

INSPECTION REPORT

**Horsham St Faith Voluntary Controlled
First School**

Norwich

LEA area: Norfolk

Unique reference number: 121082

Headteacher: Mrs S Coward

Reporting inspector: Mr Keith Saltfleet
22291

Dates of inspection: 15 – 17 January 2001

Inspection number: 195492

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First
School category: Voluntary controlled
Age range of pupils: 4 - 8
Gender of pupils: Mixed

School address: 25 Manor Road
Horsham St Faith
Norwich
Postcode: NR10 3LF

Telephone/fax number: 01603 898353

Appropriate authority: The governing body

Name of chair of governors: Mrs K Hutchison

Date of previous inspection: 27th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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

The inspection contractor was: SLA Inspections, 57 North Kelsey Road, CAISTOR, LN7 QB.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated six miles to the north of the cathedral town of Norwich and well within commuting distance. Most pupils come from the village itself and nearby Newton St Faith. A small number of the 74 pupils on roll live outside this area. The school is at the centre of the local community and has strong links with the parish church of St Mary and St Andrew. Parents take a keen interest in the progress of their children with virtually every family represented at parents' evenings. A substantial number of parents are in work in a wide spectrum of employment, both locally and further afield.

The number on roll in January 2001 shows that the school is much smaller than similar schools, when compared with the average size nationally of 243 pupils. The proportion of children relatively advantaged in socio economic terms is broadly average when compared with the national picture. Unemployment levels in the area are below the average for the country. The percentage of pupils eligible for free school meals (14.5 per cent) is broadly in line with the national average. There are currently no children speaking English as an additional language. Attainment on entry is broadly in line with the level expected of children rising five, representing the full ability range. The percentage of pupils on the special educational needs register (26 per cent) is slightly above the national average whilst the percentage of pupils with Statements of Special Educational Need (1.3 per cent) is broadly in line. Most pupils have had experience of pre-school education. The school admits children to the reception class at the start of the academic year after their fourth birthday. There are currently ten children in the school who are under five.

HOW GOOD THE SCHOOL IS

This is an effective school with many strengths and is popular with parents and pupils alike. Standards in reading, writing and science in Key Stage 1 Statutory Assessment Tasks have been consistently above the national average over the past three years. Teaching throughout the school is consistently good. Pupils are interested in school and show this through their positive attitudes and behaviour, and good all round relationships with their teachers and classmates. Pupils are taught to appreciate the wider world and are encouraged to develop to the best of their potential. Parents are kept well informed and have good relationships with the school. Pupils with special educational needs are given the support necessary. The school is well managed and enjoys the support of a well-informed governing body. The school gives good value for money.

What the school does well

- Standards of reading are high.
- Most pupils achieve expected standards in writing, mathematics and science by the time they leave the school.
- Pupils' attitudes to school, their behaviour in lessons and around school, and relationships are good.
- Teaching and learning throughout the school are consistently good.
- Provision for pupils' moral and social development is good.
- The school plays an important part in the life of the community.
- The school provides an environment in which pupils are encouraged to learn.

What could be improved

- Some aspects of written work in English.
- Provision for information and communication technology.
- Opportunities for more able pupils to use and develop their skills in investigative mathematics.
- Guidelines to show how some subjects will be taught.

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 sound progress since the last inspection in January 1997 in its response to the key issues of the previous report. It has ensured that its good features have been maintained. The staff have responded positively to the challenges presented and have moved a long way towards meeting them. Most of the issues relating to how the school manages its curriculum have been addressed. However, not all subjects are yet supported by policies as recommended in the last report. There is much greater consistency in schemes of work and medium-term planning, whilst short-term planning is more effective in meeting the needs of all pupils, particularly to target the more able. Pupils are grouped on ability not solely on age. There is less use of commercial schemes and worksheets and this has led to more effective teaching. The school makes greater use of assessments, particularly in the core subjects, to inform future teaching and planning, therefore providing useful information to help raise pupils' attainment. There have been other notable improvements. Provision for pupils to be taught music has improved. In fact, the school has better resources in general. There have been some excellent improvements to the school's accommodation, for example, the newly developed technology room and library in the refurbished school house.

STANDARDS

The table shows the standards achieved by seven year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	A	A	A	A
writing	B	A	B	B
mathematics	A	C	C	D

Key stage

Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Inspection evidence indicates most of the children in the reception class will achieve the Early Learning Goals by the time they are five.

Standards in reading are consistently well above average when compared with other schools. Above average standards are seen in writing although there are some aspects which can be improved. Attainment in mathematics shows some inconsistency but it is in line with the performance of school's nationally. However when compared with similar schools in 2000, attainment is below average, the major difference being the below average

number of pupils attaining a higher level. In science, teacher assessment shows attainment to be above average when compared both to schools in a similar context and nationally.

Trends over the past three years show a consistent picture and that the performance of pupils in reading, writing and mathematics was above the national average for their age group.

Inspection findings do not entirely reflect last year's results but still present a positive picture. For the majority of pupils, attainment in reading, writing, mathematics and science is at least in line with national levels at the end of Key Stage 1 and Year 3. For a significant number of pupils attainment is better and they reach a higher level. All pupils make sound progress. Throughout the school, pupils with special educational needs make satisfactory progress towards meeting the targets set in their individual education plans. The school recognises that the percentage of pupils expected to reach Level 2 or above in the end of key stage tests this year is not as high as previously. This does not indicate a lowering of standards but serves to highlight the differences that sometimes occur in successive groups of children.

In Key Stage 1 and by the end of Year 3, pupils achieve expected standards in information and communication technology, art, geography, history, design and technology, physical education and music. In religious education pupils achieve the expectations of the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very positive. They enjoy school and work hard in their lessons. A feature of all classrooms is the good relationships between pupils themselves and their teachers.
Behaviour, in and out of classrooms	Good overall. Pupils have respect for each other and for adults. They are courteous and polite.
Personal development and relationships	Relationships throughout the school are good. Pupils are encouraged to become independent learners.
Attendance	Satisfactory; most pupils are punctual and lessons start on time. There is a significant minority of pupils who are taken out of school by their parents on holiday. This results in an above average level of unauthorised absences.

TEACHING AND LEARNING

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

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

The quality of teaching throughout the school is consistently good and examples of this good teaching were seen in all classes. No unsatisfactory lessons were seen. A feature of

teaching throughout the school is the good management of pupils to ensure that they are all given opportunities to meet their interests and abilities. The skills of literacy and numeracy are taught well. Teachers have good support in the classroom from support assistants and parent volunteers. In over 70 per cent of lessons seen the teaching is good. This shows an improvement on the last inspection when there was a lower proportion of good teaching and a small element which was unsatisfactory. Throughout the school the productivity and pace of pupils working is good. They work with good levels of concentration and independence.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum is broad and balanced and provides well for pupils' learning opportunities. There is strong emphasis on developing pupils' literacy and numeracy skills.
Provision for pupils with special educational needs	These pupils are given good support and they make sound progress towards meeting the targets set in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Overall, good. Their moral and social development are particularly good, encouraging pupils to develop a sense of responsibility and independence.
How well the school cares for its pupils	The school provides good care for all its pupils in an effective learning environment.

