

INSPECTION REPORT

SCARNING VC PRIMARY SCHOOL

Scarning, Norfolk

LEA area: Norfolk

Unique reference number: 121067

Headteacher: Mrs L Fudge

Reporting inspector: Mr J Lea
21193

Dates of inspection: 15 - 18 April 2002

Inspection number: 195971

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 to 11
Gender of pupils: Mixed

School address: Dereham Rd
Scarning
Norfolk
Postcode: NR19 2PW

Telephone number: 01362 692665

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Appropriate authority: Governing body

Name of chair of governors: Mr M Royall

Date of previous inspection: 8 July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21193	Mr J Lea	Registered inspector	English Design and technology Music Physical education	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
9777	Mr D Heath	Lay inspector		Pupil attitudes values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22291	Mr K Saltfleet	Team inspector	Mathematics Information and communication technology Art and design Religious education	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?
30691	Mrs K Coupland	Team inspector	Science Geography History Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in the village of Scarning near Dereham in Norfolk and caters for boys and girls between four and 11 years of age. There has been a school on this site since 1604. The front of the present building was built in 1850. Work on remodelling and extending the current building was completed in June 1999. In April 1932, the school became a primary school, in 1975 a first school and in September 2000 it became a primary school once again. The number of pupils on roll has increased since the last inspection from 76 to 185 but is smaller than the average size nationally of 226 pupils. Although some pupils attend from outside the catchment area, the vast majority live in the immediate vicinity. When compared with the national picture the proportion of pupils relatively advantaged in socio-economic terms is average. Unemployment levels in the area are average for the country. Children enter the Foundation Stage with levels of attainment covering the full ability range. Most pupils have enjoyed some form of pre-school education. The percentage of pupils eligible for a free school meal is well below the national average. All pupils are of white ethnic origin. There are currently 32 pupils on the school's register for special educational needs. Five pupils have a Statement of Special Educational Need. This is broadly in line with the national average. The school admits children to the reception class in the September of the school year nearest to their fifth birthday. The ethos of the school is well expressed in its brochure, which is 'To provide a secure and happy environment where the individual is cherished and everyone's contribution is valued.'

HOW GOOD THE SCHOOL IS

This is a school committed to raising standards in all it does. This is because the quality of the leadership and management is very effective in enabling all to work well together in support of the learning needs of pupils. In turn, pupils are keen to learn and respond positively to consistently good teaching. There is a very good partnership with parents. The school places strong emphasis on pupils' personal development and care. Taking into account the effectiveness of the school in areas of pupils' attainment, attitudes and personal development, the quality of teaching and the strong leadership of the headteacher, the school provides good value for money.

What the school does well

- Achievement in mathematics and music.
- The quality of teaching and learning throughout the school.
- The care shown, and the support and guidance given to pupils.
- Pupils' behaviour, attitudes and relationships with each other and with their teachers.
- The partnership between school and parents.
- An environment for learning where pupils are encouraged to think for themselves and develop their self-esteem.

What could be improved

- The programme of work for developing pupils' knowledge, skills and understanding as they move through the junior classes.
- Creative writing and the overall presentation of written work.
- Opportunities to develop pupils' investigative skills in mathematics and science.
- The provision for teaching personal, social and health education (PSHE).
- The use of assessment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in July 1997. All the main points from the last report have been successfully addressed. The school now makes more efficient use of time, accommodation and resources. A programme of professional development of staff is now up and running. There is a consistent high expectation of pupil achievement, which is conveyed to children and parents alike. Parents visit school on a regular basis and are more constructively involved in the school. Good arrangements for evaluating teaching are in place. Staff have a clear understanding of teaching and learning objectives. They use this information well to inform future planning and this is clearly shown in the improved lesson planning. Schemes of work for all subjects have been drawn up and these are reviewed on a regular basis. Teachers are given opportunities to monitor the teaching, learning and planning in those subjects for which they have a particular responsibility. In addition, the school accommodation has been tastefully restructured and extended.

STANDARDS

By the end of the Foundation Stage most children have achieved the Early Learning Goals and are working on the National Curriculum Programmes of Study in English and mathematics. Pupils are on course to meet the standards expected of seven year olds in English and science and this represents satisfactory achievement. In mathematics pupils achieve above average standards reflecting recent improvements. A small number of pupils reach a higher level of attainment. The limited number of pupils in Year 6 make a comparison with national averages in English, mathematics and science unreliable. However, inspection findings suggest that the majority of pupils in Year 5 are on course to achieve national levels in 2003, with some achieving higher. Pupils with special educational needs make good progress. Attainment in art, design and technology, history, geography, physical education and information and communication technology is satisfactory. In music it is good. Standards in religious education are in line with the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to learning. They discuss issues in a mature manner during class council sessions.
Behaviour, in and out of classrooms	Behaviour is good throughout the school day. There have been no exclusions.
Personal development and relationships	Pupils' personal development is good. They have high self-esteem and show a willingness to take on responsibility.
Attendance	Attendance is good. Pupils arrive at school in good time.

Pupils behave well in lessons and enjoy their work. The good relationships between pupils, themselves and their teachers, promote positive attitudes to learning throughout the school.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good. A major strength of the teaching is the good management of pupils and the way in which staff use a wide range of strategies to keep pupils motivated and behaving well. They teach the basic skills in literacy and numeracy consistently well and have high expectations of what their pupils can achieve. As a result, the pupils know exactly what is expected of them and they work hard. Pupils with special educational needs are taught well and receive good quality support from the learning support assistants. Hence pupils make good progress towards the targets in their individual education plans. Pupils of all prior attainments are fully included in all lessons and make progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. It is enhanced by an interesting variety of visits and visitors. In light of the school's reorganisation the current curriculum is being reviewed.
Provision for pupils with special educational needs	Good. The special educational needs co-ordinator, teachers and learning support assistants provide good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for pupils' spiritual, moral, social and cultural development is good.
How well the school cares for its pupils	The school monitors pupils' academic and personal progress and takes good care of its pupils.

The school enjoys a very good partnership with parents who lend support to a wide range of activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management. She is supported by a hard-working team of teachers and other adults.

How well the governors fulfil their responsibilities	The school governors meet regularly as a group and are fully supportive of the school. They share the headteacher's vision for the future of the school and have high expectations for its greater success. They fulfil all their responsibilities very well.
The school's evaluation of its performance	There is a strong commitment to raising standards. The school monitors and evaluates its work and acts promptly on its findings. The use of information from assessments is being further developed.
The strategic use of resources	The school makes good use of its staffing and the local community. All available accommodation is used to best effective although space is at a premium. The need for further development has been noted. Funds are used efficiently, to raise standards and to improve the school building. The school applies the principles of best value to good effect.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • The standards achieved. • The progress pupils make. • The good behaviour. • Good standards of teaching throughout the school. • The school's expectations. • Promotion of good values and attitudes. 	

