

INSPECTION REPORT

HAPTON CHURCH OF ENGLAND (controlled) PRIMARY SCHOOL

NORWICH

LEA area: Norfolk

Unique reference number: 121040

Headteacher: Mrs A Jewers

Reporting inspector: Mr N Sherman
16493

Dates of inspection: 12th – 14th June 2000

Inspection number: 194402

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 Controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: The Street
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs M Smith

Date of previous inspection: July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr N Sherman	Registered inspector	Mathematics Science Information technology Art Design and technology Physical education Special educational needs	What sort of school is it The school's results and achievements Pupils' attitudes and personal development How well are pupils taught How well is the school led and managed What should the school do to improve further
Mr G Braddick	Lay inspector	Equal Opportunities	How well does the school care for its pupils or students How well does the school work in partnership with parents
Mrs J Boden	Team Inspector	English History Geography Music Religious education Under-fives	How good are the curricular and other opportunities

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
 PART C: SCHOOL DATA AND INDICATORS	22
 PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hapton Church of England Primary School is a Voluntary Controlled school in the small village of Hapton some eight miles from the city of Norwich in Norfolk. The school serves both the village of Hapton and the surrounding villages of Flordon and Tharston. Generally, the socio-economic circumstances of the pupils are average. The proportion of pupils claiming free school meals is below the national average. The number of pupils with special educational needs is average. There are 39 pupils on roll, who are taught in two classes, one for each key stage. All pupils are of white ethnic background. Attainment of pupils on entry to full time education is average.

HOW GOOD THE SCHOOL IS

Hapton Church of England Primary is an effective school and gives satisfactory value for money. By the time pupils leave the school, they attain standards in line with the national average in English, mathematics and science. Standards in reading are very good with many pupils developing strong attitudes to reading a wide range of materials. In addition, the pupils make good progress in music. Pupils have healthy attitudes to learning although in some cases this is marred by weaknesses in pupils' presentation of their written work. Across the school, teaching is satisfactory and it is good in Key Stage 1. All pupils with special educational needs are well cared for and all staff have a good knowledge of them both personally and academically. In most respects, the curriculum is well-planned. There are strong links with parents and the local community. The leadership and management of the school are good and the new staff who were appointed following the school's last inspection make a strong contribution to the life and development of the school. The school is well placed to build on its many strengths and to develop further.

What the school does well

- Many pupils attain very good standards in reading.
- All pupils make very good progress in their reading development including those with special educational needs.
- The school places a high value on music and consequently, pupils make good gains in their learning and appreciation of this subject.
- Behaviour in and around the school is very good as is the quality of relationships.
- Pupils are extremely well cared for.
- The planned programme to develop and extend pupils' spiritual, moral, social and cultural development is very good.
- The curriculum is well-planned and complemented further by a range of trips and regular visitors to the school.
- There are strong links with the local community and parents give the school good support.
- Leadership is good with a strong team spirit, focused sharply on raising the quality of pupils' learning.

What could be improved

- Standards in information technology at Key Stage 1.
- Standards of written presentation at Key Stage 2.
- The monitoring of children's work and teaching.
- The range of extra-curricular activities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Both the headteacher and the teacher currently in Key Stage 2 have joined the school since it was last inspected in July 1996. The school has made satisfactory progress since its last inspection and in the main, clear and concerted action has been taken by the school to address the issues identified in the last report. The school has made good progress in addressing the key issue of developing materials to support teachers in their planning of learning. Many subjects now have clear guidance and this helps to ensure that pupils' learning is effectively built upon as they move through the year groups. Teachers are careful to plan work that fully reflects the mixed ages of pupils in the classes which was noted as a shortcoming in the last report. Slower progress has been made in terms of devising teaching materials for children under five. The school is aware of this. The recent deployment of the headteacher to the Key Stage 1 class, where her experience and greater expertise lies, offers scope to raise the quality of learning for these children further. The health and safety issues noted in the last report have been addressed. The school has not managed to raise standards in information technology in Key Stage 1. These were found to be below those expected for seven year-olds in 1996. Despite improvements in the range of equipment, pupils' learning in information technology learning is not consistently planned for and their progress in this subject is too slow. Given the good team spirit evident in the school, the school is suitably placed to maintain its current strengths and to build on identified areas for development.

STANDARDS

As there have been fewer than 10 pupils in all the recent Year 6 groups taking the end of Key Stage National Curriculum Tests, it is difficult to draw any reliable conclusions from the results. Therefore the table showing the school's results and how these compare with similar schools has been omitted.

The trends in the data suggest that since 1996, standards at the end of Key Stage 2 have improved. Inspection evidence indicates that the attainment of the current Year 6 pupils is in line with the national average in English, mathematics and science. Standards in reading are well above average aided by the strong 'book culture' evident in the school. Standards in writing are marred by some weak presentation of work by a significant number of pupils. Targets are set for pupils that closely match their individual levels of attainment. Those for pupils in the current Year 6 are likely to be attained. Standards in information technology are in line with national expectations and pupils attain standards in religious education that are outlined for 11 year-olds in Norfolk by the local education authority.

By the end of Key Stage 1, pupils attain well above average standards in English and above average standards in mathematics. In science, standards are in line with the national average. In information technology, they are below expectations. Standards in religious education are in line with requirements outlined for schools by the local education authority.

Children under five make satisfactory progress and attain standards appropriate for their age in most areas of learning outlined for children nationally. Their progress in physical development is hampered by the lack of facilities for some aspects of their physical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils talk positively about Hapton School being 'their school' and they are eager to come to school.
Behaviour, in and out of classrooms	Very good. Older pupils are fully aware of the younger pupils in the school and all treat one another fairly and sensitively.
Personal development and relationships	Very good. Pupils are given areas of responsibility during the school day and this successfully enhances their personal development. Relationships at all levels are very good.
Attendance	Good. The attendance rate has improved since the school's first inspection and is above the national average.

TEACHING AND LEARNING

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

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.

During the inspection teaching was satisfactory or better in all lessons. In 60% of the lessons seen teaching was good or better and in 7% of lessons it was very good. The quality of teaching has been maintained since the school's last inspection. The teaching of children under five is satisfactory. While they are well integrated into some lessons as Key Stage 1 pupils, some aspects of their learning need to be more specifically planned for, particularly with regard to their physical development. The teaching of English and mathematics is good in Key Stage 1 and satisfactory in Key Stage 2. There is scope to extend pupils' literacy and numeracy skills through other subjects of the curriculum. Teachers generally plan well to meet the wide variation in age ranges in each of the classes and of the academic capabilities of the pupils. The management of pupils' behaviour is good and this effectively ensures that pupils' learning in many lessons is at least satisfactory. The quality of teaching of information technology in Key Stage 1 is unsatisfactory characterised by a lack of secure knowledge and understanding of how information technology equipment and software can be used to support pupils in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad and well balanced range of learning is planned for pupils in Key Stage 1 and 2. The curriculum for outside play for children under five is under-developed. A good range of visits and visitors to the school complements the curriculum. The range of extra-curricular activities is limited.
Provision for pupils with special educational needs	Good. Care is taken that pupils with special educational needs have equal access to all aspects of the curriculum.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good and a significant strength of the school. Moral, social and spiritual provision is particularly strong. The school fully appreciates the need to raise the pupils' understanding of cultures other than their own and in this they are equally successful.

How well the school cares for its pupils	The school provides good support and guidance and promotes the welfare, health and safety of its pupils in a caring environment. All adults know the pupils well and effective use is made of assessment information to plan pupils' learning.
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The school has established a strong partnership with parents. Parents give effective support to their children in their learning and fully support the ideas and values that underscore the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Since her appointment the headteacher has established a clear vision of and for the school. All the staff ably support her. A clear development plan outlines what aspects of the school's provision could be improved even further.
How well the governors fulfil their responsibilities	Governors fulfil all their legal requirements. They are active and give good support to the school. Ways to evaluate the impact of spending decisions on learning, however, are under-developed.
The school's evaluation of its performance	Satisfactory. In order to monitor trends in pupils' attainment closely, the school evaluates the results of end of key stage National Curriculum tests. However, ways to evaluate teaching and the standards of pupils' work need to be further developed.
The strategic use of resources	Financial resources are managed effectively and efficiently. Staff expertise is ably used. The range and quality of books is very good and has a strong impact on pupils' attainment. Some under-use of information technology equipment is evident. Similarly, the potential of the church hall that the school has access to is not fully realised.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The 'community feel' of the school. The caring attitude of staff towards all pupils. The high expectations the school has of the pupils. The high standards of behaviour. The quality of teaching. The use of the local community and the regular trips organised by the school to extend pupils' learning. 	<ul style="list-style-type: none"> The range of extra curricular activities.