The school has a very good partnership with parents and the local community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership for the school with a clear view of what needs to be done to maintain existing standards, and to improve further. She is supported well by an effective team of teachers. All staff and adults make a good contribution to pupils' learning.
How well the governors fulfil their responsibilities	The governors know about the work of the school and fulfil their responsibilities well. They make their decisions on sound and reliable information.
The school's evaluation of its performance	Monitoring of the quality of teaching and learning is undertaken by the headteacher. The school development plan is an effective document, giving a firm basis on which to measure the school's effectiveness. Pupils' performances in tests are analysed and the results are used as a basis for setting new targets and how to achieve them.
The strategic use of	The school takes care to ensure that it gets best value from its

resources	available finances.
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There are sufficient well-qualified staff with good classroom support. The school is well resourced. Accommodation, particularly for a small school, is good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirteen parents attended the meeting with the registered inspector prior to the inspection. Forty nine parents' questionnaires were returned out of 74 sent out.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The good behaviour and the progress they make. • The work children are given to do at home. • The good standards of teaching throughout the school. • How the school works closely with them and keeps them well informed. • The school's high expectations of their children. • The way the school is managed. • How the school promotes good values and attitudes. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Parents strongly support the school. The inspection agrees with the positive views expressed by the parents. There is a popular lunchtime recorder group. The school is reviewing its provision for activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results from baseline assessments of children in the reception class show that attainment on entry for children under five is in line with that expected of this age. The full ability range is represented. Inspection evidence indicates most of the children will achieve the Early Learning Goals by the time they are five. In the reception class they are given many opportunities to develop their independence and positive attitudes to learning. There is a clear emphasis on developing children's language and literacy, and mathematical skills. The children are becoming comfortable with numbers and shapes and are finding out about the world around them in and beyond their own environment.
2. An overall view of pupils' performance in the Statutory Assessment Tasks and tests in 2000 at the end of Key Stage 1, based on the average points score, shows that attainment was well above the national average in reading, above average in writing and average in mathematics. When these results are compared with those of schools with similar backgrounds, the picture is the same in reading and writing, but attainment in mathematics is below. A more detailed analysis shows a much broader picture. In reading and writing, the percentage of pupils reaching Level 2 or above was well above when compared to the national average and similar schools. In mathematics it is above. A similar comparison shows a slightly different picture when the percentage of pupils reaching Level 2B is analysed. In reading it is still well above, in writing average and in mathematics above. When the percentage of pupils reaching the higher Level 3 is analysed, reading and writing are well above, whilst mathematics is below average compared nationally and well below in relation to similar schools. In science, the statutory assessments made by the teacher, when compared both nationally and with similar schools, show attainment to be above the national average at Level 2 and well above at Level 3.
3. Trends over the past three years show a consistent picture and that the performance of pupils in reading, writing and mathematics was above the national average for their age group.
4. Inspection findings do not entirely reflect the results last year but still present a positive picture. For the majority of pupils, attainment in reading, writing and mathematics is at least in line with national levels at the end of Key Stage 1 and Year 3. For a significant number of pupils attainment is better and they reach a higher level. All pupils make sound progress. Throughout the school, pupils with special educational needs make satisfactory progress towards meeting the targets set in their individual education plans. The school recognises that the percentage of pupils expected to reach Level 2 or above in the end of key stage tests this year is not as high as previously. This does not indicate a lowering of standards but serves to highlight the differences that sometimes occur in successive cohorts.
5. Pupils' oracy skills are good. The youngest pupils willingly talk about things they have brought to school, their interests and confidently read their stories and poems aloud.

At the end of the key stage, they can talk and listen in different situations and show an understanding of the main points of a discussion. Pupils in Year 3 confidently answer questions, think about their ideas and give their opinions, for example, in the literacy hour when reading legends about the sun and the moon.

6. Standards in reading are high. From talking to pupils and listening to them read, their enjoyment and interest is evident both in reading at school and at home. As they move through Key Stage 1, most pupils develop a good phonic knowledge and a relatively extensive sight vocabulary. By the end of the key stage they are well launched into reading and those pupils reading at a higher level are well on the way to becoming fluent and confident readers. By the time they leave the school, most pupils in Year 3 are making good progress and are reading with interest, increasing fluency and expression. Most pupils understand how to use the contents and index in a book to find information.
7. By the end of Key Stage 1, most pupils can write stories in the correct sequence with properly organised sentences. The meaning is clear and capital letter and full stops are generally used correctly. Most pupils can write in story form showing a clear development. Correct spelling is generally limited to the most commonly used words. Handwriting, although mainly legible, sometimes lacks consistency in letter formation. Few older pupils have a legible joined style, useful to enhance their achievement at a higher level. The more able pupils at Year 3 are beginning to write with some real structure. They are beginning to recognise the need to write for different purposes with a particular audience in mind. Some of these pupils write with a joined and legible handwriting style. This is the exception rather than the rule and most pupils are still most comfortable using a print style. Although the majority of pupils show a growing understanding of punctuation and their writing has sufficient detail to engage the reader, it often lacks the vitality and style to make it really interesting.
8. The school recognises that raising of standards in writing at both Key Stage 1 and Year 3 has a high priority. Although a useful start has been made it is still in the early stages of development. At Key Stage 1, pupils need time to plan and review their writing to improve its quality and to be critical of their own work. As well as using paper, pupils should use information and communication technology for forming and developing their ideas. This approach should be built on progressively in Year 3, making cross-curricular links wherever possible. They should use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing. Complementary to this approach is the need for a significant number of pupils to further develop their handwriting skills.
9. The strong practical bias in mathematics for children in the Foundation Stage means that by the time they enter Key Stage 1 most are confident in using numbers. As they move through the key stage they build on earlier work and develop an appropriate vocabulary and understanding of mathematical concepts. They collect information about their favourite foods, fruits and pets, organise data, and draw conclusions. By the end of the key stage the majority of pupils are developing effective mental strategies. In Year 3, these continue to develop well. Their understanding of shape, space and measurement is sound. They can accurately measure the perimeter of a variety of regular and irregular shapes. By the time they leave the school, most pupils have developed a working knowledge of multiplication tables and can carry out relatively complex mental calculations accurately. However, opportunities, particularly for the more able pupils to develop their skills in using and applying mathematics, are limited.

10. In science, the youngest pupils in Key Stage 1 are developing useful investigative skills through first hand experience in the wild life area. Older pupils are beginning to make careful observations to identify the similarities and differences between species. Their understanding of friction is sound, for example, they test objects throughout the school to see which has the best grip and which surfaces have the least friction. Most pupils can carry out a fair test and are able to make accurate predictions of what would happen and suggest reasons why. They identify the properties of common materials and know they have uses according to their properties. In Year 3, pupils identify a range of materials. All have a good understanding of how materials change under certain conditions. By the end of the year most pupils have developed a good scientific vocabulary.
11. Throughout the school, standards in art, design and technology, geography, history, information and communication technology, physical education and music are satisfactory and pupils achieve standards normally expected of pupils of these ages. Attainment in religious education is in line with the requirements of the agreed syllabus.

Pupils' attitudes, values and personal development

12. The good attitudes and behaviour seen at the last inspection are still a strong feature of school life. Through their returned questionnaires, parents unanimously agree that their children like school and are eager to attend. They show interest and maintain good concentration during lessons and respond well to the teachers' questioning. A good example was seen in a music lesson when the oldest pupils provoked a barrage of questions about African instruments.
13. Behaviour in and around the school throughout the day is always good. During lessons pupils respond well to their teachers and this good behaviour makes a positive contribution to pupils' learning. This was seen in a mathematics lesson where the youngest children acted responsibly and took turns without any fuss. Pupils show respect for their schoolmates and the school property. There have been no exclusions at the school and there were no incidents of bullying or harassment seen during the days of the inspection. All pupils are courteous and well mannered and talk confidently to adults and are keen to give a good impression of their school.
14. Relationships between pupils, and between pupils and teachers are good. The pupils respond well to the teacher's encouragement and they are willing to keep trying when they make mistakes. During group work, pupils help each other and discuss their work in a mature manner. They are developing independence and a willingness to share ideas. The older pupils are good role models for the younger ones.
15. Trends over the past three years show a small but steady decline in attendance. For most pupils attendance is good but a significant minority of parents take their children out of school during term time. The overall result is that school attendance for the last year was well below the national average. Correspondingly the rate of authorised and unauthorised absences in the same year were above the national figure. This contrasts with the last inspection where attendance was good with no unauthorised absences.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching throughout the school is consistently good. Indeed in 70 per cent of lessons seen it is good and examples of this good teaching were seen in all

lessons. No unsatisfactory teaching was seen. This shows an improvement on the last inspection when there was a lower proportion of good teaching and a small element which was unsatisfactory.