Six parents attended the meeting with the registered inspector prior to the inspection and 62 questionnaires were returned. It is clear that the parents strongly support the work of the school. They would feel comfortable about approaching the school with questions or a problem. The inspection team agrees with the positive views of the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Baseline assessment shows that attainment on entry to the Foundation Stage is in line with that expected of children of that age. Inspection evidence indicates that all children are likely to achieve the Early Learning Goals. They are developing their communication, language and literacy skills and are becoming very comfortable with numbers and shapes. In other areas of the curriculum children are acquiring creative skills, developing physically and finding out about the world in which they live.
2. Results of statutory tasks and tests for seven year olds in 2001, show that the percentage of pupils reaching Level 2B or above in reading and writing, is close to the national average. The percentage reaching Level 3 is close in reading, but below in writing. In comparison to similar schools' attainment in these aspects is below average. The percentage reaching Level 2 or above and Level 3 in science is below average when compared nationally and well below in comparison with similar schools.
3. Statistics show that in mathematics standards are rising. This is shown most graphically in the Year 2 Statutory Assessment Tasks and Tests statistics where the percentage of pupils attaining Level 2B or above has increased considerably; in 1999 it was 16 per cent, in 2000, 67 per cent and in 2001, 93 per cent. There is a different picture, however, when comparing the overall point's score to national benchmarks and to those in similar schools. This is below average due to the small number of pupils attaining Level 3. Indeed a similar statistical comparison shows it to be very low. The school is aware of this problem and is working hard to ensure that pupils are challenged at all levels. There is no specific gender issue here but attainment of boys over this time is significantly below that of girls.
4. Evidence from the inspection and school assessments confirms an improving picture in all three core subjects. At age seven, most pupils are on course to attain the level expected for their age in this year's national tests with a greater number to attain the higher level in mathematics. This represents sound achievement in English and science and above average achievement in mathematics. The small number of pupils in Year 6 makes a comparison with national averages unreliable as each pupil represented approximately 33 per cent. There is strong evidence to suggest that the majority of pupils in Year 5 are on course to achieve national levels in 2003, with some achieving higher. Progress for pupils with special educational needs is good. The main reason for this overall improvement is the consistently good teaching, learning and co-ordination of these subjects throughout the school. Work is planned more accurately and matches the varying needs of pupils. Teachers have high expectations of what pupils can achieve and, consequently, they work harder and achieve higher standards.
5. At age seven and 11, almost all pupils are on course to attain the level expected for their age in all aspects of English. This represents good achievement for all groups of pupils in relation to ability and reflects the priority the school has placed on implementing the literacy hour. The school has effectively targeted pupils who need extra tuition in some aspects of literacy. However, almost all pupils need to use adventurous, extended vocabulary that gives sparkle, and a style of writing, which will maintain the reader's interest. In addition, although most pupils structure their writing

and plan their stories with a setting, characters and plot, there are some pupils who have not yet developed a fluent, joined and legible style of handwriting that is neat, correct, clear and well presented.

6. At seven and 11, almost all pupils are on course to attain the level expected for their age in this year's national tests, in mathematics, and this represents above average achievement when their abilities are considered. Pupils' understanding of place value of numbers is particularly good. However, the school has identified using and applying mathematics as a way to further raise pupils' attainment and deepen their knowledge, skills, and understanding. Although pupils have many opportunities to take part in practical activities, a more structured approach to this aspect of mathematics is needed to ensure that all the requirements of the Programmes of Study are met through the application of other attainment targets.
7. Pupils aged seven and 11 attain the standards expected in science and make satisfactory progress. Inspection evidence and the school's forecasts suggest that this improvement is set to continue. However, although pupils are given opportunities to carry out investigations across the school, they are not always given sufficient scope to follow their own ideas and to develop different methods, with evaluation sessions at the end of lessons looking at the relative merits of different methods. There are many pupils who would benefit from such independence, which would allow them to widen their understanding.
8. Progress for pupils with special educational needs is good. Their progress in reading and number is particularly good because of the support they receive in working towards their individual targets. Overall this represents good achievement in terms of their earlier attainment. Attainment in art, design and technology, history, geography, physical education and information and communication technology is satisfactory. In music it is good. Standards in religious education are in line with the locally agreed syllabus.

Pupils' attitudes, values and personal development

9. The pupils' standard of behaviour has improved since the last inspection. Pupils have responded well to the teachers' implementation of the whole-school behaviour policy and this is helping teaching and learning to be more effective. Parents agree that their children are keen and eager to come to school. This eagerness is clearly demonstrated at the end of each playtime when the children promptly trot back into class on seeing the signal from the supervisor. All children do their best to observe the school rules and they know that if they have a problem a listening adult is available.
10. Throughout the inspection all age groups behaved well. Children in the reception class showed that they are capable of sitting quietly and make a good contribution when it is their turn. Older pupils concentrate well and readily join in activities; they work well individually and in groups. In a sports lesson they listened carefully to instructions as they learnt the technique of throwing overarm. Behaviour is good at lunchtime and in the playground. Pupils are courteous, well mannered and they speak respectfully to adults. Older pupils help the younger children and good relationships between pupils and with teachers are evident. There was no bullying or oppressive behaviour witnessed during the inspection and there have been no exclusions at the school.

11. All pupils enjoy the class council meetings and the youngest show surprising maturity in thinking for themselves and expressing their views. Pupils in Years 4, 5 and 6 enjoyed considering the advantages of setting up a 'walking school bus'. The meeting benefited by having a chair person and a secretary who took copious notes. All pupils had the opportunity to express their views and their conduct during the meeting was a credit to them. A group of Year 4 children showed that they respect the problems of other people during a very good discussion on the effects of people experiencing low esteem.
12. The attendance levels for the whole school are good, pupils arrive at school in good time, and lessons start on time. A small number of parents take the family on holiday during term time but the school is effective in helping pupils to keep their work up to date.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching throughout the school is good and contributes significantly to the good quality of pupils' learning, their attitudes and the progress they make. To be more precise, in 12.5 per cent of lessons it is satisfactory, in 67.5 per cent of lessons it is good, in 17.5 it is very good and in a further 2.5 per cent it is excellent. The best lessons move with pace and have activities designed to keep pupils interested and sustained. This is having a big impact on raising standards and on pupils' achievement. This overall quality is a strength of the school and an improvement on the last inspection when 20 per cent teaching was deemed unsatisfactory.
14. The consistently good teaching in the Foundation Stage makes a good contribution to the progress children make in achieving the Early Learning Goals. Basic skills are taught well and there is good emphasis on the teaching of reading, writing and number through a wide range of practical activities. Good classroom support together with a good understanding of the needs of young children has a positive impact on the acquisition of skills, knowledge and understanding.
15. All teachers throughout the school have high expectations of their pupils both in learning and behaviour. This is an improvement on the last inspection when expectations were low and pupils had little sense of urgency. Lesson objectives are always made clear to pupils and revisited throughout the lesson. A good example of this was seen in an English lesson in Year 3 when pupils gave oral examples of alliteration. Teachers make good use of resources to support pupils' learning. Work is more closely matched to the needs of individual pupils, an improvement on the last inspection when work was insufficiently differentiated. Lower attaining pupils and those with special educational needs receive a good level of support from teachers, and learning support assistants. This good practice enables pupils with special educational needs to make good progress and achieve the targets set for them in their individual education plans. Appropriate targets for action are set for all pupils and reviewed on a regular basis. All staff give sensitive and encouraging support that enhances pupils' self-esteem. All pupils have equal opportunities and are included in all activities. For example, girls play football and boys cook and sew.
16. Teachers have good subject knowledge. They use time and resources well and, by good preparation and organisation, ensure that lessons proceed at a good pace. This keeps pupils very interested in their work and results in good learning. The way in which teachers manage pupils is good throughout the school. This is an improvement on the last inspection when the behaviour of some pupils was an irritant

and there was inconsistency in the way teachers managed it. Relationships are good and pupils know that learning can be fun. A good example was seen in a Year 1 when pupils listened to a piece of music from the 'Carnival of the Animals' and with the teachers help, thoroughly enjoyed creating their own movements. In a Year 4 lesson, pupils responded enthusiastically and in a mature way when discussing wind turbines. By the end of the lesson they had aired their views and those of others and covered most of the issues.

17. The teaching of literacy and numeracy is good throughout the school and consequently standards are rising and pupils are achieving well in relation to their ability. Achievement in mathematics, specifically is above average. Pupils are taught the correct vocabulary and are encouraged to discuss their strategies and methods used to solve problems. All teachers are confident to teach information and communication technology.
18. Teachers assess what pupils know, understand and can do on a regular basis, both informally through questioning and by more formal testing, and are beginning to use this information more effectively to plan the next stage for each pupil. Work is marked regularly and positively and for junior pupils becomes more evaluative in telling them how well they have done and how to improve. This is an improvement on the last inspection when some marking was described as undeservedly flattering. Homework is set regularly.

