

INSPECTION REPORT

OLD CATTON V.C. MIDDLE SCHOOL

Old Catton, Norwich

LEA area: Norfolk

Unique reference number: 121050

Headteacher: Mr. R. Jackson

Reporting inspector: Mr R Fry
21073

Dates of inspection: 21-22 January 2002

Inspection number: 193666

Short inspection carried out under section 10 of the School Inspections Act 1996

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GLOSSARY

Key Stage 2 – Year 3 at First Schools and Years 4, 5 and 6 at Middle Schools.

Key Stage 3 – Year 7 at Middle Schools and Years 8 and 9 at High Schools.

Curriculum – everything the school teaches pupils in and out of class, such as English, science and health education, visits and visitors.

Schemes of work – courses of lessons in e.g. English, for teachers to use when planning lessons.

ICT – information and communication technology.

Co-ordinator – teacher in charge of organising a subject, such as English or physical education.

School development (or improvement) plan – set of plans that shows how the school will improve over the coming year or longer, what its priorities for action are and how it will spend its money.

National averages – refer to National Curriculum test results and teachers' assessments in English, mathematics and science where there are national comparisons with all schools and similar schools.

National expectations – most pupils are expected to reach Level 2 in all National Curriculum subjects at the age of seven years and Level 4 at the age of eleven.

INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed Primary

School category: Voluntary Controlled

Age range of pupils: 8 – 12 years

Gender of pupils: Mixed

School address: Church Street
Old Catton
Norwich

Postcode: NR6 7DS

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Appropriate authority: Governing body

Name of chair of governors: Mr. J. Beckerleg

Date of previous inspection: 14 April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Old Catton V.C. Middle School is a small middle school for boys and girls aged between eight and twelve years. The school educates pupils from Old Catton and the surrounding area. It has 163 pupils on roll. The number of pupils in the school has declined slightly over the last four years. Pupils' attainment on entry to the school is typical of pupils nationally. Ten per cent of pupils are eligible for free school meals, which is about average. Eighteen per cent of pupils have special educational needs, which is an average proportion. Some pupils, for example, need extra help with reading and writing skills. Three pupils have other ethnic backgrounds. One pupil has English as an additional language and is learning to speak English. The Church of England will inspect acts of collective worship later in the year.

HOW GOOD THE SCHOOL IS

Old Catton V.C. Middle School is a very effective school. It makes good provision for all pupils, including for those with special educational needs and those with English as an additional language. Pupils make very good progress and achieve very well in English, mathematics and science. By the time they leave the school, standards of pupils' work are better than in most schools. The teaching is good and has many strengths. The work that pupils are set is challenging. All adults work well together and seek to improve the standards of pupils' work. The school makes sure that it includes all pupils in all that it does. Although the cost of educating pupils is above average, the school provides good value for money.

What the school does well

- Pupils achieve very well in English, mathematics and science.
- The management and leadership of the school are very good. The headteacher and deputy headteacher provide strong leadership. Teachers with responsibilities are very effective in their work.
- The teaching is good and pupils learn new ideas quickly.
- Pupils' attitudes to school and personal development are very good.
- Sporting, musical and arts activities are of a high quality.

What could be improved

- Pupils' writing skills are not taught in a planned way in subjects other than English.

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 1997 and that inspection identified six key issues. Since then, the school has made very good improvements and the standards that pupils attain are proof of the school's success. Teachers have adopted the national guidance for the teaching of many subjects. Teachers' lesson plans now have a clear focus on what pupils will learn in each lesson. The school has successfully put into action a policy for the marking and assessment of pupils' work. Teachers make checks on their colleagues' work and the quality of all pupils' learning. Although no French lessons were observed, a well-qualified teacher now teaches pupils and the school reports that standards in oral French are higher.

The cycle of inspections has coincided with major changes in the composition of the governing body. Four years ago, many governors were new to the role and inspectors concluded that governors needed to be more active in their strategic management role. This was achieved. The present governing body in the main is also inexperienced and has not yet developed its role as a 'critical friend' to the school.