17. This consistency contributes to the standards attained and the progress made by pupils. Features of teaching throughout the school, which make a major impact on pupils' learning, are good management, positive relationships and the good use of knowledgeable classroom support. Of equal impact are the high expectations of teachers, and the good attitudes and behaviour of the pupils. Pupils are managed well with a quiet but effective authority. This level of trust and respect underpins the values of the school and ensures that its aims are met, and allows pupils and their teachers to work in an effective learning environment.
18. Teachers have a good knowledge of individual pupils and generally succeed in matching work to the ages and abilities in their classes. A feature of the literacy and numeracy hours is the good questioning in the introductory and plenary sessions. Its impact is to involve all pupils in the lesson and make them think. Specialist teachers teach gymnastics and some aspects of music. All teachers use a range of approaches to classroom organisation. They plan their lessons well with learning objectives designed to stimulate and motivate pupils' learning. In all lessons, teaching is clearly focused on the skills to be taught together with a range of well- thought-out strategies and activities. A good example was seen in design and technology when pupils were presented with challenges to encourage discussion, investigation, recording and drawing conclusions. Throughout the school the productivity and pace of pupils' working is good. In the majority of lessons seen pupils are interested and work with good levels of concentration and independence.
19. Teachers are competent in teaching phonics and the full range of basic skills. Subject content is clear using explanation and demonstration to involve all the pupils. Teachers' subject knowledge is sound throughout the school. However, the school sees the need for teachers' skills in information and communication technology to be further extended. The needs of pupils with special educational needs are clearly identified and implemented through their individual education plans. Classroom assistants are made fully aware of the aims of each lesson and give good support to both teachers and pupils. Resources are used well to support all areas of learning.
20. Teachers' short-term planning includes an assessment of what pupils can or cannot do in lessons and this is used to inform future work. In such a small school teachers know their pupils well and there is also much informal assessment of attainment and progress taking place in classrooms. Pupils' work is regularly marked although it does not always tell pupils what they can do to improve. Homework is a regular feature of school life and is appreciated by parents.

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

21. The school has made a good start to the implementation of the revised National Curriculum and the Early Learning Goals for children in the reception class. It provides a curriculum which is broad and balanced and provides a range of opportunities to meet the interests and aptitudes of all its pupils. The time allocated to subjects has been reviewed since the last inspection and ensures full coverage of the Programmes of Study. Religious education follows the locally agreed syllabus. The core subjects are supported by policies. However, the recommendation for policies to be put in place for all National Curriculum subjects has not been followed. Policies

for art, design and technology, geography, history, music and physical education have yet to be written. On the positive side, schemes of work are in place for all subjects. The quality of planning in these subjects ensures that what pupils are taught allows them to make progress as they move through the school. Pupils have good equality of access to the curriculum and the school is very aware of the needs of pupils with special educational needs. Individual education plans are in place, linked to classroom practice and with realistic targets. The code of practice has been fully implemented and the school's policy is clear and informative. Literacy and numeracy are taught using the appropriate frameworks.

22. The curriculum is enriched by other activities, for example, visits to Norwich Cathedral, the Castle Museum and the Sealife Centre. The resources of the village and surrounding countryside are used to provide relevant first hand experiences, especially in history and geography.
23. The school has a developing programme of personal, health and social education although it lacks the support of a written policy. Health education, including the awareness of drugs, is covered in the school's science curriculum. Sex education is not formally taught but incorporated, to some extent, in science. Any issues are dealt with sensitively as they arise. In addition to the strong links with the local school's cluster, there are good links with the private playgroup. The group uses the school hall five times in the summer term and this is a useful induction period before pupils transfer to the school. At lunchtime there is a popular lunchtime music group. The school is reviewing its provision for activities outside lessons.
24. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. Pupils' spiritual and cultural development is sound whilst the social and moral aspects in the curriculum are particularly good. The majority of parents agree that the school promotes positive attitudes and values.
25. Spiritual awareness is raised through daily acts of collective worship, the annual christening ceremony and the curriculum. All staff and adults in the school reinforce the school's promotion of moral education. The high expectations of the teachers and the ethos of the school provide good guidance, for example, in fostering values such as honesty, fairness and respect. Most pupils are polite, well behaved and are a credit to the school and their families. They are given sufficient opportunities to discuss moral issues with the result that they can clearly distinguish between right and wrong.
26. Overall, relationships between pupils themselves and between pupils and adults around them are good with many opportunities for pupils to take on responsibility and use their initiative. For example, taking the register, organising the hall for assemblies, ringing the school bell and acting as reading monitors.
27. Opportunities for pupils to develop their cultural awareness are taken through subjects such as art, music and geography. Pupils are taught to appreciate their own heritage and that of others by visitors to school; for example, a Japanese lady talking about the traditional tea ceremony, an African dancer and a member of the Hindu religion. Other cultures and faiths are studied in religious education, for example, Hinduism and Judaism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school has good procedures in place for the support, welfare and guidance of its pupils and therefore all pupils are well cared for. All staff know their pupils well, meeting their individual needs and this makes an important contribution to the educational standards achieved. Class teachers and support staff provide informal support during daily routines such as registration, meal and playtimes. The school's ethos of care and understanding successfully creates an environment which contributes to the personal development of pupils of all abilities by teaching them to respect other people's feelings and to care for each other.
29. Procedures for assessing and monitoring pupils' attainment and progress are generally good. The school makes effective use of the results of national tests and other assessment data in order to target areas for improvement and to benchmark pupils' progress. Arrangements for monitoring and supporting pupils' personal development are informal but very effective. The small size of the school gives teachers the advantage of knowing all pupils very well.
30. The school has revised its procedures for monitoring attendance in light of the attendance patterns. The attendance registers are well kept and up-to-date. Most pupils attend well; they arrive at school early and lessons start on time. A significant number of parents take holidays during term time and this results in the overall attendance being less than the national average. It is important that all parents are encouraged to value the education provided by the school and to do their best to make sure that their children do not miss school unnecessarily. The notes in the school prospectus need revision, as they do not make this clear.
31. The school has good procedures for promoting high standards of behaviour based on clearly defined rules. Pupils are encouraged to be responsible for their own behaviour, to be polite and helpful to other pupils and adults. Reports of bullying or harassment are taken seriously and the school takes effective and appropriate action in order to prevent re-occurrence.
32. The school nurse makes regular visits to the school. Several members of the school staff are trained first aiders. A health and safety policy is in place and well implemented. There are regular meetings and any matters requiring attention are dealt with. Standards of cleaning are good and the building is kept in a sound state of repair. Arrangements for car parking are currently being improved by making better use of the school grounds.
33. The headteacher is the named person with responsibility for child protection but at the time of the inspection she had not been trained. The school follows the local authority guidelines but these have not been formally adopted as the school policy. It is important that these matters are dealt with as a matter of some urgency.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The school has established very good links with parents and the local community. This was confirmed by the strong support for the school by parents at the pre-inspection meeting and the overwhelming agreement to the statements listed in the parental survey.
35. Parents are kept informed by the well-presented school prospectus, the annual governors' report and regular informative newsletters. The Governors have re-scheduled the date for their annual meeting to parents so that it is held at a more convenient time. The annual pupil reports give details of progress in all subjects

together with targets for the following term. Parents are invited into school three times a year to discuss their child's progress with the class teacher. All parents have signed the Home/School Agreement. There is a good induction programme for new parents and children ensuring that new pupils make a smooth transition to school life.