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

19. Since the last inspection the school has worked hard to improve the curriculum. For example, ensuring that the amount of time allocated to subjects in the juniors meets the recommended levels and that work is more closely matched to pupils' needs. Indeed, there is no standing still as the change in status from a first school to primary school means that it is still evolving. As part of this evolution the school is looking to further review the whole school curriculum to ensure that pupils are sufficiently challenged for them to build on their earlier achievements and attain the standards expected of their age and abilities. Integral to this review is the recognition of the importance of developing pupils' creativity by putting the arts and problem-solving skills at the centre of the curriculum. The aim is to excite and motivate pupils to learn and teachers to teach, allowing self-expression in a variety of ways. Priorities include giving pupils more opportunities to develop their creative writing and more structure to their investigative work in mathematics and science.
20. In the Foundation Stage, the curriculum is based on the guidance of the Early Learning Goals with good coverage of all the areas of learning. The curriculum for the older pupils fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. Cross-curricular topics are currently being evaluated. Literacy is taught through the National Literacy Strategy. Strategies for teaching numeracy are good. Teachers plan a structured daily mathematics lesson in which oral and mental work feature strongly with a strong emphasis on practical work in the independent and guided sessions.
21. Equality of access and opportunity is good. The curriculum is fully inclusive and pupils' individuality is taken into account in all its activities. An interesting strategy is "learning without limits" which gives individuals the support they need without restricting their opportunities. In practical terms, teachers' short-term planning provides pupils with a range of activities to choose from, based on the premise of

pupils' secure understanding of what they can do and what they need to do next to improve. Ideally this means that pupils do not opt for work which is too easy and does not present a challenge. Provision for pupils with special educational needs is good and in line with the Code of Practice. Individual education plans are in place. These are used by teachers in their everyday planning, to ensure that work is focused and relevant to pupils' individual needs. Pupils with identified problems in literacy and numeracy receive extra help, for example, through additional literacy support.

22. There is a wide range of extra-curricular activities for pupils, for example, the lunchtime recorder club, and after-school French, cricket and football clubs. Pupils' PSHE is developing well but should be supported by a formal scheme of work. All classes have a class council where pupils discuss a range of topics. Plans are in place to develop this into a school council.
23. The local community makes a useful contribution to pupils' learning. For example, visits to local farms and the help of Norwich City FC's football in the community programme. The fund-raising committee makes a substantial contribution to the school in terms of financial support through fund-raising and social events. Links with other schools and educational establishments also support pupils' learning. A good example was seen in the support for the older pupils given by a specialist art teacher from a local Beacon high school in the art for the playground project. The school is popular with ex-pupils for work experience. There are good links with the adjoining pre-school, ensuring that pupils transfer to the reception class as smoothly as possible.
24. Overall provision for spiritual, moral, social and cultural development is good. The development of pupils' spirituality is firmly embedded into the school's everyday work. Daily acts of collective worship meet statutory requirements and assemblies give pupils time for quiet reflection with good opportunities to look into the values and beliefs of others. Class councils and circle time help pupils to develop an understanding and tolerance of others, fair mindedness and recognition of their own strengths and weaknesses and raising their self-esteem. The school is keen on promoting the values of honesty and truth so that pupils know right from wrong and as they get older pupils recognise that they are responsible for their own actions. The overwhelming majority of parents agree that the school is helping their children to become mature and responsible. Relationships between pupils and their teachers are good and these play an important part in pupils' social development. Pupils themselves get on well with each other and teachers provide them with many opportunities for collaborative and individual work during lessons. Provision for pupils' cultural development is not as strong but still gives pupils opportunities to appreciate their own cultural traditions and those of others. Visits out of school, for example, to St Nicholas Church in Dereham bring these alive. The school is looking to establish links with those in other areas of the country to widen the opportunities for pupils to develop a deeper understanding of what it means to live in multicultural Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25. The school has good arrangements to ensure that the school is a healthy environment. The nurse visits the school to give the new children general health checks. The dentist checks the pupils' teeth once a year and there are suitable arrangements for the administration of medication. The school secretary is a qualified first-aider and accidents are recorded appropriately. The health and safety policy is reviewed on an annual basis and the governors regularly inspect the school. The headteacher is the named teacher with responsibility for child protection. The

school policy follows the local authority guidelines, all staff members are vigilant and any concerns are passed to the appropriate agency. Teachers monitor pupils' personal development informally.

26. The attendance registers are well kept and up to date. Details of absences are entered into the school computer system and attendance statistics are readily available but the increase in pupil numbers has increased the administration work and at the present time there are not sufficient resources to follow up unauthorised absence. The school encourages parents not to take holidays during term time but where it is unavoidable, special work arrangements are made so that the pupil does not fall behind.
27. The majority of parents agree that behaviour at the school is good. All children do their best to observe the school rules and they know that if they have a problem a listening adult is available.
28. Procedures for assessing and monitoring pupils' attainment and progress are mainly satisfactory. Baseline assessments, statutory and non-statutory assessment tasks and tests are providing useful information in this respect. However, there is still room for improvement. The next step is to make more effective use of this information in order to target areas for improvement and to benchmark pupils' progress as well as to guide curricular planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

29. At the pre-inspection meeting and in their responses to the questionnaire, parents were very supportive of the school. They are kept very well informed by regular newsletters covering all aspects of school life. Communications are also encouraged through home-school reading records and homework diaries. Parents have good opportunities to talk with teachers about their child's progress at termly consultation meetings. Annual pupil reports for parents are well detailed, informative and they identify areas for improvement.
30. There is an open door policy throughout the school. The headteacher greets pupils at the door every morning. Parents are encouraged to help in school and there is a small group of helpers who are appreciated by the school staff. The strong partnership with parents makes a valuable contribution to the pupils' education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

31. The headteacher gives very effective and decisive leadership. She is very determined under her management the school will run efficiently and that standards will improve. The deputy headteacher's role is developing and provides effective support for the head. They are supported by a hard-working team of teachers and other adults who have a shared vision, firmly focused on continuing to raise standards, within a warm and supportive environment, where all pupils can grow and flourish.
32. The school governors meet regularly as a group and are fully supportive of the school. They share the headteacher's vision for the future of the school and have high expectations for its greater success. The chair of governors is determined that governors act as the school's "critical friend", a role much valued by the headteacher. The governing body fulfils all statutory requirements very well. It is involved in establishing and agreeing both the school's budget and its improvement plan. It is

- also successful in monitoring the educational standards and success of the school's work and is very involved in shaping the future of the school. All this being said, there are plans to involve governors further, for example, to analyse performance data and give them opportunities to meet regularly with subject leaders.
33. The headteacher carries out formal lesson observations on all teachers and classes. There are useful opportunities for feedback and to discuss professional development. All teachers have delegated to them the co-ordination of at least one subject area. Support for colleagues is mainly informal and the school improvement plan lists priorities for a more formal system of monitoring and supporting planning, taking into account the needs of recently appointed teachers. This will allow teachers to make a very positive contribution to the school through monitoring the quality of teaching and learning in their subjects and also to gain valuable professional development.
 34. The format of the school improvement plan is useful and comprehensive. It clearly identifies areas, which support the raising of standards. These plans are costed, linked to the budget, and given relevant time limits to ensure that the best strategic use is made of its resources. Spending is reviewed regularly and all governors are kept fully aware of the school's budget position.
 35. Sound internal financial procedures have been established to ensure the reliability and accuracy of spending. The school secretary carries out her day-to-day duties very efficiently. The school has successfully introduced new technology into its practices. Computers and communication systems have improved the routine work of the office, for example, easy access to up-to-date budget information. Teachers increasingly use information and communication technology when planning lessons.
 36. The management of the provision for pupils with special educational needs is good. Assessment data and test information are used to identify pupils with special educational needs and to set individual targets. Grants received are used well; for example, funds made available to the school from the National Grid for Learning are used for the maximum benefit of the pupils. Pupils with Statements of Special Educational Need are allocated extra provision in line with the cash value of their statements. There are occasions when this is insufficient, for example, to give them full support in the classroom.
 37. The school has an appropriate number of qualified staff to teach the curriculum. Overall, there is a good balance of experience, enthusiasm and teaching methods. Learning support assistants provide good support to class teachers and pupils with special educational needs. The caretaker and midday staff work hard and play an important part in the smooth running of the school. The school has effective procedures in place for the induction of teachers new to the school. These have been very useful in helping a newly qualified teacher to settle easily into school life. Staff development is firmly linked to the school improvement and development plan and is designed to enhance the school's quality of teaching and to contribute to teachers' professional development. Currently the school is not in a position to be a provider of school centred initial teacher training.
 38. The principles of performance management are established and the school is in a good position to build upon them. School self-evaluation is playing an increasingly important role in identifying appropriate priorities for action. Procedures for monitoring pupils' attainment and progress as they move through the school are in place. 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 make sure that this

