

## **INSPECTION REPORT**

### **HINGHAM PRIMARY SCHOOL**

Hingham

LEA area: Norfolk

Unique reference number: 120818

Headteacher: Mr P Planken

Acting headteacher at the time of the inspection:  
Miss S Bate

Reporting inspector: Mr RWG Thelwell

20977

Dates of inspection: 14 – 18 January 2002

Inspection number: 194621

Full inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Hardingham Street Hingham Norfolk
Postcode:	NR9 4JB
Telephone number:	01953 850304
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Appropriate authority:	The governing body
Name of chair of governors:	Ms M Sykes
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20977	Robin Thelwell	<i>Registered inspector</i>	Equal opportunities; Foundation Stage; Science; Information and communication technology; History; Physical education.	The school's results and achievements; How well are pupils taught? How well is the school led and managed?
9310	Brian Gilbert	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
12116	Christina Morgan	<i>Team inspector</i>	English; Art and design; Geography; Music.	How good are the curricular and other opportunities offered to pupils?
27736	Jeremy Collins	<i>Team inspector</i>	Mathematics; Design and technology; Religious education; Special educational needs.	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Set in the centre of Hingham, the school serves a rural community that includes a number of nearby villages. Pupils are drawn from a wide socio-economic background, coming from families living in private, council or other rented accommodation. At present, 184 pupils attend full time, including 22 children in Reception. A further eight children attend part-time. There are seven classes with an average size of 26.8. Each class caters for pupils from a single year group. Children join Reception during the year in which they become five. Nearly all attend pre-school groups. Assessment shows attainment on entry varies considerably from year to year. However, when assessed on entry to Reception, pupils currently in Years 2 and 6 had levels of attainment broadly in line with those expected for their age. The proportion of pupils identified as having special educational needs is above average. Two pupils have statements of special educational needs allocated to them under the terms of the DfES Code of Practice. The proportion of pupils eligible for free school meals is average. All pupils have English as their first language. The last two years have seen a significant turnover of teaching staff; as a result of retirements, illness and maternity leave. At the time of inspection, the headteacher had been on sick leave for nearly a year. The acting headteacher was also absent due to ill health, and two classes were taught by temporary teachers.

### **HOW GOOD THE SCHOOL IS**

Hingham Primary School is a happy and caring school with many strengths and good features. The acting headteacher gives the school good leadership and management. Although there are areas still in need of improvement, the staff and governors work very well as a team. They have established a very positive and caring ethos that supports and promotes pupils' learning. Excellent relationships, together with very good behaviour are the norm. Good teaching across the school results in pupils' very good attitudes to learning. Pupils' personal development is very good. Standards for pupils now in Year 6 meet nationally expected levels in English, and are above expectations in mathematics and science. This represents good achievement when considering pupils' average attainment on entry to the school. Efficient use is made of time, money and resources. Although the unit cost per pupil is above average, this is an effective school that gives good value for money.

### **WHAT THE SCHOOL DOES WELL**

- Attainment in mathematics and science is above average at the end of Year 6.
- Teaching is good across the school.
- Relationships are excellent and pupils display very good attitudes and behaviour.
- Very good provision is made for pupils' personal development.
- Provision for pupils with special educational needs is very good and leads to these pupils achieving well.
- The very good range of extra-curricular activities enhances the curriculum.

## WHAT COULD BE IMPROVED

- Statutory compliance with National Curriculum requirements for information and communication technology (ICT) for pupils between Years 3 and 6.
- Resources for children's outdoor play activities to support their physical development.
- Accommodation to provide enough space for all pupils, particularly those in Years 5 and 6, to freely perform all aspects of physical education.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the issues arising from the last inspection of April 1997. Procedures for child protection have been updated, and the designated teacher fully trained. Schemes of work are now in place for all subjects to support curriculum planning. Assessment is now used well to identify what pupils know and can do, and to help plan what is to be taught next. There has been a marked improvement in the quality of teaching, higher attaining pupils are now given tasks well matched to their stages of learning, and standards have improved in line with national trends. The role of subject co-ordinators has been developed; they are now fully involved in monitoring the quality of teaching and learning. Teachers' marking now gives pupils a clear indication of what they must do to improve, and resources have been improved in ICT and religious education. The school has successfully introduced strategies for literacy and numeracy, together with that for the performance management of teachers. To improve efficiency, all spending decisions are now evaluated for cost effectiveness.

## STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	D	C	D	E
Mathematics	B	D	C	C
Science	A	C	A	A

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

Whilst results of end of Year 2 assessments for 2001 in reading were average when compared with all schools nationally, they were below average when compared with similar schools<sup>1</sup>. Standards in writing and mathematics were well above national averages and those of similar schools. End of Year 6 assessments, for pupils who have since left the school, showed standards in science to be well above both national and similar school averages. In mathematics, they were similar to both national and similar school results. In English, whilst performance was below the national average, it was well below that of similar schools. However, overall results were creditable when taking into account that over a third of pupils assessed at Year 6 were on the school's register of special educational needs.

<sup>1</sup> 'Similar schools' refers to those with over 8 per cent and up to 20 per cent free school meals eligibilit

Inspection evidence indicates attainment for pupils currently in Year 2 meets expectations for their age in reading, writing, mathematics and science. Standards for those in Year 6 meet nationally expected levels in English, and exceed them in mathematics and science. By Year 2 and Year 6, pupils meet the requirements of the locally Agreed Syllabus in religious education. Attainment at Year 2 reaches the expected levels in ICT. However, by Year 6, although pupils work at levels consistent with expectations for their age, they have not covered the full requirements of the National Curriculum; this results in attainment not meeting expectations. By Years 2 and 6, pupils' performance is in line with nationally expected levels in art and design, design and technology, geography, history, music and physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They are interested in their work and respond well to good teaching. This has a positive effect on the progress they make.
Behaviour, in and out of classrooms	Pupils' very good behaviour allows maximum time to be spent on teaching and learning.
Personal development and relationships	Pupils' personal development is very good. Relationships between pupils, and amongst pupils and staff, are excellent and contribute very well to pupils' learning.
Attendance	Satisfactory. The rate of unauthorised absence is below national levels. Pupils are punctual and keen to attend.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1–2	Years 3–6
Quality of teaching	Good	Good	Good

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

The good quality of teaching across the school has a positive impact on pupils' learning. Teaching of literacy is good. Strengths lie in effective planning, with objectives that are carefully explained to pupils at the start of lessons. Teachers' enthusiasm, skilled questioning and interesting activities are underpinned by good subject knowledge. Teaching in mathematics is very good. Lessons contain enjoyable activities that reinforce pupils' understanding of the concepts taught. Pupils are challenged regularly through mental arithmetic sessions, and often asked how they arrived at their answers. Teachers successfully meet the needs of pupils at different stages of learning, ranging from those with special educational needs, to higher attaining pupils. Teaching was never less than satisfactory in lessons observed.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Whilst provision for children in Reception Year of the Foundation Stage <sup>2</sup> is good overall, they do not have access to outdoor play equipment to support their physical development. The curriculum for pupils between Years 1 and 6 is broad and balanced, and is supported by a very good range of out-of-class activities and educational visits. However, the full requirements of the required curriculum for ICT are not met for pupils in Years 3 to 6.
Provision for pupils with special educational needs	Very good provision that is very well managed by the special needs co-ordinator. Pupils make good progress in relation to their prior attainment and to the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social development is excellent, and very good for their moral development. Good provision is made for pupils' spiritual and cultural development.
How well the school cares for its pupils	The school's provision for child protection, together with health and safety issues of care is good. Effective provision is made for monitoring the academic development of children in the Reception Class, and of pupils' performance in English, mathematics and science.
How well the school works in partnership with parents	The school's good partnership with parents makes a positive contribution to pupils' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The acting headteacher provides strong and effective leadership. The good support she receives from staff and governors results in the school having a very positive and caring ethos that supports and promotes pupils' learning.
How well the governors fulfil their responsibilities	Governors are very closely involved in strategic and financial planning. However, they have not ensured children in Reception have the required resources for outdoor play, or that all curriculum requirements are met in ICT in Years 3 to 6.
The school's evaluation of its performance	Good procedures are in place to evaluate performance. Data is analysed to help determine what is to be done next. The quality of teaching is monitored on a regular basis.
The strategic use of resources	Good. The school makes efficient use of its resources to support pupils' learning. Governors apply the principles of 'best value' at each stage of planning and evaluation.

Notwithstanding the turnover of staff in the last two years, the school is sufficiently staffed with suitably qualified teachers. It has a good number of classroom assistants. Although accommodation is adequate overall, several classrooms are cramped for space. The small

<sup>2</sup> The term 'Foundation Stage' refers to children's education from the age of three until the end of reception.

hall restricts the teaching and learning for aspects of physical education, particularly for pupils in Years 5 and 6. Whilst resources are good overall, children in Reception have no outdoor equipment enabling them to ride, climb, balance or enter into imaginative play with friends.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Pupils enjoy coming to school. They are taught well and make good progress.</li> <li>• The school expects pupils to work hard and achieve their best.</li> <li>• The school helps pupils to become mature and responsible, and behaviour is good.</li> <li>• Parents feel comfortable about approaching the school with a question or a problem.</li> <li>• The school works closely with parents; it keeps parents well informed on pupils' progress.</li> </ul>	<ul style="list-style-type: none"> <li>• A small number of parents recorded their concerns regarding leadership and management of the school.</li> </ul>

Eighty-one parents returned the pre-inspection questionnaire, and seventeen parents attended the meeting with the Registered Inspector. Inspection evidence confirms the positive views expressed by parents. On the question of leadership and management, the acting headteacher, with the active support of the governing body, has managed the school well during the long-term absence of the headteacher.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Assessment of children on entry to school shows that attainment varies considerably from year to year. However, when assessed on entry to Reception, pupils currently in Year 2 and Year 6 had levels of attainment broadly in line with those expected for their age. The school makes good provision for its young children. Those now in Reception make very good progress in their personal, social and emotional development. Progress is good in communication, language and literacy, and in mathematical development. Satisfactory progress is made in knowledge and understanding of the world, physical, and creative development. Whilst nearly all children are on line to reach the officially recommended learning goals for each area of learning, around a quarter are on course to reach the expected levels for personal, social and emotional development earlier.
2. End of Year 2 National Curriculum assessments for 2001 showed overall standards in writing and mathematics to be well above national averages and those of similar schools. Whilst overall performance in reading was similar to the national average, performance was below that of similar schools, based on eligibility for free school meals. Further analysis of reading results showed that the proportion of pupils reaching the expected level<sup>3</sup> was below average. However, that gaining the higher level met the national average. In order to improve performance, the school focused on strategies to raise the overall proportion of those gaining the expected level or above. Teacher assessment for science showed the percentage of pupils reaching the expected level to be in line with the national average, and above the norm for those reaching the higher level.
3. Results of the 2001 assessments for pupils at the end of Year 6, showed attainment in science to be well above either the national averages or those of similar schools. Performance in mathematics was average when compared with national and similar schools' results. However, performance in English was below the national average, and well below the average results of similar schools. Of the year group assessed, over a third were on the school's register of special educational needs. Detailed analysis of results in English led to more focused teaching of the higher skills of reading that include appreciation and explanation of implicit meaning within text; of inference and deduction; the use of scanning text to gain evidence to substantiate opinions; and of research skills. This has resulted in pupils' understanding and use of such skills improving.
4. End of Year 2 assessments since 1997 show an ongoing improvement in each subject until 2001 when there was a dip in reading. However, with a year group of 25, the adverse performance of a single pupil, each worth four percentage points, can have a marked effect on the school's overall results. End of Year 6 assessments between 1997 and 2001, confirm the school's overall improvement, based on average National Curriculum points, to be in line with the national trend of improvement.
5. For pupils currently in Year 2, where the proportion of pupils with special educational needs is above average, inspection evidence shows attainment in English, mathematics and science to be in line with national expectations. Standards at Year 6 are average in English, and above average for mathematics and science.