36. There is whole school homework policy. This is a useful guide for parents and helps them to be involved in their child's learning. The home/school reading link also makes a useful contribution to keeping them informed. The school encourages parents to help in school and there are a good number of regular helpers, for example, with computers.
37. Parents provide good support on social and fund-raising occasions and the substantial amounts raised make an important contribution to the standard of education provided by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38. The strong leadership and management by the headteacher provides the school with clear educational direction. She is well supported by an effective team of teachers and classroom support assistants. Since the last inspection there have been many improvements designed to raise standards and move the school forward, both in the response to the key issues and in other areas, notably resources and accommodation.
39. The school's aims and values are clearly reflected in its work with a commitment to continuous improvement. It is clear through the returned parents' questionnaires that the willingness to promote high standards is a shared vision not just within the school but in the wider village community. They agree that the school is successful in promoting a happy and caring ethos with a commitment to high standards in a climate of teamwork, enjoyment and challenge.
40. In addition to her teaching role, the headteacher co-ordinates a number of curriculum areas. In such a small school the sharing of responsibilities is very important, although with only three full-time teachers and a similar number of classes its impact must be kept in perspective. All teachers have delegated to them the co-ordination of at least one subject area and they make a useful contribution to the school's management, for example, moderation of work in science. With the exception of literacy and numeracy, the co-ordinators' role currently extends mainly to giving advice, an overview of planning, and ordering of resources. At present this is sufficient to the school's needs. Currently, art and design and technology lack co-ordinators to guide their future development. The headteacher and governors acknowledge that there is a need for curriculum responsibilities to be redistributed and extended when the time is right, particularly in light of the projected increase in numbers. This will allow teachers to make a positive contribution to the school through monitoring the quality of teaching and learning in their subjects and also to gain valuable professional development. The headteacher carries out formal lesson observations on all teachers and classes. There are useful opportunities for feedback and to discuss professional development. This is complemented by visits to school by local education authority advisory staff, for example, the numeracy consultant, who provide a useful wider perspective.
41. The governing body fulfils its statutory responsibilities well, including the requirement to provide for pupils with special educational needs. An appropriate subcommittee structure and programme of meetings ensures that important decisions about the

future of the school are made carefully. The governing body is kept well informed about the strengths, developmental needs and day-to-day workings of the school by the headteacher. They are now in a position to build on this good work to help further shape the direction of the school through a deeper understanding of its strengths and weaknesses. In order to do this they need to become more 'hands on' through planned visits to the school and to classrooms.

42. The school has an appropriate number of suitably qualified and experienced teachers who provide a satisfactory balance of expertise and experience. Classroom support assistants and parent volunteers make a valuable contribution to pupils' learning. The caretaker and midday staff work hard and contribute well to the smooth running of the school. They all relate well and offer support to each other. The school has effective, informal procedures in place for the induction of teachers new to the school. These have been very useful in helping a recently appointed teacher to settle easily into school life. There is recognition of the need to put these procedures on a more formal basis in advance of any new appointments. Staff development is firmly linked to the school development plan and is designed to enhance the school's quality of teaching and to contribute to teachers' professional development. Currently the school does not have the resources to be a provider of initial teacher training although in the past students from the University of East Anglia have completed placements.
43. Performance management is in place. School self-evaluation is playing an increasingly important role in identifying appropriate priorities for action. Progress to meeting these should be reviewed regularly. Procedures for monitoring pupils' attainment and progress as they move through the school are being developed. Information from baseline assessments, standardised tests and statutory and non-statutory assessment tasks and tests give useful information for setting individual and group targets and tracking pupils' progress. The next step is to move to more formal target setting and provide links on which to base programmes of action.
44. Educational priorities are well supported by careful financial planning. Spending is reviewed regularly by the chairman of the finance committee. The school development plan is central to the school's work and is becoming a useful working document. Key objectives and priorities are identified, linked to costings, to ensure that the best strategic use is made of its resources. As a result of local education authority policy, the school has not had an audit since before the last inspection. Arranging a visit is recommended. The headteacher, governors and parents have the excellent support of the school secretary. Parents at their meeting made a special mention of her qualities. The school has established sound internal financial procedures to ensure the reliability and accuracy of its spending. Day-to-day financial administration is very efficient. The good use of new technologies enables the school secretary to communicate quickly and to easily access up to date budget information to those who need it. This allows for informed future spending based on pupil numbers. With the prospect of a rising roll, funding can be anticipated and financial resources can be targeted more effectively and efficiently. The school uses additional funds through specific grants well and for their designated purposes. The principles of best value are important in this small school and are effectively applied, for example, through its tendering procedures.
45. The accommodation of the school is good. There is a school hall linked to the two internal classrooms. Externally the school has two mobile classrooms, one of which is used for activities such as music or giving pupils with special educational needs individual help. There is a hard surfaced play area and a grassed field. There have been some very good improvements to the accommodation since the last inspection. The schoolhouse has been completely refurbished and has added much to the quality

of the working environment. Upstairs are a staff room, and an office for the headteacher; downstairs is a technology room and small library. Currently under construction is a staff car park, separate from the pupils' play areas.

46. The school has good resources in most subjects. Many are new and have been bought to support the newly organised curriculum, for example, a wide range of big books and guided reading material to support the literacy hour. Provision for information and communication technology is good with three multimedia computers, without, at present, access to the Internet. The library, although small, has a wide range of fiction and non-fiction material.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body of the school, in conjunction with the headteacher and staff, should take the following action to further raise standards in the school:

- 1) In English, to further improve the quality of pupils' writing, build on the skills learned in the literacy hour by providing pupils with more opportunities for extending their writing so they write with confidence, fluency and accuracy by:
 - a)
 - (i) at Key Stage 1, forming and developing their ideas both on paper and on screen; with others, planning and appraising their writing and discussing its quality;
 - (ii) and, at Year 3, continuing with this approach, plan, by noting ideas; drafting work by developing these ideas into structured written text; revising and improving where necessary; proof-reading by checking for spelling mistakes and correcting the use of punctuation; presenting a neat, correct and clear final copy; discussing what they have written with others;
 - b) improving the quality of handwriting throughout the school;
 - c) marking pupils' written work more rigorously in order for them to be aware what to do next to improve.
(See paragraphs 7, 8, 55, 59, 60, 61, 62, 63 & 64)
- 2) In information and communication technology by:
 - a) providing teachers with the training needs already identified to make their teaching more effective; (See paragraphs 19 & 96)
 - b) reviewing the software in school and formally planning links in medium and short-term plans to develop information and communication technology across other subjects. (See paragraphs 88, 91 & 96)
- 3) Provide greater opportunities for pupils, particularly the more able, to use and apply mathematics. (See paragraphs 9 & 71)
- 4) Produce policy documents for art, design and technology, geography, history, music, physical education and personal, health and social education. (See paragraphs 21, 23, 80 & 86)

Other minor issues the governors may wish to consider.

For the governing body to build on their good work through planning a series of visits to school in order to gain a deeper understanding of the school's strengths and weaknesses.