information is used to best effect to provide an appropriately high level of challenge for all pupils.

39. There have been some good improvements to the accommodation since the last inspection and this has added much to the quality of the teaching and learning environment for younger pupils and the working conditions for staff. However, the overall accommodation of the school is fragmented and this has some drawbacks. For example, all the junior classes are taught in mobile classrooms and this physically removes pupils from the school's main facilities such as the hall, toilets and library. The average mobile class size is 30 pupils which means that space is at a premium, particularly for the oldest pupils and when carrying out investigative work. Some of the carpeted areas are too small for whole-class teaching and become overcrowded. Although the computers in these classrooms are networked the fact that there is only one per area limits pupils' opportunities to have "hands on experience". Moving to and from the school cuts into the time available in an already busy curriculum. With the school forecast to continue expanding in terms of pupil numbers, the governors have ambitious plans to rectify these problems and increase the school's permanent accommodation. Externally the school has a hard surfaced play area and a good-sized grassed field. The surface of the reception class play area is in a poor state of repair.
40. Resources in most subjects are satisfactory and are used effectively. However, the number of computers available is barely adequate to meet the demands of the Programmes of Study for information and communication technology. The library has a good range of fiction and non-fiction material. The principles of best value are applied, for instance when purchasing goods and services and when comparing the quality of its performance against other schools.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41. Further raise standards throughout the school by:

Building on the improving standards pupils achieve at age seven, by continuing to review the whole-school curriculum to ensure that by age 11 pupils have been sufficiently challenged for them to build on their earlier achievements and attain the standards expected of their age and abilities.

As part of this review:

- a. provide pupils with more opportunities to develop their creative writing;
(paragraphs 5, 19, 56)
- b. continue to improve the standard of handwriting and presentation;
(paragraphs 56, 63)
- c. identify formal opportunities to extend pupils' investigative skills in science;
(paragraphs 7, 19, 67)
- d. provide more structure for pupils to use and apply their mathematical skills;
(paragraphs 6, 19, 64)
- e. use the information gained from assessments more effectively;
(paragraphs 18, 28)

- f. draw up a formal policy and scheme of work for developing pupils' personal, social and health education.
(paragraph 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	27	5	0	0	0
Percentage	2.5	17.5	67.5	12.5	0	0	0

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

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)	n /a	185
Number of full-time pupils known to be eligible for free school meals	n /a	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	n /a	5
Number of pupils on the school's special educational needs register	n /a	32

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	25
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	14
	Girls	15	15	15
	Total	25	26	29
Percentage of pupils at NC level 2 or above	School	83 (86)	87 (95)	97 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	14	11
	Girls	15	14	15
	Total	25	28	26
Percentage of pupils at NC level 2 or above	School	83 (82)	93 (86)	87 (82)
	National	85 (84)	89 (88)	89 (88)

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

Results for attainment at the end of Key Stage 2 are omitted due to the low number of 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	182
Any other minority ethnic group	3

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)	9
Number of pupils per qualified teacher	20.5
Average class size	26.4

Education support staff: YR– Y6

Total number of education support staff	7
Total aggregate hours worked per week	125

Financial information

Financial year	2001/2002
	£
Total income	209,847
Total expenditure	193,324
Expenditure per pupil	2,448
Balance brought forward from previous year	8,477
Balance carried forward to next year	25,000

Recruitment of teachers

Number of teachers who left the school during the last two years	3.6
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	182
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	39	0	2	0
My child is making good progress in school.	58	32	5	0	5
Behaviour in the school is good.	32	63	0	3	2
My child gets the right amount of work to do at home.	29	65	5	2	0
The teaching is good.	60	32	2	0	6
I am kept well informed about how my child is getting on.	48	42	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	63	32	5	0	0
The school expects my child to work hard and achieve his or her best.	61	34	0	0	5
The school works closely with parents.	47	39	11	0	3
The school is well led and managed.	58	40	0	0	2
The school is helping my child become mature and responsible.	60	37	0	0	3
The school provides an interesting range of activities outside lessons.	34	53	6	3	3

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

42. Children enter the reception class at the beginning of the school year in which they become five. They settle into school very well and overall they make satisfactory progress. The majority of pupils are on course to achieve most of the Early Learning Goals by the end of the Foundation Stage in all areas. Children are moved to the National Curriculum Programmes of Study when it is judged to be appropriate. The quality of teaching is good in all areas of learning. A particularly effective feature is the careful monitoring of what children can and cannot do.

Personal, social and emotional development

43. The quality of teaching in this area of learning is good. The teacher and support assistants have high expectations of behaviour and enjoy good relationships with the children who know the daily routines well, and develop good levels of concentration. Children enjoy coming to school, and are confident and happy. Adults consistently encourage children to share and show consideration for others and are duly rewarded by the children who behave very well, and respond positively to the caring ethos of the class. They show respect for school equipment, and tidy up efficiently at the end of lessons. They learn to take turns and share and co-operate well when working on the computer, playing with construction kits or when locating a reading book, where one child spontaneously assists another who is struggling. Resources are well prepared. Children are given appropriate encouragement and praise to raise their self-esteem, for instance when they change themselves independently for physical education. They show pride in their work and take some responsibility for their own learning.

Communication, language and literacy

44. Children enjoy listening to stories and the majority contribute well to class discussions, confidently sharing their experiences with adults and their peers. For example, when talking enthusiastically about the various activities they enjoy, they correctly use the vocabulary they had learned, such as 'co-operate' to describe how they work together to produce farmyard pictures on the outdoor play area. Teaching in this area is good. The teacher supports the children well and encourages them to speak about their experiences in a variety of situations through skilfully asking open questions and by giving them opportunities to 'read' their writing. Children are encouraged to take reading books home each night to share with their parents and evaluative comments are written in their homework diaries. The classroom assistants effectively support children including those with special educational needs, enabling them to make good progress.

Mathematical development

45. Lessons are well planned. The teacher takes every opportunity to use numbers daily and encourages the children to see pattern in number. Most children are able to match objects to numbers accurately, and correctly place missing numbers into the sequence of numbers to ten. They confidently count backwards and forwards to 20 and the majority understand 'one more than', and 'one less than'. Mathematics is linked very securely into themes; for example, counting 'how many ducks are on or off

the pond'. Children use the computer to compare the number and order of objects. Stories and rhymes are used effectively to extend children's mathematical language. The children confidently recognise simple shapes such as circle, triangle, rectangle and square, and are developing their understanding of three-dimensional shapes, such as cube and cone. Children with special educational needs are given good support in the class, and they make good progress.