Inspectors support the positive views of the school held by parents. All the staff know pupils well as individuals and treat them with respect and courtesy. The school is very much aware of the fact that it plays a focal point in the local community and is successful in building relationships with all associated with the school for the benefit of pupils. The range of extra curricular activities is limited both in scope and the age range to whom they are offered.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. As there are usually small numbers of pupils in each year group, it is difficult to draw conclusions about the overall attainment of groups of pupils. Evidence from assessment of the pupils on entry to full time education indicates that their attainment is around average. By the age of five, pupils attain standards that would normally be expected for children of this age in language and literacy, mathematics, knowledge and understanding of the world, personal and social education, and creative areas of learning. Pupils make satisfactory progress in all these aspects. Progress in their physical development is hampered by the lack of planned activities that do not fully take into account the needs of young children.
2. Because of the very few pupils in each of the year groups, it is very difficult to make secure and reliable judgements about the standards that pupils attain from the end of Key Stage 1 National Curriculum tests and teacher assessments. However, evaluation and examination of these over a four-year period from 1996, indicate that pupils attained standards in reading, writing and mathematics that were well above the national average. Early indications from an evaluation of the teacher assessments for the year 2000 show that the current cohort of pupils attain at a similar high standard. Teacher assessments for science indicate that in 1999 pupils attained very high standards.
3. Evidence from the inspection indicates that at the end of Key Stage 1, pupils attain standards in English that are well above average in speaking and listening, reading and writing. Pupils are confident speakers. They listen attentively and speak clearly and accurately. A love of books is strongly encouraged by the school and this impacts well on the standards that many pupils attain in reading. Many are aware of the different types of books by different authors and are developing a solid understanding of how non-fiction materials can be used to support their learning. By the age of seven, pupils join their writing and employ the appropriate forms of punctuation to ensure that it makes sense to the reader. In all aspects of English, pupils, including those with special educational needs and higher attainment, make good progress in terms of their understanding of language and in their confidence in applying their literacy skills in other subject areas.
4. In mathematics, at the end of Key Stage 1, evidence from the inspection indicates that pupils attain above the national average. Pupils have a good grasp of number which they apply to solving everyday mathematical problems. Pupils construct simple bar charts as a result of tallying information. Their knowledge and understanding of shape and space is secure and many pupils give examples of two and three dimensional shapes using appropriate language such as faces, sides and corners. Pupils make good progress, but this could be even better if the school planned for pupils to have regular access to information technology and accompanying software for mathematics as part of their everyday learning. Pupils attain standards in science in line with national average and progress is satisfactory. In information technology, pupils attain below national expectations. Few systematic opportunities are given to pupils to develop their awareness and understanding of information technology and this impedes their progress. In religious education, pupils attain the expectations outlined in the locally agreed syllabus used by the school. Progress is satisfactory. In most other subjects, pupils make satisfactory gains in their learning. The exception is in music where pupils' learning is more rapid and progress is good.

5. Evidence from the inspection indicates that the attainment of the current pupils in Year 6 is in line with the national average in English, mathematics and science. The results of the 1999 end of key stage National Curriculum tests and teacher assessments indicated that at the expected level, Level 4, standards were well above the average in all three subjects. While the findings of the inspection do not support similar results, the explanation lies in both the uncertainty over making firm deductions from the data and the natural variation in attainment from one year group to another. Over the four year period from 1996, attainment in the tests, indicates standards close to the average in English and mathematics and above the average in science. The school does set targets for improvement in relation to standards. The small nature of the school, and the good knowledge that staff have of pupils, ensures that such targets are realistic and appropriate. Evidence from the inspection indicates that there is no difference in attainment between boys and girls.
6. At the end of Key Stage 2, standards in English are average. In reading, standards are well above average and pupils continue to make good gains in their love of books and in their reading attainment generally from the good start made in Key Stage 1. Pupils' speaking and listening skills continue to develop appropriately. Learning in these two aspects of the pupils' language development is good. Where learning falters, is in the quality of pupils' writing. While some are confident in using written language, some poor presentation and unsatisfactory handwriting skills hamper their efforts. Consequently, learning in writing is satisfactory.
7. In mathematics, standards are average and pupils make satisfactory progress. Pupils are confident in their understanding and use of number and are developing appropriate skills to solving problems both mentally and by using pencil and paper methods. Pupils develop an appropriate range of strategies to solve problems of a more open-ended nature. Their perception of some aspects of shape and space is the weaker aspect of their attainment. Standards in numeracy are average.
8. In science, pupils attain standards in line with the national average. Pupils develop an appropriate understanding of certain scientific ideas that include living creatures, materials and forces. Standards in investigation work are average but the weaker aspects of presentation and the depth of some pupils' scientific thinking impede learning in this area. Learning is satisfactory.
9. In information technology, pupils attain standards that are normally expected for 11 year olds. Pupils have a secure awareness of how information technology is playing an ever increasing role in their everyday lives and many pupils are confident in exploring the software on compact discs, for example, as part of their learning. Pupils make satisfactory progress, but this could be better if the school increased its attention on the modelling, monitoring and control elements of the information technology curriculum. In religious education, pupils attain the standards outlined by the local education authority. Pupils appreciate well, for example, that not all people follow the Christian faith and that other faith groups celebrate their beliefs and festivals on different days of the year. Learning is satisfactory.
10. In art, design and technology, history and geography, pupils make satisfactory progress and attain standards as expected for 11 year olds. No judgements can be made about the standards that pupils attain in physical education owing to the lack of first hand evidence from the inspection. In music, pupils make good gains in their learning and standards are higher than those normally found for 11 year-olds.
11. The few pupils who have special educational needs are well-supported by both teachers and learning support assistants. Teachers plan work that is a good fit for the pupils'

learning needs, whilst at the same time extending them to the best of their capabilities. As a result these pupils make satisfactory progress overall and good progress in their reading development. Equal consideration is given to higher attaining pupils. In most subjects, they too make effective gains in their learning. However, in some subjects, notably mathematics and information technology this could be greater if work of a more challenging nature was given for them to undertake.

Pupils' attitudes, values and personal development

12. Pupils of all ages and abilities enjoy school and see it very much as 'their school.' Many talk enthusiastically about the work they undertake and are keen to come to school. All pupils enjoy listening to stories and work purposefully in lessons. They are naturally curious about the world in which they live and enjoy discovering facts and information about the themes and topics that they are exploring. Many are confident in asking questions and when asked questions, are equally confident in replying. Older pupils are sensitive to the younger pupils in class and are mindful of the fact that they need extra time in answering questions. Just occasionally, some pupils need reminding to make full use of the time available in lessons to complete all their work. Pupils respond well to the higher level of challenge given to them in some lessons. However, the presentation of the work of significant numbers of pupils is unsatisfactory. Some pupils, primarily girls, take greater care in how their work is laid out and displayed in their exercise books and folders and achieve a higher standard in terms of presentation.
13. The pupils' behaviour in and around the school is very good. In lessons, little time is lost due to inappropriate behaviour and pupils respond positively and with good humour to both teachers and learning support assistants. Dinner times are pleasant and sociable occasions with older pupils behaving sensibly to younger ones by assisting them where appropriate. Parents talk warmly and appreciatively of the very good standards of behaviour and they, as well as the pupils, understand that there is no tolerance of behaving inappropriately to others in the form of bullying. There is no incidence of this and pupils are kind and helpful to visitors. The very good behaviour has a strong impact on the rate of pupils' learning.
14. Relationships at all levels are very good. All staff have warm relationships with pupils and pupils say that they would have every confidence in approaching all the staff if they were experiencing any difficulties. All pupils play and socialise well together and a vibrant 'school community' is very evident. All pupils take seriously the various tasks that are given to them in the day-to-day running of the school and are pleased to take responsibility. The new Key Stage 2 teacher has started to set individual targets for pupils and this has the potential to raise further the level of provision for pupils' personal development.
15. The level of attendance is good and no class falls below 95 per cent. The percentage figure for the current year is approximately 96 per cent which is above the national average and about the same as that at the time of the last inspection. There is no unauthorised absence.
16. Pupils are happy to attend school and arrive punctually. Although there is the occasional lateness this is insignificant and does not disrupt classes. Registration is carried out efficiently without waste of time enabling classes to commence promptly. Registers are marked correctly at each session and comply with statutory requirements. This is an improvement since the last inspection. There are good follow-up procedures in place for those who are absent and for monitoring attendance in general. There have been no

exclusions during the current year. The school has a good liaison with the educational welfare officer.

HOW WELL ARE PUPILS TAUGHT?