Put child protection procedures on a formal basis and provide training for staff as necessary.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	71	29	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		74
Number of full-time pupils eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		18

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	7.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	8	13	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	95 (88)	95 (94)	95 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	95 (88)	95 (82)	95 (100)
	National	84 (82)	88 (86)	88 (87)

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

The number of boys and girls achieving National Curriculum Level 2 or above is not included separately due to the small number of registered pupils taking the test

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	64
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	19.2
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	90

Financial information

Financial year	1999/2000
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	£
Total income	171,953
Total expenditure	167,177
Expenditure per pupil	2,230
Balance brought forward from previous year	14,412

Balance carried forward to next year	19,188
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	74
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	3	0	0
My child is making good progress in school.	63	37	0	0	0
Behaviour in the school is good.	57	41	2	0	0
My child gets the right amount of work to do at home.	47	43	8	0	0
The teaching is good.	71	27	0	2	0
I am kept well informed about how my child is getting on.	51	43	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	22	2	4	0
The school expects my child to work hard and achieve his or her best.	63	35	0	0	2
The school works closely with parents.	51	45	4	0	0
The school is well led and managed.	61	35	2	2	0
The school is helping my child become mature and responsible.	57	43	0	0	0
The school provides an interesting range of activities outside lessons.	16	22	33	6	22

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

47. Children enter the reception class at the beginning of the school year in which they become five. They settle easily into school and overall make satisfactory progress. Most are on course to achieve the Early Learning Goals by the end of the Foundation Stage. Children are moved to the National Curriculum Programmes of Study when it is judged to be appropriate.

Personal, social and emotional development

48. Many children enter school with good skills in this area. They quickly develop positive relationships with each other and with their teacher and the classroom support assistant. All children understand the need to deal fairly with each other. They move around the classroom confidently, share equipment and wait their turn patiently. They are provided with many opportunities to develop self-confidence and independence, for example, self registering and selecting their lunches. These daily routines and rules are effective in developing the children's understanding of the organisation of the school and the wider community.

Communication, language and literacy

49. The children make good progress in this area of learning. There is a clear emphasis on developing their language and literacy skills. Children talk confidently about the everyday objects in a poster with the teacher in the early part of the literacy lesson. Early reading skills are taught well and children make satisfactory progress as they follow the text of a big book with the teacher. Information and communication technology is used effectively to help children recognise letters and to reinforce their sounds. They show good mouse control when building up pictures such as 'a windy day'. Most children are building up a sound phonic base on which to develop their reading skills. They have frequent opportunities to write and most can copy write their names and a significant number of the letters of the alphabet.

Mathematics

50. The children are becoming comfortable with numbers and shapes. Many activities are practical giving them good opportunities to develop their mathematical concepts. A good example is the use of the play area as a sweet shop where they use 1p coins in their transactions. Children can match numbers and objects and name simple shapes and sort and classify objects by colour, shape and size. Stories and rhymes are used effectively to extend children's mathematical language. The majority of children are able to count and order numbers up to ten and confidently sort and match numbers to six.

Knowledge and understanding of the world

51. The children are finding out about the world around and beyond their own environment. For example, they explore the many ways in which we can keep warm

in cold weather. They listen attentively to the story 'Lost in the Snow', talk about how they can warm up the frozen teddy bear and watch as ice melts. In science they investigate the power of magnets and the simple properties of materials. They are developing a sense of time through comparing the differences between their own toys and those in the past. Children quickly establish skills in their use of technology, for example, quickly becoming familiar with the keyboard of a computer. They learn about important events in the Bible and the life of Jesus, both in the classroom and during assembly. They particularly enjoy listening to Old Testament stories such as 'Daniel in the Lion's Den'. Of special note is the annual event at the parish church where a number of children, and sometimes their parents, are formally christened.

Physical development

52. Children learn to move confidently, control their bodies and handle equipment. For example, there are opportunities for constructing, cutting and printing in their art and design and technology activities. In their physical education lessons children use space well with control and co-ordination in their dance and confidently take part in catching and throwing activities. The size of the classroom means that when using big play apparatus, for example, sand and water, children have to use the school hall. The school has a range of large toys such as wheeled vehicles but supervision of children playing outside is difficult.

Creative development

53. Children have good opportunities to experiment with colour, texture and shapes in their art and design work. Most children recognise and name the primary and secondary colours. They are encouraged to listen carefully to music and join in confidently with action rhymes and songs and explore the sounds made by shakers, drums and bells. There are good opportunities for them to participate in imaginative play where they have lively conversations and take on a variety of roles.
54. The quality of teaching is consistently good. It is based on an awareness of the need for young children to develop ideas and opinions through first hand experience. There is a secure and caring atmosphere where the contributions of all the children are valued. The good use of praise and acknowledgement of the children's good behaviour play an important part in the growth of children's self-esteem. The teacher's calm manner brings out the best in the children and when they make mistakes they are encouraged to persevere. For example, in design and technology she spends a considerable amount of time in explaining the objectives of the lesson and demonstrating various practical activities. She is well supported by an experienced classroom assistant. They make an effective team with a good understanding and awareness of the needs of young children. They use this well to provide a meaningful and relevant curriculum that develops children's understanding and awareness of the world around them. Classroom routines are planned clearly and groups are managed effectively. There is a seamless transition from the Early Learning Goals to work at Key Stage 1 of the National Curriculum.

ENGLISH

55. Since the last inspection, the high standards of attainment of pupils at the end of Key Stage 1 and Year 3 have been maintained. In fact, a statistical analysis of the Statutory Assessment Tasks over the past three years confirms that standards in reading are consistently well above average when compared nationally and with similar schools. There is also a positive picture in writing. The same comparison

shows attainment to be slightly lower, but still above average, although the inspection highlights some aspects which can be improved. This is supported by the fact that 57 per cent of pupils attained Level 2B or above in the 2000 Statutory Assessment Tasks, (an indicator of future achievement at Level 4 at Key Stage 2) which shows a marked contrast in reading where 90 per cent of pupils reached this level.

56. Inspection evidence confirms this positive picture although the percentage of pupils expected to reach Level 2 or above in the end of key stage tests in reading and writing this year is not as high as those previously. The school has effectively targeted pupils who need extra tuition in some aspects of literacy.

Speaking and listening

57. The oracy skills of all pupils are good. The youngest pupils listen carefully to what their classmates have to say such as when talking about the weather. They willingly talk about things they have brought to school, their interests and to confidently read their stories and poems aloud. As they move through the school they further develop their ideas, speak clearly and use a growing vocabulary. At the end of the key stage they can talk and listen in different situations and show an understanding of the main points of a discussion. Pupils in Year 3 confidently answer questions, think about their ideas and give their opinions, for example, in the literacy hour when reading legends about the sun and the moon.

Reading

58. From talking to pupils and listening to them read, their enjoyment and interest is evident both in reading at school and at home. As they move through Key Stage 1, most pupils develop a good phonic knowledge and a relatively extensive sight vocabulary. Most pupils are confident in recognising the high frequency words lists appropriate to their age. By the end of the key stage they can read these easily in and out of context and are well launched into reading. Those pupils reading at a higher level are well on the way to becoming fluent and confident readers. By the time they leave the school, most pupils in Year 3 are making good progress and are reading with interest, increasing fluency and expression. The most able pupils read some demanding texts, short novels, for example, 'Little House on the Prairie', poetry and non-fiction. The school places an important emphasis on pupils' developing research skills and the newly developed library plays a useful part. Most pupils understand how to use the contents and index in a book to find information.

Writing

59. By the end Key Stage 1, most pupils can write stories in the correct sequence with properly organised sentences. The meaning is clear and capital letters and full stops are generally used correctly. Most pupils can write in story form showing a clear development. Correct spelling is generally limited to the most commonly used words. Handwriting, although mainly legible, sometimes lacks consistency in letter formation. Few older pupils have a legible joined style, useful to enhance their achievement at a higher level.
60. The more able pupils at Year 3 are beginning to write with some real structure. They are beginning to recognise the need to write for different purposes with a particular audience in mind. Some of these pupils write with a joined and legible handwriting style. This is the exception rather than the rule and most pupils are still most comfortable using a print style. Although the majority of pupils show a growing

understanding of punctuation and their writing has sufficient detail to engage the reader, it often lacks the vitality and style to make it really interesting.

