape and symmetry was matched to these needs. The support staff are fully involved in planning work for the pupils and targets for mathematical progress are set.
88. The strengths in the mathematical standards throughout the school are that pupils develop a good basic knowledge and an understanding of the processes involved. They are thorough and accurate. This is directly linked to the good quality of teaching and effective analysis of pupils' past performance. The school identified weaknesses in pupils' mental and oral work that were addressed by adopting the techniques of the national strategies for numeracy at an early stage and focusing training in that. The impact is evident in the work achieved.
89. The quality of teaching and learning is never less than good and sometimes excellent. The main strengths are in the pace of lessons that keep pupils involved throughout but allow pupils time to work independently. The pupils are given many opportunities to tackle extended tasks that give the more able and gifted pupils the opportunity to explore and develop their ideas. All teachers' expectations for presentation and productivity are high. As a result there is a good rate of work in lessons and in the pupils' books. Sums are set out neatly which increases their accuracy and pupils use a good mathematical vocabulary in their work. Although the teachers use computers in many lessons, the opportunities to improve the depth of pupils' understanding is not fully developed in the older class. For example, pupils practise skills such as multiplication through games and use data handling programs, but they do not use spreadsheets to organise data or perform calculations and little use is made of the shape and design capabilities of computers. This is a relative weakness against many strengths. The quality of marking is good and pupils know what their strengths in mathematics are and what they need to develop. Homework is set regularly and makes a good contribution both to the learning of basic skills and investigative work.

SCIENCE

90. Only one lesson was observed during the inspection. However, this and the analysis of samples of pupils' work show attainment to be above average. Pupils, including those with special educational needs, also achieve well and make good progress. At the time of the previous inspection of the school standards were close to the average. Improvement since then is good. This is based on the good quality of teaching and learning in the subject.
91. Teachers throughout the school plan their lessons well. The aims of lessons and what pupils are expected to learn are explained clearly and pupils are reminded about these as lessons progress. This enables them to have a clear understanding of the progress they are making. This combined with marking of the highest quality means pupils know how well they are doing and what they need to do to improve further.
92. The youngest children's scientific knowledge is developing well. For example, they can sort objects into groups based on the material they are made from and explain the properties of the materials. This work is extended as they move through the school to include activities such as the grouping of materials according to various criteria, the study of light and light sources, food and what is needed for a balanced diet. Pupils' knowledge and understanding of all these topics is established well. Their abilities to record their findings and scientific data in various ways, including charts and graphs, is extended effectively by the very good range of opportunities provided by their teachers.
93. Older pupils are knowledgeable about friction, forces and resistance. Through the experiments they do and their observational skills they know air provides resistance for sails and parachutes and that different shaped objects will descent at different rates when dropped from a height. Good teaching has ensured pupils understand how to structure experiments to ensure they provide a fair test, develop hypothesis and record their findings to examine the validity of their hypothesis. When they undertake experiments these pupils also use appropriate scientific language and have enthusiastic discussions about the validity of what they are doing and how they should proceed.

94. Older pupils have also covered work about skeletons and joints, the properties of solids, liquids and gases, how commodities are changed by heating and cooling, judging the purity of solutions and the function of the heart. Their knowledge of all these topics is established well and standards exceed those expected for pupils' ages. This good progress is based on the allocation of appropriate time to the study of the subject and the good subject knowledge of teachers.
95. A strong feature of all the work in science is pupils well developed understanding of the earth as a renewable resource and they are currently taking part in a recycling project.