There have been many other improvements. The teaching has improved. Teachers set pupils targets to attain, which has increased their rate of progress. The school has gained an excellence award from the Department for Education and Skills (DfES) for pupils' high attainment. The school has grasped all new initiatives, such as the National Literacy Strategy and National Numeracy Strategy and has managed

them effectively. The computer room is well equipped and provides pupils with very good opportunities to learn about information and communication technology. The school has gained the Active Mark Gold award for the very high quality of its provision for physical activities.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Old Catton Middle compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	A	A	A
mathematics	D	A	A	A
science	C	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In National Curriculum tests in 2001, Year 6 pupils' standards of work in English, mathematics and science were well above average compared with all schools nationally and also in comparison with similar schools. Pupils reached their targets. In 2000, results were also well above average in English, mathematics and science. Results in the last two years have been higher than results in 1999 and 1998. Pupils' performances have improved since 1999 because, for example, there has been a concerted effort by teachers to set all pupils challenging targets that quicken the rate of their progress. The curriculum has improved and pupils' very good attitudes to work have had a positive effect on standards.

The standards of work of eleven-year-olds in Year 6 observed during the inspection were above those expected nationally in English, mathematics and science. In all three subjects, pupils were found to be making good progress in lessons and in their work over the term. Pupils were observed working with the elements that make a horror story. Pupils know, for example, that a parody of a situation contains exaggeration and pokes fun at the characters. Pupils' standards of work in Year 7 this year are above national expectations and pupils were found to be making good progress in lessons. Pupils proved in a practical science lesson, for example, that the air we breathe contains about 21 per cent oxygen.

Pupils achieve very well in English, mathematics and science. Teachers have high expectations of pupils and the quality of teaching ensures that pupils make very good progress from the time they enter the school until they leave it. Across the school, the teaching has been sharply focused on what pupils need to learn. Pupils with special educational needs also achieve well and they attain their targets. Many pupils benefit from the exceptional range and quality of arts and sports clubs. Consequently, pupils play tunefully in assemblies, represent the school at many sports successfully and achieve very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show a keen interest in school life and enjoy going to school. They enjoy visits to places and extra-curricular clubs. Most pupils listen attentively to teachers and each other during lessons.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons and at playtimes. Pupils work well together on shared activities. Movement around the school is also good.
Personal development and relationships	Very good. The school's emphasis on developing pupils' social skills has been successful. Pupils have responded very well to the opportunities that the school gives them to take responsibility for their work, such as the school council.
Attendance	Well above average. The administrative staff keeps a close watch on pupils' attendance.

TEACHING AND LEARNING

Teaching of pupils in:	Years 4 - 6	Year 7
Quality of teaching	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 good organisation and challenging work set in literacy and numeracy lessons have led to pupils' very good progress and very good results in national tests. Pupils' very good progress continues in Year 7. Across the school, English (reading, writing, listening and speaking) and mathematics (numeracy) are taught effectively. Teachers reinforce ideas clearly and repeat key points of lessons regularly in most lessons, so that pupils learn at a good pace. Teachers are clear about what it is that pupils will learn in each lesson plan and they check that it has indeed been learned. The results of assessments are used to plan the daily and weekly activities. The relationship between teachers and pupils is often very good. Pupils therefore enjoy learning and make better progress. Teachers set appropriate homework regularly. At the moment, teachers do not plan the development of pupils' writing skills in subjects other than English.