61. The school has recognised through its own self-evaluation that pupils' written work is the weakest element in English. Inspection evidence agrees that for a significant number of pupils it could be better. In its school improvement plan the raising of standards at both Key Stage 1 and Year 3 has a high priority. Although a useful start has been made it is still in the early stages of development. In the work sample there were no examples of pupils writing at length. Much of the word work covered in the literacy hour was recorded on worksheets, limiting their opportunities to extend and practice the skills they have learned. Completed work is regularly marked although, particularly for the older pupils, there are no helpful comments for how it could be improved.
62. At Key Stage 1, pupils need time to plan and review their writing. Planning and drafting their ideas and vocabulary will greatly improve its quality and enable them to write extended texts with increasing fluency and accuracy. Pupils should discuss their planning and the quality of what they have written with others. This will encourage them to be critical of their own work. As well as writing on paper, pupils should use information and communication technology for forming and developing their ideas; for example, preparing printouts from two different drafts of their own writing to check revisions and improvements.
63. This approach should be built on progressively in Year 3, making cross-curricular links wherever possible. They should use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing. Writing should be checked for mistakes in spelling and punctuation and the content further revised to ensure accuracy. Discussions of their own and others' writing plays an important part in this process. Their writing should be presented as a neat, correct and clear final copy. As at Key Stage 1, information and communication technology can make a positive contribution in all these elements; for example, the thesaurus, and spelling and grammar checker.
64. Complementary to this approach is the need for all pupils to develop their handwriting through a structured approach, thereby enabling them to take full advantage of the increased opportunities. Finally, marking and assessment of pupils' work by teachers should be more rigorous in order for them to make pupils aware of what they should do next in order to improve. The co-ordinator will need to monitor the development of these initiatives carefully. Time should be set aside for visiting classrooms to see teachers and pupils at work. Careful tracking of pupils' progress through regular assessments of their writing will be useful in setting individual targets for improvement.
65. The quality of teaching in all classes is consistently good. There is good interaction with pupils. Lessons are well introduced ensuring that pupils know what they have to do. Work is well planned and taught using the framework of the literacy hour. Teacher's knowledge and understanding of the subject are good. Their expectations of the pupils to achieve well are high. Questions are used well to test pupils' previous learning and to check their understanding. The good explanations from teachers in lessons, and their clear instructions, help all pupils to start work with confidence. Classroom management is good and helps create a calm and productive atmosphere. Classroom assistants and parent volunteers make a valuable contribution in classrooms. This plays a particularly significant part in teacher's management at Year 2 with a large class of mixed age and ability. This allows the

teacher to plan effectively for pupils with differing abilities, including those with special educational needs, access to work at their own level. The pupils' response to English is generally good throughout the school. They work hard and show interest in the work. In whole class and guided group work they make useful contributions and work well in the independent sessions.

66. Resources are good and include a range of 'big books' related to a wide range of topics. The library is part of the recent refurbishment of the schoolhouse and is well stocked with a good range of non-fiction and reference books. This is both classified under the Dewey system and colour coded, to enable ease of access for all pupils. It is also used as a popular lending library. Information and communication technology plays an important part in developing pupils' literacy skills, for example, in word processing and to give good phonic support to younger pupils when practising their letter sounds.

MATHEMATICS

67. For the majority of pupils, attainment in mathematics is at least in line with national levels at the end of Key Stage 1 and Year 3. However, a small number of pupils reach a higher level. All pupils, including those with special educational needs, make sound progress. The evidence from this inspection does not entirely reflect the results of the 2000 National Curriculum teacher tasks and tests, where attainment was above the national average and when compared to similar schools. The percentage of pupils reaching a higher level in these tests was below these averages. Standards of numeracy are satisfactory overall; a high priority is placed on raising standards in this area of mathematics. The school has clear targets for mathematics and inspection evidence indicates that the school is well placed to meet them.
68. The strong practical bias in mathematics for children in the Foundation Stage means that by the time they enter Key Stage 1 most are confident in using numbers. They can count to 20 with understanding, and in tens to 100. Younger pupils use non-standard units in their measurements; older pupils are beginning to recognise the need for more standardised measurements. As they move through the key stage they build on earlier work and develop an appropriate vocabulary and understanding of mathematical concepts. For example, in their work on shapes they use specific mathematical language well to describe squares, circles and triangles, and cubes, cuboids and cylinders. In their investigative work they record their favourite foods, fruits and pets, organise data, and draw conclusions. By the end of the key stage the majority of pupils are developing effective mental strategies. They have quick recall of addition and subtraction facts to ten, handle money with confidence and understand concepts of simple fractions such as a quarter and a half.
69. In Year 3, pupils' mental strategies continue to develop well. For example, younger pupils can calculate money problems quickly and confidently. Their understanding of shape, space and measurement is sound. They can, for example, investigate the mathematical relationship between objects and can accurately measure the perimeter of a variety of regular and irregular shapes. Most can discuss and evaluate what they have achieved. By the end of the year most pupils have developed a working knowledge of multiplication tables and can carry out relatively complex mental calculations accurately.
70. Pupils clearly enjoy mathematics. They behave well and are interested in the work set for them. There are good relationships between pupils, and between teachers and pupils, for example, they work collaboratively, and willingly share equipment. The

response to their teachers is good; they take a keen interest in their work, learn to take on responsibility and begin to work independently.

71. The quality of teaching in mathematics is good. Teachers have sound subject knowledge, and this is particularly effective in the Numeracy Hour. They are developing links with information and communication technology, for example, tables practice, and this is having a positive impact on pupils' attainment. Work is well planned to cover the full ability and age ranges of the classes; for example, at Key Stage 1, a range of activities involving counting money, solving problems, matching numbers and ordering shape. A feature of most lessons is the good use of questioning to recap on earlier lessons and to reinforce the work in plenary sessions. The good elements of teaching are characterised by lessons based on clear learning objectives, good management of pupils with clear instructions about the work to be covered. However, opportunities, particularly for the more able pupils to develop their skills in using and applying mathematics, are limited.

SCIENCE

72. Teacher assessment in 2000 shows pupils' attainment to be well above the national average and above average when compared with similar schools. The judgements made in science during the week of inspection, although not entirely reflecting these results, still present a positive picture. For most pupils at the end of Key Stage 1 and Year 3, attainment in science is at least in line with the expected levels. There are a small number of pupils who reach a higher level. All pupils, including those with special educational needs, make satisfactory progress.
73. The youngest pupils in Key Stage 1 are developing exploration and investigation skills through first hand experience in the wild life area. For example, they can recognise the main parts of flowers and plants and know that new plants need water and light to grow. Older pupils are beginning to make careful observations to identify the similarities and differences between species. They understand that the body needs food and exercise to live and construct a sensible healthy diet. Their understanding of friction is sound, for example, they test objects throughout the school to see which has the best grip and which surfaces have the least friction. Most pupils are able to make accurate predictions of what would happen and suggest reasons why. They identify the properties of common materials and know their uses accordingly. All carry out a fair test, for example, the effect of water on materials such as wool, cotton, nylon and plastic. They discuss similarities and differences, and record their findings in pictures, tables and charts. By the end of Key Stage 1, pupils have a good understanding of living things and what is required to sustain life. They study the human body and name the moving bones and joints, for example, wrist, elbow and knee, and have a good knowledge of the five senses. They construct a simple circuit and use the skills acquired, for example, to light up a house in design and technology. Most pupils accurately name and describe some of the main organs of the body.
74. In Year 3 pupils identify a range of materials. A good example was seen when pupils charted objects around the school under material headings and classified and recorded their findings in a variety of forms. All have a good understanding of how materials change under certain conditions. For example, pupils can make good predictions of what happens to wax, chocolate, eggs and water when heated and are beginning to understand that some changes are irreversible. By the end of the year most pupils have developed a good scientific vocabulary.

