

INSPECTION REPORT

**NEWTON FLOTMAN CHURCH OF ENGLAND
(VOLUNTARY CONTROLLED) PRIMARY
SCHOOL**

Newton Flotman, Norwich

LEA area: Norfolk

Unique reference number: 121048

Headteacher: Mrs. G. Cook

Reporting inspector: C. D. Loizou
18645

Dates of inspection: 25 - 27 June 2001

Inspection number: 212983

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
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs. A. Collison
Date of previous inspection:	19 April 1999

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18645	C. D. Loizou	Registered inspector	Foundation Stage curriculum Science Design and technology Information and communication technology Physical education	How high are standards? How well are pupils taught? How well is the school led and managed?
9736	J. Brasier	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2200	J. Stirrup	Team inspector	Equal opportunities English Art and design Music	How good are the curricular and other opportunities offered to pupils?
19507	B. Andrews	Team inspector	Special educational needs Mathematics Geography History Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an infant and junior voluntary controlled Church of England school serving the villages of Newton Flotman and Swainsthorpe near Norwich. There are 80 pupils on roll between the ages of 4 and 11 years which is below average size. The school was last inspected in 1999 and since then the size and nature of the school has not changed significantly. The percentage of pupils eligible for free school meals is approximately 24 per cent, which is above the national average. Twenty-nine per cent of pupils are on the school's special educational needs register, which is above average, and less than five per cent of these have statements of special educational need. There are no pupils who speak English as well as another home language. There are no pupils in the school from minority ethnic communities. The school admits up to 15 children under five into its reception class every September and January and they are all full-time. The school's initial assessments of the children when they first start school show that their level of attainment on entry is below the standards expected of children of this age.

HOW GOOD THE SCHOOL IS

This is an improving school which provides an effective education. The pupils achieve well and the teaching is good. Standards are rising above national trends and the school is very well placed to improve them further. The headteacher and staff have worked hard to improve the school since the last inspection in 1999 when the school was found to have serious weaknesses. Although standards are improving, more now needs to be done to raise attainment in English and mathematics. There also needs to be further improvement to the teaching so there is sustained improvement which will help all the pupils achieve higher standards. Attainment is currently in line with the standards expected in English, mathematics and science. The school is very well led and managed resulting in a purposeful and supportive learning environment for pupils. Parents think highly of the school. The school is providing good value for money.

What the school does well

- National test results show that standards are rising above the national trend.
- The children in the Foundation Stage receive a good education and this prepares them very well for the early stages of the National Curriculum.
- The pupils with special educational needs are fully integrated in lessons and make good progress.
- Attitudes to learning, relationships and the personal development of the pupils are very good.
- The teaching is good with a significant amount that is very good.
- There are very good links with parents who think highly of the school. Parents make a significant contribution to children's learning at home and in school.
- The headteacher and governors provide very good leadership. The management of the school is clear and purposeful.

What could be improved

- The range and quality of pupils' speaking and writing skills to raise English standards further.
- The pupils' mental arithmetic skills and independent number investigations.
- The opportunities for subject co-ordinators to monitor planning and lessons.

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 its last inspection in 1999. The headteacher, staff and governors have addressed all of the issues raised, particularly in improving the leadership and management of the school and the quality of teaching in Key Stage 2. As a result, the pupils achieve well and standards are rising. The headteacher and governors have included long-term planning in the school improvement plan and this has helped to guide them when monitoring teaching and learning closely. Governors have improved financial planning significantly and are more involved in the work of the school. As a result, there are better monitoring procedures in place, stronger

leadership and management and more effective teaching. The headteacher has effectively promoted a sense of well-being and self-belief in a school that was deemed to have serious weaknesses two years ago.

STANDARDS

As fewer than ten pupils took the National Curriculum tests last year the table of results is not published.

In the Reception class the children make good progress in all areas of learning. By the time they start Year 1, the children have reached the standards expected in all of the areas of learning.

The standards achieved by the majority of 7-year-olds in the National Curriculum tests last year were average in reading and mathematics. Writing standards were above the national average. Teachers' assessments in science showed that standards were well above average. Compared with similar schools the pupils' test results were well above average in reading and writing and above average in mathematics. Inspection evidence shows that standards are currently in line with those expected in English, mathematics and science by the time the pupils are 7 years of age. In all other subjects, the infant pupils achieve well and standards are broadly in line with those expected.

In last year's national tests at age 11 the standards achieved in English, mathematics and science were well above average. This was a particularly successful year because there were more pupils in the group who were higher attaining pupils and were therefore expected to do well. Compared with similar schools, standards were also high and taking the three subjects together they were in the top five per cent of schools with similar contexts. The standards reached by 11-year-olds in last year's tests also indicate that the pupils have made very good progress compared with their results four years ago when they were 7 years of age. Inspection evidence shows that this year standards are in line with those expected of 11-year-olds in all subjects. This does not represent a fall in standards because too few pupils took the tests last year to make any comparisons reliable. The proportion of pupils with special educational needs also varies from year to year but these pupils also make good progress as many of them achieve the standards expected for their age, signifying good progress in relation to their prior attainment. The attainment targets set by the school have been achieved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen to learn and interested in their work.
Behaviour, in and out of classrooms	Good. The pupils respect the views of others. They behave well in class and at other times. They are polite and courteous to visitors.
Personal development and relationships	Very good overall. The pupils show initiative and are willing to help around school. Very good relationships exist throughout the school.
Attendance	Good. There is very little unauthorised absence.

The pupils are attentive and well behaved in lessons and at break-times. The staff support and guide the pupils well and this is evident in the positive relationships between pupils and staff. The pupils enjoy school and this is reflected in their positive attitudes to school as well as the above average level of attendance. They are polite and courteous to each other and to visitors. The school provides well for its pupils in a supportive working environment where everyone is valued and allowed to share their thoughts and feelings with others.

TEACHING AND LEARNING

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

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

The teaching is good overall and ranges between satisfactory to very good. Good lessons were seen in all classes resulting in improving standards. The work planned for the pupils is interesting and varied. In all of the lessons seen, the teaching was at least satisfactory and most was good. Thirty-five percent of the lessons seen were of good quality and 27 per cent of the lessons observed were judged to be very good. The teaching is having a positive impact on pupils' learning in all subjects, although in some English and mathematics lessons the teaching does not always improve the pupils' range of writing and extend the pupils' knowledge of different mental arithmetic strategies. The teaching of children in the Foundation Stage is good and this is providing firm foundations for the children as they reach the early stages of the National Curriculum. The teaching of reading is good and this has helped to raise standards in all subjects. The pupils are learning to listen to others and are improving their communication skills as a result but more could be done to improve the range of speaking opportunities in English lessons, through drama and planned speaking sessions to raise standards in speaking and listening further. Teachers regularly assess how well the pupils are doing and this is informing their planning. Pupils with special educational needs receive effective support in lessons and as a result make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory as it fully complies with statutory requirements. Activities are usually practical, interesting and relevant to the pupils.
Provision for pupils with special educational needs	Good. The pupils are monitored closely. They are provided with effective support in lessons and are fully included in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. Spiritual and cultural development are good and there is very good provision for the pupils' moral and social development. There are good opportunities for the pupils to reflect on their experiences and share their ideas and feelings with others.
How well the school cares for its pupils	Good overall. Assessments of how well the pupils are doing help to inform teachers' planning. The pupils are well cared for.

The provision for children under five in the Reception year is good because the curriculum for the Foundation Stage is well planned. In the rest of the school the curriculum provides a range of practical and relevant tasks for all pupils. There are satisfactory procedures used to measure how well the pupils are doing in English and mathematics but this has yet to be extended to other subjects. There is a good range of extra-curricular activities which include music and sporting activities. The school identifies and assesses pupils with special educational needs well and provides effective and appropriate support within the planned curriculum.

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 and effective leadership. She is well supported by the staff who ensure that pupils make good gains in their learning and achieve well.
How well the governors fulfil their responsibilities	The governors provide very good support. They are often in school and hardworking, fulfilling their responsibilities very well.
The school's evaluation of its performance	There are good monitoring procedures. The school improvement plan guides the work of the school and helps the headteacher, staff and governors to evaluate the progress made.
The strategic use of resources	Good use is made of the school's budget and accommodation. The staff are well deployed, resources are used efficiently and are well maintained.

The staff and governors are greatly influenced by the clear leadership provided by the headteacher. She has brought to the school a sense of purpose and self-worth, raising expectations and confidence amongst governors and staff. The staff and governors have the determination and capability to improve the school further. The governors apply the principles of best value very well when making funding and resourcing decisions. The management of the school is very good with good procedures in place that enable the headteacher and governors to monitor teaching and learning. As a result, there is a clear programme for school improvement with an effective school improvement plan that sets out the school's priorities for development. Consequently, standards are rising and the school is now well placed to raise them further.

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 like going to school. • The children make good progress and are well behaved. • The teaching is good. • The school expects children to work hard and sets high expectations. • The school works closely with parents and they feel comfortable approaching the school with questions or problems. • The school helps their children to become mature and responsible. • The school is well managed and led. 	