There is a purposeful atmosphere in classrooms. Teachers question pupils well and use this method to revise knowledge from previous lessons. They cause pupils to think, to learn new ideas, and to check their understanding. Teachers have a very wide spread of knowledge and skills, which they use to very good effect in many lessons. Pupils' capacity to learn is extended effectively and the needs of all pupils are met in lessons. Pupils with special educational needs learn well because teachers and support staff meet their needs. Pupils who have little spoken English receive good individual help, for example, to learn the 100 most common English words.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school gives high priority to teaching the basic skills of literacy and numeracy. Teachers also value greatly the contribution of all subjects to pupils' education. The school provides an exceptional range and quality of visits and extra-curricular activities.
Provision for pupils with special educational needs	Good. The provision is well managed. Pupils make good progress towards the targets in their individual education plans. Support staff help pupils effectively in lessons.
Provision for pupils with English as an additional language	Good. Pupils are integrated well into lessons. Teachers ensure that pupils receive the extra attention they need, such as individual work about common English words and the names of objects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. All pupils have the opportunity to take part in everything that the school does. There are many clubs and residential visits for pupils to join, which they enjoy. The school provides many opportunities for pupils to sing and perform in public and to represent the school in team games. The social and moral tone of acts of collective worship is strong.
How well the school cares for its pupils	Good. Procedures for improving pupils' attitudes and behaviour further are the subject of an in-school research project. The school's attention to this area has resulted in an improvement in pupils' concentration in lessons. The staff has maintained pupils' very good attendance at school. Information about pupils' progress is used effectively to guide teachers' planning.

The school has a good partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong thoughtful leadership. The recently appointed deputy headteacher has a positive influence on the school's work and has brought a number of new ideas. Teachers with responsibilities are very effective in their work. The administration of the school is efficient.
How well the governors fulfil their responsibilities	Satisfactory. Many governors have joined the governing body recently. Experienced governors take an active role in helping to manage the school. They understand its strengths and what still needs to be done. The staffing committee successfully appoints good staff. Some required areas in the annual report for parents are missing.
The school's evaluation of its performance	Very good. The school uses the results of checks on teaching and learning effectively. Teachers have studied patterns in the school's national test results and have successfully developed the curriculum in many areas as a result. Consequently, national test results have improved considerably.
The strategic use of resources	Good. The school has made good use of the protected extra funding it receives and 'best value' is found for many major purchases. The under-spend has been saved to help stock the new library when it is built, and to ensure that the school's good provision is maintained as numbers of pupils reduce.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Forty per cent of questionnaires were returned and 4 parents attended the meeting

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like going to school very much and make good progress with their work.• Behaviour is good.• The teaching is good and parents are kept well informed of their children's progress.• Parents feel comfortable when approaching the school with a question or problem.• The school has high expectations of children and it helps them to mature and be responsible.• The school is well managed and led.	Some parents do not feel that the school sets the right amount of homework and also feel that the range of extra-curricular activities is inadequate.

The inspection team agrees with parents' positive views. Inspectors looked closely at the homework timetable for all classes and for evidence of the use of homework exercises in pupils' books and in lessons. They also looked at the range of clubs and activities outside lessons. In both matters, inspectors were satisfied with the school's provision. The school offers an exceptional programme of activities outside lessons.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very well in English, mathematics and science.