75. The quality of teaching is good. Teachers plan their work well with interesting and imaginative activities designed to stimulate and challenge their pupils. Explanations of the work to be covered are clear and build on pupils' prior knowledge. A more co-ordinated approach to assessment has been developed since the last inspection.
76. Pupils enjoy science and show curiosity and interest. Overall they get on well together either when working as a whole class or in smaller groups. They listen carefully to their teachers and give clear and sensible answers to questions. The majority of pupils discuss and share ideas, respect the views of others, and work with a good degree of independence.

ART

77. There were no opportunities to see art lessons during the inspection. Evidence was collected from a scrutiny of pupils' work, photographs of previous work, teachers' planning and displays around the school. These indicate that pupils at the end of Key Stage 1 and Year 3 attain standards appropriate to their age. Progress for all pupils, including those with special educational needs, is satisfactory.
78. The youngest pupils are taught key skills and apply them through the use of different media, for example, in collage work. In their close observational work they look at shape, texture and colour such as in their portraits of their classmates. As they move through the key stage pupils are taught to appreciate the work of famous artists such as Van Gogh, and the way they use colour in their work. They develop a variety of techniques and enjoy experimenting with chalk and pastels, smudging and blending, fading and mixing colours in their 'Starcatcher' pictures. They mix paints confidently to achieve colour and texture, for example, grey hair and flesh tints for skin. In their three-dimensional work they successfully use plasticene to make face masks.
79. Year 3 pupils continue to develop their skills in painting and drawing and build further on their close observational skills. They continue to study the work and techniques of other artists; for example, they look closely at more abstract techniques when looking at patterns, for example, 'Broadway Boogie Woogie' by Piet Mondrian. Pupils use a variety of materials in their three-dimensional work. There are useful cultural links, for example, contributing to a display of Plantagenet and Angevin Kings in connection with the church festival on Monarchs.
80. Sketchbooks are used to record pupils' ideas. These also provide a record of their work and are helpful in monitoring progress. Pupils confidently use information and communication technology as another medium and use art programs to illustrate their work. For example, using the fill, line and colour commands when drawing patterns. Schemes of work are now in place, based on the Qualifications and Curriculum Authority documents. However, art lacks a policy and at present no one has responsibility for the subject. It is unclear how its development will be monitored in the future.

DESIGN AND TECHNOLOGY

81. Only two lessons were seen in design and technology. However, from the evidence obtained through discussions with teachers and pupils, a scrutiny of planning and samples of work it is possible to draw positive conclusions about standards in the subject. Standards of attainment are satisfactory and most pupils, including those with special educational needs, make sound progress.

82. The youngest pupils in Key Stage 1 develop skills in a range of activities including making models from a range of recycled materials, using construction kits and baking. For example, they construct a range of sliders including a house and an owl with opening and closing eyes. Older pupils make finger and caterpillar puppets. They are able to use a variety of materials well, for example felt, wood, clay, salt-dough, card and disposable cartons. Most pupils can estimate, measure, mark out and cut simple shapes in a range of materials, accurately. They understand the importance of making structures strong, stable and safe. By the end of Key Stage 1, most pupils use a range of techniques to successfully join materials and make judgements about the end product of their work.
83. Pupils in Year 3 construct simple switches to power models related to their work in science. They confidently investigate, evaluate and discuss which products they like best. A good example was seen when pupils classified a range of sandwiches, on appearance, smell, texture and taste and then analysed and represented the results in graph form.
84. Pupils have good attitudes towards design and technology. They talk about their designs and models with enjoyment and enthusiasm. They listen well to suggestions and work collaboratively on tasks. The quality of finished products shows that pupils take a pride in their work.
85. Based on limited evidence, the quality of teaching is good. Although there is still no policy document, a scheme of work has been drawn up since the last inspection. It also lacks the guidance of a co-ordinator. Resources are sufficient to meet the requirements of the National Curriculum with a good selection of large and small commercial construction kits. There is also a good selection of tools for measuring, marking, cutting and joining.

GEOGRAPHY

86. At the last inspection, attainment and progress in geography were satisfactory at the end of Key Stage 1 and Year 3. However, continuity and progression were unclear due to the lack of a scheme of work and some areas of study were repeated. In addition the subject lacked a policy. This inspection shows a more thoughtful and common approach to planning. The two-year plan is based on the Qualifications and Curriculum Authority scheme of work and ensures that the progress pupils make is consistent as they move through the school. Curriculum links with Horsford Middle School add a further dimension to continuity. However, the subject still lacks a policy setting out guidelines about the school's approach to how it is taught.
87. Geography was not a focus during the inspection and there were no opportunities to see the subject taught. However, from a scrutiny of teachers' plans and pupils' work, it is possible to draw conclusions that standards of pupils' attainment remain appropriate to their age, both at the end of Key Stage 1 and Year 3. Pupils' first hand experiences are used effectively as an important resource to develop their early geographical enquiry skills. They use the school grounds and the immediate locality for environmental investigation and mapwork. They look at street furniture and different house types and the main features of settlements. Moving to a wider perspective, pupils increase their knowledge and understanding by studying a contrasting location in the United Kingdom. The oldest pupils compare weather around the world, for example, in Athens and Sydney. They look at other countries such as Italy and write about why it is a popular holiday destination. They know the difference between a globe and map and know that the Earth is spherical, not flat.

88. Links with literacy are mainly through the use of relevant texts such as the book by Mairi Hedderwick when studying an 'Island Home'. Pupils explore the life of Katie Morag in her home on the fictional Isle of Struay in Scotland. The recently appointed co-ordinator has a clear understanding of the needs of the subject through a recent audit. Her role is mainly advisory with an overview of teachers' medium-term planning. She would like this to be extended to include monitoring of standards, perhaps through a work scrutiny and eventually to monitor teaching in classrooms. The use of information and communication technology to develop pupils' geographical skills is recognised as in need of further development. The time allocated to geography is appropriate and alternates each half term with history.

HISTORY

89. At the end of Key Stage 1 and Year 3, attainment and progress in history is appropriate to pupils of this age. The youngest pupils develop an understanding of chronology. They effectively use their own lives as a starting point, for example, comparing how their toys are different from those in the past. The history of the school building and the local area are very useful resources in widening pupils' historical perspectives. A good example was seen when contrasting on the timeline a picture of Florence Nightingale working with wounded soldiers at Scutari in 1854 with the school's date of 1853. Stories are used effectively to develop a vocabulary of time and sequencing skills. They study events in British history such as the Gunpowder Plot and the Coronation. Pupils are developing an awareness of the reasons why some people become famous both in the past and today, by comparing, Guy Fawkes and S Club 7. By the end of the key stage, they look closely at first hand evidence such as photographs and paintings. Using this type of evidence they are effectively developing their historical enquiry skills and are beginning to recognise the reasons why people acted as they did.
90. Pupils in Year 3 build on these foundations. Their experiences are effectively widened to cover a broader range of topics such as the ancient civilisation of the Egyptians. Pupils understand the importance of the River Nile to the lives of everyday people. They make comparisons with today, for example, writing using hieroglyphics and the burial of Tutankhamun. In their wider study of British history they cover the Second World War from a child's point of view. Visits out of school, for example, to the Egyptian exhibition at the Castle Museum in Norwich, are used to bring the work alive.
91. Pupils enjoy history lessons. They enter into discussion sessions enthusiastically and confidently share their ideas. At the last inspection there was an over-reliance on worksheets, which limited pupils' learning. Lessons are now planned more imaginatively and differentiated to meet the demands of teaching mixed aged and mixed ability classes. A good example was seen when the oldest pupils were asked to suspend their disbelief and take the part of Howard Carter, excavating Tutankhamun's tomb. In their role as archaeologists they studied and sketched in detail an object from the tomb, and from it drew conclusions about life in Egypt at that time. History makes a useful contribution to literacy and to pupils' cultural development. Information and communication technology is effectively used in some lessons; for example, CD-ROM encyclopaedias are used confidently by pupils to find further information. The co-ordinator wishes to further develop the impact of information and communication technology to deepen pupils' understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