Parents are very pleased with the school and often comment on the improvements they have noticed since the appointment of the current headteacher. It is important to point out that there is no significant aspect of the school which parents feel needs improving. The overwhelming response prior to the inspection was very positive about the school. Parents are valued and are often seen in school helping.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children first start school, their overall level of attainment on entry is below the standards expected of children under five nationally. The school's initial assessment of the children on entry measures their language and mathematical ability as well as their personal and social development. In the Reception class the children make good progress in their personal and social development and in their development of language, communication, literacy and knowledge and understanding of the world as well as their mathematical, creative and physical development. By the time they are six years of age, the children have reached the standards expected in all areas of learning.
2. The standards achieved by the majority of 7-year-olds in last year's National Curriculum tests were well above the national average in writing. Standards were average in reading and mathematics and teachers' assessments show that standards in science were well above average. Compared with similar schools, the pupils performed very well in reading and writing because results were well above average. In writing, standards were above average compared with similar schools. These results signify a significant improvement in standards compared with the three previous years. Standards are better than similar schools because reading, writing and numeracy are given high priority very early and they are well taught. The school now needs to focus on speaking skills as the pupils lack confidence and there are fewer opportunities to speak or engage in planned discussion during lessons. The pupils lack confidence when using mental arithmetic to calculate problems quickly. Currently, standards are in line with those expected by the age of 7 in reading, writing, mathematics and science.
3. Standards for 11-year-olds in last year's tests indicate that the pupils made excellent progress in English, mathematics and science since the time they were tested at 7 years of age four years ago. Results show that standards in English, mathematics and science were well above the national average and in English, results were in the top five per cent of all schools. Results over the last four years indicate that the school is achieving standards that are rising quicker than national trends. Among the pupils taking the tests there was a higher than average proportion who were likely to exceed the expected level for their age, resulting in these high standards. Inspection evidence, using the school's own analysis shows that the pupils who joined in the Reception year and leave after Year 6 make good progress in English, mathematics and science. Reading standards are higher than writing standards because writing activities are mainly related to literature or story writing with less work being done on factual writing. Although mathematics standards are similar to those found in most schools, the pupils lack sufficient mental and oral strategies to calculate number problems mentally and quickly.
4. In the infants, inspection evidence indicates that standards are currently in line with those expected of 7-year-olds but more needs to be done to increase opportunities for the pupils to write extended pieces of writing independently. The pupils have a good understanding of number facts, but do not utilise different strategies to help them calculate problems mentally and orally. Junior pupils continue to make good progress in English, mathematics and science, achieving standards that are average

for their age. Opportunities for speaking are limited as there is little evidence that the English lessons specifically plan for discrete speaking activities. Most of the writing that pupils undertake is related to story writing or letter writing. There are fewer opportunities for pupils to write factual accounts or take notes. Pupils with special educational needs make good progress because they are fully integrated in lessons and are provided with effective support. The teaching enables all pupils to plan and organise simple experiments and investigations in science and this is resulting in good achievement with the large majority achieving the standards expected for their age.

5. Standards in information and communication technology (ICT) are in line with those expected nationally by the age of 7 and 11. The pupils make good progress in ICT because the teaching is good and all strands of the ICT curriculum provide good opportunities for the pupils to use new technology across a range of subjects. There has been good improvement since the last inspection because new resources have kept up with the demands of new technology, for example, electronic mailing and the Internet. Teachers are developing and improving their knowledge of the ICT curriculum as a result and pupils have good access to computers, digital cameras, tape recorders and robotic devices which enable them to make good progress.
6. The pupils make satisfactory progress in religious education and achieve the standards that are expected by the age of 11 years as set out in the locally agreed syllabus. Standards in Key Stage 1 have been maintained since the last inspection because the teaching is good and the curriculum is well planned, providing a broad range of topics and subjects which covers some of the world's major faiths and religions. In Key Stage 2, the teaching is satisfactory with good features and the pupils use information and texts well to find out facts for themselves.
7. The pupils make satisfactory progress in other subjects. They make good progress in physical education, enabling them to achieve the standards expected for their age. Standards are in line with those expected for pupils' ages at the end of both key stages in these subjects and this is a significant improvement since the last inspection because there are no subjects in the curriculum where standards are below those expected.
8. Pupils with special educational needs throughout the school make good progress in their learning. The school supports and encourages these pupils well in their work and taking into account their prior attainment they achieve well. Pupils have good support in lessons, support groups and in individual work. The pupils are fully included in the life and work of the school and they make good progress because the school has ensured that the principles of educational inclusion apply. Able pupils are identified and good provision is made for them. As a result of early identification and the specific work planned for them they make good gains in their knowledge and understanding.

Pupils' attitudes, values and personal development

9. The pupils' attitudes, values, personal development and relationships are very good. This is a good improvement compared with the last inspection.
10. The pupils enjoy coming to school and they are confident in taking a full part in the daily activities they are offered. They are usually keen to learn and maintain their enthusiasm even when the lesson pace is slow. Pupils listen well to teachers and each other. These very good attitudes are the result of the improvements in behaviour since the last inspection and the emphasis on praise and the enthusiasm shown by the teaching staff.
11. The pupils behave well around the school and there is very little evidence of oppressive behaviour. Behaviour in lessons is generally good, but there are instances where the management of pupils fails to overcome the restlessness of some. There has been one exclusion this year, which is a reduction over the previous year. Behaviour is much improved compared with the last inspection because the management of the school is stronger and the procedures being adopted to maintain discipline, particularly in Key Stage 2, are effective and consistently applied.
12. The pupils work very well in pairs and groups, sharing ideas and making joint decisions. In a Year 3 and 4 science lesson the groups studied the opacity of a variety of materials and came to decisions in a mature manner and with considerable enthusiasm. Pupils with special educational needs are well integrated into the life of the school and they work well with other pupils. Pupils are polite and courteous and show respect for adults, including visitors to the school.
13. The pupils accept responsibility and carry out their tasks efficiently. The school council is elected and has decided such things as the colours for the new sports kit and the organisation of some new playground equipment. The pupils take responsibility for the trim trail and the tidiness of the library shelves, arrange charitable events and act as bus monitors. Each classroom has a list of job holders. These arrangements help to involve the pupils in the organisation of the school and this has the effect of raising self-confidence and promotes a sense of pride throughout the school.
14. Some pupils plan and organise their own work, and this often extends into homework, where they will hunt for pictures or go to the library to seek information. Relationships between pupils and between adults and pupils are very good. Teachers are good role models for the pupils and often treat them as mature individuals. They have a good sense of fun that creates a climate of cheerfulness.
15. Attendance is good, as it was at the last inspection. Unauthorised absence is very small. Lessons start on time. There is virtually no lateness. Registration procedures are efficient, which is an improvement since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

16. The teaching is good overall with a significant amount that is very good. Good lessons were seen in all classes. Consequently, standards are improving above the national trend and the work being planned for the pupils is practical and interesting. The teaching of reading is a particular strength, resulting in the pupils learning good

reading skills across the school. In all of the lessons seen, the teaching was at least satisfactory and the large majority was found to be good or very good. Thirty-five percent of the lessons seen were of good quality and 27 per cent were judged to be very good. This standard of teaching is having a positive impact on pupils' achievements, attitudes to school and learning. This is a significant improvement since the last inspection.

17. The teaching observed in the Reception class is always good or better. The teacher and learning assistant have a very good understanding of how young children learn and provide a good balance of structured lessons as well as self-chosen and directed free choice activities. The staff work well as a team, ensuring that work is well planned with clearly defined areas of responsibility for each adult. The teaching is particularly effective in improving the children's listening, reading and numeracy skills as well as their creative development and knowledge and understanding of the natural and man-made world around them. The children make good progress in all areas of learning. They are provided with good opportunities to read and write with many of them learning to spell simple words, recognising word shapes and letter sounds. Very good relationships exist with parents and the school encourages many of them to come into school every morning to help their children with reading and writing activities.
18. The teaching in the infant years is good. Nearly one in ten lessons seen were of high quality and the rest were good with just over half of the lessons seen being judged as satisfactory. As a result the current cohort of Year 2 pupils are achieving standards similar to those found in most schools. There are more pupils this year in Year 2 who are on the special educational needs register and the school has rightly focused on supporting these pupils in lessons. As a result, standards appear to be lower than the standards achieved in last year's tests. In the junior classes, the teaching continues to be good overall, ranging from satisfactory to very good. Nearly one in three lessons were judged to be very good, one in three lessons were good and the rest satisfactory. Throughout the school, literacy, numeracy and science lessons are well taught with good strategies used to provide work which is closely matched to the abilities of all pupils, including those with special educational needs. However, the teaching of speaking, writing and mental arithmetic strategies does not receive the same prominence in literacy and numeracy lessons in the same way as reading. This results in pupils lacking confidence in the range of writing they experience and they use insufficient mental strategies to solve problems quickly in mathematics lessons.
19. Nearly two out of every five lessons were judged to be satisfactory because expectations varied in different stages of the lessons. The most significant difference between satisfactory and good teaching throughout the school is the pace and delivery of the introductions at the beginning and the plenary sessions at the end of the lesson. In the satisfactory lessons, which were more common in Key Stage 1 classes, teachers sometimes labour a point or re-visit areas which are familiar to the pupils, resulting in less time for pupils to engage in structured speaking or writing activities. The final summing up of these lessons is sometimes too brief, leaving little scope for pupils to consolidate what they have learned. The most effective teaching brings together three distinct parts of the lesson, from the introduction to the plenary with well thought out activities that challenge the pupils.