ART AND DESIGN

96. Standards in art and design are higher than typically expected by the ages of seven and eleven. The quality of teaching and learning is good. Pupils of all ability achieve well. The strengths are in the breadth of the pupils' knowledge and their ability to select and use the right material for their work. Standards have improved since the last inspection.
97. By the age of seven pupils are very confident to express their opinions on a work of art. They give considered reasons for their views when talking about the new wooden sculpture in the school grounds and are very proud of their role in developing it. They are encouraged to think deeply by the teacher's probing questions and gain confidence from the respect shown to their responses. Most pupils draw what they see accurately and teachers and support staff encourage the pupils to look more closely.
98. By the age of eleven, most pupils make closely observed drawings of still life objects. They understand that there is more than one perspective and that it is important to draw what they see not what they think is there. This led to some very good drawings of shoes with chalk. They have a good understanding of the strengths of chalk as a media for drawing and use smudging and shading very well. Many pupils, particularly the more able, have a good sense of design and produce excellent sketches of coats and jackets in a fashion story board.
99. Throughout the school pupils make good progress through the good use of sketchbooks in which they try out many different ideas. They use different media well. For example, they make good use of fabrics and fabric paints as well as cross stitch and other sewing techniques. The teaching is often imaginative and this encourages good learning. For example, pupils learn about perspective through sketches based on photographs of buildings. The tasks set ensure that pupils build on their earlier learning progressively and, in common with many other subjects, the teachers make good use of the opportunities for more able younger pupils to work alongside older ones. There is good support for less able pupils and those with special educational needs as support staff are very sensitive to pupils' needs and very involved in the lessons. The pupils make good progress in working in three dimensions using clay, papier mache and plaster.
100. The quality of teaching is good and stems from effective planning. Teachers ask questions which opens the pupils to appreciating the beauty in many things. There are good links to other subjects. For example, pupils evaluate their own work, sometimes in writing, which helps progress in literacy and design and technology. Teachers make good use of strengths and weaknesses in pupils' earlier learning. For example, several older pupils tend to work on too small a scale so the teacher encouraged them to work on large sheets and to ask their friends whether pictures were big enough. The pupils benefit from very good support from visiting artists and members of the local community working on wooden sculptures and tapestry and cross-stitch work.
101. The artwork makes a good contribution to pupils' cultural and spiritual development. For instances, they study Aztec patterns and Islamic art as well as pictures relating to Christianity. They base ideas on the work of well-known artists and local ones. Artwork is displayed well although there are not many questions to make pupils think more about what they see. The pupils produce patterns and designs using computer programs, but they do not make extensive use of this and have not yet used the Internet to support their learning. Pupils make some use of photographs in their work but

have not explored the possibilities of digital and video photography or video facilities to any extent. This is not significantly different to many schools, but is an opportunity missed.

102. Overall progress and standards are good because of thorough curriculum planning and good teaching.

DESIGN AND TECHNOLOGY

103. Standards are above expectations by the ages of seven and eleven and progress is good. Standards have improved for the seven year olds since the last inspection and been maintained for the eleven year olds. The improvements are the result of careful action planning linked to effective training. This is still a priority following staff changes. There are developing good links with information and communication technology. Only one lesson was observed during the inspection, so it is not possible to give an overall judgement on teaching. However, analysis of pupils' work and discussions with pupils support the judgements made. The quality of teaching in the lesson observed was good.
104. A strength to the pupils' work is the independence they show in designing and generating their own ideas. At the last inspection the work for the younger pupils was too heavily directed and this limited the chance to explore and develop their skills. From the start of the lesson for six to eight year olds, the teacher encouraged pupils to explain their designs to each other and to talk about what they like about it. This gave the pupils full involvement in the design process from the start. Pupils all plan their own designs for sewing tasks and fabric designs. The tasks planned for pupils give them plenty of scope to use their own ideas whilst being carefully guided to develop skills such as cutting fabric and sewing. For example, the five and six year olds design and make clothes and uniforms for people who help us using simple dolls from tights stuffed with cotton. Pupils measure, mark and cut wood accurately for their working fire engines and show great individuality in their design. They have used computer design programs to design clothes. The pupils made a detailed analysis of packaging and designed their own boxes. The pupils, including those with special educational needs, made good progress because the teacher expected a high standard and supported pupils well through the marking.
105. The older pupils made good links with their science knowledge when they design and make electrical switches. Their work is of a high standard. They produced details diagrams to show their ideas and wrote detailed evaluations identifying the main weaknesses in their prototype switches and making good suggestions for improvement. Work in food technology is also of a high standard as pupils conducted an analysis of the class's preferences for pizzas. They presented the data as very well constructed charts and graphs and drew conclusions for making their own pizzas from these.
106. The teachers expect very high standards of care and presentation but do not let this get in the way of the pupils' opportunity to experiment and devise their own ideas. The teachers' marking focuses the pupils on the design and technology skills they are developing and makes suggestions for the pupils to consider.
107. The subject is well-resourced and very good support is given by the support staff and parent volunteers who bring their own skills into use.