17. During the inspection teaching was satisfactory or better in all lessons. In 60% of the lessons seen teaching was good or better and in 7% of lessons it was very good. The quality of teaching has been maintained since the school's last inspection. The teaching of the children under five is satisfactory. There are some strengths in the teaching of literacy and numeracy in both key stages – particularly in the teaching of reading, the early skills of which are taught well in Key Stage 1. These are successfully extended in Key Stage 2. However, there is scope to develop the pupils' skills through other subjects. The quality of teaching of information technology in Key Stage 1 is unsatisfactory. Largely because teachers lack a secure knowledge and understanding of how information technology equipment and software can be used to support pupils in their learning. There is scope for more systematic monitoring of teaching and, in particular, in evaluating the quality of pupils' written work.
18. The quality of teaching in music is good. Some specialist teaching by a free-lance teacher complements the teaching of this subject. Regular and well-planned visits and visitors to the school to talk to pupils, enhance teaching in subjects such as history and geography. The teaching of some areas of learning for children under five is impeded by the lack of space. This is particularly noticeable in their physical work and, consequently, this impedes their progress. The school creatively overcomes similar limitations for Key Stage 1 and 2 pupils by using the better facilities at a local primary school. During the spring term, for example, all pupils in Key Stage 2 visit this school on a once-a-week basis for gymnastic work. All pupils receive swimming lessons at the local high school at regular intervals during the year.
19. The quality of teaching for children under five is satisfactory. For the main part of the school day, these children are taught alongside pupils of Key Stage 1 age. However, care is taken to ensure that they undertake learning experiences that match their capabilities and learning needs. The learning support assistant, who regularly works alongside the teacher, provides these pupils with good support when they are undertaking the more practical aspects of their learning. Space in the classroom where they are taught is restricted and, this sometimes restricts the opportunities to provide them with more creative learning opportunities such as an imaginative role-play area. While this does not totally inhibit their learning, if provided, such facilities would have the potential to improve the rate of their learning.
20. Teaching in Key Stage 1 is good. Features of this good teaching include the high challenge many pupils are given in the work they are asked to undertake. Early literacy and numeracy skills are taught well. Work for the different ages of pupils in the class is carefully planned to ensure that it matches their ages and abilities. Opening sessions are well thought out and these capture pupils' interest and imagination in what they are to learn during the more formal parts of the lesson. This was very evident in one religious education lesson. On teaching the pupils about Buddhism, the teacher successfully began the lesson discovering what pupils had remembered about the previous session. The teacher then effectively used pupils' answers to frame well-focussed questions to draw out the pupils' ideas. Her skilful questioning and guidance led the pupils to effectively understand the Buddhist belief that the wind carries their prayers to all parts of the world. During the more practical parts of lessons, the teacher and support staff move frequently from one group of pupils to another checking on their rate of progress and using questions creatively to probe and extend pupils'

understanding of the themes being explored. This information about what the pupils understand is noted and used carefully as a means of planning the next steps in their learning. Pupils are managed very well and relationships are warm and purposeful. This effectively ensures that pupils develop the confidence to approach their learning and particular tasks with growing confidence. As good as the teaching is in Key Stage 1, it could be improved further with more regular and systematic use of information technology to support pupils' learning.

21. While some good teaching was noted during the inspection, the overall quality of teaching in Key Stage 2 is satisfactory. Teaching is shared by two members of staff one of whom works in the key stage for one day a week. Where teaching by both members of staff is good, introductions to lessons are crisp with the aims of the lesson made clear to pupils so that they have a good understanding of what they are expected to learn during the lesson. Activities are planned well to meet the different needs and the broad range of ages. All adults give the pupils good support and ask questions that are open-ended thereby requiring pupils to think just a little harder about their answers. The teaching of literacy and numeracy is effective and close evaluation of pupils' work shows, for example, that pupils are regularly taught about the purpose of grammar, punctuation and the history of some of the English language. There are sufficiently high expectations of most pupils but in some subjects, particularly in science and information technology, expectations of higher attaining pupils could be higher. While teachers make good use of the assessment procedures that are in place to measure the rate of pupils' progress, the quality of marking is unsatisfactory and, in some cases, work is not marked correctly. Consequently, there is a need to give pupils clear guidance as to how to improve the overall quality of their work. Homework makes a satisfactory contribution to the rate of pupils' learning.
22. The teaching of pupils with special educational needs is good. The relatively small size of each of the classes enables teachers to develop a good knowledge and understanding of the pupils. Their needs are identified early and work is planned accordingly to give a good match between their needs and how they may improve. The learning support assistants are well drawn into many lessons and develop positive relationships with the pupils. This gives many pupils the confidence to approach their work with conviction and make equal progress to the rest of their classmates.

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

23. The curriculum is good for pupils in key stages 1 and 2 and satisfactory for children under five. The children under five are taught in the Key Stage 1 class. Separate provision is made for them during the literacy and numeracy hours, but in other lessons, they join in appropriately. The weakness in the provision for children under five is that the restricted accommodation does not enable the school to provide regular access to play activities that would reinforce their learning. The lack of a secure outdoor play area means that they do not have opportunities to use large play equipment that would contribute to their physical development. The school recognises this and is currently exploring the possibility of converting a small area for this purpose.
24. Since the last inspection, the quality of the curriculum has improved. There is now a clear 'curriculum map' that sets out what is to be taught in each year. Subject policies have been revised and good quality schemes of work, based on the latest materials given to school, have been developed. These documents give good guidance to teachers in planning their lessons. The curriculum is weighted appropriately towards English and mathematics. This reflects the school's commitment to raising standards in

the basic skills. The pupils receive worthwhile experiences in all the other subjects of the National Curriculum and religious education, and the teachers work hard to present relevant and interesting contexts for learning in these areas. All the statutory requirements for curriculum provision, including those for religious education, are met. The literacy and numeracy strategies have been implemented successfully and there are generally sufficient opportunities across the curriculum for pupils to develop these skills. However, greater scope to use other subjects of the curriculum to develop the pupils' numeracy skills could be further developed.

25. A very good range of visits and visitors to the school enhances the pupils' learning experiences. These include residential experiences for pupils from Year 3 to Year 6. They are planned very well with a specific learning focus; for example, one year's focus was a river study, followed the next year by a study of the Victorians. In addition to the residential visits, the school makes very good use of the local area, including the school grounds in which they have a pond.
26. The provision for extra-curricular activities is unsatisfactory. This was a concern expressed by many parents at the pre-inspection meeting. Currently, there is only one after-school club. This is a Wildlife Club which contributes significantly to pupils' learning. Although membership is limited, the school does try to involve all the pupils and their families in the club's weekend activities, such as a whole day exploring the wildlife at the coast. The Art Club, taught by the Key Stage 2 teacher, is open to all pupils on a weekly basis.
27. Provision for pupils' personal, social and health education is satisfactory. Although there is no formal written policy, sex education is taught effectively as part of the science curriculum. The school nurse, who talks to the Year 5 and 6 pupils, reinforces this appropriately. The police, using the 'SMART KIDS' pack, make a good contribution by undertaking a variety of role-play activities with the pupils in order to help them to counter awkward situations. They play a valuable part in raising drugs awareness with the pupils and their parents.
28. The provision for pupils' spiritual, moral, social and cultural development is very good. The teachers plan their work very well to take account of these aspects. The collective acts of worship and religious education make very good contributions to the pupils' spiritual development. They are given very good opportunities to reflect on their own and other people's values and beliefs. Other subjects, such as English, history and geography give further opportunities. For example, when they study the Victorians, the pupils assume the roles of workhouse children, researching using directories, local church records and the gravestones.
29. The residential visits contribute well to the pupils' social development. They develop independence and enjoy working together. Pupils' social confidence is nurtured well, for example, by performing in lessons and in concerts. The school encourages the pupils to work collaboratively and to use their initiative. The school council plays a very effective role in representing the views of all the pupils.
30. The provision for pupils' moral development is very good. The adults in the school provide very good role models in the respect they show to the pupils. The consistent approach to discipline by all the teachers and the discussion of moral issues reinforces the pupils' understanding of right and wrong. The pupils have a very good understanding of how their actions affect others. They are encouraged to think about others less fortunate than themselves and they make substantial collections for charity.

31. Provision for cultural development is good. The pupils gain a good understanding of the traditions of their own culture. The study of different faiths in religious education makes a good contribution to the pupils' understanding of other cultures.
32. The broad curriculum and the attention the school pays to pupils' personal development, prepare the pupils well for the next stage of their education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school makes very good provision for the support, guidance and welfare of its pupils, a situation that has been maintained since the last inspection. The headteacher, staff and Governing Body are very conscious of their collective responsibility for the well being of the pupils and respond to this in a positive and sympathetic way.
34. The teaching and non-teaching staff know the pupils very well and are fully mindful of their material, emotional and intellectual needs. The relationship between teachers and pupils is very good, which enables them to interact well both inside and outside the classroom. The school is a very caring environment and it does all it can to ensure the welfare, health and safety of its pupils. The parents interviewed during the inspection period and those at the parents' pre-inspection meeting expressed this view. The mid-day supervisory staff also play an important role in the children's well being.
35. The school nurse comes in to talk to the older children regarding sex education and to show the approved video on the subject. Also, children are given talks relating to drug awareness. There is a person fully qualified in first-aid and the rest of the staff has had recent St. John's basic training. First-aid boxes are suitably sited and are accessible. They are stocked and checked regularly. Accidents are recorded and there are good routines for informing parents of any injury to their children. Parents are very pleased with the way the school looks after their children when they are ill. Although the parents know it is their responsibility to administer medicines to their children, they appreciate the willingness of the school to support those children who need to take medication during school hours.
36. Pupils with special educational needs are well integrated and the school has effective measures to ensure the early identification of pupils with these requirements. The teachers and support assistants provide very good levels of support, which has a positive impact on pupils and enables them to make good progress towards achieving the targets set in their individual educational plans. The recommendations of the Code of Practice are fully met with regard to monitoring and periodic reviews. Parents and all the relevant supporting agencies are kept fully informed regarding progress and are involved with the decision-making mechanism. The parents attending the pre-inspection meeting were pleased with the 'open door' approach adopted by the school to encourage parents to share information about any difficulties their children may be experiencing. There is a nominated governor for special educational needs and regular meetings are held with the headteacher. Equal opportunities are provided to all pupils.
37. The children take responsibility for the usual daily routines of the school. Recently a School Council has been set-up as part of a new initiative in citizenship and to give pupils a 'voice' in the continued development of the school.
38. The school has a detailed Health and Safety policy in place, which is based on the local education authority guidelines. The Governing Body, teaching and non-teaching staff are all very conscious of their collective obligations for the well being of the pupils. They do all they can to promote awareness of this subject among the pupils, which is usually

accomplished through the curriculum. Every half-term members of the governors' building committee carry out a risk assessment of the premises, equipment and working practices. Fire drills are rehearsed each term. Attendance certificates are presented at the end of each term to pupils who have been present for each day of the term.