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<sup>3</sup> The national expectation is that, when assessed at the end of Year 2, pupils should achieve Level 2, with the higher level being Level 3. When assessed at the end of Year 6, the expected level is Level 4, with the higher level being Level 5.

6. In lessons observed, pupils' progress was satisfactory in terms of the development of their speaking and listening skills. Their standards in this aspect of English are average. By Year 2, pupils talk sensibly about their work. They show confidence in asking and answering questions, and are keen to read and speak aloud. By the end of Year 6, pupils listen attentively, make thoughtful contributions to discussions, and use a wide range of vocabulary, including subject specific terms, in an appropriate manner.

7. In reading, pupils make satisfactory progress and standards are average. By the end of Year 2, pupils read confidently and clearly, observing punctuation. By Year 6, they read a wide range of texts with fluency and accuracy. Higher attaining pupils discuss character and plot, and talk about authors and favourite books confidently.

8. Standards in writing are average at the end of Year 2 and of Year 6. Pupils write for a range of purposes, and draft and edit their work. They make satisfactory use of their developing writing skills when producing work for other subjects including history, religious education and science. Pupils acquire sound strategies for correct spelling, and make appropriate use of dictionaries to support writing. By the end of Year 6, standards of handwriting are above average; nearly all pupils write in a fluent and clear cursive style.

9. In mathematics, standards at the end of Year 2 are average. Good progress made between Years 3 and 6 results in those currently in Year 6 having standards that are above average. Throughout the school, mental arithmetic is developed well through regular mental agility activities. Numeracy skills are used appropriately in other subjects including design and technology, science and ICT.

10. At the end of Year 2, standards in science are average. Pupils make good progress between Years 3 and 6, which results in above average standards by the end of Year 6. Across the school a strong emphasis is placed on investigative science. Pupils have a broad knowledge of science, and observe, experiment, and use the skills of scientific enquiry. They have a clear understanding of what makes a test fair.

11. In ICT, all pupils work at levels appropriate for their age. Attainment by the end of Year 2 is average. However, the school does not yet meet the full requirements of the National Curriculum for pupils between Years 3 and 6. As a consequence, attainment does not meet national expectations. In religious education, pupils make sound progress as they move through the school. At Years 2 and 6, standards are in line with the requirements of the locally Agreed Syllabus. Pupils have an appropriate knowledge of Christian beliefs and other world faiths.

12. Pupils make satisfactory progress in art and design, design and technology, geography, history, music and physical education. Standards at Year 2 and Year 6 are average. The above average proportion of pupils with special educational needs make good progress in relation to prior attainment and the targets in their individual education plans. In contrast to the findings of the last inspection, in nearly all lessons, higher attaining pupils are provided with suitably challenging work and make sound progress. A small number of pupils at Year 6, identified as being at stages of learning in mathematics well above expectations for their age, receive suitable provision and make satisfactory progress.

13. Results of the end of Year 6 national assessments in English and mathematics exceeded the targets set by the Local Education Authority. The school is now working towards challenging targets to ensure pupils currently in Year 6 achieve their full potential. The school has a positive attitude to raising standards, and the staff and governors work together to this common end.

## **Pupils' attitudes, values and personal development**

14. At the time of the last inspection, pupils' attitudes and behaviour were reported to be good, and a strength of the school. They are now judged to be very good, and still one of the school's strengths. This confirms the view of the large majority of parents prior to the inspection.

15. At the start of day, pupils come into school with enthusiasm. They are ready and willing to learn, and they enjoy being with their friends. This has a positive impact upon their learning, and contributes well to their personal development. In the classroom, pupils are attentive and interested and they normally maintain their concentration well. They are keen to respond to teachers' prompting and questioning, and are happy to express their own thoughts and ideas. Out of the classroom, for example while eating their lunch, pupils talk confidently about their life and friendships in and out of school.

16. Behaviour is very good. All pupils are aware that the school has high expectations of behaviour, and they settle happily into its routines. They are helped in this by the way all adults in the school act as very good role models. During the inspection, all pupils were invariably polite to visitors and would habitually stand aside and hold doors open for adults. By their behaviour and friendliness the pupils are a credit to the school. Rules of behaviour are clear and uncomplicated. The emphasis is on praise and reward rather than punishment and this was seen to be effective throughout the inspection. When incidents do occur, they are recorded carefully by teachers or support staff. No pupils were excluded from school during the year prior to the inspection.

17. Relationships in the school, between adults and pupils and between the pupils themselves, are excellent. This is a further strength of the school. All members of the staff are polite and respectful to the children, who quickly learn to accept this as the normal way to behave. Pupils in all year groups value each other as individuals and respect each other's opinions. They show similar respect for the school buildings, educational resources, and the many displays around the school. There is a marked absence of oppressive behaviour throughout the school.

18. Pupils' personal development is very good. Pupils agree their personal targets and remain aware of them during lessons through the use of coloured stars on their desks. They have opportunities for self-assessment at the end of many lessons and can contribute their own ideas on their progress on their annual report forms. Any responsibilities that pupils are given, such as becoming house captains or class monitors, are accepted eagerly and carried out with common sense. At present, there is no democratic process involving pupils, such as elections. The school acknowledges that there is room for development in this area and plans for a school council are being considered. If implemented, this should add an important element to pupils' already good understanding of the needs of others, and give them a greater insight into citizenship.

19. Pupils' attendance at school was judged to be satisfactory at the last inspection and this continues to be the case. It is in broadly line with the national averages for primary schools and for those in the Norfolk Education Authority area. Unauthorised absences are almost non-existent. Teachers complete the class attendance registers efficiently at the beginning of each morning and afternoon session, and legal requirements are now fully met. Punctuality at the start of day is good.

## HOW WELL ARE PUPILS TAUGHT?

20. Good teaching is a feature of this school. Overall, teaching was satisfactory or better in all lessons observed. It was judged to be good in a little over three-quarters of lessons, including a quarter that was very good. This is a considerable improvement on the last inspection when there were several instances where teaching was considered unsatisfactory. All teachers and classroom assistants work well as a team, sharing knowledge and expertise. The quality of teaching has a positive effect on pupils' learning and the progress they make.

21. Teaching in the Reception Class was never less than good, and it was judged to be very good in a quarter of lessons observed. Planning is thorough and based on the recommended Early Learning Goals. It covers all areas of learning for children in the Reception Year, and links well with the early stages of the National Curriculum. Children are provided with a good range of relevant and interesting experiences. Good knowledge and understanding of the educational needs of the age group are reflected in the preparation and delivery of lessons, and in the careful monitoring of children's performance. Staff co-operate well in providing children with an appropriate balance between teacher directed activities, and those children choose for themselves. Many opportunities are created to develop and extend children's language, and they are a marked feature of the good practice observed.

22. The quality of teaching for Years 1 and 2 was judged to be satisfactory or better in all lessons observed. It was good in 72 per cent, including 17 per cent very good. Teaching in Years 3 to 6 was judged good in 73 per cent of lessons, of which 31 per cent were very good. The remainder was satisfactory.

23. With the exception of ICT, where the staff has yet to receive government funded training, teachers are secure in their knowledge of subjects taught. A particular strength lies in teachers' good understanding and application of the National Numeracy Strategy. Teachers' enthusiasm contributes well to positive, well-managed classes. On many occasions, pupils' understanding is enhanced significantly by teachers giving clear explanations and effective demonstrations. For example, in an ICT lesson, pupils in Year 1 were given clear, step-by-step guidance on how to use a text-handling program. During a games lesson, the teacher gave those in Year 6 clear demonstrations of several skills associated with hockey.

24. In the most successful lessons observed, at the start of lessons, teachers communicate objectives clearly, ensuring pupils understand fully what they are expected to learn. Teachers have suitably high expectations of pupils, give them tasks appropriately matched to their stages of learning, and provide them with good support and reassurance. A notable feature in all lessons is the attention staff pay to pupils' good effort. In a number of lessons, teachers successfully capture pupils' imagination and interest through thoughtful introductions. For example, children in Reception meet Polly the forgetful parrot who needs their help to get the initial sounds of his words correct. To add realism to an art lesson, the teacher in Year 3 role-played, in costume, the artist Charles Mackintosh. So involved were the pupils that when the artist gave them their activities, one asked 'him', "How do you know my name?".

25. Across the school, classrooms are well organised to promote learning. Teachers were observed using an appropriate range of teaching strategies, including individual, group and whole class teaching to good advantage. The use of questioning techniques by staff is effective, and has a positive effect on pupils' learning, particularly speaking and listening skills. Another feature that impacts well on learning is teachers' encouragement of pupils to use correct vocabulary within lessons, particularly in mathematics and science. Teachers

use questioning well to elicit and develop understanding. For example, in a Year 2 history lesson, pupils were asked, "Where did the Fire of London start? How? How do we know?" Equally successful is the use of open questions that require pupils to consider and organise their thoughts before giving an explanation by way of response. For instance, when pupils in Year 6 studied how 'flashbacks' contribute to a story's structure, the teacher asked, "Is this a flashback? How, and in what way is it helping the story?"

26. Teachers across the school make good use of time and available resources to enhance learning. Nearly all lessons start with a recap of what pupils have learnt earlier, and how this is to be developed within the session. Teachers grasp the opportunity to use the experiences and understanding of individual pupils to support learning within the class. A very good example was seen in Year 5, when a newly arrived pupil gave a clear and very informative explanation of her beliefs and practices as a Buddhist. Pupils posed perceptive questions that were answered fully. In addition to giving the class a greater understanding of another faith, speaking and listening skills were developed further.

27. A significant contribution to the effective teaching observed, came from the school's team of classroom assistants. They work in close partnership with teachers to enhance pupils' learning. Teachers ensure all those working with them have a clear understanding of the objectives, methods and resources to be used.