GEOGRAPHY

108. Only one lesson was observed during the inspection. However, the analysis of samples of pupils' work shows attainment exceeds that expected for pupils' ages. They also achieve well and make good progress. Pupils with special educational needs make good progress and teachers work effectively to ensure these pupils are included appropriately in each lesson. Improvement since the previous inspection is good. At that time attainment was line with the expected levels.
109. The quality of teaching and learning is good. The school provides a good range of opportunities that extend pupils' knowledge of the subject. For example, the locality is used effectively for the study of river development and making comparisons between Northwold and a village in Zambia. Older pupils have also used the locality to undertake studies of the parish as part of a competition. The work resulting from these studies is of very high quality.
110. The youngest pupils have recorded the places they have visited for holidays on a map of Great Britain and on a map of the world. This work is extended effectively when they follow the travels around the world of Barnaby Bear. As a result their knowledge of where places are in the world is developed well. When planning a route and the transport required to go from Northwold to the Hebridean island of Col a Year 2 pupil pointed accurately to the location of Gatwick Airport on a blank map of the British Isles. These pupils have access to an exciting range of learning opportunities in geography including recording the routes their parents take to work and following the journey made by Ellen Macarthur during her around the world yacht race.
111. During the study of an imaginary Scottish island pupils in Year 2 and Year 3 formulated questions about life on the island. They also made very sensible suggestions for how they might travel to the island, plotting the route accurately on a map. During these lessons pupils respond well to the high expectations of their teacher, making significant gains in their understanding.
112. The oldest pupils are also provided with a good range of opportunities to extend their geographical knowledge and skills. They have looked at life in various South American countries, considered the cause of draughts in Africa and show clear understanding of the water cycle. They have also drawn very accurate maps of the school and its immediate vicinity as part of a project when they made suggestions for the use of the school field.

HISTORY

113. No history lessons were observed during the inspection. Judgements about standards are based on the analysis of samples of pupils' work. Attainment in history is close to that expected for pupils' ages. They achieve well and make good progress. Improvement since the previous inspection is satisfactory.
114. The quality and range of the curriculum provided for history are good, especially the use of the locality. The youngest pupils have looked at photographs of holidays in the past, making sensible comparisons between what they can see and their own experiences of visiting the seaside. They have recorded their observations and made similar comparisons about the way farming methods have changed over the years. Their work on this aspect has included a visit to Hall Farm. This and similar experiences do much to stimulate their interest in the subject and they talk with great enthusiasm about the work they have undertaken. They speak with particular interest about their knowledge of the history of the school based on an analysis of the old log books.
115. The work of older pupils work shows their historical knowledge is developing appropriately. They apply their literacy skills particularly well to writing in history, resulting in good quality sustained writing. Their work includes consideration of working conditions for children during Victorian times. They have also studies various historical periods such as Athens and Sparta, the Aztecs and the Spanish invasion of Mexico. Appropriate understanding is evident in the quality of their written work. This is supported well by helpful marking by their teachers, indicating clearly what pupils need to do to improve their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. It was not possible to make an overall judgement on the quality of teaching as no lessons were observed during the inspection. Computers are regularly in use throughout the school and judgements are based on discussions with pupils, observations of them working, and a scrutiny of completed work and teachers' planning. By the age of seven pupils achieve well and reach expected standards, by the age of eleven they are working below the level expected in the National Curriculum overall. This is because they have not undertaken work in some aspects such as controlling events through information and communication technology and combining information from different sources. It is also because, although computers are regularly used in other subjects, the activities are focused on relatively simple tasks. However, in the areas covered pupils' achievement is satisfactory. Continued improvement in information and communication technology is a priority the school has identified and further training is planned. Also, some of the equipment is very new and pupils have had to re-learn some basic skills to use resources effectively. Although standards are not as high as those reported at the time of the last inspection, this is largely because the expectations have developed and the school has not yet undertaken national training towards this.
117. By the age of seven pupils skills in word processing are sound. For example, they make their writing more interesting by using bold lettering and changing the size and colour. They make good use of their skills in literacy to make stories fighting by changing the style of the font. They confidently write straight to the computer. Their basic skills such as loading programs and saving their work are secure and the pupils understand the system for filing their work. By the age of eleven, pupils' skills using the keyboard are satisfactory and pupils with special educational needs make good progress through regular use. The pupils write poems, letters and stories, although they do not often produce the first draft on the computer but copy from handwritten versions. This limits their opportunities to utilise and understand the value and limitations of spelling and grammar checkers. They have yet to combine written work with other media such as 'clip art' pictures or data from the Internet to any extent.
118. Pupils make use of art programs to create pictures and designs. They have used this skill to good effect in book cover designs and borders. Overall, however, the pupils have not made extensive use of these skills in designing in subjects such as art and design and technology and do not often link artwork with written or graphical work.
119. The older pupils have begun an interesting project on census data involving producing graphs and charts based on information from the class. It is at an early stage and as yet only the more able pupils are able to pose suitable questions to interpret their findings. Pupils are using the Internet to seek information about 'woodworms' for example and in their work on the Islamic faith.
120. The teachers make good use of computers to develop pupils' basic skills in mathematics and reading and spelling activities. There is a good basis for improvement in the overall curriculum planning and the quality and range of resources. However, the pupils do not yet view information and communication technology as a natural tool for learning and little use is made of other forms of technology such as audio and video recording.