39. The school has an attendance policy. There are good procedures in place for recording and monitoring attendance and for following-up any absenteeism. Parents say they are fully aware of what is required of them when their child is away from school. Registers are marked correctly and comply with statutory requirements. The school has a close liaison with the educational welfare officer, who comes into school whenever requested.
40. The school has a Child Protection policy, which is based on the local area child Protection committee's recommendations and local education authority guidelines. The designated member of staff is the headteacher who is well acquainted with the local procedures. Also, the staff are aware of their responsibilities in relation to child protection and reporting. The chair of the Governing Body has been given responsibilities for this aspect too.
41. The school has a clear behaviour policy. Behaviour in and out of school is very good and this high standard has been maintained since the last inspection. The school has good procedures for monitoring and promoting good behaviour, which incorporate praise, certificates, gold stars and stickers. The staff is well aware of the behaviour policy's contents and administers its principles uniformly across the school. Acknowledgement of pupils' achievements is fully celebrated at assemblies. The pupils are very polite and courteous. Pupils respect the school rules and know what constitutes acceptable behaviour. When children are admonished the teachers explain why they are being reprimanded to make them aware of the consequences of their behaviour on others. Bullying is extremely rare. However, should any such incident occur there are effective procedures in place to deal with it promptly and efficiently. A record is kept on the pupil's file. The parents agree that the standard of behaviour is very good.
42. The very good level of support and guidance provided by the school significantly adds to pupils' well being and contributes to a safe and happy environment.
43. Overall, procedures for assessing pupils' attainment and progress are good. Standardised tests are carried out each year in English and mathematics. The results are analysed carefully to identify trends across the school and in year groups and to provide information on individual pupils. The information is used effectively to revise the teaching plans appropriately. Current assessment procedures for other subjects depend largely on assessments made at the end of the units of work that pupils have followed.
44. Assessment opportunities are a key feature of teachers' planning so that they are able to judge accurately what their pupils have learnt, and the strengths and weaknesses in their learning. The quality of the teachers' marking is inconsistent and sometimes poor in Key Stage 2. An examination of the pupils' books reveals some examples of inaccurate marking and over-generous assessment. This means that the pupils do not learn from their mistakes. The best marking extends and challenges the pupils' thinking. Teachers use a good variety of questioning strategies skilfully in order to check pupils' understanding.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. There is a strong alliance between the school and the parents, which has a beneficial effect on pupils' learning. The views of the parents expressed at the meeting prior to the

inspection and in pre-inspection questionnaires, show an overwhelming support for the school. Parents consider the school to be well led and managed and are very satisfied with the educational standards achieved and with what the school provides.

46. The school attaches a high priority to working with parents. An 'open door' policy is practised by the school giving parents the opportunity to discuss their children's progress and any difficulties they may have. Parents are encouraged to take an active part in school life and those who have the time respond enthusiastically, helping in the classroom, hearing readers, helping with cookery, swimming, assisting at sporting events and on educational visits. There is a 'Parental Involvement Co-ordinator' who liaises with parents and the 'Friends'.
47. There is an active 'Friends of the School Association,' which makes a positive contribution to the school by organising social and fundraising events. Most parents take an active part in supporting their children's work at home and are happy with the amount of homework the school provides. They help their children with reading, spelling, learning mathematical tables and project work.
48. The information provided to parents is of a good quality, range and frequency. This is disseminated through newsletters, a detailed school brochure, pupils' and governors' annual reports, home/school agreement, parent information evenings, school policies, reading diaries and notice boards. Parents are given a timetable and detailed curriculum notes each term so they are aware when specific subjects are taught.
49. The school continues to be a focal point of the village and to promote a very positive ethos. The school has very good links with the community and somewhat restricted ones with local businesses, due to its isolated rural location. For example, a nearby primary school is used for gymnastics and the local high school for swimming. The school has a close liaison with the Church and the vicar comes into school regularly to take assemblies. The Lord of the Manor, a local tradesman, comes into school every Christmas and gives each child a present, the local publican has donated money for first-aid training and the infant class teacher liaises with local play groups and the local media are informed of any special events taking place. Visiting speakers are invited into school to talk about multi-cultural aspects and on their particular subjects. There are also good links with the normal support agencies.
50. The school makes many outside visits, for example, to the theatre, Banham Zoo, the Dome in London, Norwich Cathedral, and Cromer Lifeboat Station. Also, the Wild Life Club has visited Hickling Broad. These visits enrich the curriculum and pupils' personal and social development and have a positive impact on pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. There is good leadership of the school. The headteacher, appointed to the school following the school's previous inspection, has given the school a firm educational direction. She has astutely managed to maintain the strengths of the school noted at the time of the previous report and, at the same time, has provided a clear agenda for the school to move further forward. She ably combines her four day a week teaching commitment with her other duties. Of note, is the warm yet equally purposeful team spirit that she has developed. All the staff work effectively together and sharply focus their efforts on providing the pupils with a quality education. Many parents are appreciative of the time and effort given by the staff to their children believing, rightly, that their children are receiving a good education. Parents fully support the aims and principles that guide the school and many of these are fulfilled.

52. Following the appointment of the Key Stage 2 teacher in January, responsibilities in terms of subject management have been reviewed. Together with the part time teacher who works in the school one a day a week, the staff ably manage their subject responsibilities. The school has successfully integrated the requirements of the strategies for literacy and numeracy into the curriculum. However, there is scope for the school to explore the potential of other subjects to support the pupils' numeracy development. All staff play an active part in leading their subjects and all three staff willingly take the advice and guidance from their colleagues when offered. The school regularly evaluates the standards pupils attain in end of key stage National Curriculum tests and draw out from these where teaching needs to be modified in light of what pupils have not fully mastered. The formal monitoring of teaching was noted as a shortcoming in the school's previous report. This is still the case. While staff do talk informally about what has worked and what has not in order to improve teaching further, there is still scope for the staff of the school to formally monitor and draw out where pupils could improve their everyday work.
53. There has been satisfactory progress since the school's previous inspection. Since then, both the headteacher and the Key Stage 2 teacher are new to the school. Most of the key issues identified in the last report have been addressed. There are now effective materials to assist teachers in the planning of pupils' work and lesson plans highlight clearly the work that pupils of different ages in the classes are to learn. The issues in relation to health and safety have been addressed. Still outstanding in part is the devising of planning materials for children under five. The headteacher is acutely aware of this and has firm ideas as to how this is to be accomplished. At present, the school has not managed to raise the standards pupils attain in information technology at Key Stage 1. The purposeful and positive atmosphere has also been maintained.
54. The governors' involvement in the work of the school is good. The chair of governors is a regular visitor to the school, and works closely with the headteacher, who values greatly the support and guidance offered. The Governing Body fulfils its legal responsibilities in all respects. Governors are kept very well informed about the work of the school by full and informative reports from the headteacher prior to full Governing Body meetings. In addition, the Governing Body has set up committees to explore aspects of the school's provision in more depth. Governors visit regularly, observe lessons and each governor oversees and works closely with the staff on a particular subject of the curriculum. They are well informed about the National Literacy and Numeracy Strategies and are keen to ensure that the teachers smoothly handle the management of these, particularly in a small school with four age groups in one class. Although the number of pupils in any one year group is small, the standards that they attain in end of key stage National Curriculum tests are regularly evaluated by the governors. The quality of the school's policies is very good and gives a clear indication as to how aspects of, for example, health and safety are to be carried out, by whom and when. This ensures that the management of their overall responsibilities is effectively carried out.
55. The school generally makes effective use of its resources. The expertise and interest of the staff are used well and the deployment of the headteacher to the Key Stage 1 class in January enables the school to make effective use of her experience. Support staff work well with the teachers. This includes the staff for pupils with special educational needs, the management of which is secure. Extra grants given to the school to support developments are carefully spent. These are carefully aligned to the school development plan. This is a well-constructed document devised after close co-operation with staff and governors. It provides a clear idea of where the school is heading. It is regularly evaluated and from this work, appropriate action points devised for the school's continued development. Over the past two years, the school had built up a larger than

recommended sum of money as part of its contingency figure. The rationale for this has been rigorously evaluated and has resulted in extra funds being made available to enhance the quality of resources for certain subjects. The contingency figure currently in the budget is more in tune with recommendations. Despite these extra monies being spent, the headteacher and the governors take extreme care to ensure that the best value is obtained before incurring any expenditure. At present, ways to evaluate and measure the impact of spending decisions against the standards that pupils attain are at an early stage.