28. Teaching and learning for all pupils with special educational needs is good. Individual education plans relate very well to the needs of those for whom they are written. Staff use these plans well to meet specific needs. Teachers give clear instructions, and use praise constructively. As a result of the very good support, pupils make good progress in relation to prior attainment. Contrasting to the findings of the previous inspection, the school now provides higher attaining pupils with challenging tasks, well matched to their stages of learning.

29. Teaching of the daily literacy hour was judged to be good in 80 per cent, including 10 per cent very good. The remainder was satisfactory. Lessons are well planned with clear objectives, using the structure of the National Literacy Strategy to good advantage. Interesting activities are provided for pupils, and good use is made of end of lesson discussion time. Lessons are characterised by the enthusiasm of teachers, expressive reading and leading of stories, and skilled questioning to ensure pupils understand the content and structure of texts. The teaching of numeracy was very good. Lessons are thoroughly planned with suitable activities to reinforce pupils' understanding of concepts taught. In mental arithmetic sessions, pupils are challenged to think and use their recall of number with rapid response, and are given many opportunities to explain how they arrived at their answers.

30. Day-to-day planning is good. In contrast to the findings of the last inspection, teachers now make good use of ongoing assessment to help plan what is to be taught next. Since the previous inspection, the school has adopted nationally recommended schemes of work for all subjects to help support the systematic development of pupils' skills, knowledge and understanding as they move through the school. The schemes are now being refined to meet the school's specific requirements. The quality of marking, considered inconsistent at the time of the last inspection, is satisfactory. In addition to giving pupils good oral feedback during lessons, written marking acknowledges effort and, in most instances, gives clear guidance as to what pupils should do to improve. Homework is used well to support learning. The amount and challenge of work given is suitably matched to the age and capability of pupils concerned.

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

31. The school provides a broad, balanced and relevant curriculum that includes all subjects of the National Curriculum and religious education. It successfully reflects the stated aims and values of the school. With the exception of ICT between Years 3 and 6, the planned curriculum meets statutory requirements. In the case of ICT, multimedia presentations are not taught and other areas of the curriculum are not covered in sufficient depth. Appropriate emphasis is given to English and mathematics, and appropriate time is allocated to all subjects. There is satisfactory provision for personal, social, health and citizenship education (PSHCE), which includes sex education and drugs awareness.

32. There is a good programme of studies for children in the Reception Year of the Foundation Stage, which covers all the officially recommended areas of learning, and links well with the requirements of the early stages of the National Curriculum. However, children do not have access to wheeled vehicles or other large, outdoor play equipment to support their physical development.

33. An improvement since the last inspection has been the introduction of schemes of work in all subjects to support teachers' planning of the systematic development of pupils' knowledge, skills and understanding as they move through the school. The National Literacy and Numeracy Strategies are well established, and their structures suitably modified to the needs of the school. They now provide the basis for the school's effective procedures for teaching the basic skills of literacy and numeracy.

34. Provision for pupils with special educational needs is very good and allows them full access to the curriculum. Although pupils are withdrawn from lessons, this is timetabled carefully and targeting of individual learning difficulties is largely managed through additional support in lessons. Higher attaining pupils are suitably challenged by a range of stimulating activities, particularly in the core subjects of English, mathematics and science. Teachers' planning clearly reflects the need to provide for the wide range of abilities in most classes.

35. The school provides a very good range of extra-curricular activities, including sporting, music and art clubs. Pupils benefit from the expertise of a number of visitors, including an artist in residence. At the time of inspection, the school had just taken delivery of an impressive mosaic, the making of which, under the direction of the artist, had involved all pupils in school. The curriculum is also enlivened by a range of visits, including a residential study trip for Year 6 pupils to the north Norfolk coast.

36. The local community makes a valuable contribution to the curriculum and the school is an integral part of the village community. A local engineering company provides valuable help with maintenance. Links have been established with Lakenheath USAF base, in recognition of the village's links with the founding fathers of Massachusetts and the ancestors of Abraham Lincoln. Links with the schools to which pupils transfer are constructive. For example, higher attaining mathematicians in Year 6 attend extension mathematics activities at a local comprehensive school. Close links with nearby playgroups enable children to make a smooth transition into the Reception Class.

37. Overall provision for personal development including spiritual, moral, social and cultural is very good. The school makes good provision for pupils' spiritual development. A spirit of fairness, justice and helpfulness pervades the school that is rooted in the excellent and friendly social atmosphere. The teaching staff, together with all other adults working in the school, creates this through mutual respect and friendship shown to each other and the pupils. In well prepared assemblies, where pupils are given time to reflect on a range of



issues, teachers emphasise the duty we have to bring happiness to one another by giving time to listen or by cheering them with a kindly smile. Generosity is another theme expressed in assemblies where giving brings joy not only to others but also to the giver. The story of the selfish giant exemplified this well, and moved the pupils deeply. Further provision for spiritual development comes from the school's programme for religious education. Through their studies, pupils gain an understanding of the practices and beliefs of other world faiths. Teachers have the ability to produce an air of wonder in their pupils. For instance, during one art lesson, the teacher disguised herself so well as the artist Charles Mackintosh that a pupil was amazed that she knew his name.

38. Emphasis placed on doing the right thing plays a large part in the very good moral provision. This is reinforced well by agreed class rules that are implemented by all adults in a consistent manner. Pupils clearly know right from wrong, and, in an observed incident, some were stunned when they realised that they, unwittingly, were causing distress to a pupil. It is most creditable that the school noted so quickly that a problem had arisen. A teacher dealt with the situation so well that the pupil's self-esteem was greatly enhanced and the other pupils reacted positively and welcomed the pupil into their midst. This reflects the pupils' appreciation of one of the sayings in the school, 'Positive people don't put others down'.

39. Provision for pupils' social development is excellent. Throughout the school day and in the classes pupils are encouraged to work together and share their ideas. At playtimes and lunch times the social atmosphere is very friendly and it is a pleasure to sit and eat with the pupils. As in keeping with the school's very good practice of inclusions, older boys and girls assist the younger ones, as for example, when they help them set up computers and show them how to use programs. The social provision goes beyond the school and older pupils visit the elderly in the village, particularly over the Christmas period. Pupils participate with other schools in concerts and drama festivals. The school feels it is imperative to mix as much as possible with other youngsters. Pupils have many sporting events where they interact on both social and competitive levels. During the current inspection pupils were in training for a forthcoming cross-country race.

40. Provision for cultural development is good. There is a great deal of activity involving the local community. Cultural visits include day trips to Walsingham, local churches, castles, a priory and museums, as well as a number of musical and drama events. The school ensures that pupils learn of the local farming and commercial background. They visit farms, the agricultural college, and factories. Multicultural provision is satisfactory and relies on subjects such as geography, religious education and art. Pupils have produced good artwork based on their work relating to the Aboriginal Dreamtime. In religious education pupils learn to understand and respect the traditions and beliefs of Islam, Hinduism, Buddhism and Judaism. They learn of the celebrations such as the Chinese New Year, Divali and Eid.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

41. A key issue for action in the last inspection report was to update child protection procedures so that the designated person and all staff are kept fully informed. The management quickly took this on board and this area is now good. Procedures are up to date, the designated person attends relevant training events, and the staff has received appropriate in-service training. As a result, members of staff are aware of what they should

do and to whom they should refer if they have any concerns. There is effective liaison with external agencies, such as the social services, when this is required. The governing body receives regular information, and has nominated a specific governor to take a special interest in child protection.

42. The pastoral care of pupils is inter-woven into school policies and procedures, and the staff carry it through into their everyday actions so that pupils are looked after well. Even with a high proportion of temporary staff, teachers and classroom assistants know the pupils well. There are effective induction procedures for new pupils, including those joining the Reception Class. Although there is no designated medical room, first aid procedures are satisfactory, with proper records being maintained. First aid boxes are well maintained with the correct contents. Pupils who are unwell or suffering minor injuries receive appropriate treatment. The majority of teachers and support staff have received training in first aid.

43. Pupils with special educational needs receive very good support. The school places a high priority on identifying and supporting such pupils. Needs are identified and effectively targeted. All those on the school's register of special educational needs are the subject of good individual education plans that highlight small steps that, when achieved, will ensure pupils will make good progress. Pupils' performance is well documented and good tracking and monitoring ensures that resources are used efficiently to support pupils, and that pupils are fully included in school life. Procedures for monitoring pupils' personal development are less formal but no less effective. The school has recently implemented a scheme to support the regular teaching of personal, social, health and citizenship. Circle time<sup>4</sup> sessions, when pupils learn to discuss important issues in a safe environment, are used when teachers feel it to be appropriate.

44. Procedures for monitoring and improving attendance are satisfactory. Parents and pupils are aware of the importance of good attendance and it is rewarded with certificates for the pupils concerned. There is good liaison between class teachers and the school secretary in the monitoring process. This is taken further, if necessary, by the local education authority's Education Welfare Officer.

45. There are effective measures in place to promote good behaviour, and teachers and the support staff are consistent in applying them. Praise and encouragement play an important part in this, and teachers emphasise the positive rather than the negative. The school's expectations are clear and unambiguous so pupils understand what is expected of them. Any oppressive behaviour is dealt with immediately and is handled sensitively.

46. Health and safety issues are taken seriously by the governing body and the senior management team, and the school is a safe place for the pupils to be. Risk assessments of the school site are made at regular intervals by members of staff and the governors' resources committee. Routine checks of fire alarms and equipment are properly carried out, and there are regular fire drills.

47. The school has good procedures for assessing and monitoring pupils' attainment in English, mathematics and science. Assessment of pupils' knowledge and understanding in other subjects is satisfactory. Teachers make regular assessments as a natural part of teaching and learning. Information regarding what pupils know and can do is then used well to set individual targets and to help plan what is to be taught next. In this respect, the school has successfully addressed the criticism in the last report.

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<sup>4</sup> In these lessons, pupils sit in a circle, and, through agreed rules, have the opportunity to speak and listen to each other talking about issues that concern all of them.

48. Teachers carry out assessments at particular points of pupils' time in school, including a thorough baseline profile on entry to Reception. The school gathers information on pupil achievement through results of statutory and optional end of year assessments. These, together with 'end of topic tests', enable staff to track individual pupil's progress and predict future performance. Teachers, together with members of the governing body, analyse assessment results to determine how curriculum provision needs to be modified in order to raise standards. Staff give pupils good oral feedback and encouragement during lessons. In contrast to the findings of the last inspection, teachers' constructive written marking, gives pupils clear information on what they must do to improve.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. The school works hard to develop good relations with parents and there is a good partnership between them. This is a similar finding to that of the last inspection. Parents are very positive about the school, what it stands for, and the education it provides. There was a good response to the pre-inspection parents' questionnaire, with 81 forms returned, representing 44 per cent of the number of pupils at the school. One example of parents' positive views of the school is that every response indicated that they would feel comfortable about approaching the school with a question or problem.