Knowledge and understanding of the world

46. Activities planned around the theme of 'farm animals' increase pupils' knowledge and understanding of the world. The teacher uses questioning well to probe children's understanding, and afterwards she records and assesses pupils' progress through pictures and writing. Children build on the experiences from home and find out about the world around them in and beyond their own environment. They learn about cultures and beliefs of other people, for example, they learn that Hindus regard white cows as the 'soul' and that at special festival times cows are decorated in bright colours. They look at a map of India and compare it to their own environment. They confidently, ask and answer questions about the different ways of using animals, and know that a cow is used to produce milk and meat in our country but to pull carts and plough fields in India.

Physical development

47. Teaching is good in this area of learning because the teacher provides a wide and relevant range of interesting activities. Children are provided with a spacious secure outdoor area, which is to be enhanced, by a covered area in the near future. The teacher interacts very successfully with the pupils when they respond in a variety of ways to imaginatively portray the story of the 'Bear Hunt' to music and mime. In another lesson, pupils show careful awareness of space and control their movements well when they develop skills in rolling and bowling a ball, working in pairs. They are becoming more skilful when attempting jigsaws and assembling Lego to construct a farmyard. Fine motor skills, including pencil and chalk control are satisfactory.

Creative development

48. The quality of teaching is good and careful monitoring ensures the majority of pupils will achieve the Early Learning Goals before they leave the reception class. Children eagerly explore texture and form in three-dimensions as they 'squash', 'squeeze', and 'twist' clay to shape farm animals. In a music lesson, taught by a specialist, the children listen carefully to the pitch and enjoy singing the 'Buttercup Farm' song, accompanied by appropriate actions. They handle and name instruments such as a 'domino rattle' correctly and play instruments enthusiastically. Overall, resources are good and all children benefit from a well structured and interesting learning environment.

ENGLISH

49. Throughout the school, inspection evidence indicates improving standards in literacy. The main reason for this is the consistently good teaching and co-ordination of the subject throughout the school. At age seven and 11, almost all pupils are on course to attain the level expected for their age. This represents sound achievement for all groups of pupils in relation to ability and reflects the priority the school has placed on

implementing the literacy hour. The school has effectively targeted pupils who need extra tuition in some aspects of literacy.

Speaking and listening

50. By the time they are seven, pupils' speaking and listening skills are well developed. This is because teachers plan opportunities for pupils from an early age to learn and practise these skills. The youngest pupils listen carefully to what their classmates have to say, for example, when retelling the story of the 'Big Blue Whale', talking about snakes or the characters in their books. They happily read their stories and poems aloud to the class when asked. By the end of Year 2 pupils can talk and listen in different situations and show an understanding of the main points of a discussion. They explain how text relates to illustrations and predict what comes next, for example, "The big nasty dragon is going to attack and hurt her". Ideas are well developed and expressed clearly with a growing vocabulary.
51. Pupils continue to make progress in Years 3/4 and more rapid progress in Years 5/6. They contribute well to class discussions and assemblies. For example, in the literacy hour, when talking about poems they have read and their reasons for liking them. Most are becoming articulate and listen carefully to each other and their teachers. They ask questions, think about their ideas and are confident to express themselves. A good example was seen in Year 3 when pupils gave oral examples of alliteration, such as, 'cool, Canadian cat', or 'rushes across rocks ranting and raving'. In Year 4 they confidently give their opinions on newspaper articles arguing for and against wind turbines. In Years 5/6 they read passages aloud with good expression in their voices showing a real feeling for the character portrayed. By the time they leave school, all pupils are talking confidently in a good range of situations and subjects.

Reading

52. Standards of reading throughout the school have improved since the last inspection. Most pupils in Year 2 and a significant number in Year 6 read at a good level. From talking to pupils and listening to them read, their enjoyment and interest are evident both in reading at school and at home. The teaching focus for the youngest pupils is on learning sounds and letters, including beginnings and endings. A good example was seen in Year 1 when teachers used songs to reinforce long vowel sounds. As they move through the infant classes most pupils develop a sound phonic knowledge and an increasing sight vocabulary. They are confident in recognising the high frequency word lists appropriate to their age and can read these in and out of context. All pupils keep a record of books they have read and enjoy talking about the main characters and favourite authors. Pupils who experience reading difficulties have access to a structured programme of reading, which is well matched to their abilities.
53. By the time they are seven, pupils are well on the way to becoming fluent and confident readers. They have their favourite authors, for example, Roald Dahl and enjoy the Harry Potter books. As they move up through the junior classes, some are capable of reading more demanding books and are aware of different authors and have their favourites. For example, a Year 6 pupil explained how he enjoyed the series of plots in Enid Blyton stories, how Dick King Smith makes animals talk and how Roald Dahl puts funny and strange things in real settings. Another pupil liked the descriptive words of Gillian Cross, particularly those in 'The Demon Headmaster'. All pupils understand how to use the contents and index to find information. Almost all know that a glossary can be helpful and are able to use skimming and scanning

techniques in their research. By the time they leave the school the vast majority of pupils are independent readers who read with interest, fluency and good pace.

Writing

54. In its school development plan the raising of standards in writing at both key stages has been a high priority. Teaching spelling strategies, and a sustained writing activity each week, means that by the time they are seven almost all pupils can write stories in the correct sequence with properly organised and descriptive sentences, for example, 'The wolf has fierce teeth, he is dangerous and mean'. This is an improvement on the last inspection when many pupils lacked fluency and accuracy in what they wrote. Teachers work hard to encourage pupils to use the spelling, vocabulary and grammatical skills acquired in the literacy hour. Consequently, spelling, basic grammar and punctuation are usually of acceptable standards. As they move through the juniors, most pupils write in story form showing a clear development and a sound understanding of how English works; grammar, punctuation and spelling are usually correct. For example, they understand how synonyms, adjectives and adverbs can be used to enhance their written work. A good example was seen when Year 3/4 pupils used adjectives and figurative language when evaluating how arguments are presented. They recognise the need to write for different purposes and audiences, for example, a letter to the council about the school playground, an invitation to a Mother's Day assembly, a letter to the governors and an account of a visit to Kingswood.
55. Informative writing is of a good standard. For example, older pupils can write a non-chronological report, on natural gas and a chronological report on Shakespeare's *Midsummer Nights Dream*. Some good antonym tales were seen. For example, "It was a hot day during wartime. The noise was awful; to Freddie it was hell". "It was a cold day during peacetime. The silence was wonderful; to Freddie it was heaven". Good examples of reflective writing, such as "I was full of joy, and thinking my mum must be joking" were seen in Year 5, when a pupil wrote about leaving his old school for Scarning.
56. Some good pieces of creative imaginative writing were seen throughout the school. In Year 4, for example, "The leaves looked delicate with an opaque, silvery layer of glittering frost". Another non-chronological report on volcanoes and earthquakes showed good library and research skills when a Year 6 pupil prepared research materials, created a key words document and rewrote the whole piece in his own words. However, almost all pupils need to use more adventurous, extended vocabulary that gives sparkle, and a style of writing which will maintain the reader's interest. Although most pupils structure their writing and plan their stories with a setting, characters and plot, there are many pupils who have not yet developed a fluent, joined and legible style of handwriting that is neat, correct, clear and well presented. In addition, written book reviews need to be systematically developed.
57. The quality of teaching at both key stages is consistently good and sometimes very good. This is a major contributor to pupils' learning and achievement and is a big improvement on the last inspection when teaching was described as weak. A feature of this good teaching is the interaction with pupils, including the management of their behaviour. All teachers have good subject knowledge. Objectives are made clear at the beginning of all lessons so that pupils know exactly what they have to do. Work is well planned and taught using the framework of the literacy hour so that pupils develop skills and knowledge in accordance with the strategy. Teachers work hard to ensure that their lessons are interesting. Some very good examples were seen of

teachers questioning pupils to test previous learning and to check their understanding. Marking of work is clear, encouraging and informative. This is an improvement since the last inspection when marking of pupils' work was sometimes of an inferior standard.