1. There are many reasons why pupils' standards of work and achievement have improved since the last inspection. The very good management of the school in that time and teachers' dedication to the job are important factors in the success of the school. The school has carefully identified the areas of relative weakness in pupils' work in the past and has set out to improve them. The headteacher and staff make checks on the quality of teaching, which has been a significant factor in improving the quality of lessons. There is a very good computer suite and pupils learn new skills in depth with the very able support teacher.
2. Adults work closely together and there is a high level of consistency throughout the school, particularly in the development of the curriculum for literacy and numeracy. Teachers have a very good spread of knowledge and each has areas of expertise that they share with other teachers and classes of pupils. Teachers plan lessons carefully and identify areas that pupils need to revise in the future when lessons are finished. Lessons are planned so that all pupils have work that challenges them. Teachers often provide interesting and well-written work information for pupils to use. Pupils are always clear what they have to do and how long they have to do it. They receive rewards when a job is well done. Consequently, pupils have a sense of pride in their work.
3. Pupils achieve very well. Pupils reach their high targets because teachers across the school provide a curriculum that very largely meets pupils' needs at the correct speed. Teachers have high expectations of pupils, and the good quality of teaching ensures that pupils make very good progress from the time they enter the school until they leave it. Parents are pleased with the progress their children make and in the interest they have in lessons. The school has identified the need for a further improvement in writing standards this year.
4. Pupils with special educational needs across the school achieve well. They attain the targets in their individual education plans because of the good quality of the individual education plans and the good teaching they receive. Pupils' targets are short-term and pupils' progress is measured easily and accurately. Pupils, for example, have targets that refer to learning particular letter sounds or types of words over periods of a few weeks.
5. English, mathematics and science national test results in Year 6 over the last four years have varied between below average and well above average in comparison with all and similar schools nationally. This pattern is explained by variations from year to year in pupils' capacity to learn and in the improved teaching. Currently, the school's rate of improvement in results is above the national average.
6. Teachers use a range of good teaching tactics. For example, lessons are often well planned so that pupils revise their previous knowledge and only then start to learn new ideas and knowledge. The school uses the funds for 'booster' classes effectively. Pupils who are close to attaining the nationally expected standard level 4 of the National Curriculum receive extra lessons. The school uses the good ratio of teachers to pupils effectively. For example, pupils receive extra help with reading and writing, more than is possible in larger classes. The success of these processes is evident in the school's results and in the sense pupils have of feeling included and of being important and valued.

7. Inspectors looked closely at pupils' standards of work in English and mathematics. Pupils' exercise books showed that their handwriting is joined and legible and spelling is usually accurate in Years 6 and 7. Punctuation is used properly, such as capital letters and full stops. When writing independently, pupils typically organise their work in a logical order and they are beginning to use interesting expressions. Pupils achieve well and make good progress. The point for development for the school is for teachers to plan writing activities systematically in other subjects as well as English. Teachers mark pupils' work accurately and pupils know at a glance if they have attained lesson targets. In Year 7, pupils continue to make progress and there has been some good use of ICT, for example to help pupils write a newspaper report with different fonts, headlines and columns.
8. Pupils' standards of work in mathematics in Years 6 and 7 are again above average. Typically, pupils multiply 10 by 21.3, 8668 by 8 and measure angles such as 130 degrees accurately. In Year 7 pupils consolidate their knowledge. They also extend their knowledge of algebra and fractions. Pupils know how to collect like terms together and to express the answer correctly. They work with fractions and work out $12/16$ of 48. Teachers' marking is thorough and they, for example, remind pupils to use rulers for straight lines.
9. During the inspection, pupils' standards in mathematics were above average in Year 4. Most pupils subtract two and three-digit numbers and classify two-dimensional shapes quickly and accurately. Most pupils have a good range of mental and written methods for subtracting two digit numbers. Pupils' standards of work in ICT have improved considerably because the school has a good range of equipment for pupils to use and expert adult help is on hand to help them. Year 6 pupils were observed creating and merging information. The ICT support teacher has written some very good sheets of procedures for pupils to follow. In religious education, Year 6 pupils showed that they have a good knowledge of the life of Jesus.

The management and leadership of the school are very good. The headteacher and deputy headteacher provide strong leadership. Teachers with responsibilities are very effective in their work.

10. Since the last inspection in 1997, the school has responded very effectively to the key issues identified by the inspection team. The headteacher provides very good leadership and clear direction for the school. The headteacher is forward thinking and he plans very carefully. He strikes a very good balance between maintaining the quality of the school's work and bringing through new ideas. There is a very good emphasis on the improvement of standards of pupils' work throughout the school. The deputy headteacher sets a rigorous example in all matters, not least in his teaching of a Year 7 class. Standards of pupils' work have been well above average and pupils make very good progress.
11. The aims of the school are clearly reflected in its work. Teachers with responsibilities are very effective in their work. All teachers share the co-ordination of English and mathematics. They have spent several years developing how the subjects should be taught, and consequently pupils' results have improved in the last two years. The headteacher and staff have set goals for improvement together. The school is successful because all teachers work together to improve what the school does. There is a strong sense of shared purpose evident between all staff in the school. Teachers identify, for example, that one of the main reasons that the school is successful is because relationships at all levels are strong. Teachers teach to their strengths. For

example, teachers specialise in either English or mathematics in most years and teach both classes in the year. Pupils receive consistent teaching across the year and pupils' standards of work are proof that the system works well.