56. There are sufficient staff for the number of pupils on roll. The part-time school secretary ably assists the headteacher in the general administration of the school. This enables the headteacher to effectively balance her teaching and general administrative responsibilities. Most of the school's accommodation is put to good use. The exception to this is the hall that lies adjacent to the school. Although small, it is currently used for dinners and for school assemblies. There is potential, for example, for it to be put to greater use for the children under five or for educational drama. Most resources are used well to support pupils in their learning. The range and quality of reading materials is very good and has a strong impact on the standards attained by pupils. The school has good links with other primary schools. These enable the pupils, for example, to have regular access to the greater facilities of a neighbouring school's larger hall for gymnastic lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to raise the quality of education further, the headteacher, governors and staff should:

1) Raise standards in information technology in Key Stage 1 by ensuring that:

- teachers' knowledge and skills in using information technology equipment are sufficient;
- where possible, lessons provide opportunities for pupils to have regular access to the equipment;
- lesson plans clearly highlight the knowledge and skills pupils are expected to learn;
- pupils are regularly assessed against these skills and that the information gained is used to plan the next steps in their learning.

(paragraphs 4, 17, 53, 83, 84, 87, 101, 105, 106, 109)

2) Improve the quality of pupils' written work in Key Stage 2 by:

- devising a whole school approach to promoting high standards in written presentation;
- ensuring that the quality of marking is accurate and highlights for pupils where how they may improve their work further.

(paragraphs 6, 21, 77, 88, 89)

3) Improve the quality and frequency of how teaching is monitored and evaluated in order to improve standards further.

(paragraphs 17, 52, 84)

58. The following less important key issues should be addressed by the governors as part of the school's action plan:

- in a planned and manageable way, improve the range and frequency of extra curricular activities for all pupils;
- integrate the use of the church hall more effectively into the day-to-day organisation of the school.

(paragraphs 26, 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	7	53	40	-	-	-

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	39
Number of full-time pupils eligible for free school meals	-	2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	10

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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	39
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	-	-
Black – African heritage	-	-
Black – other	-	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	-	-
Other minority ethnic groups	-	-

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)	2.2
Number of pupils per qualified teacher	19.5
Average class size	19.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	26

Financial information

Financial year	'99 - 2000
	£
Total income	104 337
Total expenditure	109 803
Expenditure per pupil	3 660
Balance brought forward from previous year	15 240
Balance carried forward to next year	9 774

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	39
Number of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	78	22	0	0	0
Behaviour in the school is good.	66	34	0	0	0
My child gets the right amount of work to do at home.	39	56	6	0	0
The teaching is good.	100	0	0	0	0
I am kept well informed about how my child is getting on.	83	17	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	100	0	0	0	0
The school works closely with parents.	88	12	0	0	0
The school is well led and managed.	88	12	0	0	0
The school is helping my child become mature and responsible.	94	6	0	0	0
The school provides an interesting range of activities outside lessons.	27	55	17	0	0

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

59. Children start school in either the September or the January of the school year in which they are five. They are taught in the Key Stage 1 class with pupils in Years 1 and 2. Teaching is planned carefully according to the desirable outcomes for learning, which lead them on to work in the National Curriculum. At the time of the inspection, there were six children under five. Provision for children under five is satisfactory. They benefit from being in the company of older pupils and learn a lot from them both socially and academically. With such small numbers of pupils involved it is very difficult to make secure judgements about attainment on entry. That of the current cohort indicates that attainment on entry to the school is broadly average. Their work is matched accurately to their learning needs and they make satisfactory progress. The majority attain the desirable learning outcomes in all the areas of learning by the time they are five. They are well equipped to start the National Curriculum as they become five. The curriculum is generally sufficiently broad and balanced and enhanced effectively by visits outside the school and visitors to the school. The cramped accommodation restricts some aspects of the curriculum. There is not enough space to enable the children to have ready access to play activities that would reinforce their learning.

Personal and social development

60. The children start school with average levels of personal and social skills. They make satisfactory progress and, by the time they are five, they achieve the desirable outcomes in this area of learning. The good relationship with the parents helps the children to settle quickly into the routines of the school day. They are keen to learn and listen attentively to their teacher and to other children. They are confident and answer questions willingly, even when they are taking part in a whole class lesson. They play well together, taking turns and sharing equipment fairly. They relate well to adults and readily engage visitors in conversation.
61. The quality of teaching is satisfactory. The teacher knows the children well and encourages them to become independent and responsible. She has high expectations of good behaviour. The good relationship between the children and all the adults creates a warm and happy environment. It is clear that the children enjoy school and want to work hard.

Language and literacy

62. The children start school with average language and literacy skills. They make satisfactory progress and, by the time they are five, most of them achieve the desirable outcomes in this area of learning. Listening and speaking skills are developed successfully by the teachers' good use of questions that engage the children in conversation. They listen attentively to their teachers and to one another. They enjoy listening to stories and rhymes. Through their participation in the 'Big Book' sessions of the literacy hour, they have a good understanding of how books are arranged. They treat books carefully, turn pages correctly and 'read' stories to themselves. Most of the children have made a good start to reading. They are competent in sounding out the letters of the alphabet. Most can write the letters of the alphabet accurately and write their own names without support.
63. The quality of teaching in this area is satisfactory overall with some good features. Both the teacher and the support staff have a good awareness of the importance of

developing the children's early language skills. These are in the main, taught effectively. However, the potential to develop the pupils' speaking and listening skills is hampered by the lack of a planned and suitable imaginative role-play area for children to participate in structured play. More formal work is sufficiently matched to the children's needs. The integration of the children with the older pupils in the class for sessions such as the 'Big Book' session has a positive impact on their learning.

Mathematics

64. Mathematical development is supported effectively through a suitable range of activities that concentrate mainly on number. Play with sand and water provides good opportunities for learning about mass and volume, but occasionally the children are not guided in their play. Most of the children can recognise the symbols for numbers and do simple addition and subtraction sums with numbers up to ten. They recognise different coins and use their knowledge of number to count money accurately. Most of the children achieve the desirable outcomes in mathematical understanding.
65. The quality of teaching is satisfactory. The teacher uses the support assistants efficiently. They are well briefed and the learning is evaluated effectively so that appropriate further work may be planned. Teaching could be improved if provision was made for the children to have regular access to an imaginative role-play area where they could undertake activities that would extend their understanding of early mathematics. However, the space restrictions in the classroom make this difficult to organise

Knowledge and understanding of the world

66. The children make satisfactory progress and, by the age of five, their attainment is in line with the desirable learning outcomes. They have a sound knowledge of living things and through their work in the school environment, they know that there is a wide variety of living things in the grounds of the school. They identify differences between some of these creatures, such as which ones crawl and which ones fly. They can identify common materials, such as wood, plastic and paper and know why some are more suitable for different purposes. They use the computer with confidence, for example to write their names, and they use tape recorders independently to listen to stories. They have a satisfactory sense of change over time through looking at artefacts from the past and hearing how their owners used them. They know the purpose of the buildings in the area, such as the Church and the shops.
67. The quality of teaching is satisfactory. The children have good opportunities to learn about the world around them. They are, for example, always involved in the trips and excursions that organised for older pupils in Key Stage 1. This gives them good scope to develop their understanding of their immediate world in which they live. The teacher and learning support assistants use questions well to check understanding and develop their thinking further.

Creative development

68. The children make satisfactory progress and, by the time they are five, their attainment in the creative aspect of their learning is in line with the desirable learning outcomes. Although there is no space available in the classroom for a role-play area, the teacher takes good opportunities to engage the children in role-play as part of the literacy hour when they act out a part of the story. The children sing and perform action songs well. They use percussion instruments appropriately to make loud and soft sounds. They have satisfactory opportunities to use paint and to explore pattern making. However,

sometimes this work is over-directed by the teacher and there are not enough opportunities for the children to experiment for themselves.

69. The quality of teaching is satisfactory. The restricted accommodation is a significant factor in the limited opportunities that the children have. The teacher and support staff make the best use of the space available to provide worthwhile activities.

Physical development

70. The children make satisfactory progress and, by the time they are five, their attainment is in line with the desirable learning outcomes. They develop their manipulative skills satisfactorily through activities such as writing, cutting and sticking. They show an appropriate level of control when they use the computer mouse and keyboard. They can throw and catch appropriately for their age.
71. The lack of a secure outdoor play area and the consequent lack of opportunity for children to play with large toys is hampering their progress. Despite these restrictions, the children show good spatial awareness. The quality of teaching is satisfactory and the teacher makes the best possible use of the accommodation and the resources available. The children take part in all physical education lessons that are organised for their classmates in Key Stage 1. This gives them good opportunities to take part in small games and develop their physical skills of, for example, catching and throwing.