58. Classroom support assistants and parents make a valuable contribution to the teaching of all groups of pupils, including those with special educational needs. Information and communication technology plays an important part in developing pupils' literacy skills, for example, in word processing and in giving younger pupils good phonic support when practising their letter sounds. Throughout the school, pupils' responses are good. They get on well together working as a whole class, individually or in groups and these factors contribute significantly to the standards they achieve. They particularly enjoy the introductory discussions and plenary sessions where they answer questions eagerly and sensibly showing a developing degree of confidence and independence.

MATHEMATICS

59. Evidence from the inspection and school assessments confirms an improving picture. At age of seven, most pupils are on course to attain the level expected for their age in this year's national tests with a greater number to attain the higher level. Overall, this represents above average achievement. The small number of pupils in Year 6 makes a comparison with national averages unreliable although there is strong evidence to suggest that the majority of pupils in Year 5 are on course to achieve national levels in 2003, with some achieving higher. Progress for pupils with special educational needs is good. Standards in numeracy are developing well throughout the school.
60. Pupils in Year 1 are developing mental strategies in their everyday work such as when finding a number that is one more or less than eight. In Year 2, pupils build on this and most can confidently recall number bonds to ten and some to 20. They complete addition and subtraction of two digit numbers and their understanding of place value of numbers to 100 is mainly good. Most pupils recognise the different characteristics of basic two and three-dimensional shapes such as circles and hexagons, and cylinders and cones. In their work on directions they recognise quarter, half and full turns. Younger pupils measure in non-standard units. By the end of Year 2 most pupils are measuring lines to the nearest centimetre, for example, on Holiday Island and confidently tell the time on the hour, and at quarter and half past hour.
61. Pupils in Years 3 and 4 continue to develop their mental arithmetic skills, for example, using partitioning when adding and subtracting three digit numbers. They are developing an understanding in the relationship between numbers such as simple decimals and their equivalent fractions and the importance of the decimal point in place value. In fact they are developing a good understanding of how mathematics works, for example, the value of negative numbers on a thermometer. Pupils tally information about animals and food and record this as a simple graph. They find the area of simple shapes by counting squares and use single figure co-ordinates to find locations.
62. Pupils in Years 5 and 6 are confident in using the four rules of number, including long division. They use decimals, fractions and percentages to calculate answers. Pupils' are also confident in their understanding of shape, space and measurement accurately drawing shapes. They know the properties of two and three-dimensional shapes and the differences between equivalent, scalene, equilateral and isosceles

triangles. They interpret data and are confident in finding the mean, median, average and range of a series of values.

63. The quality of teaching in all classes is consistently good. Teachers have clear objectives of the lesson and begin by telling pupils what they are about to learn. Lessons are planned with an imaginative, practical and often competitive element allowing pupils to learn at first hand. A good example was seen in the plenary session in Year 3 where pupils play BANG, giving answers to their classmates questions as quickly as possible. Questioning is skilful and probes key areas, making pupils think. Teachers have high expectations of pupils' behaviour and as a consequence they respond well. There is extra support in Springboard sessions and booster classes for individual pupils who need extra help to enable them to succeed. Pupils books are marked regularly but this is often limited to an acknowledgement that the work has been finished and does not always tell pupils what to do next in order to improve. Pupils' attitudes to mathematics are good and because they are interested, they work hard particularly when the pace is fast and the work challenging. In only a minority of lessons is information and communication technology used to support pupils' learning. These opportunities are lost in other classes and should become a regular feature in teachers' planning throughout the school. Pupils work in books and often in the younger classes on loose worksheets. Presentation is not always of the highest quality and this should be reviewed to ensure that the school's expectations in this area are met.
64. The school has identified using and applying mathematics as a way to further raise pupils' attainment and deepen their knowledge, skills, and understanding. Although pupils have many opportunities to take part in practical activities, a more structured approach to this aspect of mathematics is needed to ensure that all the requirements of the Programmes of Study are met through the application of other attainment targets. Criteria for assessing pupils' attainment should be an integral part of this approach. Statutory national tests at the end of Year 2 and 6 and other annual tests are carried out and assessment information collected. However, summative assessment data should be used more effectively to discover where specific weaknesses lie and to inform future planning across the whole school.

SCIENCE

65. By the time they are seven most pupils develop a good understanding of the three main areas of science: life processes, materials and physical processes. They also show a developing understanding of the methods of scientific enquiry; for example, in a Year 1 class, pupils recognise the need to ensure that the conditions under which they grow their beans must be exactly the same for their experiment to be a fair test. They bring their previous experience of growing cress into the discussion and remember that if seeds are kept in darkness they will grow at a different rate from those grown in daylight. Pupils in Year 2, develop their literacy and geographical skills when they discuss the importance of not leaving any rubbish around in woodland habitats. They know the consequences for badgers, foxes and other creatures when this happens.
66. As they move through the junior classes pupils build on their existing knowledge, skills and understanding. In Year 3, pupils correctly identify foods such as fish, salad, fruit and vegetables as being important ingredients of a healthy, balanced diet, and that foods such as bread and potatoes contain sugar and starches which give us energy to keep us active. In Year 4, pupils investigate the organisms that live in different

habitats. They suggest that the fur and feathers of birds and animals give them camouflage and protection from the elements and predators. Scientific vocabulary is well promoted, for example, in a series of investigations to explore the effects of centrifugal forces. Pupils correctly analyse what happens, for example 'the object always flies away from the origin of the spin'. They explain that force is used in everyday life as in the inertia in a car seat belt. They share ideas sensibly, communicating them with appropriate vocabulary and draw detailed drawings and tables to record their findings. By age 11, pupils have a sound knowledge and understanding of junior science and can discuss, for example, the properties of gas. They know that chlorine is yellow in colour and is most deadly. They make links with history topics such as world war two, talk about gas masks and describe how charcoal is used to absorb poisonous gases.

67. The teaching of science is particularly successful when learning objectives are made clear to children at the start of the lesson and when assessment is made against these objectives at the end of the lesson so that both teachers and pupils can measure the progress made. Although pupils are given opportunities to carry out investigations across the school, they are not always given sufficient scope to follow their own ideas or look at the relative merits of different approaches. There are many pupils who would benefit from such independence, which would allow them to widen their understanding.
68. The school has identified this subject as a priority area for development. A science trail is to be created around the school and a wild life area in the field. A new co-ordinator has been appointed and monitoring of the subject by the headteacher, the co-ordinator, and a governor is beginning.

ART AND DESIGN

69. During the inspection there were few opportunities to observe lessons. Further evidence was gathered from looking at examples of pupils' work and displays around the school, and by talking to pupils and their teachers. From this it is clear that pupils at ages seven and 11 are developing a range of art skills appropriate to their age and make satisfactory progress. All pupils have experiences of painting, drawing, collage, textiles, printing, three-dimensional work, and using information and communication technology as a separate medium.
70. The youngest infant pupils can mix colours and use them effectively in their scatter patterns. They use charcoal in their drawings of "The homes I would like to live in" and a range of colours in their observational paintings of pansies and hyacinths. Other subjects are often used as a stimulus. A good example was seen in a wall display of patterns and painted butterflies to explore symmetry in mathematics. They look at the work of artists such as Wassily Kandinsky's "Squares with concentric rings" and make their own versions in paint and gummed paper. By the age of seven, pupils are confident to look at pictures in detail and use these as a starting point for their own work.
71. Pupils in the junior classes build on their earlier experiences. Pupils in Year 3 weave paper strips and use their observational skills when drawing pictures of Greek vases. Good examples of three-dimensional work were seen in a display of brightly painted salt dough masks. They continue to study the work of other artists. Older pupils make collages based on the work of Richard Hamilton. Again art is effectively linked to other subjects of the curriculum. An impressive example was seen in a large

colourful wall display of flour and water batik based on the Rikki Tikki Tavi stories of Rudyard Kipling. Indeed, the extensive displays of pupils' work in classrooms and around the school add colour to the learning environment.