12. The administration of the school is efficient. There is a good system for recording attendance and the school has been successful in reducing the number of pupils who arrive late or who do not have a reason for their absence. The headteacher and caretaker ensure that the school is safe on a day to day basis. Behaviour in the playground during the inspection was good.
13. The cycle of inspections has coincided with major changes in the composition of the governing body. Four years ago, many governors were new to the role and inspectors concluded that governors needed to be more active in their strategic management role. This was achieved. For example, the staffing committee and headteacher have successfully appointed good staff. The present governing body is again inexperienced and over the coming months intends to develop its role as a 'critical friend' to the school. The governing body presently provides satisfactory support for the management of the school. Some governors work in the school or visit it regularly. The chair and vice chair of governors have a clear view of the strengths of the school and what it needs to do next. They recognise the quality of the headteacher's leadership, the successful delegation of duties to staff and his forward thinking.
14. The provision for pupils with special educational needs is managed effectively. The school identifies pupils with special educational needs early in their school careers. This has allowed the school to develop individual education plans that boost pupils' performances, in many cases up to the standards that are expected nationally by the time pupils are eleven years old. For example, pupils are set the task of learning the sounds of several pairs of letters over a few weeks. Support staff are effective. They give pupils extra help with, for example, reading and spelling. They keep good records of pupils' progress. Support staff also provide good support for pupils with little English. Resources are managed well. Important sets of books for groups of pupils to use in class are checked in and out of the resource area.
15. The school's evaluation of its performance is very good. The school checks its progress rigorously through the school development plan and associated documents. Staff have analysed the quality of pupils' work and watched their colleagues teach. This process has had a positive effect on teachers' work, because recommendations for improvement have been made in reports to teachers and they are followed up. The school has clearly identified its strengths and areas for improvement. The school checks pupils' progress carefully in many subjects.
16. The headteacher, governing body and staff have successfully recorded the school's priorities in the improvement plan. The plan is a useful tool that the school uses to judge progress towards its whole school targets. The document indicates that the school knows its strengths and areas for development very well. The school, correctly, maintains a small sum of money for contingencies, such as to offset the effects of any loss of pupils. The school is about to have a new library built, which will provide a very good working area for pupils. The school has saved some money to stock the library and to replace out of date reference books.

The teaching is good and pupils learn new ideas quickly.