50. Parents are encouraged to offer their assistance in school and the amount of help they give is very good. Some commit themselves to helping in the classroom on a regular basis and this is a valuable additional resource for the school. Their assistance varies according to their skills and preferences, but it is always supervised by teachers. Other parents help staff on educational visits out of school, and there is a ready response from the main body of parents when pupils are asked to bring in artefacts to help illustrate lessons or productions. Parents also support their children's learning by hearing them read at home and encouraging them to complete their homework. An active parents association runs various social and fund-raising events and provides additional resources for the school.

51. The involvement of parents whose children have special educational needs is very good. From the earliest stages, parents are fully involved in discussions regarding pupils' individual education plans. The overall effect of parents' support and involvement with school activities impacts positively on all pupils' educational experiences.

52. The quality of information provided for parents is good. The prospectus is an excellent document, comprehensive in range and detail, and a very useful source of information about the school. The governors' annual report to parents is a more functional, though informative, document. Newsletters providing general information are sent to parents each term. In addition, class newsletters give additional information regarding about what pupils will be learning that term. Consultations with parents concerning their children's progress are held every term. The annual reports on pupils' progress give a good picture of what each child can do, and comply with statutory requirements. A general remarks section covering the pupil's general progress and personal development, in particular, is used to bring the reports alive. Both parents and pupils are able to comment on the reports.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

53. At the time of inspection, the headteacher had been on sick leave for nearly a year. In his absence, the deputy headteacher in her capacity as acting headteacher, gives the school a clear direction for its continued development, based on an awareness of the needs of its pupils. She receives good support from the senior management team, who, along with the governing body and a hard working staff, have a strong commitment to providing quality education. This results in the school having a clear set of aims and values that are clearly reflected in its day-to-day life. In line with their stated aims, staff and governors have established a very positive and caring ethos that supports and promotes pupils' learning.

54. Although illness prevented the acting headteacher from being present during the inspection, the good management procedures and structures noted at the time of the last inspection, together with effective support from the governing body, enabled a senior member of staff to maintain good day-to-day management. Roles and responsibilities are well defined, and staff members have specific responsibilities that support the school well. Written communication regarding all aspects of school life is regular and informative. This aspect of management is undertaken well and has a positive effect on pupils' attainment, and is appreciated by parents.

55. Management of the curriculum is successfully delegated to teaching staff, all of whom take on responsibility for managing subjects or aspects of school life. The role of the co-ordinators has developed well since the last inspection. They now play a full part in the management of the subjects for which they are responsible. Co-ordinators effectively monitor the quality of teaching and learning, and prepare suitably prioritised and costed subject action plans that underpin the school management plan. The staff makes satisfactory use of data analysis from statutory and optional assessments to determine future curriculum modification and provision in order to raise standards.

56. There is regular and productive communication between the acting headteacher and chair of governors. Committees covering a range of management areas meet regularly. In addition to discussing policies and provision, and receiving presentations from subject co-ordinators, individual governors are now closely linked to specific subjects. Through visiting, observing and working alongside pupils, governors have a good knowledge of the school's provision for the National Curriculum and pupils' standards.

57. The preparation of the school management plan successfully involves all governors and staff. The resulting document is clear and well structured and is a useful tool for school improvement. It establishes appropriate priorities, responsibilities and resource requirements. It clearly states the criteria that will be used to evaluate success and is monitored and evaluated on a regular basis.

58. National Curriculum requirements in ICT for pupils in Years 3 to 6 are not met. Children in Reception have no access to large outdoor play equipment or wheeled toys - part of the programme of activities to support physical development. In all other respects, the governing body meets its statutory obligations well, including the requirements for a daily act of collective worship. The school's very good procedures already comply with the requirements of the new Special Educational Needs Code of Practice<sup>5</sup>, and ensure equality of access to the curriculum for all pupils. The school has a helpful policy that informs the management of special educational needs. Provision is very well managed by the special educational needs co-ordinator.

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<sup>5</sup> The Special Educational Needs Code of Practice, published by the Department for Education and Skills, became effective as from January 1<sup>st</sup> 2002. It replaced the Code of Practice published in 1994.

59. The school is sufficiently staffed with appropriately qualified teachers for the number of pupils on roll. Satisfactory procedures are in place to support either newly qualified teachers or those new to the school. A clear and helpful staff handbook provides further support for short-term and supply staff. Since the last inspection, good procedures have been introduced for the performance management of staff. Professional development of staff is linked well to the school management plan and includes the government-funded training for ICT, on which the staff are soon to embark. Classroom assistants are well deployed and highly valued. They work in effective partnership with teachers to give good support, particularly to children in Reception, and pupils with special educational needs. Staff responsible for administration, premises upkeep and school meals are efficient and contribute well to the smooth running of the school.

60. Although overall accommodation is adequate for the delivery of the required curriculum, several classrooms are cramped for space and do not allow for the easy movement of pupils within the classroom. The hall is too small to provide older pupils with enough space to freely perform all aspects of physical education. As a consequence, pupils do not reach the standards of which they are capable. The school benefits from extensive and well-maintained grounds that include a large playing field, a pond within an environmental area, together with two hard play areas that are appropriately marked for a range of games. These outdoor facilities are used well for physical education and environmental science activities. Whilst resources are good for most subjects, children in Reception do not have access to the required large outdoor equipment that enables them to ride, climb, or enter into imaginative play with friends. Resources for religious education, noted as being inadequate at the time of the last inspection, are now good. Significant improvement has been made regarding the provision for ICT, with further resources soon to be put in place.

61. The standard of financial planning and management, together with that of financial control, is good. The last audit of the school's financial management systems, undertaken on behalf of the local education authority (LEA), raised few minor recommendations for improvement. They have since been addressed. Governors are closely involved in financial matters, and all expenditure, including funding for special educational needs and staff training, is carefully targeted and used appropriately. In keeping with the school's good application of the principles of 'best value', all spending decisions are evaluated for cost effectiveness.

62. Although the school's unit cost per pupil is a little above average, when taking into account:

- The above average proportion of pupils with special educational needs;
- The added value in terms of standards when pupils leave;
- The quality of the school as a community and the education it provides;
- The effective deployment of staff and resources;
- Hingham Primary School gives good value for money: a judgement consistent with the findings of the previous report.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve the school further, the governors, headteacher and staff should:

- Raise attainment in ICT between Years 3 and 6 by:  
(Paragraphs: 11, 23, 31, 58, 83, 88, 97, 119, 123, 127, 141)
  - \* ensuring the requirements of the National Curriculum are met;
  - \* covering all elements of the curriculum in sufficient depth;
  - \* providing sufficient opportunities to use ICT across the curriculum, particularly in mathematics and science;
  - \* improving, as planned in the school management plan, teachers' expertise and confidence in the use of ICT, through the provision of in-service training.
- Improve the provision for outdoor activities for children in the Reception Year, by providing suitable ride-on and large play equipment.  
(Paragraphs: 32, 58, 60, 74)
- Pursue with the LEA, improvement in accommodation that will provide sufficient space for all pupils, particularly those in Years 5 and 6, to freely perform all aspects of physical education to the standards of which they are capable.  
(Paragraphs: 60, 136)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	13	27	12	0	0	0
Percentage	0	25	52	23	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	188
Number of full-time pupils known to be eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	53

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	9
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### **Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	14	11	25

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	Boys	12	12	13
	Girls	8	10	10
	Total	20	22	23
Percentage of pupils at NC Level 2 or above	School	80 (88)	88 (92)	92 (100)
	National	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	Boys	12	13	13
	Girls	10	10	10
	Total	22	23	23
Percentage of pupils at NC Level 2 or above	School	88 (92)	92 (100)	92 (100)
	National	85 (84)	89 (88)	89 (88)

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

### **Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	11	17	28

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	7	8	11
	Girls	14	16	16
	Total	21	24	27
Percentage of pupils at NC Level 4 or above	School	75 (76)	86 (62)	96 (95)
	National	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	7	8	11
	Girls	16	16	16
	Total	23	24	27
Percentage of pupils at NC Level 4 or above	School	82 (76)	86 (62)	96 (95)
	National	72 (70)	74 (72)	82 (79)

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



**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

**Exclusions in the last school year**

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

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

**Teachers and classes****Qualified teachers and classes:****YR–Y6**

Total number of qualified teachers (FTE)	8.3
Number of pupils per qualified teacher	22.7
Average class size	26.8

**Education support staff:****YR–Y6**

Total number of education support staff	5
Total aggregate hours worked per week	115

**Financial information**

Financial year	<b>2000/2001</b>
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	£
Total income	384925.00
Total expenditure	382917.00
Expenditure per pupil	1995.00
Balance brought forward from previous year	6602.00
Balance carried forward to next year	8610.00

**Recruitment of teachers**

Number of teachers who left the school during the last two years	3.0
Number of teachers appointed to the school during the last two years	3.2

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out  
Number of questionnaires returned

184
81

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	6	0	0
My child is making good progress in school.	50	44	6	0	0
Behaviour in the school is good.	50	36	12	0	2
My child gets the right amount of work to do at home.	35	50	13	2	0
The teaching is good.	54	42	0	0	4
I am kept well informed about how my child is getting on.	33	52	14	1	0
I would feel comfortable about approaching the school with questions or a problem.	51	49	0	0	0
The school expects my child to work hard and achieve his or her best.	43	56	1	0	0
The school works closely with parents.	38	51	11	0	0
The school is well led and managed.	38	40	18	0	4
The school is helping my child become mature and responsible.	43	47	6	0	4
The school provides an interesting range of activities outside lessons.	42	37	12	1	8

### Summary of parents' and carers' responses

In addition to those who returned the questionnaires, 17 parents attended the pre-inspection meeting with the Registered Inspector. Parents agree the school promotes good standards, values and attitudes. They consider teaching is good, and results in pupils working hard and doing their best. Parents feel the school is successful in building pupils' self-confidence, and that the support for pupils with special educational needs is effective. They find the staff very approachable when they have concerns. Parents consider behaviour to be good, based on an ethos of mutual respect. They feel the school is improving, particularly regarding provision for ICT.

## **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**

64. At present, 30 children are in the Reception Year of the Foundation Stage. Of these, eight attend mornings only. Children enter Reception in either the September or January of the school year in which they become five, depending on their date of birth. Nearly all attend pre-school groups before joining school. Assessment on entry showed the majority of children currently in Reception had levels of attainment broadly in line with those expected for their age. With the exception of not providing appropriate resources for outdoor structured play, the school makes good provision for its young children. Teaching is consistently at least good, and, in a quarter of lessons observed, very good. Whilst nearly all children are in line to reach the officially recommended standards for each area of learning, nearly a quarter are on course to reach the expected levels for personal, social and emotional development earlier.