20. In the most effective lessons seen, amounting to approximately 62 per cent, there was good structure so that time was provided for the pupils to ask questions and explain their methods, as for example, in mathematics when calculating number problems mentally and orally. In literacy lessons, during individual and group work in the main part of the lesson, good and very good teaching ensure that the staff are clear about the support they are going to provide, so that the planning each week enables the teacher to focus on particular groups of pupils. Most of the literacy lessons seen had a specific reading focus with some good writing activities planned. However, the rigour applied to the quality of pupils' reading is not always evident when pupils are engaged in writing activities. Consequently over time, the pupils are making less progress in writing than in reading.
21. The teachers use satisfactory assessment procedures to monitor the pupils' progress in English and mathematics and science. These procedures have yet to be adopted in other subjects. The pupils' work is marked up-to-date and most of the marking is of a very high standard because it is clear what the pupils have to do to improve further. In the very good lessons seen, teachers are much more alert to the pace of pupils' learning, ensuring that there is sufficient time for the pupils to record their work and teachers circulate to ensure that the work is marked and the pupils remain on task. Good use is made of homework to extend pupils' thinking and provide additional work for pupils to study at home.
22. The teaching of pupils with special educational needs is consistently good. As a result the pupils achieve well and make good progress. Good assessment procedures accurately place pupils at appropriate learning stages, enabling teachers to build on the work covered already. Targets in pupils' individual education plans are accurate and measurable and these provide a focus for the work that is provided in lessons. Teachers plan their lessons well so that learning assistants can sit with individuals and groups of pupils to help them ask questions so that all the pupils can succeed and participate in class discussions. Effective and planned support from classroom assistants enables teachers to engage all the pupils in planned class discussions and investigative work. As a result the pupils with special educational needs gain in confidence and are able to make good progress towards their learning targets in their individual education plans.

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

23. The school provides a broad balanced and relevant curriculum which meets all statutory requirements and reflects the aims and objectives of the school. The curriculum meets all statutory requirements and covers all areas of the National Curriculum and the local authority's agreed Religious Education syllabus. This is a good improvement since the last inspection. Teaching time is of an appropriate length, with the school having maintained an appropriate balance of subjects. Occasionally the length of time devoted to some lessons is not always appropriate, with pupils' interest waning towards the end of some lengthy lessons. This is being addressed by the school as it is currently undertaking a review of the curriculum and class timetables. There are co-ordinators for all subjects, with some members of staff being responsible for three or four areas of the curriculum. Their role is unsatisfactory since they are given insufficient time to monitor planning and learning.

24. There are appropriate policies and schemes of work for all subjects. The school applies the national literacy and numeracy strategies well. Planning for all subjects is satisfactory with teachers' long, medium-term and weekly lesson plans providing clear guidance for the development of pupils' knowledge, skills and understanding. The curriculum successfully promotes pupils' intellectual, physical and personal development and prepares pupils well for the next stage of education. The school has good links with the village pre-school and the local high school. This ensures smooth transition between all stages of education.
25. The school's provision for spiritual and cultural development is good. Provision is very good for moral and social development. This is a good improvement since the last inspection. The pupils, parents, staff and governors work together to create a school with a sense of community. There is a collective act of worship each day, taken either by a governor, class teacher or the headteacher and these fully meet statutory requirements. Pupils are provided with the opportunity to contribute to assemblies, reading stories, performing sketches, sharing work, reading from the Bible and saying prayers. Assemblies encourage pupils to think about and wonder at the love of God. Adults set good examples for pupils and incorporate spiritual opportunities naturally into worship. For example, pupils reflected on feelings and emotions around the concept of God's protecting hands. There is a spiritual aspect in assemblies and religious education lessons. This provides a firm basis for the development of pupils' spiritual awareness.
26. Provision for pupils' moral development is very good. The majority of the pupils have a clear sense of right and wrong. There are a few pupils who do not always recognise this distinction. However, distinguishing between right and wrong is part of the teaching in every class. Each class displays their 'class rules.' Parents and pupils are aware of the rewards and sanctions associated with the school's new Behaviour Policy. In classes teachers emphasise good behaviour rather than bad behaviour. Moral development is promoted during circle times in lessons when pupils have opportunities to discuss behaviour and think about the effects of their actions on other people and on themselves.
27. Provision for social development is very good and fostered through the sense of community and the caring ethos of the school. The work of the School Council makes a valuable contribution to the development of social awareness and responsibility. Pupils are given jobs to do and are encouraged to recognise their own achievements and those of others. Most pupils play together well and develop their social skills further during lunchtime. Pupils have opportunities to take part in a number of after school activities such as country dancing, football, cricket, choir, recorders and environmental clubs. The choir has sung at local senior citizen homes and this helps to improve their confidence when performing in front of an audience. A well presented display in the hallway demonstrates how highly the school values the efforts made by pupils to collect money for people in Africa who have been disadvantaged by floods and in India when tragedy struck in the form of an earthquake. The school has also raised funds for the National Society for the Prevention of Cruelty to Children and for Comic Relief.
28. The school makes satisfactory provision for the cultural development of the pupils. Pupils have many opportunities to develop awareness of their own local culture by visiting local places of interest within the village and the seaside resort of Cromer as part of their work in history and geography. They learn about the settlement of Vikings in Britain and develop an awareness of their mixed cultural heritage. There is

a display of African artefacts in the entrance hall and pupils are aware of the effects of natural disasters on the African continent. The ideas, beliefs and stories from non-Christian religions feature in assemblies and in religious education lessons alongside traditional Christian stories. However, insufficient consideration is given to raising the pupils' awareness of the multicultural Britain in which we live and how this will affect their lives in the future.

29. The curriculum for Foundation Stage pupils is good, and enables them to make good progress. Personal, social and health education (PSHE) is actively promoted throughout the school in weekly 'circle time' activities. The school governors have established policies for sex education and drugs awareness. These two important elements of the school curriculum are addressed in science, in circle time and by the school nurse in Years 5 and 6 and this is having a positive impact on pupils' understanding of health and sex education.
30. Strategies to ensure that all pupils have equality of access to the planned curriculum are securely in place. The school responds in full to the Code of Practice for pupils with special educational needs. All pupils have half-term Individual Education Plans, which set short-term achievable targets for improvement. The headteacher monitors the whole curriculum through the examination of teachers' planning and a scrutiny of pupils' books.
31. There is a governors' curriculum sub-committee, with link governors for literacy, numeracy, the Foundation Stage curriculum, special educational needs, science, information and communication technology and religious education. They are actively involved in all curricular issues, and regularly visit individual classes for observation.
32. The school provides a good range of extra-curricular activities of a sporting and cultural nature. These include football and cricket clubs, a choir and a recorder group. These are available to all pupils. The school provides additional support in music for those pupils who wish to take advantage of this. A number of people visit the school in order to contribute to assemblies and the curriculum. Pupils are given the opportunity to take part in a satisfactory range of visits to art galleries, field trips and places of educational interest. All these make a valuable contribution to the varied and extended curriculum provided by the school. All the issues for concern identified in the previous report have now been addressed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school cares well for its pupils, and this is much better than at the last inspection when there were some aspects of welfare and care which were unsatisfactory. Assessment procedures have improved considerably so that the school has a clear picture of how well the pupils are doing. There has been a major improvement in the procedures used to achieve good behaviour since the last inspection. Training in child protection has also improved and the school's procedures are now good.
34. The school is a safe environment with good supervision at break-times and lunchtimes. All the expected safety measures are in place and there are no outstanding health and safety issues. Child protection procedures are good because the headteacher is the nominated person and she has been trained so that the staff are familiar with the local authority's procedures. The children are carefully monitored and, for example, may be given extra help with reading if they do not read at home regularly. Arrangements for the welfare of pupils are satisfactory, for instance there

are sufficient first-aiders, and there are good arrangements for dispensing medicines. Pupils are advised how to look after themselves in personal and social education lessons.