17. Since the last inspection and in the past two years, there has been much very good teaching, which has been reflected in pupils' standards of work. Teachers share common goals and discuss ideas together constructively. Since the last inspection teachers have worked hard to improve their skills further, for example, to support their work in literacy and numeracy lessons. Several examples of very good teaching were observed during the two days of the inspection. Parents also feel the teaching is very good.
18. English (literacy) and mathematics (numeracy) are effectively taught. The challenging work set in literacy and numeracy lessons has led to pupils' very good progress and well above average results in Year 6. Over the last two years, pupils in Year 6 have attained well above average standards in English, mathematics and science.
19. Most classes are small and teachers skilfully ensure that each pupil receives much personal attention. Teachers ask pupils how they are getting on, what they have done and discuss how well they have done it. Teachers reward pupils who have worked hard using the bronze, silver and gold 'bug' awards. The management of the school gives clear direction about how the curriculum should be taught. Pupils are taught progressively more difficult ideas in a logical order. The staff follows a single behaviour code which means pupils know what is expected of them in every class. Pupils are particularly effectively managed. Lessons often end with a very good consolidation of the main points, for example, about how to change the order of words in sentences to improve them.
20. In a very good lesson in Year 6, pupils learned that horror stories often contain exaggeration, slang, threats and dangerous situations. They learned to identify these elements both as a whole class and in the well matched work they were set in groups. The teacher had planned the lesson very well indeed. The desired outcomes of the lesson were clearly written in the plans and he encouraged pupils to think by asking challenging questions, and by revising key ideas on the overhead projector. The teacher described with great clarity the key elements of the lesson so that pupils knew what was needed. He skilfully described and compared ordinary stories with a parody and did so with great presence and enthusiasm. The teacher worked with all groups but concentrated on less able pupils and they also achieved very well as a result.
21. Year 4 pupils learned to improve their hockey skills. They practised various skills, such as dribbling around cones using the heel and toe of the stick to control the ball when it was on their left or reverse side. Later in the lesson, pupils were encouraged to make up their own small games to practise skills. Pupils showed that they had the confidence and understanding to make this decision. The teacher skilfully broke the skills down into very small sections. There was excellent control of the class and he encouraged pupils at all stages to do their best. For example, he reminded pupils that to stop the ball, the top of the stick needs to be angled towards the ball so that it does not bounce off the stick in an uncontrolled manner.
22. An excellent lesson was observed Year 7. The lesson began when pupils looked through their exercise books to see what comments had been made about their previous science work. Pupils then revised the meanings of various words, such as 'solution' and 'solvent.' Pupils put into action their understanding of how to carry out fair tests. The teacher gave pupils considerable freedom to experiment, in this case to find out how much oxygen there is in the air. Before pupils began work, the teacher made sure that pupils had worked out how to measure quantities and knew where to find all the equipment. All pupils attained a high standard of work and learned a very great deal. In passing, the teacher referred to the periodic table and pupils have begun to learn the first 20 elements.

Behaviour was very good indeed because pupils were so strongly challenged by their work and they all wanted to be successful and arrive at an answer.

23. In a small number of lessons, the teaching is satisfactory but less successful than many lessons. For example, on one occasion the pictures that the teacher held up for pupils to see in a religious education lesson were too small. Occasionally, the pace of lessons is not as quick as it might be and some pupils become restless and information and communications technology is not used effectively in support of other subjects.

Pupils' attitudes to school and personal development are very good.

24. Pupils' attitudes enhance their progress and the standards they attain because they so often make the most of what they are offered. They show a keen interest in school life and most have a thirst for knowledge. Pupils work successfully together and they behave well in lessons. Pupils respond willingly to the good teaching. Older pupils work independently for long periods and enjoy being treated as capable young people. In Year 7 pupils prove they are capable of investigating ideas for long periods without adult help. There is a high and often implicit expectation that pupils will behave responsibly in nearly all classes. Movement around the school is good and pupils are reliable and helpful. Teachers make school life interesting. For example, the science co-ordinator has assembled a small and growing number of old computers and other machines in the science room for pupils to see. The museum demonstrates to pupils how quickly machines become out of date.
25. There are many examples of pupils' very good responses to school. In many lessons, pupils show very good powers of concentration. They are attentive and concentrate very well on what teachers say, partly because the lesson is interesting and also because teachers' expectations of pupils attitudes to work are high. During a whole school act of collective worship about 'Jonah and the Whale,' pupils responded very well and enjoyed watching their friends act out the story. The teacher leading the act of collective worship has considerable presence. Pupils listened attentively and it is likely that many understood the idea that God's mercy after wrongdoing is an important feature of stories in the Bible.
26. In Years 4 and 5, pupils were keen, enthusiastic and remained on task during a literacy lesson. The teacher shared the purpose of the lesson with pupils so that they understood the context of their lesson. Relationships were very good and pupils were relaxed but hard working. The teacher's classroom management skills were very good and had a positive effect on the quality of learning of basic spelling skills. Most pupils were working at a level above those expected for pupils of this age.
27. Some outstanding teaching was observed in Year 6. One of the results of the teaching is that pupils have developed a thirst for learning and a desire to do their best. In an English lesson about types of writing, pupils tried very hard to grasp difficult ideas about the characteristics of horror stories. Pupils responded very well to the teacher's praise for their oral and written work and to his written comments in exercise books. Hardly a moment was wasted during this lesson and pupils' very good attitudes to work now and in the past showed in the quality of their learning. All groups settled well to their different tasks.
28. Pupils play co-operatively and sensibly in the playground during breaks. They play a variety of games and pupils have opportunities to collect and deliver items to classes, which they enjoy. Pupils carry out these activities reliably.