92. At the time of the last inspection, attainment and progress for pupils at the end of Key Stage 1 and Year 3 were satisfactory. During this inspection, there were limited opportunities to see teachers and pupils at work and therefore insufficient evidence to make a firm judgement on the overall quality of teaching and learning. However, from discussions with pupils and teachers and by looking at pupils' work on display in school, similar standards to those at the last inspection have been maintained.
93. At Key Stage 1, the youngest pupils are confident in using computers and use the mouse to move the cursor round the screen. Good use is made of phonic programs to reinforce letter sounds and use the computer as another medium to draw pictures about the weather. Older pupils collect information to present in a database, for example, about their favourite fruits and, with help, print out the results. They develop word processing skills, for example, when describing robot sounds in their poems and use a word bank to put together sentences. In control, pupils use simple procedures to move a floor robot forward and backward and turn a right angle. By the end of the key stage, pupils are comfortable in using computers in their everyday work.
94. In Year 3, pupils further develop these skills. There are opportunities for pupils to develop their word processing, for example, graphic skills such as changing the font, size and colours. The use of simulations and adventure programs is linked to work in other areas of the curriculum. For example, looking at the Amazonian Rain Forest in connection to the literacy hour text, 'Biara and the Vultures who owned Fire'. Pupils use a CD-ROM encyclopaedia to support their work, for example, in history to find out more about objects found in Tutankhamun's burial chamber. It is clear that most pupils enjoy working with computers. They show good levels of concentration and work happily either individually or in small groups. Some pupils have access to a computer at home and this has a distinct impact on standards.
95. In response to the key issues at the last inspection, the co-ordinator has developed a well-planned, long-term framework for information and communication technology with useful assessment opportunities to be included in teachers' short-term planning. There have been several other improvements in provision since then. Pupils now have access to a range of new multimedia computers and software. As a result of the alterations to the schoolhouse it has been possible to concentrate resources in the technology room, as well as having computers in the classrooms. The school is looking forward to using funding from the National Grid for Learning to further improve its resources later in the year.
96. The school recognises through its school improvement planning that there is still a challenge ahead. Evidence from the inspection recognises that there is good potential to further raise standards throughout the school. There is now a need for a review of the school's good range of software and plan, wherever possible, teaching opportunities through other subjects, for example, history and geography. This has the two fold benefit of bringing pupils' work in these subjects to life as well as making sure that the time allocated to information and communication technology is used most effectively. Plans are in hand to provide training for teachers in some identified areas in order to improve their confidence in delivering the curriculum.

MUSIC

97. Standards of attainment in music are satisfactory and all pupils, including those with special educational needs, make good progress. All pupils listen to music and sing, by heart, a good range of songs confidently and tunefully. They particularly enjoy the 'Alleluia song' and 'Oh, Oh, Oh how good is the Lord'. They talk fluently about sounds

and understand how musical sounds are made in different ways. Most pupils are beginning to recognise pieces by famous composers, for example, Strauss, Beethoven, Mozart and Vivaldi. They appreciate the difference between loud and soft tones and how these can express character and mood. Most pupils have a sound grasp of musical elements and are able to keep time and clap out rhythm patterns together and in groups. By the end of Key Stage 1 they are composing simple percussion pieces using, for example, cymbals, chime bars, tambourines and castanets.

98. Pupils in Year 3 listen to Jazz, well-known classics and music from films, for example, Fantasia and Sleeping Beauty. They extend their music vocabulary by discussing the similarities between instruments. By the end of the year most pupils understand words, such as pitch and tempo. They understand, for example, that tempo is the speed of the music and can recognise this in a musical performance.
99. The quality of teaching is good. Teachers ensure that all pupils take part in music making. They encourage them to learn to play a musical instrument and to be self critical of their performance. Teachers provide good opportunities for pupils to sing and perform music, for example, in the termly service in the parish church. Opportunities are also provided for pupils to sing and perform during morning assembly. Throughout the school pupils have good attitudes to music. They are very enthusiastic and enjoy taking part in musical activities both individually and in groups. There is now a good supply of musical instruments and other resources. These are easily accessible and well maintained.

PHYSICAL EDUCATION

100. Two lessons were seen in physical education during the week of inspection. Together with evidence of teachers' planning and from discussions with teachers and pupils, it is possible to draw positive conclusions about physical education. Standards of attainment in physical education throughout the school are in line with what might be expected of pupils of this age, and all pupils, including those with special educational needs, make sound progress. Pupils are taught games, gymnastics, athletic activities and outdoor activities. Dance takes place in the form of country dancing and music and movement.
101. The youngest pupils in Key Stage 1, travel on the floor and on apparatus using a variety of methods, for example, running, jumping, hopping, turning, balancing, swinging and climbing. By the end of the key stage, all pupils can find a space and perform a series of controlled movements, for example, split-level balance, travelling with a partner and passing a ball. All pupils are aware of each other's movements and can look and move in relation to everyone else. They work successfully with a partner and observe and comment on their partner's performance. By the end of Year 3, pupils practise, improve and refine their performance through increasingly complex sequences of movements in individual activity, working in pairs and groups.
102. Pupils have good attitudes to physical education and respond enthusiastically in lessons. All pupils wear appropriate dress, behave well, concentrate on their work and show confidence in performances. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration. This subject is much valued and enjoyed by the pupils.

103. The quality of teaching is good. Teachers provide interesting opportunities for pupils within the school cluster. A retired physical education teacher teaches all pupils gymnastics. There is an adequate range of large and small equipment.

RELIGIOUS EDUCATION

104. There were no opportunities to observe religious education lessons during the week of inspection. Judgements are therefore based on a scrutiny of documentation, pupils' work and discussions with pupils and staff. These show that standards of attainment in religious education are in line with the locally agreed syllabus and all pupils, including those with special educational needs, make satisfactory progress.
105. In addition to gaining knowledge from within the school's main focus on Christianity, pupils in Key Stage 1 are beginning to understand some basic aspects of customs and beliefs of other major religions, for example, Judaism and Hinduism. They can, for example, talk about the Jewish festival of Pesach and know that the family shares a special meal called a Sedar. Most pupils can talk about stories from the Old Testament such as David and Goliath. By the end of Key Stage 1, pupils understand that Jesus was not just an historical figure but a special person. They know that He was a healer and storyteller and are familiar with some of His stories, for example, the Good Samaritan, and that He performed miracles such as helping the blind to see. Pupils are familiar with the local parish church and can talk with confidence about the things they have seen on their visits.
106. Pupils in Year 3 can talk about the creation and compare Christian teaching with other faiths. They talk about the Christian festivals of Christmas and Easter and the Hindu festival of Diwali. Most pupils know that Diwali is a special celebration for Hindus and that it is known as the Festival of Light. By the time they leave the school pupils have acquired a good knowledge of Christianity and a sound understanding of the basic principles of Judaism and Hinduism. Many are able to talk about special people who gave much of their own time and energy in helping others, for example, Mother Teresa and Florence Nightingale. They are familiar with terms such as font, lectern and pulpit and have some understanding of the symbolism of bread and wine at communion.
107. There is a good collection of books covering a range of moral issues and the school is developing a good stock of artefacts relating to the major faiths studied. Collective acts of worship during assembly make a satisfactory contribution to the school's teaching of religious education.