35. Procedures for monitoring and promoting attendance are good, an improvement over the last inspection. If a pupil's absence has not been explained on the first day of absence, telephone calls are made to try to find an explanation and ensure that the pupil's whereabouts are known. Nearly all absences in the current academic year have had satisfactory explanations.
36. There are very good procedures for achieving good behaviour. The headteacher takes a strong leadership position and ensures that the rules are consistently applied and that good behaviour receives good recognition. Parents are involved in behaviour management where appropriate and in some cases joint management plans are worked out. Behaviour patterns are identified, for example one pupil's behaviour was observed to depend on the parent he was spending time with. Pupils are given help with their behavioural problems, for instance one pupil had regular meetings with a behaviour specialist together with a circle of friends, with a marked improvement in performance. Pupils are urged to solve their own disagreements through a process of 'talking it out' and not asking adults to intervene. The eradication of oppressive behaviour is tackled through assemblies, personal and social education lessons and occasions where pupils share their personal experiences in a controlled environment where they take it in turns to speak, for example, during circle time. This is having a positive effect on learning because the pupils are much more involved in lessons compared with those seen in the last inspection and they cooperate with others better in groups during practical sessions.
37. The school monitors and supports pupils' personal development well, despite the lack of formal records. This is because teachers know pupils extremely well and take great interest in their personal development. Formal records are made when pupils start school and these are built on through teachers' detailed knowledge of their pupils.
38. Procedures for monitoring pupils' academic progress in English, numeracy and science are satisfactory. The school analyses test results well and uses the information to track pupils' attainments and progress over time. They identify differences in the attainment of boys and girls and pupils with special educational needs. This information is used to improve achievement and to identify areas for development, for example, in mathematics it has been used to set targets for developing the range of ideas available to pupils in order to improve the pace at which they are able to perform mental calculations. All teachers know their pupils extremely well and this contributes well to informal assessments. However, formal procedures for monitoring pupils' attainment and progress in other subjects are still being developed. The school recognises a need to develop effective assessment procedures for all subjects. Marking is thorough and supportive, in some classes errors are analysed and advice offered to help pupils improve their work. This good practice is not consistent throughout the school. There are effective assessment procedures in place to identify pupils with special educational needs and these are fully understood by all staff. The monitoring of personal development and related support is good and this helps teachers and support staff to track how well pupils are doing in lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents think highly of the school and this is a significant improvement since the last inspection as the number of 'strongly agree' statements in the pre-inspection questionnaire has increased from an average of 20 per cent to 54 per cent. Parents are particularly pleased with the management of the school, its high expectations and its approachability. They consider the teaching to be good and like the way their children mature at the school. The inspection team endorses these views and have found the headteacher and governors to be approachable and forming very positive and warm relationships with parents.
40. The school provides good information for parents. The Governors' Annual Report is very well produced and interestingly written. The prospectus is comprehensive and packed with useful information. There are good and informative newsletters. At the start of each term, each class sends home details of the topics and subjects being tackled. Pupils' annual reports have good detail and some targets, but these are sometimes too general and difficult for the pupil to tackle. There is no helpful advice to parents on tackling the targets and no attainment levels. The reports currently being prepared will have attainment information and targets are being tightened up. There are meetings to discuss pupils' progress in the autumn and spring terms and an Open Day in the summer term. There are appropriate attainment targets for mathematics for all pupils. Targets are also set for English, of which parents are made aware. Parents of pupils with special educational needs attend reviews of their statements of educational need, and are expected to review and sign their individual education plans whenever they are revised. There is a very active parental organisation, "The Friends of Newton Flotman". This raised £5000 towards the cost of a conservatory for Key Stage 1 and they then managed to persuade a Norwich charity to double what they had raised. This is typical of the very good involvement of parents in the life of the school. For example, volunteers help in class and the school's library. They help with swimming and sports and are about to renovate the school pond. They help with the summer holiday club, attend important assemblies, run the cycling proficiency and Saturday football clubs and are very good at providing transport for away matches. The headteacher and staff take pupils to the school entrance at the end of the day and often become involved in discussions there. The school is very approachable and parents take full advantage of this.
41. There is a good induction programme for new pupils, almost all of whom come from the local pre-school group. The group visits the school every term and this is very effective in promoting links with the school's Foundation Stage teacher and staff.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher provides very good and effective leadership. She leads by her very good example in the classroom and this is having the effect of improving teaching, raising standards and developing all the staff so that teaching is increasingly becoming more effective. There has been good improvement since the last inspection to the management of the school. Appointments to the school have strengthened the teaching since the last inspection and at the same time increased the capacity for the school to improve further. There is a determination, which is being greatly influenced by the inspirational leadership and personal dedication of the headteacher to help all of the pupils succeed. The headteacher balances her teaching time and management duties very well. She works closely with the staff and has established very good relationships with governors and parents. Planning is effective and the pupils are on course to achieve their learning targets. There are

effective assessment and monitoring systems in place to help the headteacher check how well the pupils are doing.

43. The headteacher has adopted a sensible approach to school development planning because of her large teaching commitment. The school development plan ensures that the school's priorities are known to staff and governors and they provide guidance for further school improvement. There has been good improvement since the last inspection in enabling the governors to play their full part in the development planning process. There is a development committee which is specifically assigned the task of formulating the school improvement plan with the headteacher. This is very good practice in that it leads to clear communication between governors and staff so that everyone connected with the school is clear about future priorities for further improvement.
44. The governors are knowledgeable and experienced and very committed to supporting the needs of the school and its pupils. They are involved in the work of the school, often helping in classrooms or leading assemblies each week. They provide very good and effective support. There are very good procedures in place that enable governors to monitor the work of the school. As a result, they understand clearly the strengths and weaknesses of the school and this helps to provide purposeful and focused support from governors. The headteacher has a planned programme for monitoring lessons during the year and this helps to inform governors about new initiatives, policies and schemes of work. Governors are linked to subject areas, for example, literacy and numeracy, and they visit classes to see how well the pupils are doing and to gain an insight into the work of the school. Governors are very clear about their role and have contributed well towards the priorities set for school improvement. Together with the headteacher, they have ensured that targets are being met and resources or staffing appointments have been carried out effectively.
45. There is a good match of appropriately qualified and experienced teachers and support staff to meet the demands of the curriculum. Temporary and part-time teachers were appointed to cover a class until a permanent appointment is made and to share a class with the headteacher so she can exercise her management duties effectively. Teachers are well supported by a non-teaching assistant who works very well with them to support pupils in the classroom. Newly qualified or recently appointed teachers are well supported. The headteacher checks and supports the teachers' planning and works closely with the staff to help and support but curriculum co-ordinators do not have sufficient time to monitor planning in their respective subjects. The school uses any local authority grants or funding to ensure that appropriate professional development needs are being met through the authority's in-service training programme.
46. The resources are adequate and well managed and the headteacher checks teachers' planning to ensure that there is appropriate work being done and that resources are accessible and available to the staff and pupils. There are some opportunities for staff to see the work being done in lessons but currently these opportunities are limited and are being developed further. Classrooms are clean and comfortable, offering a bright stimulating environment that greatly aids teaching and learning. The staff use the available space imaginatively and the pupils are very sensible when moving from one area to another. Computers are accessible to the pupils and these are used well to support information and communication technology. There are appropriate outside play areas, including a small space for children under five and the governors have advanced plans in place to extend this facility with a

covered area outside the classroom. The accommodation is adequate to meet the demands of the curriculum.

47. Financial planning is good and specific grants are used well. The governors are prudent in their budgeting. The school development plan is well set out, showing clear priorities for further improvement that are linked to budgets and projected costs. The well-established finance committee targets specific areas for development and ensures that spending provides value for money. The recommendations of the local authority audit have been acted upon. Good use is made of information technology to support the smooth running of the school. Regular reports from the headteacher inform governors of the progress being made towards achieving the priorities set out in the school development plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education further, the governing body, headteacher and staff should:

(1) Raise attainment in English further by:

- providing more planned opportunities to develop pupils' speaking skills;
- providing more opportunities for the pupils to read non-fiction books and extract information from texts and factual accounts;
- extending the range of writing that pupils undertake to include factual writing and note taking.

(Paragraphs: 2-4, 18-20, 57-58, 62-63)

(2) Improve the pupils' mental arithmetic skills by:

- teaching more strategies to help pupils calculate problems mentally and orally quickly;
- providing more challenge to mathematics lessons to extend pupils' thinking and use of numbers to solve real life problems.

(Paragraphs: 2-4, 18-19, 72; 74, 76-79)

(3) Provide more opportunities for curriculum co-ordinators to monitor planning and lessons.