72. Insufficient lessons were seen to make an informed judgement on the quality of teaching and learning. There is currently a good link with Neatherd High School as the older pupils are working with one of the school's specialist teachers in creating art for the playground based on the image "Tiger in approaching storm", by Henri Rousseau. The newly appointed co-ordinator is keen to develop the subject further. For example, through a wider range of resources, using sketchbooks consistently through the school as a record of pupils developing knowledge, skills, and understanding together with a more formal assessment of their progress. During the winter months the co-ordinator runs a popular after-school club.

DESIGN AND TECHNOLOGY

73. One lesson was seen in design and technology during the week of inspection. 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. By the age of seven, pupils attain standards appropriate to their age. Progress for all groups of pupils, including those with special educational needs, is good throughout the school.
74. The youngest pupils have acquired skills in a range of activities including card making, designing a sandwich and constructing miniature houses in connection with their topic on 'houses and homes'. They make models from a range of recycled materials, use construction kits and bake biscuits. They understand the importance of making structures strong, stable and safe. Almost all pupils can discuss various mechanisms using words such as pivot and fastener. Older pupils make models for a purpose and link them with other areas of the curriculum, for example, puppets in drama and winding mechanisms in connection with their topic on the seaside. All pupils are able to use a variety of materials well, for example, 'felt', 'clay', 'salt-dough', 'card' and 'disposable cartons' to make a variety of models. They can estimate, measure, mark out and cut simple shapes in a range of materials accurately. By the time they are seven pupils have developed the skill of exploring through 'trial and test' and evaluating work by testing a design against a set of criteria. They confidently use a range of techniques to successfully join materials, modify designs and make judgements about the end product of their work. This is an improvement on the last inspection when pupils could not critically evaluate their work or identify, improve and refine products.
75. In Years 3 and 4 pupils are learning that their designs have to meet specific needs, for example, when constructing packages or designing a torch. All pupils have explored the merits of cooking utensils, for example, vegetable peelers and can use these skilfully when preparing an ideal meal for healthy eating. Older pupils design and make a purse using basic sewing techniques. By the time they are ready to leave the school pupils have developed a good understanding of propulsion and can describe the significance of wheels and axles, drive belts and pulley systems, motors and gearing. They can confidently investigate, evaluate and discuss individual ideas leading to a design and have a good understanding of the processes involved.
76. The quality of teaching in the lesson seen was good. This is because good planning developed pupils' previous learning on mechanisms well. Resources were properly

organised and good on-going support from the teacher ensured all pupils were involved.

77. 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. This is an improvement on the last inspection. The quality of finished products shows that pupils take a pride in their work. Teachers' planning and organisation ensures full coverage of the subject. 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

78. It was only possible to see one geography lesson during the inspection. Further evidence was obtained through discussions with teachers and pupils, scrutiny of displays, planning and samples of work. From these it is possible to draw conclusions that by the ages of seven and 11, pupils reach the standards expected of them. All pupils including those with special educational needs make appropriate progress in relationship to their ability.
79. However, there were insufficient lessons seen to make a firm judgement about the quality of teaching and learning throughout the school.
80. In discussion, pupils from the infant classes show good knowledge and understanding of the topics they have studied. For example, pupils from a Year 1 class describe their route to school and recreate their journey using information and communication technology. In Year 2 pupils have made a study of the locality of Scarning and confidently use a road index to find simple co-ordinates of their homes. They are given good opportunities to link numeracy and literacy skills into geography; for example, they present their findings of a traffic survey on a block graph and interpret and record the information accurately.
81. As they move up through the junior classes, pupils gain knowledge and understanding of how and when settlements were named and identify examples in their own locality and further away. For example, by using maps of Norfolk children identify the settlements, which have names ending in 'ham'. Good use is made of literacy and numeracy skills to promote pupils' understanding. They enjoy the activity and sufficient challenge is presented for the varying abilities to remain on task throughout the lesson. It is clear that pupils have very positive attitudes to geography and are eager to talk about their projects.

HISTORY

82. During the inspection, opportunities to see history being taught were limited to a single lesson. However, evidence from teachers' planning, displays of pupils' work, and discussions with staff and pupils indicate that attainment and progress of all pupils including those with special educational needs, is appropriate for their age.
83. Pupils from Year 1 illustrate their understanding of chronology by showing how a family tree is developed with different stages for children, parents and grandparents. They are able to sequence homes through time accurately. Pupils in Year 2 talk

knowledgeably about toys through the ages. They know that 100 years ago, toys were made of metal, 50 years ago they were made of wood, and today many are made of plastic. Older pupils show good knowledge and understanding of the topics they have studied, for example, they talk about the timber framed buildings, the problems of Henry VIII's marriages and court life in Tudor times.

84. The younger pupils in the juniors construct a timeline to put the Anglo Saxon period in context to today. Good use is made of numeracy and literacy skills as pupils gain understanding of the terms 'millenniums', 'centuries' and 'decades' and recognise how they are all multiples of ten. They become acquainted with the terms BCE and AD and the focus on these skills gives good challenge. The quality of teaching in the one lesson seen was good: the pace of was brisk, explanations were short and clear, and questions were used well to assess pupils' understanding. All pupils display positive attitudes and an enthusiasm for history.
85. Topics are enhanced by visits, for example to the local church, Gressenhall Rural Life Museum and Kingswood. Good use is made of links to art, design and technology as in the Tudor project where older pupils produced some fine examples of Tudor houses.

INFORMATION AND COMMUNICATION TECHNOLOGY

86. Standards of attainment at the ages of seven and 11 are satisfactory although there are areas in which they can be improved. Pupils in the infant classes are becoming confident when using computers. In Year 1, they use a word processor to write simple sentences and look at the range of technology used in their everyday lives. Older pupils use the keyboard to delete mistakes and change the font and its size and colour to make their house number easily visible to the postman. Pupils use the spray, shape and colour tools in art packages to draw pictures of houses and fire engines. By the age of seven, pupils enter their personal details in a prepared database and print out their results in a graph. They use CD-ROM encyclopaedias, and the Internet to research information, for example, about Australia. In control technology, they program a floor robot to move forward, backward and turn through a right angle.
87. Pupils in the juniors continue to build on their earlier experiences, particularly in word processing. They alter the type and size of font for best emphasis and cut, paste and use the spellchecker to edit text. They use dot size and colour and spacing to blend lighter and darker colours to produce a three-dimensional effect when exploring the pointillist techniques of Georges Seurat. Information is collected in a database about the amount of rubbish in people's bins. Pupils build on their earlier experiences in control and confidently program a screen turtle, and design patterns using a series of repeated instructions. The oldest pupils have recently been introduced to control technology and are developing simple sequences to start and stop a spinning motor. Information and communication technology is used to help pupils with special educational needs develop their literacy and numeracy skills.
88. As few lessons were seen it is not possible to make an informed judgement on the quality of teaching and learning in the school. However, all teachers are confident in teaching information and communication technology and it is clear that pupils enjoy working with computers and a significant number have access at home. The school's approach is to teach pupils skills in a class lesson and these are subsequently developed on computers in the classroom through their application in

other subjects. Older pupils have the opportunity to take part in a residential visit with a focus on using computers and this makes a positive impact on their learning.

89. The potential to raise standards is there. At the moment the number of computers available is barely adequate but the imminent arrival of new laptop computers, sufficient to enable pupils in each year group to work in pairs, will increase these learning opportunities dramatically and so deepen pupils' knowledge, skills, and understanding. Further development of the scheme of work is part of the school's planned review and will ensure that these are built on progressively as pupils move through the school. Priorities include making more use of the e-mail in all classes and in the junior classes, providing pupils with more opportunities to use spreadsheets, and monitoring and data logging using sensors. When completed, the school's website will be an effective way of making pupils' work available to a large audience and promoting communication.