ENGLISH

72. By the end of Key Stage 1, standards are well above national expectations. This is a significant improvement on the findings of the last report when overall standards were broadly average. By the end of Key Stage 2, standards are at least in line with national expectations, with a minority of pupils achieving higher standards.
73. The school sets a high priority on teaching the basic skills of reading. From their first days in school, a wide range of attractive books surround the pupils. They are introduced to a very good range of authors and different styles of writing. Through this, they learn that books are sources of information and pleasure. Pupils, including those with special educational needs, make very good progress in reading because they are motivated by the desire to read for themselves. The school has a systematic approach to teaching reading. The literacy hour is used very well to promote good expression in reading and to make the pupils familiar with the sounds of different letter combinations. This means that they develop good strategies for sounding out words that are unfamiliar. Guided reading sessions, when small groups work with the teacher, are taught particularly well. By the time they are seven, the majority of pupils read fluently and with good expression. They have a very good understanding of the features of fiction and non-fiction books. They explain, for example that non-fiction books sometimes have a glossary of words where the meanings of the words are explained. They read to themselves and search out information from the text effectively. Throughout Key Stage 2, this good practice is effectively continued. The teachers keep a careful watch on what the pupils are reading and make sure that they are challenged appropriately by the texts. The pupils are given very good opportunities to use their research skills in other subjects, such as geography, history and religious education. By the time they are eleven, the majority of pupils are very competent readers. This supports their learning in other subjects very effectively.
74. Pupils in Key Stage 1 make very good progress in writing and, by the time they are seven, they write confidently for a good range of different purposes. As they move

through the key stage, they use an increasing range of punctuation, including commas and speech marks. They show that they have benefited from the very wide range of books by writing very imaginatively. A good example of this was seen in a display. The pupils had written poems in the style of Andrew Follet after reading his poem, 'The Wind'. The work they produced was very impressive and showed a good understanding, using examples such as, 'White is snowdrops bursting into flower', and 'Green is a field of cabbages ready to eat.' This imaginative writing is built upon in Key Stage 2 and by the end of the key stage, the pupils use language very effectively to capture the reader's imagination. For example, 'A Recipe for Spring' began with the line, 'Gather several handfuls of grass, then scatter the freshest daisies across the soft green turf.' In both key stages, good attention is paid to teaching correct spelling, grammar and punctuation. However, in Key Stage 2, there is not enough insistence on pupils using their knowledge in their extended writing. Even the highest attaining pupils spell some simple words incorrectly and often ignore punctuation altogether. The school does not give enough attention to the development of good handwriting at Key Stage 2. The weak presentation of written work often spoils pupils' overall efforts and teachers do not take consistent action to improve it.

75. There are very good opportunities across the curriculum for the pupils in both key stages to use their writing skills. These include writing reports and accounts in subjects such as history, geography and religious education. In Key Stage 1, for example, in religious education pupils wrote about Jesus in the temple from the point of view of Mary or Joseph. In Key Stage 2, they write letters putting their views for and against issues such as homework and school uniform.
76. Standards of listening and speaking are good throughout the school. Most pupils listen carefully and attentively to their teachers and to other pupils. They are very articulate and speak confidently and clearly. They are given very good opportunities to develop their speaking skills. The teachers engage the youngest pupils effectively in conversation by asking questions that demand more than a one-word answer. Throughout the school, pupils have good opportunities for choral speaking and role-play.
77. The school takes every opportunity to promote learning in English. It holds regular book fairs where pupils can buy a wide variety of books. The literacy governor makes a good contribution when she visits the school to talk to pupils about her work as an author. Visits to the theatre add a further dimension to the pupils' understanding of literature. The quality of teaching is very good in Key Stage 1 and satisfactory in Key Stage 2. The Key Stage 1 teacher is the literacy co-ordinator. She has very good subject knowledge, and she uses this well to plan and organise very good lessons. There is a good balance between teaching the basic skills and encouraging the pupils to use these skills effectively in writing for many different purposes. She has very high expectations, which are reflected in the high quality of her marking of pupils' work. She keeps a careful check on pupils' learning and makes clear to them how to improve their work. In Key Stage 2, the quality of marking is inconsistent and sometimes poor, with some pupils receiving unjustified and over-generous praise for incorrect and poorly presented work.
78. The management of the subject is good. The school has made good use of available funds to provide very good resources for literacy. Pupils and teachers put these to good use. Pupils with special educational needs receive good support from very capable classroom assistants, who work closely with the class teachers in evaluating the learning that has taken place. The additional literacy strategy is used very effectively to support small groups of pupils. As a result, these pupils make good progress in their learning. The school has a small library, which is adequately stocked and frequently added to.

MATHEMATICS

79. The inspection findings indicate that by the end of Key Stage 1, pupils' overall attainment in mathematics is above the national average. At Key Stage 2, standards attained by the current Year 6 pupils are in line with the national average.
80. Pupils make good progress in their understanding of number as they move through Key Stage 1. All pupils have a secure understanding of fractions and use this knowledge to solve problems involving money. Many pupils are able to double simple numbers and higher attaining pupils appreciate what trebling means. Many pupils are able to solve addition of three digit numbers and many are able to use strategies such as rounding up or down to numbers to aid them in their working out. Pupils, including the few with special educational needs, have a secure knowledge and understanding of shape with higher attaining pupils being able to explain what a 'net' means. Most are able to construct, read and interpret simple charts and diagrams. Pupils apply their knowledge and understanding of mathematics to everyday situations.
81. By the end of Key Stage 2, pupils' knowledge and confidence in solving problems in relation to place value is secure. They are able to explain the similarities and differences between addition, subtraction, multiplication and division. Their mental arithmetic skills are generally secure with most pupils being able to give the answer to 62×100 without recourse to working the answer out on paper. Not all pupils understand the relationship between fractions, decimals and percentages although their understanding of time – both analogue and digital – is secure. Pupils' understanding of shape and space is the weaker aspect of their attainment generally. While pupils recognise the shapes and properties of both two and dimensional shapes their understanding of rotational symmetry and other concepts such as tessellation is weak. Pupils make secure gains in their learning about how mathematical data can be presented graphically in the form of charts or tables. They know, for example, that some charts are more suitable for presenting some information than others.
82. Pupils, including those with special educational needs, make satisfactory progress in Key Stage 2, although that for Year 5 pupils is particularly good. These pupils are often involved in undertaking the work that is planned for the Year 6 pupils and this has a positive impact on their progress. Indications from the school's use of external tests given to the pupils just prior to the inspection strongly indicate that some pupils in Year 5 are already attaining above the national average for 11 year olds. Pupils make satisfactory gains in developing strategies for solving more open ended problems involving mathematics.
83. The quality of teaching is good in Key Stage 1. While in Key Stage 2 there is some good teaching, the overall quality is satisfactory. The quality of teaching has a positive impact on the pupils' attitudes to the subject and mathematics is a subject that many pupils expressed a strong and healthy interest in – although the quality of the presentation of their work could be far higher. Where teaching is good, introductions to lessons are brisk and opening activities to a lesson engage pupils' interest and flex their mental mathematical abilities. These then proceed to well planned activities to match the different groups within the class. For example, in one lesson in Key Stage 2, older higher attaining pupils had to work out problems such as determining what year it would be 2000 seconds, minutes, hours, days, and weeks from the outset of the millennium. Such work really challenged the pupils and suitably extended their knowledge of time and their skills in solving problems involving multiplication and division. Where teaching is satisfactory rather than good, there is an over-reliance on the use of scheme materials to support pupils' learning. Pupils' attention can drift owing to the fact that the work from these does not always hold their interest. While the use of information technology to

support mathematics is greater in Key Stage 2 than in Key Stage 1, overall, there are missed opportunities to use computers as part of everyday mathematics teaching. Pupils with special educational needs are taught well with the learning support assistants being well deployed to support the pupils in their learning.

84. The school has effectively implemented and embraced the principles of the National Numeracy Strategy. Good progress has been made since the last inspection in improving the use made of assessment information to plan work for pupils in Key Stage 2. This has ensured that work is suitably planned for the four age groups in the Key Stage 2 class. The co-ordinator is employed in the school on a one day a week basis. She makes a significant contribution both to teaching of the subject and in the managing of developments. There is a good policy, for example, that outlines clearly how the subject is to be taught. Further scope is possible, however, to develop the pupils' mathematical skills through other subjects such as science, design and technology or information technology. At present, while some teaching has been monitored, there is potential to develop more systematic procedures to appraise the quality of pupils' learning in the subject.

SCIENCE

85. On the basis of inspection findings, attainment in science is average at the end of both key stages. As they move from one class to the other, progress is satisfactory. There is some mismatch between the inspection findings and those from end of key stage National Curriculum tests and teacher assessments indicated that in 1999, standards were above average in both key stages. However, standards currently being attained by pupils reflect their attainment that, from discussions with teachers about the pupils, is broadly average.
86. By the end of Key Stage 1, pupils understand that some materials are man-made and others are natural. By investigating, for example, the properties of plastic, pupils understand that it is water resistant, pliable and able to be used for a whole range of purposes. They are able to describe the properties of materials and how certain materials will change from a solid to a liquid when heated. Pupils know that magnets will attract some objects but not others and that electricity is a source of energy as are batteries. Pupils understand that all living creatures need places to live and that gardens or ponds, for example, provide rich and varied habitats for many living insects. Pupils' investigation skills are satisfactory. However, in many respects, their work is sometimes over directed by the teacher and this denies pupils the opportunity to explore their own lines of enquiry.
87. In Key Stage 2, pupils, including those with special educational needs, make satisfactory gains in their learning about life and living processes. They know, for example, of the different parts of plants and flowers such as the sepal, stigma, anther and ovary and the function they perform. They are aware that rain forests, deserts, and the sea are all examples of habitats. However, their perception of food chains is weak. In understanding materials, pupils understand that a house is built from many different materials that perform different functions. They know that filtering enables solutions to be separated and in understanding forces, know that gravity is an example of a force and that the Earth is held in space as a result of the pull of the sun. Pupils' investigative skills are satisfactory although in practice, the results of their work are often spoiled by some poor presentation. Where it is better, the line of pupils' thinking is clearer to see and this has a stronger impact on standards in this aspect of their science work. Pupils make adequate gains in their awareness and understanding of different scientific language such as 'fair testing'. Progress is hampered in part by the lack of opportunities

for pupils to present their work in a wider variety of formats that include charts, graphs or tables. Progress in using information technology in this respect is too slow – especially for higher attaining pupils.