(Paragraphs: 23, 38, 45, 86, 95, 98, 102, 107, 119, 128)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27	35	38	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	80
Number of full-time pupils known to be eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	23

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	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

As fewer than ten 11-year-old pupils took the National Curriculum tests last year the table of results is not published. The table below shows the results for 7-year-olds only because more than 10 pupils took the tests.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000			16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	14	13
Percentage of pupils at NC level 2 or above	School	75 (64)	88 (91)	81 (55)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	13	15
Percentage of pupils at NC level 2 or above	School	81 (73)	81 (91)	94 (100)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	74
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	16
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	96

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	231,649
Total expenditure	215,372
Expenditure per pupil	2,291
Balance brought forward from previous year	-2,738
Balance carried forward to next year	13,539

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	51	0	0	0
My child is making good progress in school.	46	49	3	0	2
Behaviour in the school is good.	33	51	10	0	6
My child gets the right amount of work to do at home.	44	44	10	0	2
The teaching is good.	62	33	0	0	5
I am kept well informed about how my child is getting on.	56	34	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	31	0	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	51	49	0	0	0
The school is well led and managed.	67	28	0	0	5
The school is helping my child become mature and responsible.	59	36	0	0	5
The school provides an interesting range of activities outside lessons.	59	28	10	0	3

Other issues raised by parents

Parents are particularly pleased with the warm relationships and positive ethos fostered by the school. Many choose to send their children to the school because of this. They have been particularly impressed with the management of the school and recent staffing changes. The pre-inspection meeting with parents was very positive. There is no significant area of disagreement from parents who responded to the questionnaire or attended the meeting.

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

48. The children are admitted to the reception class in the year in which they reach five years of age. Admission is staggered twice a year so that the children who are five years of age by February are admitted in September and the rest join the school in January. At the time of the inspection six children were in the reception year and, unusually, none were admitted in September this school year. Reception children are taught alongside Year 1 pupils. The results of initial baseline tests, which begin with home visits by the teachers prior to the children entering school, indicate that, while there is a wide range of pre-school experience within the class, attainment overall is below the standards expected of children of this age. Inspection findings indicate that the children have made good progress and most have reached the early learning goals and are now embarked on the early stages of the compulsory curriculum in all areas of learning. The Reception class has a favourable staffing ratio with one full-time teacher and a classroom assistant. The staff work very well as a team and plan work which is both appropriate and stimulating. They monitor closely all aspects of the academic and personal development of every child. The teaching is good overall with some very good lessons. The teacher and support staff ensure that all the children are involved in whole class and group activities. The teaching also ensures that there is a rich balance of directed and supported activities as well as free-choice times when the children can choose from a range of interesting and practical tasks. There has been good improvement since the previous inspection in 1999.

Personal, social and emotional development

49. The children make good progress in their personal and social development. Good relationships are established between the children, their families and the staff. Daily routines and rules form the basis for developing children's understanding of the organisation of the school and the wider community. Every morning before the registration period parents bring their children into class and stay with them and support them with reading and writing activities. This is extremely positive and effective as it settles the children into routines for the day and establishes very good links with the parents. There is a secure and caring atmosphere where the contributions of all the children are valued. The teachers use praise and encouragement and this contributes to the growth of the children's confidence and self-esteem. Children quickly learn to listen to instructions or to the views of others. They develop positive attitudes to learning, show pleasure in their work and seek to please their teachers and their peers. When they make mistakes they are encouraged to understand that they may not always get things right first time and that they should persevere. Expectations of behaviour are high and the staff are careful to apply the rules consistently, firmly and with kindness. The children's response to these expectations is excellent. They are able to work in a safe and stimulating learning environment. They walk around school sensibly and are well behaved. They line up for dinnertime, sit quietly during school assemblies and work in harmony during group activities. The teaching is very good in this area of learning and this has been maintained since the last inspection. Consequently, the children reach the early learning goals and have made good progress in relation to their prior attainment on entry to the school.

Communication, language and literacy

50. The children make good progress in this area of learning and the teaching is very good. During pre-registration time, the children search through phrases written on cards and, together with their parents and teachers, they sort them into statements and questions. This is a very good activity as it evokes discussion and language so that the children are provided with early opportunities to read and talk about words and phrases. The classroom assistant was observed during a very good language session where a group of Reception children identify initial letter sounds using letter fans. The children are learning early spelling rules and simple sound blends in words. The children have clearly made very good progress in their speaking and listening skills as they articulate what they find very clearly. They also make very good progress in reading as they recognise words, letters and sounds. There is a very clear emphasis in teachers' daily planning on developing spoken language and every opportunity is taken to encourage the children to listen and speak, both in a formal discussion setting and as they work in groups or in their imaginative play. Early reading skills are developed through the sharing of books and stories. As the children read together from 'big books' such as "The Hungry Monster", they are asked to look out for rhyming words and are able to predict what might come next or to suggest alternative words. They use pictures to tell the story in their own words. Work on letter sounds is imaginatively taught with the help of 'Croaker the Frog', (a soft toy) who is used to maintain concentration and causes much merriment. The classroom is equipped with an area where children are able to listen quietly to taped stories and there is an adequate supply of reading books available for use at all times. Books are taken home at the end of each day to share with their families and careful reading records are kept. Good progress is made in the early skills of writing. All the children are able to make marks and draw pictures whilst some are already able to recognise and write the letters of the alphabet and are beginning to construct simple sentences. The teaching is very good and well organised.

Mathematical development

51. The children are making good progress in the mathematical area of learning. Through rhymes, songs, stories and games they gain confidence in using numbers in everyday situations. They use a variety of apparatus to count to ten and are able to recognise numbers to ten and beyond. When working with the teacher they demonstrated a good understanding of coinage as well as counting in 2's, 5's and tens. The majority of children enjoy being asked to set out or explain a 'sum' on the board for the rest to solve. There are briskly paced, mental arithmetic sessions which provide enjoyment and stimulus. Teachers are careful to use correct mathematical vocabulary at all times and, as a result, the children have a sound understanding of terms such as 'taking away', 'adding on', 'counting on', 'counting back'. Children are taught to recognise and name simple shapes and are able to classify objects by colour, shape and size. The teaching is well planned and it enables the pupils to use resources with good practical activities to help them improve their knowledge of mathematics.

Knowledge and understanding

52. Progress in children's knowledge and understanding of the world is good. Much of the early work is based on the scientific and environmental aspects of this area of learning. This is helping them to make a good start learning to observe plants and the local area as well as explore their senses, for example, the children were observed during a good science session. They were blindfolded in groups and some children used their sense of smell, taste and touch to sort out different foods and

objects. The school grounds are a rich resource for learning and provide space for them to look at flowers and vegetation. The children respond with enthusiasm and join in the fun of exploration, especially when one child winces after tasting something 'salty'. The teacher prepares interesting and thought-provoking activities and resources. The 'feely bag' caused amusement as a group of children looked on with interest, trying to guess what might be hidden in the bag. The computer, located in the classroom is well used to practise basic keyboard skills and to provide programs which enhance their learning. The teaching is good because it is practical and provides 'hands-on' experiences for the children as they learn about the world around them.

Creative development

53. The quality of teaching in this area of learning is good and there are many opportunities for pupils to experiment with colour, texture and shape during artwork. The children are encouraged to listen carefully to music and in their music lesson demonstrate the ability to copy a simple rhythm by clapping and singing. Children enjoy joining in with action rhymes and songs. There are opportunities for imaginative play and dressing up. The children learn to use paint, crayon and other materials to draw, paint and sculpt. Good use is made of the computer to create simple pictures using a graphics program. Good use is made of percussion instruments as a prompt for music and movement lessons. This improves the children's listening skills and develops a good sense of rhythm in their movements.

Physical development

54. The children make good progress in the development of physical skills. They handle pencils, scissors and tools competently and, during play, move with increasing confidence and control. In their dance lesson, the teacher made very good use of Rousseau's "Picture of a tiger" as a stimulus for movement and improvisation. The children can undress themselves and move in a quiet, orderly line to the hall where they immediately showed a good awareness of space as they began work. They move safely, at speed, around the room and were aware of the need to respect the space of other children. Ideas flowed as the children worked on different ways of travelling around the floor and they showed great confidence when asked to demonstrate good ideas or skilful movements. There is good access from the classroom to an outside space where the children can use wheeled toys on which to practise their skills but there is no climbing frame. The outdoor area is not specifically designated for Reception children but there are plans to extend the area outside the classroom for this purpose. The teaching is good in this area of learning and it makes good use of the limited space and resources specifically available to children in the Reception year.

ENGLISH

55. Attainment in English is in line with the standards expected by the age of seven and 11 years of age. Attainment in reading by the time pupils are seven is average. This is reflected in the 2000 end of Key Stage 1 National Curriculum tests where standards were in line with the national average, though well above average when compared with schools with a similar intake. Attainment in writing by the time pupils are seven is also average, though last year's group of pupils in Year 2 achieved above average results in comparison to national averages and well above average results in comparison to similar schools. Standards achieved by the current Year 6

pupils are average, though the end of Key Stage 2 English results in 2000 were well above the average, both in comparison to national averages and similar schools. The interpretation of tests results between years must be treated with caution as in some years the proportion of pupils with special educational needs (SEN) varies and influences the overall standards achieved by the school. There is also variation in the numbers of pupils taking the tests, for example, last year less than ten pupils took the national tests in Year 6, whereas the current cohort is larger. This year, there is a greater proportion of SEN pupils than last year and this partly explains the difference in standards. Over the last two years, English standards have been rising at a higher rate than the national trend. There has been good improvement since the last inspection.