MUSIC

121. Standards are in line with those expected for the pupils' age. In the two lessons observed the quality of teaching was good. Pupils of all ability make satisfactory progress over time. Pupils with special educational needs generally achieve well although some pupils with behavioural problems in the eight to eleven year old class find it difficult to concentrate on their composing and performing work. A visiting specialist teaches pupils. Standards have been maintained since the last inspection.
122. The five to seven year old pupils sing with enjoyment and enthusiasm. They are tuneful and recall the words of songs well. Older pupils also sing tunefully, but in assemblies they are too quiet and do not vary the dynamics of the song significantly; these pupils were not observed singing in lessons. All pupils maintain a rhythm well use claps and taps and a range of percussion instruments. They respond well to the teachers' expertise and enthusiasm.

123. Pupils make good progress in performing and composing. The oldest pupils use their learning in geography to create music representing a journey on the River Nile. They work well together in planning their performance and act as conductors for the group. Some of the pupils are very subtle in their attempts to produce the effects of rain falling and, more complex, the sun shining. They select the instruments to use on sound criteria. They evaluate the quality of their own work and make suggestions to improve. The teacher sets clear expectations for what the groups should achieve and this helps their achievement. The vast majority of pupils use the time given to practise very well, but a small group of pupils with behaviour problems try to distract others and do not concentrate hard enough. The teacher manages the pupils well and quickly deals with any problems, but their lack of concentration spoils the overall performance of their groups. Provision is good for pupils with special educational needs. Additional music therapy classes have been arranged for pupils with autism and enjoyment in the subject is very evident.
124. The lessons are well planned and the teachers' high musical skills motivate and encourage pupils who are enthusiastic. The choice of music is good and challenges pupils of all ages and abilities through the rhythms and language. By careful questioning pupils learn and use a good vocabulary using terms such as 'tempo' and 'dynamics' accurately by the age of eight. The specialist teacher works closely with the class teachers to ensure that earlier learning is built upon effectively and relationships are good.

PHYSICAL EDUCATION

125. Only one lesson was observed during the inspection. This was a dance lesson in which standards were close to those expected for pupils' ages. Good recall of their previous learning is a feature of pupils' work and they build effectively on their experiences. A few pupils, mainly boys, do not behave with sufficient maturity for their work to develop appropriately. However, others develop their dance sequences well, selecting movements that match the music appropriately and cooperating effectively in their groups. The highest attaining pupils develop their compositions rapidly, making good progress. They also make helpful comments about how their work and that of others might be improved and what is good about the work. These comments in response to their teacher's questions show good observational and evaluative skills. Their teacher also ensures that they have sufficient opportunities to consolidate their work and to improve.
126. The work from lessons is extended effectively during the after school dance club. Those pupils who attend are very enthusiastic. They develop good sequences and work well in small groups.
127. The school provides a good programme of extra-curricular sporting activities including a dance club, a netball club and a football club led by a member of the governing body. These activities are popular and well attended. The school is successful in football and netball tournaments involving other schools.