88. The quality of teaching in both key stages is satisfactory. Care is taken to ensure that pupils' learning is adequately planned for over a two-year time line. This ensures those pupils re-visit topics at a later stage in more depth. Teachers have satisfactory subject knowledge and make good use of questions in lessons to probe, challenge and extend the depth of pupils' scientific learning. Where possible, investigations are provided for pupils to explore certain ideas and this helps to extend their observing and testing skills as well their awareness of certain scientific language. The quality of teaching would be enhanced if greater challenge were offered to higher attaining pupils. Evidence from evaluation of these pupils' work suggests, for example, that they are sometimes given the same work as that for pupils with average or below average abilities. The quality of marking, especially in Key Stage 2, while supportive, does not always offer pupils sharper guidance as to how they may improve the quality of their work. Homework is occasionally used to extend pupils' learning.
89. Satisfactory progress has been made since the school's last inspection in terms of formally recording the rate of pupils' progress in science and in then using that information to plan the next steps in their science learning. However, this practice could still be sharper for higher attaining pupils. The quality of pupils' presentation of the science work was noted to be unsatisfactory in the last inspection. In the main, this is still the case. The school is aware of the need to raise the quality of pupils' efforts in this aspect of their work. This often weak presentation of their work spoils their efforts in a subject that they have a natural interest and curiosity about. Resources for the subject are good and complemented further by a good range of non-fiction material to enable pupils to explore themes and topics. They are given every opportunity and encouragement to do this, which has a positive impact on both the pupils' love of books and in the development of their literacy skills. A good range of compact disc software extends resources further to allow pupils to follow a particular line of enquiry.

ART

90. Pupils of all ages and abilities make satisfactory progress in art and produce standards of work that match their ages and ability. The school has maintained the standards found in the school at the time of the last inspection.
91. In Key Stage 1, pupils have access to a wide range of artistic experiences. They know that primary colours can be mixed to make other colours and they mix and apply paint in a fair and even way. Pupils consider the work of other artists and apply the styles observed to their own work. Pupils' observational drawings capture an image quite well and pupils have experience of working with malleable materials such as clay in making simple pots. Pupils sufficiently develop their understanding or appreciation of how computers can be used to produce pieces of art using a simple art package.
92. In Key Stage 2, pupils make satisfactory progress in the development of their drawing skills. They begin to use line, shade and tone effectively as seen in their drawings of 'Hurricane Lamps' which were of good quality. Pupils continue to explore the work of other artists and use their work creatively by using information technology equipment to scan pictures and then manipulate them using computer art program's tools. Pupils effectively understand that art can be generated from wide and varied media. This is seen in their pictures demonstrating weaving techniques using fabric and willow wood. Good attention is paid by the teacher who teaches pupils art to ensuring that the art from

other countries, for example, from the Far East and Africa is explored. This gives the pupils a good appreciation that art is produced in many ways such as masks, carvings and fabrics.

93. Pupils have good attitudes towards their art work. These are successfully promoted by the quality of teaching that is satisfactory and sometimes good in both key stages. The teaching of art in both classes is undertaken by the co-ordinator who is highly enthusiastic and informed about teaching the subject and the impact that art can have on the pupils' spiritual and cultural development. Space within classrooms is quite limited and this prohibits the organisation of some aspects of the subject's teaching - such as allowing pupils wider opportunities to a full range of paints, paper or recyclable materials. Examples of pupils' work are starting to be kept and this practice, if continued, will provide a secure basis to gain a greater awareness of pupils' attainment and progress in the subject.
94. The range and quality of art resources are satisfactory. Display is of good quality and enhanced further by many everyday objects – both natural and manmade. These enhance the quality of provision and develop further the pupils' appreciation of the wonder of the world in which they live.

DESIGN AND TECHNOLOGY

95. In both key stages, pupils of all abilities make satisfactory progress and they achieve standards that are in line with those expected for their age. In Key Stage 1, pupils construct simple plans in preparation for making artefacts. They are aware of the importance of labelling their diagrams and of the need to consider what materials and tools are needed to complete a task. Pupils use simple technology equipment such as 'Lego' as a further means of building simple artefacts. At Key Stage 2, pupils construct more complicated models and artefacts using a range of different tools and equipment. Their understanding of how to measure, cut and stick card or small pieces of wood together to make a model of a house using 'Jinx' joints is secure. Pupils have a good knowledge and understanding of food technology and the regular opportunities pupils are provided with to make biscuits or cakes, suitably extend this.
96. Limited teaching was observed during the inspection owing to the structure of the timetable. Evidence gathered from pupils' work, teachers' plans and display suggest that pupils make sometimes good and always at least satisfactory gains in their learning of the principles involved in design and technology. Overall, teaching is satisfactory in both key stages. In Key Stage 1, pupils have made some quite complicated clocks in response to the rhyme, 'Hickory, Dickory, Dock'. This involved pupils making boxes from cardboard, connecting pieces of dowel and cotton bobbins to make the pulleys to 'pull up the mouse.' Such work was of good design and suitably extended the pupils' understanding of the interconnectivity of parts to make artefacts as well as developing their early ideas of using axles and pulleys. In Key Stage 2, design and technology ideas are suitably extended although there is greater scope for pupils to use information technology equipment in the form of sensors as a means of developing their learning. Overall, the quality of teaching promotes positive attitudes to learning on behalf of the pupils. They talk eagerly and enthusiastically about the work they undertake. Evidence suggests that they take pride in what they produce and work carefully to produce work that is of high quality and reflects their capabilities.
97. There are sufficient resources to enable most aspects of the subject to be explored by pupils. The school makes effective use of the overspill area adjacent to the Key Stage 2 classroom as a means of providing space for food technology to be taught. This is often

undertaken by learning support assistants who make a valuable contribution to pupils' learning. The school has developed useful guidance materials to support teachers in the planning of work since the school's last inspection. This successfully ensures that pupils' learning in design and technology is successfully built on and extended as they move through from one class to the other.

GEOGRAPHY

98. Learning is satisfactory throughout the school, and by the time they are eleven, pupils achieve standards in line with those expected of pupils the same age. This is the same as was found in the last inspection.
99. The teachers provide appropriate and relevant contexts for learning, and they put good emphasis on developing geography skills. In Key Stage 1, the pupils learn simple mapping skills, beginning by looking at simple plans of the school and plotting their journeys from home to school. This is then extended to a study of the village, identifying its main features. They develop a good awareness of the differences between places by contrasting their village with the Isle of Struay and with the seaside town of Cromer. They are aware of the influence that people have on the environment and contrast human and natural landscapes. They use such terms as hill, stream, river, and mountain to describe natural landscapes.
100. This work is built upon successfully as pupils move through Key Stage 2. By the time they are 11, most of the pupils can identify correctly the features on an ordnance survey map. They can identify principle cities in Great Britain and know the names of the waters surrounding the British Isles. They become more aware of how people can change environments, appreciating for example, that tourism has both advantages and disadvantages for a community.
101. A strength of the curriculum is the contribution to learning provided by well-planned visits. The pupils have good opportunities to develop their skills through relevant first-hand experiences, such as the visit to the seaside in Key Stage 1 and the river study in Key Stage 2. The curriculum makes a good contribution to pupils' cultural development through the study of the cultures and traditions of people in other lands. Very good opportunities are provided for the development of literacy skills. However, insufficient opportunities are presented for the pupils to use information and communications technology.

HISTORY

102. Learning is satisfactory throughout the school, and by the time they are 11, pupils achieve standards in line with those expected of pupils the same age. This is the same standard as was found in the last inspection.
103. In Key Stage 1, teachers' imaginative planning of good experiences enables pupils to develop a sense of the past. They develop good enquiry skills through looking at photographs of the past and contrasting what they see with what things are like today. They build up a picture of the past by examining artefacts and talking to the people who owned them. They develop their understanding of change over time by talking to their parents and grandparents about their school days and pastimes and contrasting what they hear with their own experiences.

104. In Key Stage 2, the pupils build on this learning and develop a good awareness of the changes over time in their own village. They develop their enquiry skills very effectively by using a wider range of secondary sources, including Kelly's directory, the parish registers and the gravestones in the churchyard. They have a sound knowledge of ancient civilisations. For example, they can talk about gods and goddesses and can explain that the ancient Greek market or agora was not just a place for selling; it was an important meeting place.
105. The quality of teaching in both key stages is satisfactory. In Key Stage 1, effective use is made of stories to highlight for pupils how people lived in the past. At Key Stage 2, teaching successfully builds on from what pupils have learned in Key Stage 1. Pupils are given access to a wider range of different historical sources that extends pupils' understanding of how information about the past can be gathered. The history curriculum is suitably enriched by very well planned visits. Year 5 and 6 pupils have residential experience to develop their knowledge and understanding of the Victorians. This involves the pupils adopting the roles of children in Victorian times and experiencing the Victorian way of life, particularly in relation to school. In addition to the good learning that these experiences provide, these residential visits make a very good contribution to the pupils' spiritual and social development. The curriculum makes a very good contribution to the development of literacy skills as the pupils research information and present their findings. However, there are not enough opportunities for pupils to use information and communications technology.