#### **Personal, social and emotional development**

65. Children's progress personal, social and emotional development is very good. Staff are extremely sensitive to the needs of children in their early years of schooling. They have successfully created a happy and purposeful atmosphere where children settle quickly into the routines of school. Children work together in a friendly and supportive manner, and have respect for each other, friends and visitors. Sensitive talk and guidance from adults helps children understand the difference between right and wrong, and reinforces their understanding of what is acceptable and unacceptable behaviour. This strategy results in children being well behaved, able to make sensible choices from a range of activities, and to sustain concentration when working. They take part in a range of self-chosen and adult led activities, and handle resources with care. Where staff set up activities that require children to share or take turns, they do so willingly. Children follow instructions well, listen to what they are told, and begin activities quickly. They sensibly obey the number restrictions placed on several activities. Children are sensitive to the needs of others, and show pleasure in friend's successes as well as their own.

66. Teaching is designed to provide many opportunities for the development of children's self-esteem, confidence and independence. In a lower school assembly, several children confidently stood at the front and acted as the teacher's choir. At other times, children carry out their class monitor responsibilities well. In all activities, children are given good encouragement and praise for noteworthy effort. Children line up and move around the school in a sensible manner, put on and take off aprons when working with paints or water, and clear up after themselves sensibly and quickly. Their food technology activities give children good opportunities for observation, language development and preparation skills, together with an awareness of the importance of washing hands before handling food.

#### **Communication, language and literacy**

67. Children make good progress in this area of learning. They have many opportunities to talk and listen to adults and to each other, in groups or as a whole class. For example, they listen attentively, and, when required, answer questions about, or join in with the story of 'The Train Ride'. The use of talk and questioning by staff is very effective, and the many

opportunities created to develop and extend children's language are a marked feature of the good practice observed. Children demonstrate growing confidence when taking part in discussions and answering questions about what they have achieved during an activity.

68. Carefully chosen stories are used well to help children recognise an increasing number of words in familiar contexts. Through a well structured and taught programme of phonics, children recognise the letters of the alphabet, and associate sounds with them. They reinforce their knowledge of letter sounds when helping the teacher's puppet 'Croaker the Alien' with his initial and final letter sounds of words. Children develop phonic awareness when playing games such as 'Circle Swap' with a good range of interesting objects provided by the teacher. Whilst a number of higher attaining children confidently read texts from the reading scheme, others use picture clues and their developing phonic ability to help them enjoy stories. Children develop good book skills and enjoy sharing books. They understand the terms 'author' and 'illustrator', and correctly explain what each does.

69. Children undertake much 'pretend' writing as part of their activities in their role-play and writing areas, where they make lists, write cards and take down telephone message. During the inspection, children wrote letters, which they addressed, and sent through the post. Children enjoy making 'Elephant Books' in which they write with adult help, simple sentences about their favourite toys. Review of work for children now in Year 1, confirms that by the end of Reception, most children write simple sentences unaided. Children are taught the correct way to shape letters, and copy examples of writing with increasing control.

## **Mathematical development**

70. Mathematical development is good. Children recognise and count to ten, many to twenty and beyond. They sing and play a range of number rhymes and finger games, and put together number puzzles and jigsaws to reinforce learning. Children correctly position themselves within a 'human number line', and, in the sand tray, they eagerly dig for buried treasure, and carefully count the number of coins they find. Through a variety of activities, carefully directed by adults, children improve their understanding and capability regarding addition and subtraction. They sort objects in a variety of ways, for instance, by colour, shape and size, by threading objects and repeating patterns.

71. Children use correct mathematical language for simple shapes, and construct three-dimensional cones, cubes and cylinders. They compare measurements such as 'more than' and 'less than', and arrange objects in size order. During the week of inspection, in order to help children recognise, handle and use coins, the teacher successfully organised a walk to the village post office, where each child purchased a stamp and posted the letter they had written. Children develop an awareness of capacity and volume through daily play tasks with sand and water. In so doing, they use quantitative words such as 'empty' and 'full'. Throughout all activities, staff worked well to assist learning of those requiring further support.

## **Knowledge and understanding of the world**

72. Although little direct teaching of this area of learning was observed, review of work shows a wide range of purposeful activities are planned that enable children to make satisfactory progress. Children observe and discuss weather, and understand why we wear different clothes for each season. They develop an awareness of space when visiting and drawing the route from school to the nearby allotments, and from home to school. On a large map of the village, they show where they live, and on a map of the world, they find England, and link countries of the world to postcards sent them by people on holiday. Children's

understanding of chronology is helped by them making visual time-lines enabling them to consider the many ways they have changed since they were babies. They sort toys into those suitable for babies, and those for older children. They understand the difference between living and non-living things, and know and name different parts of the human body. As part of their science work, each child makes a 'Frog Book', in which they draw and record how the frog spawn, taken from the school pond, changes first into tadpoles, and then into frogs.

73. Children receive a sound introduction to 'design and make' activities. They are set several tasks including designing and making their favourite meal, making sock puppets, and teddies with moving limbs. As part of their work on 'Journeys', children used recycled materials to design and make a new form of transport. Satisfactory opportunities are given for pupils to develop skills of information and communication technology. They handle computers with growing confidence. They enjoy using interactive programs, and use the mouse to control, colour and move items on screen.

### **Physical development**

74. Children make satisfactory progress in their fine manipulative skills. They handle tools, scissors, paint brushes, construction kits and malleable materials safely, and with increasing control. In an indoor movement and drama lesson, children showed satisfactory control and inventiveness of movement and gesture as they went on a journey through and over different types of terrain. They responded well to clear instructions and explanations. At other times during the lesson, children worked well with partners as they devised and performed curled and stretched shapes. During the observed lesson, the teacher had suitably high expectations regarding children's performance. Praise was used well to encourage and acknowledge good effort. However, children do not have access to the required large outdoor equipment that enables them to ride, climb, balance or enter into imaginative play with friends. This means that they do not achieve as well as they could in this area of physical development.

### **Creative development**

75. Children make satisfactory progress in this area of learning. They use a range of media to draw, paint, print and make models. Children create many small imaginary environments and act out scenes in them, exploring ideas and feelings. They have good opportunities for structured role-play, with adults often supporting their activities. During the week of inspection, the 'Hingham Travel Agency' enabled children to enact the roles of travel agents or customer. Children enjoy singing songs from memory. They sing enthusiastically, tunelessly and with a developing sense of rhythm.

76. Provision for children in the Foundation Stage is well managed. Good procedures to assist children's induction into Reception are supported by regular liaison meetings, convened by the school, for representatives from the several nearby pre-school settings. A helpful policy and scheme of work supports planning for the six areas of learning. An initial assessment of children's skills and understanding is carried out shortly after entry, and provides information that is then used to inform subsequent planning and teaching. Children's development in learning is aided by careful observations and record keeping, and ongoing detailed assessment.

## **ENGLISH**

77. Results of end of Year 2 National Curriculum assessments for 2001 showed standards in reading to be in line with the national average but below that of similar schools. Whilst the proportion of pupils reaching the expected level was below average, that gaining the higher level was average. Overall results in writing were well above the national average and that of similar schools. Closer analysis shows that whilst an average number gained the expected level in writing, the proportion of pupils reaching the higher level was well above average. Whilst assessment results for reading have fluctuated since 1997, those for writing have shown a steady upward trend. The improvement in writing is mainly due to the school's effective action in developing this aspect of English. Pupils are given good opportunities to write for a range of purposes, and frequent opportunities to write at length in other subjects. To improve reading skills further, the school has begun the introduction of a structured reading scheme in order to increase the proportion of pupils reaching the expected level.

78. Results of end of Year 6 assessments for 2001 showed overall standards in English to be below the national averages, and well below those of similar schools. Although the proportion of pupils reaching the expected level was in line with the national average, that gaining the higher level was well below average. However, of the year group assessed, over a third of pupils were on the school's register of special educational needs. Detailed analysis of assessment data led to more focused teaching of the higher reading skills that include the scanning of text to verify and substantiate opinions, together with the appreciation and explanation of implicit and explicit meaning, and of inference and deduction.

79. Inspection evidence indicates attainment of pupils currently in Year 2 is broadly in line with national expectations in English. There is little evidence in the present Year 2 class of the above average attainment in speaking and listening, reading or writing noted in the last report. However, there is evidence of the potential for higher attainment in the current Year 1 class, where over a third of pupils already read and write with fluency. Standards for pupils at present in Year 6 are satisfactory. Here, there is evidence that approximately one third of pupils have the potential to gain the higher level in both reading and writing.

80. Pupils' make satisfactory progress in speaking and listening skills as they move through the school. At Year 2 and Year 6, standards are consistent with nationally expected levels. Teachers stress the importance of careful listening. By Year 2, pupils listen with considerable interest in lessons and talk sensibly about their work. By Year 6, pupils share their opinions confidently, correctly using subject specific vocabulary and give well-considered responses to questions. For instance, when studying 'Eagle of the Ninth' by Rosemary Sutcliffe, pupils gave detailed replies to the question, 'How do you know this is a historical novel?' Higher attaining pupils discuss with confidence, the complex and unwieldy sentence structures of a passage from J. Meade Faulkner's 'Moonfleet'.

81. At Years 2 and 6, standards in reading meet nationally expected levels. At the time of the last report, progress in reading was judged unsatisfactory throughout the school. This was largely because of the unstructured way in which reading was taught. A commercial reading scheme now being gradually introduced into Years 1 and 2, together with teachers monitoring reading more closely, results in pupils now making satisfactory progress. However, a small number of pupils at Year 2 who still require the structure of the scheme to support their reading, are weaned onto free choice books too soon, and several struggle to read with fluency and confidence. By Year 6 most pupils are confident readers and read expressively, conveying the meaning of the text. They offer opinions about the books they read, summarise the key points of a story, and predict what might happen next. A number of higher attaining pupils have a well-developed critical sense and identify and compare different authors and their styles of writing. They explain how different writers use particular language and themes to create impact and effect. When stating their favourite author, they give clear reasons for their preferences. All classrooms have a wide selection of good quality fiction

books graded in broad bands of reading difficulty. Further resources in terms of reference books are held in the school's library.

82. Standards in writing for pupils at Years 2 and 6 are satisfactory. By Year 2, pupils have a good understanding of the ways in which words are broken into syllables and sounds, but apply these rules more confidently in their reading than their writing. Although spelling is satisfactory overall, teachers' expectations of accurate spelling, presentation and the consistent use of punctuation, are higher in some classes than others. In Year 6, higher attaining pupils are presenting extended pieces of writing for a variety of purposes, writing in different 'voices' and for a range of audiences. For example, Year 6 pupils wrote a version of the Red Riding Hood story from the wolf's point of view to read to the Year 1 class. Pupils apply their writing skills across the curriculum to good advantage. For example, in history, pupils become evacuees, and write interesting letters home to their parents. In science, pupils report on the many investigations they undertake, and in art/history they produce instructional writing on how to lay a mosaic. Pupils are encouraged to incorporate different features of writing such as similes, metaphors or personification into their own work. Pupils' writing is regularly assessed against specific criteria, with suggestions for future improvement. A cursive style of handwriting is introduced in Year 1 to good effect and, by Year 2 and Year 6, standards in handwriting are above average.