MUSIC

90. From the lessons seen in music during the week of inspection and through evidence obtained observing music in assemblies, discussions with pupils and with teachers, it is clear that standards of attainment in music are good. All groups of pupils, including those with special educational needs, make good progress. Provision covers the requirements of the National Curriculum in performing, listening, appraising and composing.
91. The younger pupils in the infant classes listen to music and sing, by heart, a good range of songs, confidently and tunefully. These are often linked to topic or number work, for example, 'two in a boat', 'ten green bottles' and 'in a cottage in a wood'. By the time they are seven, pupils talk fluently about sounds and understand how musical sounds are made in different ways. They play games, such as, passing the instrument, describing its shape and discussing the sound it will make. They listen attentively, for example, to 'Rippling Rhythms' and compare and contrast different timbres. Marching songs, for example, 'The Grand Old Duke of York' encourage vocabulary such as structure, duration, pitch and texture. Pupils understand the difference between loud and soft tones and how these can express character and mood. Most have a sound grasp of musical elements and are able to keep time and recognise rhythm. By the time they are ready to move into the junior classes, most pupils can compose simple percussion pieces using, for example, cymbals, chime bars, bells, wood blocks, tambourines and castanets.
92. The youngest pupils in the junior classes listen to a piece of music, for example, 'Adiemus' by Karl Jenkins. They identify the repeated pattern and tap their fingers in time with the music and understand that this repeated pattern is called an ostinato. Older pupils listen to Dave Brubeck's 'Unsquare Dance', discuss the pulse and rhythm and identify the instruments they hear. In Years 5/6 pupils listen to Schubert's 'Trout Quintet' and compose their own tune using the pentatonic scale. All pupils enjoy listening to music at the beginning and end of assemblies and many can recognise pieces by famous composers, such as Beethoven and Mozart. Pupils also enjoy listening to Jazz, the Beatles and theme tunes from popular television soaps. They have a good knowledge of orchestral instruments, the oboe, for example and use the Internet to extend their knowledge. Almost all pupils have a good understanding of musical ideas. Many are beginning to understand note values and can read simple notation. They can hold and compose a rhythm, follow dynamics, perform together and practise pieces.

93. The overall quality of teaching is good. The specialist teacher ensures that all pupils take part in music making. Pupils are actively encouraged to learn to play a musical instrument, in this case the recorder, and to be self critical of their performance. Teachers provide good opportunities for pupils to sing and perform music for example, in the local church of St Peter and Paul, and at choral days in a neighbouring school. Opportunities are also provided for pupils to sing and perform during morning assembly. In addition, the developing groups of instrumentalists are well on their way to forming an orchestra and a choir. Throughout the school pupils have good attitudes to music. They are very enthusiastic and enjoy participating in musical activities both individually and in groups. They particularly enjoy the variety of visitors who discuss and perform music from other cultures and countries, for example, African dance music. The curriculum is greatly enhanced by specialist teaching, and additional lessons in woodwind, strings, singing and recorders.

PHYSICAL EDUCATION

94. 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 satisfactory progress. All pupils are taught games, gymnastics, athletic activities, dance and swimming. By the time they leave the school almost all pupils can swim at least 25 metres. Dance takes place in the form of music and movement and line dancing.
95. The youngest pupils in the infant classes, travel on the floor and on apparatus using a variety of methods, for example, running, jumping, hopping, turning, balancing, swinging and climbing. They enjoy exploring movement and movement patterns, for example. In Year 1 pupils listen to a piece of music from 'The Carnival of the Animals' and successfully create their own movements. In Year 2, pupils express different moods and ideas and show good control, co-ordination and spatial awareness when, for example, interpreting a piece from 'Mrs Armitage and the big Wave'. In response to good teaching they improve their skills and gain confidence in their own ability. Consequently, by the time they are seven, all pupils can find a space and perform a series of controlled movements, and can look and move in relation to everyone else. By the end of Year 6 pupils practise, improve and refine their performance through increasingly complex sequences of movements in individual activity, working in pairs and working in groups. In dance, pupils learn and develop movements systematically. They discuss ideas with their teacher and then move in sequence to music. They develop good co-operative skills in athletics and in sports such as football, cricket, and basketball. This is because teachers focus on developing skills, knowledge and understanding.
96. Pupils have good attitudes to physical education and respond enthusiastically in lessons. As a result, their learning is both effective and enjoyable. All pupils dress properly, 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.
97. The quality of teaching is good. Lessons move at a quick pace. This shows an improvement since the last inspection when slow pace was described as a shortcoming. All pupils are encouraged to participate as equals, to co-operate and

support each other's development. Teachers espouse the importance of a healthy and active lifestyle and are good role models to the pupils. As a result, all groups of pupils quickly develop appropriate skills in an atmosphere of help and encouragement. Teachers work hard to provide interesting opportunities for pupils, such as cricket coaching, games and competitive sport within the local schools' cluster. They arrange visits to the school, for example, from Norwich City F.C. Dereham Town FC and Norfolk CCC. The popular visit to Kingswood reinforces skills that can be applied to all sporting activities. The good range of extra-curricular activities, for example, football, basketball, keep fit club, cricket and athletics help to sustain and enhance provision.

RELIGIOUS EDUCATION

98. Standards of attainment throughout the school are in line with the locally agreed syllabus and pupils make satisfactory progress. In addition to gaining knowledge from within the school's main focus on Christianity, pupils in infant classes are beginning to understand some basic aspects of customs and beliefs of Islam, Sikhism and Hinduism. They know that Ramadan is a special month for Muslims and characters such as Ravana, the King with ten heads in the Hindu festival of Diwali. By the age of seven, pupils are familiar with Old Testament stories such as the story of Moses in the bulrushes. Most have visited St Nicholas Church in Dereham and can talk with confidence about the things they have seen on their visits such as the font, altar and the Lady Chapel. They know the similarities and differences between Christian and Sikh weddings and that both brides wear special clothes, of white and red respectively.
99. The youngest junior pupils can compare Christian teaching with other faiths. They talk about the birth of Jesus and the Buddha and the early signs that showed they were destined to be special people. As they move through the juniors they learn the significance of special places such as the Synagogue and the symbolism and ritual attached to Holy artefacts. For example, placing the Qu'ran on a stand, and using a pointer to read the Torah scrolls so they remain untouched. By the age of 11, pupils have acquired a sound knowledge and understanding of Christianity and the principles of Buddhism, Islam, Hinduism, Judaism, and Sikhism sufficient for them to understand the differences and draw parallels.
100. Overall, the quality of teaching is very good. Lessons are planned to be interesting and teachers' questioning makes pupils think. A particularly good example was seen in Year 1 when pupils took part in role play and turned the classroom into St Nicholas Church, visiting and talking about the things they had seen. Such powerful teaching resulted in comments such as *"if I put a book bag behind my back and bend, I can be the Eagle Lectern"*. A common approach seen in all lessons is the transmission to pupils about the respect due to each religion and this adds considerably to pupils' spiritual development. A good example was seen in Year 4 when pupils were transfixed as the teacher showed and explained the symbolism of the tallit and kippah worn by the Rabbi during a service. Consequently, they have good attitudes to the subject and are eager to join in with discussions.
101. The co-ordinator has good subject knowledge and is looking to raise the subject's profile. Developments include making staff more confident in using artefacts and the increased use of information and communication technology to bring the subject to life. There is a good collection of books covering a range of moral issues and a variety of artefacts relating to the major faiths studied although there are insufficient Bibles to make a class set. Collective acts of worship during assembly make a good

contribution to the school's teaching of religious education. There are good links with other subjects, particularly PSHE where pupils are encouraged to develop their self-esteem and appreciation of others. For example, writing about *"Things I am good at"* and *"Why I am special"* as well as *"Thanks Mum for helping me"*.