29. The school council is a very successful initiative. Pupils feel much more included in how the school is run. Members of the council feel that, 'It makes things better.' All pupils have had the opportunity to respond to a questionnaire and 88 per cent were returned. Because of the questionnaire, various changes have been made to school arrangements. For example, a water fountain has been installed and extra clubs have been provided such as for cheer leading and dance. Pupils learn to take responsibility for their lives and to have an interest in the well being of all.

Sporting, musical and arts activities are of a high quality.

30. The school provides a programme of sports, music and art activities that is exceptional.

31. The school had gained the 'Active Mark Gold' from 'Sport England.' The school has a comprehensive scheme of work and programme of activities to cover the entire National Curriculum for physical education. There has been outstanding leadership from the co-ordinator of physical education, who leads by example. Pupils learn to acquire and develop skills, apply tactics, evaluate and improve their performances and develop knowledge of fitness and good health. The co-ordinator and teachers plan the programme of work very thoroughly. The school makes very good use of community training programmes for pupils, for swimming, football, athletics, cricket, rugby and golf. Staff have received training to improve their skills. Plans to improve the provision are very extensive, such as to involve more parents to organise activities. The school has a modern mini-bus.

32. Pupils experience a very wide range of activities. About 12 sports clubs run each year. Half of all pupils in the school attend extra curricular sports clubs, a quarter of pupils has represented the school in teams and 60 per cent attended a community football course. The school has a particular strength in athletics and one pupil now represents Norfolk at cross-country. Pupils receive 90 minutes of physical education each week and there is a very good programme for outdoor and adventurous activities, which includes attendance at an outward-bound centre.

33. The school is equally proud of its musical traditions. Music has a high status in the school and two teachers teach most music lessons. Many pupils learn to play a wind instrument, such as the recorder or saxophone. The school performs twice yearly for parents and every child is involved, such as in the musicals Joseph and Yanomamo.

34. During the inspection, the wind-band played at lunchtime. Twenty-six players were present with experience ranging from four weeks to four years. The wind band is very well organised by the teacher in charge. He is enthusiastic, expert and motivates pupils to take part and to do their best. The 12 older players played a two-part tune on the flute, clarinet, trombone, saxophone and trumpet. They played to a high standard. At this time, the full band has a repertoire of one tune they can all play altogether. They played well.

35. The third element is the opportunity pupils have to develop artistic skills. The co-ordinator for art is a practising artist who has a very practical approach to the subject. Pupils learn to study and draw objects in detail as an essential part of their artwork. A residential trip in Year 4 provides a basis for developing pupils' observation skills and to help pupils interpret what they see. Sketchbooks are used frequently during visits of all kinds to record information.

36. The co-ordinator for art teaches the subject throughout the school and this has clearly had a major impact on the standards of pupils' work. Pupils visit galleries and in Year 7 there is an art club one lunchtime each week. Pupils have designed Christmas cards and a school float for the Lord Mayor's procession.