56. Standards in reading and writing at the end of Key Stage 1 have improved since the last inspection, with improvement being in line with the national trend. Standards in English at the end of Key Stage 2 have likewise improved since the last inspection with improvement being faster than the national trend.
57. Pupils' attainment upon entry into Year 1 is average. Pupils then go on to make satisfactory progress throughout both key stages. The pupils' speaking and listening skills by the time they are seven are average overall. Teachers in Key Stage 1 provide pupils with regular opportunities to develop their oral skills, principally through question and answer sessions at the beginning and end of lessons. The large majority of pupils are good listeners and are keen to make an active contribution to oral activities. Many pupils are confident in their ability to express their ideas in clear extended sentences. In contrast a minority of pupils still lack confidence in their oral skills and take a passive approach to speaking and listening activities. Most teachers respond well to this issue by asking direct questions to these reluctant speakers and ensuring that that they make a full contribution to lessons.
58. The pupils make satisfactory progress in their oral skills as they move through Key Stage 2 with regular opportunities for pupils to discuss their work both with their friends and with their teachers. There are few opportunities however for pupils to explore speaking and listening as a discrete English attainment target. Role-play and educational drama does not make a significant contribution to pupils' oral skills in Key Stage 2. Pupils' speaking and listening skills by the time they are eleven are in line with those expected for their age.
59. Reading is well taught in Key Stage 1, with the majority of pupils developing satisfactory phonic skills by the time they are seven. The school uses a satisfactory commercial reading scheme, and utilises guided reading activities in an effective manner to promote pupils' reading for understanding. Pupils with identified reading concerns receive good support from teachers and classroom assistants. The home-school reading scheme makes a positive contribution to pupils' reading skills with the majority of pupils becoming free readers by the time they are seven. Reading at seven is average.
60. Pupils continue to make satisfactory progress as they move through Key Stage 2. The majority of reading in school however is concerned with the reading of poems and stories with few opportunities for pupils to read and explore factual materials on a regular basis. A number of pupils regularly borrow books from the mobile library and school library and also receive books as gifts. Although reading overall is average by the time pupils are eleven a significant number of pupils read regularly at home and

display high order reading skills. Pupils in both key stages display good library skills when finding information from reference books.

61. The pupils' attainment in writing by the time they are seven is in line with the standards expected for their age. Handwriting is well taught by teachers, though pupils' writing skills vary considerably. Pupils are given regular opportunities to write about events in their lives, and re-tell in a written form the stories read to them in class. Pupils also produce simple instructional essays, on how to make a cake or sandwich for example, and produce short poems and letters to their friends. By the time they are seven the majority of pupils understand that capital letters and full stops demarcate sentences, though some low attaining pupils use them in an inconsistent manner. Pupils develop an understanding of basic spelling skills and sentence structure. High attaining pupils produce well-presented work for their age and are able to use more complex punctuation skills to indicate direct speech.
62. Pupils continue to make satisfactory progress in their writing skills as they move through Key Stage 2. They develop an understanding of basic English skills and use them well in practice. They produce some interesting book reviews, create imaginative poetry and write informal letters to their friends and letters of complaint to companies. Pupils also write good imaginative essays, often with few or no mistakes. High attaining pupils are able to write at length. All pupils write in ink in Key Stage 2, and most writing is joined and well presented. The majority of writing activities in the main however are of a literary nature with limited opportunities for pupils to respond to factual materials. Whilst occasional opportunities are provided for pupils to respond to pre-twentieth century literature and literature from other cultures, these opportunities are too few and pupils do not regularly write for different purposes, in different styles and with a number of audiences in mind.
63. Although pupils plan their work, and in some cases use a rough book prior to writing activities, there is little or no change in their written pieces of work, and opportunities are lost for pupils to use the all important strategy of drafting and re-drafting in order to improve upon their initial efforts in terms of more interesting content and more imaginative and exciting use of language. There are few opportunities for pupils to write in an extended manner across the curriculum.
64. Pupils with special educational needs (SEN) make good progress across both key stages. They are well supported in lessons and their learning targets are appropriate to enable them to achieve well in relation to their prior level of attainment. This is an inclusive school which provides in-class support so as not to isolate SEN pupils and at the same time involve them in all school activities.
65. The majority of pupils in both key stages approach their work in a positive manner and are prepared to work with sustained concentration. The pupils work well when engaged in paired activities, and enjoy the opportunity to take control of their own learning and work in an independent manner when provided with the opportunity to do so. A small minority of older pupils in the juniors display some challenging behaviour on occasions, which impacts on both their own and other pupils' learning. Teachers usually deal this with in an appropriate manner and there are good procedures in place to modify and improve their attitudes and behaviour during lessons.
66. The quality of teaching is good. In the lessons observed, it was good in a quarter of lessons, and very good in a half. This good standard of teaching is having a positive

impact on pupils' learning and achievement. Teachers interpret and use the framework of the National Literacy Strategy (NLS) in an effective manner. Lessons are always well planned and organised, with learning objectives being shared with pupils. Enlarged texts are used well to promote reading skills and to extend pupils' knowledge of basic English. Teachers use good open-ended questions to extend pupils' knowledge and understanding. All group activities are matched to meet the needs and abilities of pupils in the mixed age classes. Good use is made of time and resources, with lessons generally being brisk and purposeful. The final part of lessons is well used to share and celebrate what pupils have achieved and to assess their understanding. Classroom assistants make a very positive contribution to pupils' learning.

67. Where the teaching is very good, teachers display personal enthusiasm for the work in hand, have high expectations of pupils, and provide them with challenging group activities which match their abilities and are relevant to their age. All this produces a well-paced and active lesson where pupils work willingly and hard to please their teachers and meet the lesson objectives. In satisfactory lessons, the principles of the NLS are well used to support pupils' learning, but during independent and group activities there is less attention to improving pupils' recorded work or ensuring that they complete tasks on time. Good and very good English lessons, have clear targets which are made known to the pupils and there is more urgency resulting in better pace and challenge for all the pupils.
68. There is an effective curriculum policy for the subject, with the school using the local authority's adapted National Literacy Strategy documentation as its scheme of work. The school uses a good range of assessment procedures to inform teachers' planning and to assess the pupils' progress. All pupils have identified targets for improvement in the subject. English is managed by a well-informed co-ordinator who has already put into place a range of strategies and practices to help raise standards of attainment. When they are securely embedded in current practice the school will be in a strong position to move forward and raise standards further.

MATHEMATICS

69. By the ages of seven and eleven pupils achieve standards expected for their age in numeracy and all areas of mathematics. These are reflected in both what is seen and in what has been tested. When last year's National Curriculum test results are compared with those of similar schools results are high. Standards are improving and since 2000 there has been an increase in the proportion of eleven year olds reaching and exceeding the standards expected for their age in national tests. However, there are variations between years and the current Year 6 pupils have just reached average standards compared with the high levels achieved last year. Test results need to be interpreted with caution because each cohort of pupils is very different as there is variation in the proportion of pupils with special educational needs from year to year. However, standards are still not as high as they should be and teachers do not always expect enough of the pupils, especially in relation to the teaching of mental arithmetic. There is no marked difference in the performance of girls and boys. Pupils with special educational needs are supported well and make good progress. There has been good improvement since the last inspection.
70. By the age of seven, the pupils have a sound knowledge of place value but they have limited strategies for quick mental calculations. They are able to multiply using numbers up to 10. They know some of the properties of two-dimensional and three-

dimensional shapes and use measuring instruments accurately. They identify simple lines of symmetry and understand clockwise and anti-clockwise orientations.

71. By the age of eleven, the pupils work out calculations in their heads but not quickly or with ease. They understand fractions and are able to apply appropriate units of measurement, for example when asked to measure an exercise book they suggested using centimetres and suggested millimetres when discussing how thick each sheet of paper is. They measure angles on a straight line and know the mathematical terms for acute, obtuse and reflex angles. They also solve problems based on the points of the compass. The pupils are able to plot two digit co-ordinates on a grid, using positive and negative numbers. They are encouraged to check results and make sensible estimates. Opportunities to apply their knowledge in solving real life problems is a regular feature in lessons. This is having a positive impact on their learning as they are developing an increasing understanding of the application of mathematics to a range of problems.
72. While the quality of teaching and learning in mathematics throughout the school are satisfactory overall they could be better. Marking is thorough and there is evidence that teachers discuss with pupils difficulties identified in their work. In the lesson seen in Years 1 and 2, the teaching was satisfactory. In Years 3 to 6 the teaching varied from satisfactory to good. The pace of learning for older pupils in Year 2 and Year 6 is slower than in other groups and pupils do not always make the progress expected for their age and ability. The analysis of pupils' work revealed that the demands made on pupils are often too low. This is partly because tasks frequently consist of completing a worksheet that limits opportunities for pupils to fully develop the independent skills necessary to record or investigate their work.
73. In good lessons, teachers expect pupils to work hard and at a brisk pace. They are encouraged to solve problems in their own way and use apparatus for tasks that make them think hard. For example, in a successful lesson older pupils drew shapes within shapes on a grid and correctly plotted the co-ordinates. The pupils in Year 4 investigated equivalent fractions using pictures of pizzas that were divided into different fraction parts. This lesson was successful because of the high quality of the resources and the challenge of the task.
74. In the least successful lessons the work was too easy, the pace was slow and pupils became more concerned with filling in worksheets than the mathematical content of the lesson and, as a result, the behaviour deteriorated.
75. Teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively. They share their learning objectives with pupils at the start of a lesson, after the main task there is a plenary session that is used to share what pupils understand and can do. This is good practice. Teachers plan tasks suitable for the needs of all pupils and identify opportunities for checking what pupils need to do next. The use of clear questions at the end of sessions to assess what pupils have understood is a good feature of teaching. The teachers use a good range of mathematical vocabulary and this results in pupils being able to explain their work using the correct terminology.
76. The pace and enthusiasm with which the oral and mental sessions are delivered are much brisker in Years 3 and 4 where pupils enjoy the challenge and are beginning to develop mental agility. The main teaching activities involve pupils practising their skills and in this part of the lesson teachers manage pupils and resources well.