83. The quality of teaching in English was judged to be good in eight out of every ten lessons observed, of which one in every ten was very good. No unsatisfactory teaching was observed. Most teachers are secure in their use of the National Literacy Strategy and have modified it according to the needs of their particular pupils. They have a good understanding of the targets of the literacy framework, which gives their plans a clear focus. Planning is detailed so that different parts of the lesson combine to create a coherent whole. However, there is little evidence of teachers' plans incorporating ICT to support learning. In nearly every lesson, teachers clearly explain the lesson objectives to the pupils at the start of the session. Over the course of the week, learning objectives are reinforced and planning adapted in the light of on-going assessment. Teachers have very good relationships with pupils, encouraging them through the judicious use of praise, and by providing a range of interesting tasks to meet the needs of different ability groups. Expectations of behaviour and achievement are usually high. Pupils quickly learn class routines and organisation, settle sensibly to tasks and work independently even when not directly supervised by an adult. In most classes, clear individual targets are set for pupils and in many cases these have been decided in conjunction with the pupils themselves. The quality of marking, considered inconsistent at the time of the last inspection, is now satisfactory.

84. The subject is well managed by the acting headteacher. Appropriate documentation is in place to support teachers' planning. The quality of teaching and learning is monitored regularly through a programme of classroom observations. End of year assessment data is analysed well to determine how curriculum provision needs to be modified in order to raise standards. Effective ongoing assessment procedures give teachers a clear understanding of pupils' strengths and weaknesses that lead to pupils being given individual targets which they take very seriously. Although the school has secured improvements since the last report, it acknowledges that to ensure standards in reading are raised in line with the improvement in writing, the initiatives regarding reading, that are already having a positive impact on standards, need to be maintained.

## **MATHEMATICS**

85. The last inspection reported standards at the end of Years 2 and 6 to be above average. Since then, the school has successfully implemented the National Numeracy



Strategy, and the subject has been the school's focus of curricular improvement in order to raise standards. Results of the end of Year 2 National Curriculum assessments for 2001 showed overall standards to be well above average when compared with either national results or those of similar schools. Assessment of pupils at Year 6 showed attainment was average when compared with either national results or with similar schools. Results at Year 6 were creditable when considering over a third of pupils are on the school's register of special educational needs.

86. Inspection evidence confirms pupils currently in Years 1 and 2 make satisfactory progress, and, by the end of Year 2, standards are in line with those expected nationally. Progress is good between Years 3 and 6. In Year 6, where a lower proportion of pupils has special educational needs than last year, standards are above average. Pupils with special educational needs make good progress in relation to prior attainment. With over half the school year left, there is every indication that further gains will be made in levels of attainment. Older pupils who have been identified as gifted mathematicians are given the opportunity to work with pupils of similar ability from other schools. They make satisfactory progress. Review of pupils' work and teachers' planning shows provision for mathematics meets the requirements of the National Curriculum, with an appropriate emphasis being placed on numeracy skills.

87. By Year 2, pupils have satisfactory understanding of place value of numbers to 100. They clearly explain the value of each digit. They are competent with addition and subtraction, and apply what they have learned to problems involving money. Pupils collect information about their classmates, together with data concerning vehicles passing by their school, and use this to produce graphs that they then interpret through questions and answers. Pupils understand multiplication is repeated addition, and more able pupils know their 2, 3, 4, 5, and 10 times multiplication tables. They work in simple fractions; halves and quarters, and read the time on analogue clocks. Pupils have a secure understanding of reflective symmetry and use mathematical vocabulary to describe and classify two and three-dimensional shapes. Pupils have good opportunities to explain how they arrive at answers, and they respond well to teachers' quick fire questions on mental arithmetic.

88. By Year 6, pupils have accurate recall of multiplication tables, and carry out mental calculations at speed. They choose appropriate number operations together with appropriate methods of calculation to solve problems. Pupils have a very good knowledge and understanding of the relationship between fractions, percentage and decimal numbers, and use this to good advantage when solving problems. They have a good understanding of negative numbers, and undertake calculations involving them. Activities relating to probability and data handling give pupils a clear understanding of the terms average, mode, median and mean. They use graphs and pie charts to handle and interpret information. Scrutiny of work indicates that pupils work to a high level on co-ordinates, rotational symmetry and translation. Pupils know and construct a range of angles and triangles with accuracy, and show a good understanding of the properties of two- and three- dimensional shapes which they draw and use to calculate perimeter, area and volume. Although there is evidence of the use of computers to support pupils' work in mathematics, as in their work with spreadsheets, the overall application of ICT to aid mathematical investigations is limited. In most instances, rather than apply their developing skills of ICT, pupils record procedures and outcomes, and draw tables and graphs by hand. This is an area for further development.

89. The quality of teaching is very good. Teachers have a very good knowledge and understanding of the subject and of the pupils' needs. Lessons are well planned and pupils of different attainment levels are well catered for in both questioning and written activities. Lessons follow the recommendations of the National Numeracy Strategy. Pupils are keen to answer the brisk and challenging mental questions at the beginning of each lesson.

Teachers have high expectations of pupils' behaviour, and, as a result, pupils are attentive and well behaved. This ensures that time is used well. Teachers' very good relationships with pupils make lessons bright, friendly and very effective. They correct pupils' mistakes sensitively and the children respond confidently. Good questioning encourages pupils to think for themselves and explain how they work out their answers. In most lessons, explanations are clear and relate well to what the pupils have learned in previous lessons.

90. The management of the subject is very good. The co-ordinator has produced a detailed scheme of work to support teachers' planning. The co-ordinator has a very good overview of the progress of pupils in the school. Standards of teaching are constantly monitored as are planning and the pupils work. Assessment follows the school policy very closely and is effective. Results of end of year assessments are analysed in order to monitor and modify curriculum provision, and track the ongoing performance of individual pupils. Planning and ongoing assessment are thorough and effective. As a consequence, the needs of individuals or groups of pupils can be addressed quickly. The subject contributes greatly to the pupils' social development through providing many opportunities for collaborative learning.

## **SCIENCE**

91. Results of end of Year 2 National Curriculum teacher assessments for 2001, showed that whilst the proportion of pupils reaching the expected level met the national average, that gaining the higher level was above average. Results of end of Year 6 assessments showed an above average gained the expected level, whilst that reaching the higher level was well above average. When compared with results of similar schools, performance at Year 6 was well above average.

92. Inspection evidence confirms that whilst attainment for pupils currently in Year 2 meets national expectations, standards at Year 6 are above those expected for pupils of their age. Scrutiny of pupils' work, together with a review of teachers' planning, shows provision meets the requirements of the National Curriculum. Pupils make satisfactory progress in their skills, knowledge and understanding as they move through Years 1 and 2. They make good progress from Year 3 to 6. Pupils with special educational needs receive good support and make good progress in relation to their prior attainment. Across the school, investigative science is undertaken well. Pupils observe, experiment, predict and use the skills of scientific enquiry effectively. They observe well, record their findings, and, particularly in Years 3 to 6, offer well informed and reasoned explanations for what they have observed.

93. By the end of Year 2, pupils know the features of living things, and understand that different species of animals are found in different localities and habitats. They know and name the main parts of the human body, and of plants. Through conducting a series of investigations, pupils develop a clear understanding of their senses and their importance to us in everyday life. Pupils work confidently with a range of materials which they classify according to a variety of criteria. They demonstrate their understanding of living and non-

living things, of natural and man-made objects, and of items attracted by magnets and those that are not. Pupils understand the use of electricity, construct simple circuits, and investigate which materials are electrical conductors, and those that are insulators. They have a good understanding of what makes a test 'fair', and devise a number of ways to ensure their investigations are undertaken in a fair manner.

94. By the end of Year 6, pupils have a clear understanding of the major body systems and main organs. They appreciate the importance of a varied and balanced diet, together with exercise, for keeping healthy. Pupils understand what plants require for healthy growth, and conduct investigations to show how water is transported through plant stems. They have a good understanding of the life cycle of plants, together with the several forms of seed dispersal. A range of interesting activities relating to solids, liquids and gasses gives pupils a good knowledge of reversible and irreversible changes of state. Pupils' activities involving saturated solutions provide them with a secure understanding of evaporation and condensation. Pupils show a clear understanding of friction, gravity and air resistance as forces. Through constructing electrical circuits that are in series, then parallel, pupils understand and explain the effect each has on the brightness of bulbs placed within each type of circuit. In their work on light, pupils gain a good understanding of the structure of the eye, explaining clearly how it sees. They conduct investigations into shadows and sources of light, show how it travels in straight lines, and correctly explain an eclipse.

95. Pupils' attitudes to science are very good. They show much interest and enthusiasm, discuss their work sensibly, and sustain concentration and become thoroughly involved in what they are doing. Pupils collaborate well during investigations, and handle equipment with care. Pupils benefit from the many opportunities that allow them to find things out for themselves, and make decisions based on observations.

96. Teaching was judged to be good or better in all lessons observed, including 40 per cent very good. Teachers' knowledge of the subject is good. They plan a sequence of activities with clear learning objectives that challenge all pupils. A particular feature of the good practice observed is the use of open-ended questions to elicit responses and prompt further enquiry. Specific scientific vocabulary is introduced and used well. Day-to-day assessment is used to good advantage in helping to plan what is to be taught next, and, at the end of each topic, staff make clear assessments of what pupils know and can do. End of year assessments are analysed in detail in order to monitor and modify curriculum provision, and help track individual pupil performance. Although the school developed a portfolio of moderated and levelled work in science to assist teachers in their assessments, these are now out of date and are in need of review.

97. Science often acts as a stimulus for other areas of the curriculum, including observational drawing and writing skills. It plays an important part in helping develop pupils' skills of speaking, listening and questioning. Although pupils use CD ROM programs and approved Internet sites to support learning, and use sensing equipment within investigations, there is little evidence of pupils using their computer skills to report, record or illustrate findings of investigations. In nearly every case, reports, graphs, charts and conclusions are written or drawn by hand. The school has already identified the need to develop the use of pupils' ICT skills within science.

98. The subject is well managed by an enthusiastic and knowledgeable co-ordinator who provides good support for the rest of staff. The quality of teaching and learning is monitored regularly through a programme of lesson observations and work sampling. A clear and helpful policy, together with a scheme of work provides effective support for staff in their planning. The school's capacity to develop further, with the current subject co-ordinator, is good.