INFORMATION TECHNOLOGY

106. By the end of Key Stage 1, standards of attainment are below national expectations. By the end of Key Stage 2, standards are in line with those expected for 11 year olds. While the school has improved the quality of resources quite significantly since its last inspection, at present, the knowledge and understanding that staff have in smoothly integrating the use of information technology into their everyday teaching is insufficient at Key Stage 1. This impedes pupils' progress in the development of their information technology skills and in their learning of information technology generally.
107. By the end of Key Stage 1, pupils have weak keyboard skills and are unfamiliar with how to save and retrieve their work. Consequently, their understanding of how to use a simple word-processor is also weak and very few have a secure knowledge of what a font is or how to change or edit the size and appearance of their type written text to give it a more pleasing appearance. Pupils do have access to working with programmable toys. Higher attaining pupils are insufficiently experienced in how to use an electronic encyclopaedia as part of their studies. Pupils' understanding of how a computer can be used to enter mathematical data and then present that same data in the form of a chart or bar graph is better. Overall, however, pupils make limited gains in their learning of information technology or in their perception of how information technology is playing an ever-increasing role in their everyday lives.
108. At Key Stage 2, pupils, including those with special educational needs, make more marked gains in their learning and this effectively ensures that by the end of the key stage, their attainment is in line with national expectations. Pupils are aware of how to load, exit and explore programs. They are able to type their work into a word-processor, place a graphic on a page and then manipulate that graphic in terms of size or its placement. Pupils explore compact disc software ably and are given sufficient opportunities to work with programmable toys. This suitably extends their knowledge of the control elements of the curriculum. However, few opportunities are, at present, provided for them to develop their understanding of how to use sensor equipment.

Pupils use simple art packages and, as part of such work, are given further scope to develop their understanding of information technology generally by entering art pictures into the computer using a scanner. Pupils have a sufficient appreciation of how information technology is impacting on their daily lives. They know, for example, that information can be gathered about themes or topics by exploring the Internet and that messages can be sent all over the world using computers through using the 'E-mail.'

109. In Key Stage 1, the quality of teaching is unsatisfactory. At present, the teacher is not confident in using some of the software or the equipment to support pupils' learning. Lesson plans do not highlight sufficiently how information technology could be used or the skills that pupils are expected to develop if using the equipment. Consequently, in many lessons the equipment is left idle when it could be put to far greater use to support pupils' learning. This adversely affects pupils' learning. In Key Stage 2, staff knowledge and confidence in how to use both equipment and software is stronger. Demonstrations to pupils, for example, are more effective and this gives pupils a clearer understanding of how to use equipment as part of their learning. At both key stages, teaching of information technology would be improved by more careful consideration as to how the subject could be used to extend pupils' learning in other areas of the curriculum and in more systematic access by the pupils to the school's Internet facilities. Moreover, pupils' progress could be enhanced if greater recognition was given to the fact that some pupils are entering the school with already well-developed competencies gained through access to computers at home.
110. The quality of resources has been improved greatly since the school's last inspection. The extra grants given to improve provision have been effectively spent. Software to support teaching is extensive and complemented further by a wide range of compact disc software. The subject is well managed by the co-ordinator. A scheme of work gives good guidance for teachers in planning pupils' learning. A 'curriculum map', which gives a clear overview of what themes or information technology topics pupils are expected to explore in each of the year groups, further supports teachers in their planning. This combination of factors has provided a good foundation that now provides a solid base from which more rapid progress could be made.

MUSIC

111. Learning is good throughout the school, and by the time they are eleven, pupils achieve higher standards than expected of pupils of the same age. This is an improvement since the last inspection. The school gives music a high priority and the teachers use their good subject knowledge well to promote effective learning. The teachers' secure subject knowledge gives them the confidence to teach the technical aspects of the subject well. From Year 2 onwards, all the pupils are taught the recorder as part of the curriculum. They are taught to read music from an early stage and this is built on very effectively as they move through the school. Many pupils benefit from instrumental lessons taught by a visiting specialist. They share their expertise in lessons and this builds the confidence of other pupils. Year 6 pupils read music well. They talk confidently about minims, crotchets and quavers and understand their note values. They explain, for example, that a minim is worth two beats and that two quavers are worth a crotchet. They use this knowledge well in their own compositions.
112. The pupils enjoy performing. They sing confidently and in tune in collective acts of worship. Recently, a parent arranged for them to record their favourite hymns on a compact disc. The school's good efforts in music were rewarded by success in a national competition to compose a song for the millennium. Their prize was a visit to the school by two professional musicians who worked with the pupils to improve their song.

Good opportunities are provided for the pupils to perform for wider audiences and these make a good contribution to their personal development. In addition to performing in school concerts, groups of pupils played recorders in Norwich cathedral and in a concert with the South Norfolk Youth Symphonie Band.

113. The subject makes a good contribution to pupils' spiritual and cultural development. They have good opportunities to listen to and appreciate music from a variety of cultures. For example, a dancer taught Indian dancing movements.

PHYSICAL EDUCATION

114. Owing to timetabling arrangements, only one lesson of physical education was observed during the inspection. This was in Key Stage 1, where the standards attained and the progress made by pupils were satisfactory. Owing to the lack of opportunities to gather firm evidence about standards or the rate of progress in Key Stage 2, no judgements can be offered on these or the quality of the teaching.
115. In the lesson observed at Key Stage 1, pupils demonstrated the skill of catching and throwing a ball in line with their ages and abilities. They move into space to gather the ball and are well aware of the need to keep their eye on the ball in order to catch it properly. The quality of the teaching seen in this lesson was satisfactory. The teacher successfully ensured that the pupils used appropriate equipment such as small or larger balls, quoits or bean bags that matched their ability. Pupils were suitably praised for their efforts and this ensured that their confidence in using the equipment was developed. Teaching could have been better with a greater sense of urgency in the warm up or 'cooling down' part of the lesson.
116. Despite the limitations of space in the school, the school effectively overcomes these by planned use of a local primary school's facilities to allow all pupils to access a programme of gymnastics during the spring term. There is also some specialist teaching of football, tennis and cricket by outside agencies at different parts of the year. In addition, all pupils have regular access to swimming lessons at the local high school. The school is also keen, that wherever possible, pupils are given opportunities to participate in competitive sports by combining with another local school to play a range of matches in mixed teams at different points of the year. A regular sports day is also held. There are, however, at present a limited range of extra-curricular activities for pupils to participate in. Resources for the subject are good and have been considerably enhanced over the past two years. For the next year funding has been secured to employ a specialist teacher for half a day on a weekly basis to teach a wide range of games to all pupils and to play in teams with other schools from the local cluster.

RELIGIOUS EDUCATION

117. Throughout the school, learning is satisfactory, and standards at the end of both key stages are in line with the expectations of the Norfolk Agreed Syllabus.
118. Pupils throughout the school acquire a good knowledge of the features of the main festivals of Christianity, particularly those of Christmas and Easter, and those of Islam. They are well informed about the celebrations associated with Diwali. They know stories associated with Hindu deities and they recognise artefacts associated with different religions.

119. By the end of Key Stage 1, pupils have learnt about patterns of worship and places of worship. In the lesson observed, the pupils showed a good knowledge of a Buddhist temple. They have good attitudes to learning and showed by their answers to questions that they had listened and learnt well in the previous lesson.
120. The curriculum is planned well, so that pupils develop their understanding appropriately in Key Stage 2 by revisiting what they have learnt previously and studying the topics in greater depth. By the end of the key stage, the pupils use their well-developed research skills to seek out information for themselves. They use a good range of sources of information, including CD-ROM. They have appropriate knowledge of symbols used in different faith communities, in Christian, Sikh, Hindu and Jewish traditions. Their knowledge of artefacts and areas of significance in the Christian church is sound. They are aware of the significance of shrines such as Amritsar. In both key stages, the pupils' good attitudes to their work make a significant contribution to their learning.
121. The quality of teaching is satisfactory overall. The teachers have secure subject knowledge and a good understanding of the aspects of religious education that they teach. They use this knowledge well to pose good probing questions that not only check pupils' understanding, but also extend their thinking. They use artefacts well to engage the pupils' interest and thereby to extend learning. They set out clearly in their planning what they expect the pupils to learn. They plan good opportunities for pupils to develop their literacy skills effectively. However, a relative weakness in the teaching is the teachers' acceptance of poor presentation by several of the pupils at Key Stage 2.
122. The co-ordinator provides satisfactory leadership. The resources that the school has are supplemented effectively by loans from the resource centre. Monitoring of teaching and learning is satisfactory. The co-ordinator examines the pupils' books on a regular basis, so that she has a good idea of what is being taught. The subject makes a good contribution to the spiritual, moral and cultural development of the pupils. It provides them with good opportunities to reflect on what they learn and to express their own beliefs. It makes a good contribution to their moral development in so far as the codes of conduct associated with religious beliefs provides a basis for thinking about moral issues. The study of different religions makes a good contribution to their awareness of the richness of cultural diversity.