However, activities that are based solely on worksheets do not encourage pupils to think for themselves.

77. In all areas of the school pupils use information and communication technology to develop mathematical knowledge, skills and understanding. The pupils use mathematics to help learning in other subjects. For example, the pupils are involved in numerical work when drawing graphs and taking accurate temperature readings in science and geography.
78. Teachers use informal observations and regular tests to check what pupils have learned. They record progress and use the results of national tests and other test materials to track pupils' progress from year to year.
79. The school has made good progress since the last inspection. The headteacher who is also the subject co-ordinator has a clear understanding of the quality of teaching and learning in mathematics and has identified appropriate priorities for development. Standards are rising above the national trend. The ability of pupils to perform speedy and accurate mental calculations was a concern at the last inspection and is still an area for development.

SCIENCE

80. The pupils' attainment in science is in line with the national average at the age of 7 and 11. Compared with last year's (2000) national test results this gives the impression of falling standards. However, the results must be treated with caution because less than ten pupils took the tests for 11-year-olds last year and there are too few pupils taking the tests this year to draw simple comparisons between years. It is clear that over the last few years standards are rising above the national trend. The teacher assessments of the pupils' attainment at the age of 7 in 2000 showed the pupils to be well above the national average. The 2000 national tests for 11-year-olds indicated that the pupils achieved well above average results. It also acknowledged that the group of 11-year-olds achieved well in their test results and the parents and school were particularly pleased by their results. The attainment of the pupils in science is rising and is currently in line with those expected at the end of each key stage. The improvement of assessment procedures in the school has enabled teachers to target their lessons better. Further gains and improvements in the writing up of experiments have also helped teachers to raise pupils' achievement in science. At the time of the previous inspection standards in science were also average for 7 and 11-year-olds and on the whole standards have been maintained.
81. In all classes there is no significant difference in the performance of boys and girls. The pupils with special educational needs are supported effectively by their class teachers and the learning support staff. They work alongside the pupils in the class and they make good progress in developing their scientific skills in relation to their abilities. The science curriculum is well planned to ensure that the pupils have many opportunities to plan, predict, observe and consider what has happened during their investigations. All areas of science are given appropriate coverage and the pupils are given opportunities to consolidate and extend their learning.
82. During the inspection a limited number of science lessons were observed in both key stages. The quality of teaching in the infant classes ranged between satisfactory to good. Only one lesson was seen in the juniors and this was of high quality. The teaching promotes good observational skills and practical activities. For example, in the Year 1 and 2 class the pupils have been investigating food groups and planning

what types of food are appropriate for healthy and active living. The pupils recorded their findings carefully and set these out as a meal plan so that they understood what constitutes a balanced diet. The pupils in Years 3 and 4 have investigated light sources and the effect the sun has on shadows as the earth turns. Good observational skills have enabled the pupils to identify how shadows change shape as the sun appears to move in the sky. Here the class teacher had provided a wide range of resources for the pupils to use, including materials for the pupils to predict whether light can pass through or not. Consequently the pupils made good progress using scientific vocabulary, such as opaque, translucent and transparent.

83. The teachers plan their lessons well and ensure that the pupils are fully involved in their learning, this ensures that they understand how to organise a fair test. For example, junior pupils know that to make a test fair there has to be a constant use of measurements which can be compared in different situations. In their workbooks the pupils have undertaken experiments using cars and a variety of slopes to gain an insight into the need to ensure that accurate measurements and consistent accuracy in the placing of cars on the slope did not in any way distort the results of their test when investigating friction and forces.
84. The pupils throughout the school develop their skills well in observing, recording and explaining their observations. The pupils extend their scientific knowledge through a range of interesting contexts. In Year 3 and 4, the pupils can use symbols to represent different types of material in their diagrams. The pupils considered what might happen at the beginning of the investigation and then explained their results commenting on whether it was what they anticipated or not. The pupils are encouraged to use the correct scientific terms and vocabulary in their work. Written explanations of the experiments are well promoted by the class teachers but it is clear from the workbooks that some of the less able pupils find recording their findings difficult.
85. In Years 5 and 6, the pupils extend and develop further their scientific enquiry skills and learn about a wide range of subjects. Computers are used by the pupils to create simple databases to represent findings in tables, charts and graphs. The teachers ensure that the pupils are fully involved in their work and consider their findings of their experiments carefully. Pupils work well collaboratively. For example, in the infant lesson seen the pupils worked happily in their groups sorting foods into healthy and unhealthy options. Experimentation and investigation are used well by teachers to ensure that the pupils achieve well and they provide a wide range of experiments for the pupils to explore. For example, in the experiment on light sources and shadows, the pupils found through careful experimentation that altering the position of the source of light had an impact upon the shadow produced.
86. The co-ordinator works hard to encourage and support other teachers. She has introduced a new scheme of work and carefully matched the school's resources to the scheme. She has observed teachers teaching science and has discussed strengths and areas for development with colleagues. The co-ordinator has identified a wide range of new initiatives which are planned to encourage and promote science throughout the school but has not had enough opportunities to monitor planning or lessons. There is a good range of resources in the school and the school has many opportunities available in the school grounds for investigation and enquiry. Good progress has been made in science since the last inspection.

ART AND DESIGN

87. It was only possible to observe three art and design lessons during the period of the inspection. These lessons plus a scrutiny of art work around the school and teachers' planning documents indicate that pupils make satisfactory progress in this subject and achieve standards in line with expectations for their age. Pupils with special educational needs also make satisfactory progress in the subject.
88. Pupils in Year 1 and 2 develop good drawing skills, as through the use of mirrors, they draw pencil sketches of themselves. The good progress in this lesson was much influenced by the teacher's good introduction to the lesson as she provided pupils with the opportunity to explore and consider portrait work by such artists as Laurantec, Modigliani and Picasso. This provided a useful stimulus for pupils' own efforts and contributed to good learning. Pupils' completed portraits were then used to good effect to make collage masks of themselves using stiff card and a range of wools and materials. Pupils displayed real interest in their artwork throughout the lesson and worked with sustained concentration.
89. Pupils' very positive attitude to their artwork was observed once more in a Year 3 and 4 class as they engaged in a range of challenging art activities using a number of materials and techniques. Good links between art and history were observed as pupils designed and drew Egyptian coffins using bright pastels colours, whilst pupils in another group produced some imaginative Egyptian collars using coloured pulses and pasta shapes. A third group of pupils considered the technique of pointillism, painting pictures with dots, following on from their consideration of the paintings of Seurat. The very good progress in this lesson owed much to the class teacher's personal enthusiasm for the work in hand, her very good classroom organisation and management, and her ability to create a motivating and animated working environment in which good learning could take place.
90. More detailed artistic skills were seen in Year 5 and 6 as pupils developed observational drawing skills as they drew a number of geometrical objects and musical instruments. The focus during this lesson was on the development of shading techniques and the impact of light on different surfaces. This is a demanding skill and requires sustained concentration. Whilst the majority of pupils were prepared to give their work their full attention a minority of boys with identified behavioural problems had low levels of concentration and failed to give their work the attention it deserved. The situation was not helped by the fact that the lesson lasted for nearly ninety minutes, a long time for some pupils to devote to one activity
91. The scrutiny of work reveals that pupils are provided with the opportunity to make satisfactory progress in their artwork across both key stages. Pupils explore a range of art skills and techniques, though ceramics and textiles are undeveloped and remain areas for development. Regular opportunities are provided for pupils to explore the works of a number of great artists, and use this experience both to create their own pictures and to work in their styles. The pupils explore computer-generated art, produce some imaginative collage work, and engage in stencilling and printing. They are provided with the opportunity to work in a collaborative manner as they contribute to some very colourful large-scale murals and wall hangings and art projects. A noticeable example of this is the very imaginative 'jungle' on display in the library area of the school.