## **ART AND DESIGN**

99. By the end of Year 2 and Year 6, standards are in line with national expectations; a judgement consistent with the findings of the last inspection. The curriculum is enriched by an art club together with opportunities for pupils to work with a visiting local artist.

100. By the end of Year 2, pupils' skills of observational drawing are developed well. Good use is made of the local environment as pupils make detailed drawings of aspects of local buildings, such as roof lines, window features and doorways. They paint and print, using a variety of media, and handle brushes and tools with increasing control. Pupils use a range of commercially produced computer art programs to good advantage as they explore pattern, shape and colour.

101. From Years 3 to 6, pupils are introduced to the work of a range of artists. In Year 3 pupils study the work of Charles Mackintosh as inspiration for their own work on repeating pattern. Through a series of lessons they develop clear ideas on the ways simple patterns can be developed by overlapping, alternating and rotating them into more complex designs.

102. In an observed lesson, pupils in Year 6 demonstrated their mastery of line, tone, texture and shape in their drawings of each other wearing a variety of hats. A recent visit to the Giacometti exhibition at the Sainsbury Centre for the Visual Arts resulted in confident drawings linked to ongoing work on 'people in action' and life drawing. Pupils' studies, which included an appreciation of the work of Henry Moore, gave pupils a sound understanding of different approaches to, and interpretations of, the human form.

103. The quality of teaching was good or better in all art lessons observed. Although there is an element of specialist teaching by the recently appointed co-ordinator, most staff are confident in teaching the subject, and their obvious enthusiasm communicates itself to pupils. Teachers' expertise and ability to explain clearly, and to demonstrate what they want pupils to achieve, gives pupils confidence to carry out the tasks given them, and to experiment and modify their work. Lessons are well organised and set within a context of the ongoing development of skills.

104. The co-ordinator sets a good example through the quality of her teaching. She provides good support for colleagues and has a clear idea of how the present curriculum should be modified and developed in the light of the school's specific requirements. She has already shown initiative in setting up an art club, the results of which are regularly displayed in a local supermarket. A visiting artist has worked with pupils on a mosaic based on a design by a Year 3 pupil and the school has contributed to a 'Norfolk Community Art' exhibition. Further monitoring of the subject through observation of lessons and the compilation of a portfolio of moderated work is planned. Resources are good and used appropriately.

## **DESIGN AND TECHNOLOGY**

105. The previous inspection reported that whilst attainment met national expectations at the end of Year 2, it was above the expected levels by the end of Year 6. Since then, national initiatives and requirements in other subjects, particularly English and mathematics, have required the school to give the subject a lower priority. Evidence drawn from lessons observed, together with a review of pupils' work and teachers' planning, confirms pupils make satisfactory progress as they move through the school. At the end of Year 2 and Year 6, attainment meets levels expected nationally for pupils of their age. Inspection evidence confirms pupils have a clear understanding of the design process. Having been given a project, they prepare annotated plans to show materials to be used, together with how joins

are to be made. As they progress through the school, pupils are introduced to a broadening range of materials with which to work. Having completed the 'making' stage of the cycle, pupils evaluate the product either orally, or in writing, stating clearly how improvements might be made.

106. Pupils in Year 1 were observed investigating the workings of levers and sliders. By examining a range of items, pupils demonstrated their understanding by producing clear illustrations and detailed explanations. Artefacts on display from Year 1 pupils include a range of well-finished, large houses that require a range of joins. Pupils in Year 2 made good use of measuring, cutting and fixing skills as they designed and constructed a range of moving cars and delivery vans. Across Years 1 and 2, a range of food technology activities included buns and mince pies. Such activities not only support their mathematical skills of weighing and measuring, but support science through observation and an understanding of irreversible changes of state. In all activities, pupils understand the importance of washing their hands before handling ingredients.

107. Artefacts produced by older pupils in school include simple, but well made wooden plinths for small sculptures made in Year 3. In Year 4, pupils were observed making pop-up cards, which involve linkages, levers and pivots. Here, pupils made constructive evaluations of their mechanisms. They identified possible and actual design faults, and modified them appropriately. At the time of inspection, pupils in Year 6 had just started their design for a self-propelled vehicle. When finished, they will progress from elastic power to electric motors controlled by computer. In so doing, the subject links well with the 'control' element of ICT.

108. Pupils have positive attitudes towards the subject. They talk with enthusiasm about the tasks they have undertaken, and clearly enjoy the activities provided for them. Teaching was sound in all lessons observed. Particular strengths lie in class management and organisation, together with clear explanations. Appropriate emphasis is placed on technical terms and aspects of safety. A useful policy together with a scheme of work that incorporates latest National Curriculum guidance, supports teachers in their planning. Resources for the subject are good, with each class having its own comprehensive set of tools that are used well.

## **GEOGRAPHY**

109. Although only a limited number of lessons could be observed, evidence from these, together with review of pupils' work and teachers' plans, confirms that all pupils, including those with special educational needs, make satisfactory progress as they move through the school. By the end of Year 2 and Year 6, attainment matches that expected nationally for pupils of their age. The planned curriculum meets the requirements of the National Curriculum.

110. By the end of Year 2, pupils have a clear understanding of their immediate locality. They draw simple maps of their routes to school, which include features of the nearby area. Pupils consider ways of improving their environment, and, in particular, making the area safer. As part of their work for this topic, pupils were observed conducting a traffic survey outside the school; in so doing, they recognise the characteristics of a busy road. Pupils know the countries that make up the United Kingdom, together with a range of background information relating to each. They compare and contrast their life in Hingham with that on the fictitious 'Island of Struay'. Pupils identify similarities and differences, together with perceived benefits and drawbacks of living on the island. Pupils consider what each lifestyle has to offer, which they prefer, and give reasons for their preferences. By Year 6, pupils gain a

satisfactory understanding of different world climatic zones, and note the impact each has on life in the region. As part of their work on 'Water', pupils study the water cycle, together with the journey of a river from its source to the sea. Pupils undertake a detailed study of an Indian village and discover the many differences between their own lifestyle and that of a child in the village. Such elements of the curriculum contribute well to pupils' cultural understanding and development.

111. Pupils show positive attitudes to geography. They work well either by themselves or with others, frequently discussing sensibly the tasks on which they are engaged. For example, as part of their inquiry as to how and where they spent their leisure time, pupils discussed findings in a sensible manner, responding well to the teacher's good questioning. Teaching was judged to be satisfactory in all lessons observed.

112. Appropriate documentation is in place to support teachers' planning for the systematic development of pupils' geographical knowledge, skills and understanding as they move through the school. The recently appointed co-ordinator has a clear understanding of how to develop the subject's provision, and raise standards further. These include:

- \* Provision of in-service training;
- \* Further development of resources, together with increasing the use of ICT to support pupils' learning.

## **HISTORY**

113. Only two lessons were observable during the inspection. Evidence from these, together with scrutiny of pupils' work, review of teachers' planning, and discussions with pupils and staff, confirms the planned programme of studies meets the requirements of the National Curriculum. At the end of Year 2 and Year 6, attainment is in line with national expectations, a similar finding to that of the last inspection. All pupils, including those with special educational needs, make satisfactory progress in their development of historical knowledge and skills.

114. By the end of Year 2, pupils have a sound understanding of chronology and change. Their learning is supported through activities to compare and contrast toys from years ago with those of today, and finding out how their homes differ from those of days gone by. Work on comparing seaside holidays past and present, enables pupils to identify what has changed, as well as noting aspects that have changed little, if at all. Pupils learn about the lives of famous people and events, such as Florence Nightingale and the Great Fire of London. In an observed lesson, pupils in Year 2 showed a clear understanding of the causes of the fire and where it began. They understood that when parts of London were rebuilt, changes were made in terms of layout and materials used for construction. In response to the teacher's question, 'How do we know?' pupils showed a satisfactory understanding of Pepys' diary, newspapers and paintings as sources of evidence.

115. From Years 3 to 6, pupils learn in detail about their own heritage, together with the cultures of those living in Ancient Greece and Ancient Egypt. Pupils in Year 3 have a sound understanding of life in Tudor times, together with the life and character of Henry VIII and why he married six times. By the end of their studies on Roman Britain, Year 4 pupils have a sound awareness not only of how and why the Romans invaded Britain but also of the subsequent impact and benefits their way of life had on the existing culture. Review of pupils' work shows they have an appropriate understanding of life during World War II, particularly the lives of children. Pupils show their understanding when, as evacuees, they write letters home to their parents. Such activities not only support pupils' understanding of life in times

gone by, but also help develop their skills in writing. In Years 5 and 6, pupils use a range of reference books, together with information from approved Internet sites and CD ROM computer programs, to research a variety of aspects concerning life in Ancient Greece and Ancient Egypt. They gain a clear understanding of the work of archaeologists, together with the differences between primary and secondary sources of evidence in interpreting historical events.

116. Pupils show positive attitudes towards history. In lessons observed, pupils were attentive and eager to respond to questions. They listened carefully not only to their teacher, but to the comments and information their friends had to offer. They work sensibly, either by themselves or in pairs. For instance, pupils in Year 3 collaborated well as they studied photographs of homes in Hingham in their search for clues that gave them information as to whether buildings were old or new. At the end of the lesson, groups confidently reported their findings to the rest of the class. The quality of teaching observed was good. Teachers show good knowledge and enthusiasm for the subject. Planning is thorough, and questioning is used well to elicit understanding and to prompt pupils to think carefully about the work in hand. The subject plays an important part in the provision of pupils' cultural development.

117. The subject is soundly managed by a recently appointed co-ordinator. Appropriate documentation that complies with recent National Curriculum guidance, supports teachers' planning. A satisfactory range of visits support pupils' learning, and events such as 'A Victorian Christmas' where pupils dress in period costume, help bring the subject alive. Although the immediate locality is used well to promote pupils' understanding of changes over time, the school has yet to involve older residents from the village in telling their stories and observations on how life in the community has changed over the years.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

118. The previous inspection found attainment in ICT for pupils at the end of Year 2 and Year 6 to be in line with national expectations. However, the use of computers to support learning across the curriculum was judged to be unsatisfactory. Since then, the school has significantly improved its provision for the subject, and staff are soon to receive government-funded in-service training in ICT.

119. During the current inspection, limited direct teaching was observable. However, observations of pupils at work, together with review of work, confirms that all pupils in Years 1 and 2, including those with special educational needs, make satisfactory progress. By the end of Year 2, attainment is in line with nationally expected levels. In work covered, pupils in Years 3 to 6 work at levels consistent with those expected for their age. However, the school does not yet address all requirements of the National Curriculum, as for example, multimedia presentations; so by omission, pupils' attainment is below expectation. Whilst this indicates that pupils' attainment is now lower than at the time of the last inspection, it must be remembered that the National Curriculum requirements have changed considerably, and the school is working towards meeting these.