WHAT COULD BE IMPROVED

37. The school has identified the improvement in pupils' writing standards as a priority for action. The school improvement plan has references to, for example, the acquisition of a new scheme of work for writing for teachers to use and the school's involvement in an 'Improve Writing' initiative. Teachers plan writing activities in literacy lessons and use the National Literacy Strategy effectively. Pupils learn about many forms of writing and use increasingly complex forms of writing in English lessons. At present, teachers do not plan to improve pupils' writing in other subjects in a systematic way. For example many lessons, such as religious education and science, involve recording of information. Pupils record their ideas well but teachers do not often take this opportunity to reinforce points about better writing, such as the use of paragraphs to make pupils' writing clearer.

38. Teachers do not display good examples of pupils' writing on corridor walls or in classrooms sufficiently often. Teachers provide many interesting experiences which pupils have recorded. Pupils wrote their own scripts based on Romeo and Juliet. The finished work might make a very good long-term example of how well pupils write and for all pupils to see. Work about insects (mini-beasts) is a good opportunity to explore poetry or to explore the life of minibeasts using empathetic writing. Pupils study characters in stories but there was little evidence on display of pupils writing as reporters. There have been many sporting achievements and they might be used more to develop pupils' writing. The school might consider a particular emphasis on aspects of writing in literacy lessons and in other subjects, such as every half-term. Pupils learn from one another and their understanding about writing improves faster if they have good examples to look at.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. Improve pupils' standards of writing.

- Plan writing activities systematically over the four years in all subjects within the overall literacy plan, such as reports about sporting, musical and artistic successes or by using experiences pupils have had in science to develop poetry.
- Teach writing skills, such as the use of paragraphs, in a systematic way in subjects other than English.
- Display good examples of pupils' work so that other pupils can learn from them.

40. The following minor area for development should be considered for inclusion in the action plan.

The last annual report to parents from the governors has several items missing. Include sections about the following items in the next report.

- Date of the next election for parent governors.
- Governor expenses.
- School security.
- The requirements regarding disabled access to the building and an acknowledgement that funds are available to make alterations to the building.
- How the school has implemented the policy for pupils with special educational needs and reference to any changes the school has made to the policy during the year.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

19

Number of discussions with staff, governors, other adults and pupils

10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	8	5	0	0	0

Percentage	6	26	42	26	0	0	0
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The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

Information about the school's pupils

Pupils on the school's roll	Y4 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	163
Number of full-time pupils known to be eligible for free school meals	16

FTE means full-time equivalent.

Special educational needs	Y4 – Y7
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.2
National comparative data	6.3

Unauthorised absence

	%
School data	0.1
National comparative data	0.4

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 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	22	20	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	20
	Girls	19	19	20
	Total	37	37	40
Percentage of pupils	School	88 (79)	88 (87)	95 (95)

at NC level 4 or above	National	75 (75)	71 (72)	87 (85)
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Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	19
	Girls	19	17	20
	Total	36	34	39
Percentage of pupils at NC level 4 or above	School	86 (78)	81 (81)	93 (84)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0

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
Chinese	0
White	160
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y4 – Y7

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	20
Average class size	23

Education support staff: Y4 – Y7

Total number of education support staff	3
Total aggregate hours worked per week	71.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	4.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/2001
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	£
Total income	400627
Total expenditure	397671
Expenditure per pupil	2599
Balance brought forward from previous year	8620

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	163
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	60	37	3	0	0
Behaviour in the school is good.	35	57	5	0	3
My child gets the right amount of work to do at home.	37	46	14	3	0
The teaching is good.	54	43	2	0	1
I am kept well informed about how my child is getting on.	42	48	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	58	29	6	3	4
The school expects my child to work hard and achieve his or her best.	60	36	2	2	0
The school works closely with parents.	29	49	14	0	8
The school is well led and managed.	38	46	11	0	5
The school is helping my child become mature and responsible.	43	52	3	2	0
The school provides an interesting range of activities outside lessons.	32	42	11	2	13

Other issues raised by parents

Some parents expressed the view that homework is set inconsistently and that the range of activities outside lessons is not broad enough.