120. Across the school, pupils experience keyboard and mouse operated systems. Pupils operate tape recorders to listen to pre-recorded stories and music, and to record items themselves. By Year 2, pupils understand the importance of switches, buttons and keys in operating functions of basic household items. Older pupils appreciate the importance of computer technology, and our increasing reliance on it for many aspects of everyday life.

121. Within classrooms, computers are in operation for much of the day, providing pupils with opportunities to develop their skills in ICT. Pupils in Years 1 and 2 use interactive

programs, allowing them to enjoy stories, and use the 'click and drag' procedure to move items on screen. By the end of Year 2, pupils write sentences direct to screen, and use the shift key to obtain upper case letters, together with the space bar and backspace/edit. By Year 6, pupils draft, edit, spell check, change size, style and colour of font, save and print their work. They produce texts that include photographs imported from digital cameras, or scanned from conventional pictures. Across the curriculum, text-handling skills are used satisfactorily for research through the use of CD based encyclopaedic programs and approved Internet sites. Although the use of electronic mail for the interchange of information is at an early stage of development, the school is already looking to link with schools in Hingham, U.S.A.

122. Pupils have satisfactory opportunities to investigate control technology. Whilst pupils in Years 1 and 2 use a programmable toy to enter directions for it to follow, older pupils operate logo style programs to devise and draw repeat commands and sequences. By the end of Year 6, pupils have a satisfactory understanding of the use of sensors as they monitor and record information from investigations related to temperature changes, and the speeds achieved by cars they have built in their design and technology lessons.

123. Across the school, pupils use computers for basic numeracy activities. Pupils in Year 6 were observed making effective use of computers to support their work on data handling within spreadsheets. They entered formulae to calculate the varying costs associated with a hypothetical trip, depending on a variety of probable participants. However, pupils' computer skills have yet to be used sufficiently to support work in mathematics and science. In both subjects, pupils write their accounts and findings of investigations, and draw graphs and tables of results by hand.

124. Pupils clearly enjoy ICT activities, and are eager to make use of their developing skills. When using computers, they behave very well and work sensibly, either by themselves or in pairs, and treat resources with care. In the only lesson observed, teaching was good. Pupils were given clear step-by-step instructions on how to use a text-handling program, and praise was used well to encourage and reassure pupils.

125. The subject is well managed. The co-ordinator gives good support and advice to colleagues and has prepared a detailed subject improvement plan. In addition to a useful policy, a new scheme of work is in place that ensures coverage of all required elements and shows how pupils' skills should develop. Satisfactory procedures are in place to record the skills pupils have covered, together with their level of competence. Whilst nationally funded staff training for ICT will develop staff competence and confidence, the imminent arrival of more new computers, together with the linking of the two hatted classrooms to the Internet, will further improve resource levels and raise standards.

## **MUSIC**

126. At the end of Years 2 and 6, pupils' levels of attainment are in line with national expectations. This is a similar judgement to that of the last inspection. Standards have been maintained by the re-employment of the previous co-ordinator as a specialist music teacher who teaches each class once a week. Whilst she uses a commercial scheme as the basis of each lesson in order to ensure the progressive development of basic skills, this is freely adapted and modified in the light of pupils' particular requirements. All aspects of the National Curriculum are covered, including composition and performance.

127. Pupils in Year 2 know the names of simple percussion instruments and use them sensibly to create a sequence of sounds. They respond to a 'conductor', changing the tempo



and dynamics of their sequence in accordance with visual instructions. Pupils in Year 6 sing a range of songs with good diction and articulation, following the melody of the tune. Most pupils know what a time signature is, know what a chord is and can demonstrate it. Although pupils across the school make effective use of cassette recorders to listen to, and record music themselves, they have yet to incorporate music within ICT activities.

128. The quality of teaching in the two lessons observed was good. The specialist teacher has very good subject knowledge and a lively approach that engages pupils' enthusiasm. She provides a range of interesting activities, and lessons proceed at a brisk pace. She explains and demonstrates clearly what pupils are expected to do, and gives pupils sufficient confidence to experiment and modify their compositions. When class teachers work alongside her in lessons, a good co-operative working atmosphere is established which provides a good role model for the pupils. Furthermore, it provides good professional development for colleagues.

129. The music curriculum is enhanced by a range of extra-curricular activities which include a choir and recorder clubs. The school takes part in local music festivals including Malcolm Arnold's birthday celebrations in St. Andrew's Hall in Norwich. Pupils attend a range of professional performances, both in and out of school, and take part in regular school productions. Resources for music are good and are used efficiently.

## **PHYSICAL EDUCATION**

130. The last inspection reported standards to be above national expectations at the end of Year 2 and Year 6. During the recent inspection, only two physical education lessons were observable. Evidence from these, together with discussions with staff and a review of planning, confirms the planned curriculum meets the requirements of the National Curriculum. Pupils make satisfactory progress as they move through the school, and, by the end of Year 2 and Year 6, performance is consistent with national expectations. Pupils with special educational needs play a full part in all activities and make sound progress. All pupils understand the importance of warming up at the start of lessons, and of cooling down at the end. They recognise the need for exercise to maintain healthy bodies.

131. In movement and dance, pupils in Year 1 showed satisfactory awareness of space and an awareness of those around them as they moved with control of speed and direction around the hall. They run, hop and skip with agility and enthusiasm. Pupils respond well to music and rhythm, successfully following the instructions given by both teacher and the commercially produced programme. At the start of the dance sequence, most pupils held a clear start position. They concentrated well as they worked in pairs to meet, greet, carry out a dance with their partner before waving goodbye and moving onto a new partner. Whilst nearly all moved in time with the music, several pupils were particularly agile, and showed good poise and body extension, together with facial and hand gestures.

132. Pupils in Year 6 were observed developing skills associated with hockey. They showed sound attainment when working in pairs to practise the different techniques required for short and long passes. The learnt skills were developed well in routines requiring pupils to receive, control and pass the ball under pressure of time. Pupils successfully applied their passing and receiving skills when participating in small games situations. Here, they showed good positional awareness and a growing ability to strike a pass to a fellow team member with increasing control of speed and accuracy.

133. Good provision is made for pupils' outdoor adventurous activities. In addition to events held on site, such as orienteering, a variety of field trips, together with a residential

visit to an outdoor activity centre for pupils in Year 6, provide many opportunities for team building activities. Throughout the year, the school makes effective use of a nearby swimming pool. It is reported that by the time they leave school at the end of Year 6, nearly all pupils are able to swim the required 25 metres.

134. Pupils have very positive attitudes to physical education. They enjoy physical activities, and co-operate well in groups and pairs. They listen carefully to instructions, concentrate well, respond quickly, and work sensibly. Pupils take pride in demonstrating to the rest of the class, and appreciate the efforts of others. They evaluate sensibly the performance of others, stating aspects they feel to be successful, and where improvements can be made.

135. Teaching was judged to be good in both lessons observed. Lessons are well planned and show a clear development of skills and activities. A common strength was the importance placed on drawing attention to good or praiseworthy attempts. In both lessons observed, teachers had high expectations, both of performance and behaviour. Teachers gave effective demonstrations and clear explanations, and, where appropriate, worked directly with pupils to support learning. Appropriate emphasis was placed on safety issues.

136. The subject is well managed. Appropriate documentation supports teachers' planning for the development of pupils' skills across each element of the curriculum. Whilst the school benefits from a large field and two playgrounds, each suitably marked for a range of games activities, the hall is small. Whilst adequate for younger pupils, its size restricts the movement and performance of aspects of physical education for older pupils, particularly those in Years 5 and 6. As such, it has a negative impact on pupils' standards. However, the school actively promotes sport. Pupils take part in a wide range of seasonal matches and tournaments, and benefit from a number of sports clubs. The subject contributes well to pupils' social and moral development through them working in groups and teams, and by complying with the various rules and requirements of the games and activities in which they participate.

## **RELIGIOUS EDUCATION**

137. Only two lessons could be observed during the inspection. Evidence from these, together with scrutiny of pupils' work and review of planning, confirms pupils achieve satisfactorily as they move through the school. Attainment at the end of Years 2 and 6 meets the requirements of the locally agreed syllabus. Those with special educational needs make good progress in relation to their prior attainment. The previous inspection considered 'the spiritual dimension' was lacking in teaching. This is not now the case as spirituality is now deeply embedded in the life of the school. The teaching from good assemblies helps increase pupils' knowledge of people's reliance on God as, for example, when pupils are taught in the story of Noah's Ark.

138. In a lesson observed at Year 1, the young pupils gaze in wonder and respect as the drama of the Jewish celebration of Shabbat was acted out before their eyes. Through discussions held at the end of the lesson, pupils showed how well they had absorbed the facts while watching. Pupils knew among many other things, that the candles were lit to remind the family to keep the Shabbat, and that the father blessed members of the family by resting his hand lightly on their heads. There is good coverage of Judaism and the Christian beliefs in Years 1 and 2. The pupils embrace the more practical aspects of spirituality by

arranging for shoeboxes of gifts to be sent to Romania, and by raising funds for the charity 'Children in Need'. The recognition of the needs of others came from their own initiative. Pupils visit the village War Memorial and buy Poppies for Remembrance Day and consider the misery that war brings.

139. Good and detailed provision persists to Year 6. Pupils learn well of the significance of the symbols of different religions. For example, pupils consider the reverence Hinduism gives to the cow; it gives milk and butter and provides power to plough the fields. They describe well the meaning of the triangular Star of David, found on the Israeli Flag; one triangle being God reaching down to man and the other being humanity reaching up to God. Older pupils research Islam and the teachings of Mohammed well. They discuss the Five Pillars of Wisdom, which are the basis of Moslem life and beliefs.

140. The syllabus relates well to the developing and questioning mind of the older pupils, who become more introspective in their thinking. Thus the lesson observed on the nature of God gave rise to many challenging questions, such as, "If God wanted us all to be Christians, why did he create other religions?" "Where did God come from?" They also consider what God looks like.

141. Lesson observations, together with analysis of pupils' work, confirm a positive attitude to religious education. The teaching is effective and shows an improvement on the findings of the last inspection. Lessons are well prepared with interesting and well-resourced activities that fully involve pupils. Perceptive questioning helps pupils develop their understanding. There is however, little evidence of information and communication being used to support pupils' learning. The subject has much to offer regarding the pupils' personal development particularly in spiritual and multicultural education. Pupils value other faiths and treat them with respect.

142. The subject is well managed by a co-ordinator who provides effective leadership. In addition to a useful policy, a detailed scheme of work, based on the locally agreed syllabus and national guidelines, supports teachers' planning. The co-ordinator supports staff by providing in-service training, and monitors the quality of teaching and learning through lesson observations and work sampling. The previous inspection reported resources for the subject were unsatisfactory. This issue has since been addressed, and a good range of books and artefacts now support pupils' learning.