92. Good links exist with other areas of the curriculum, in particular with history, with the focus always being on using history as a stimulus for artwork and the development of skills, rather than simply supporting the subject.
93. Occasional opportunities are provided for pupils to visit public collections of art and use this as a stimulus for their own work. A good example of this was a visit to the Art Centre at the University of East Anglia. Pupils' observations of the work of Henry Moore resulted in some good three-dimensional work on animals and imaginary figures.
94. It is not possible to make a secure judgement on the quality of teaching in each of the two key stages on the basis of the limited number of lessons observed. Lessons however are well prepared, organised, managed and resourced. Good use is made of time with teachers ensuring that pupils stay on task and focus on the skills to be learned. Classroom assistants are used in an effective manner to support pupils' learning. The final part of lessons is used well to share and celebrate what pupils have achieved.
95. There is a policy for the subject and an effective scheme of work. The subject makes a valuable contribution to pupils' cultural development, with the bright and imaginative artwork around the school contributing to the welcoming and attractive atmosphere of the building. The management of the subject is satisfactory but more needs to be done to provide more opportunities for staff and the co-ordinator to see lessons, especially where best practice exists.

DESIGN AND TECHNOLOGY

96. Only one design and technology lesson was observed during the inspection, providing insufficient evidence on which to make secure judgements on the quality of teaching or learning in the infant classes. However, a scrutiny of samples of work produced throughout the school, photographs and discussions with teachers and pupils, indicates that pupils in both key stages undertake an appropriate range of activities in which they design, make and evaluate products. Most pupils, by the age of seven and eleven, are achieving appropriate standards expected of their age groups. This judgement, although similar to the judgements at the last inspection for the 7-year-olds, is an improvement for the 11-year-olds as the standards they achieve are in line with those expected for their age. In the last inspection the pupils made unsatisfactory progress in the junior classes. Currently, the pupils make satisfactory progress throughout the school, including those pupils with special educational needs.
97. Year 5 and 6 pupils designed and made 'fairground models' as part of their topic about mechanisms. This was a good and effective lesson, enabling the pupils to plan in groups and investigate the most suitable structure, materials and mechanism which could replicate a fairground scene. They also designed and made a variety of models and structures and then evaluated these to improve what they made. They talked about how they had planned their designs, how they had made them using different materials and the various ways in which they joined them. They shared the difficulties they had encountered and what improvements they would have made. Good use was made of computers to enhance one particular model when a group of pupils used a sound generating program to use with their model.

98. The school has an appropriate policy which the school has plans to revise in line with the National Curriculum 2000. It has adopted the government-recommended planning aids which help teachers to build on pupils' skills progressively as they move through the school. There is a good range of resources for the subject which are well managed. The co-ordinator does not have enough opportunities to monitor planning or see other lessons.

GEOGRAPHY

99. Standards in geography are in line with those expected by the end of both key stages. The pupils make satisfactory progress. This has been maintained since the last inspection. One lesson was seen during the inspection. Further evidence was gained from pupils' workbooks and their work on display as well as discussions with pupils and teachers.
100. By the age of seven, the pupils have a good knowledge of local places. Pupils in Year 2 can give accurate directions from the school to their house and to other significant places in the village and immediately outside the village. They draw their own maps of how to get to school. All pupils are developing a concept of travel that is extended through a project on 'Percy Penguin.' A world map displayed in the open plan library area plots the journeys of 'Percy Penguin' who travels with different people connected to the school as well as on school visits. This enables pupils to learn about other countries and places and feel a sense of personal involvement. For example, younger pupils are confident in locating countries that have been visited on a world map. They are eager to talk about and identify Australia, the home of one of their teachers.
101. Pupils in Years 3 and 4 have made good progress on their project to improve the school grounds as viewed from their classroom. The success of this project is due to good teaching with a strong emphasis on fieldwork. Older pupils have an understanding of where we can find water and how it gets where it is needed. Collecting local and world-wide news has led them to develop their understanding of different places and environments in their locality and within this country. A study of weather has helped them to extend their geographical skills and vocabulary. They attached weather symbols to a blank map of the British Isles and wrote a script for their own weather forecast in the style of the TV broadcaster, Michael Fish. A video of the previous night's weather forecast proved to be a very effective resource because it was associated with their everyday life.
102. The school has adopted a scheme of work that provides detailed guidance for teaching and for the development of pupils' geographical skills. The recently appointed co-ordinator has identified areas for development that include closer monitoring of teaching and learning and assessments of pupils' progress in order to improve attainment in geography. These priorities were identified as areas in need of development by the last inspection.

HISTORY

103. Standards in history are in line with those expected by the end of both key stages and reflect those of the previous inspection. Pupils in both key stages make satisfactory progress. Too few lessons were seen for a judgement to be made about the quality of teaching. The last report, again based on limited evidence, judged attainment to be in line with national expectations. Evidence from the samples of pupils' work, discussions with staff and pupils and displays around the school indicates that standards have been maintained.
104. By the age of seven, the pupils develop their knowledge and understanding of the lives of people in the past. After watching the video 'Mrs Brown' pupils are able to imagine and talk about the differences between seaside holidays in Victorian times and the present day, for example they discussed differences in swim wear and the segregation of men and women bathers. Year 2 pupils are able to recognise things that are different when they sort photographs and pictures into past or present and also identify seaside amusements that are similar, such as donkey rides and the building of sandcastles. They are able to place the Victorian era in the appropriate time period between 1850 and 2001. This work is successful because the teacher has a grasp of the subject, as shown by the questions that challenge pupils and the effective use of the video and other photographic evidence.
105. At both key stages, the pupils' sense of time is developing well. In Key Stage 2 pupils are able to talk about Henry VIII and his wives, making comparisons with the role of women today. Year 4 pupils are able to suggest reasons for the break up between Henry and Rome. They contrast the self-indulgent life style of the king compared with the poverty of ordinary people during Tudor times.
106. Older pupils discuss the rights of women to vote and the inequalities in Victorian society that resulted in the forced labour of very young children. Through a study of the life of John Lennon they understand his impact on popular culture and entertainment, for example the influence of the Beatles on hairstyles, changes in technology that made music more accessible with smaller and cheaper radios and records. Pupils use primary sources and personal enquiry well to interpret and assess the impact of people and events on societies throughout history.
107. The newly adopted scheme of work, provides a structure that supports teaching, ensures continuity in learning and helps to develop pupils' skills. There is very little monitoring of teaching and learning in the subject and systems for tracking pupil progress in history are in the early stages of development. However, the recently appointed subject leader has a clear understanding of what needs to be done in order to raise standards of attainment in history and has identified appropriate priorities for development. Resources are satisfactory and supplemented by loans from the local library.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. Standards in information and communication technology (ICT) have improved since the last inspection. They are now in line with those expected for pupils aged 7 and 11. The school has improved its provision of ICT by increasing resources and introducing modern technology like the Internet, electronic mailing and the use of a digital camera to produce photographic images on computers. The pupils, including those with special educational needs, are provided with good opportunities to use

computers and other new technology and this enables them to make good progress in every strand of the ICT curriculum.

109. In Years 1 and 2, the pupils make good progress using a word processing program to type in and correct or rearrange text. They also make good progress using a programmable robotic device. They are learning simple programming skills to manoeuvre the device through simple pathways. Tasks become more demanding as the pupils become familiar with the range of programs available and there is evidence of pupils' printed work showing that they have made good progress using word processors to write stories, make lists and factual accounts and are beginning to combine text and graphics.
110. Junior pupils continue to make good progress. As a result, attainment is in line with that expected for their age with some good examples of word processing, graphics and a combination of desktop publishing skills to combine pictures and text. Year 5 and 6 pupils have made good use of the Internet to investigate and search for information. The digital camera is used well to produce images and records of pupils' work across a range of subjects. The school is continuing to improve the work that pupils do by combining ICT work with the work done across a range of subjects and topics. There are good links with mathematics, science, geography and history work, for example, where older pupils use their mathematical knowledge to write simple routines using a program called "Super Logo".
111. Very little direct teaching was observed during the inspection but what was seen was good. The school provides a balanced and effective programme of ICT and teachers have increasingly become accustomed to planning work which will enhance and extend the pupils' learning in many subjects. This is also having a positive effect on the professional development and competence of the staff. As a result the pupils enjoy using computers, tape recorders, robotic devices and cameras as part of the school's curriculum which is helping to extend and enhance the tasks provided for them. The pupils are able to self-correct, edit and re-organise text; use graphics and control technology; and older pupils use spreadsheets and data handling programs.
112. The subject is well managed and organised and there have been significant improvements to the level of resourcing and the deployment of computers and other technology across the school. Resources are matched to the needs and capabilities of the pupils. Teachers are undergoing continuous training and this has ensured that spending on new resources is efficient and is improving standards. The school has recently improved its computer resources significantly and at the time of the inspection new software and machines were just being connected and used to support some lessons. The staff have the capacity to improve the curriculum further and the use of ICT is beginning to enrich the activities that pupils do in many subjects.

MUSIC

113. Although it was only possible to observe a limited number of music lessons during the period of the inspection, these lessons, plus pupils' singing at assemblies and attendance at choir practice indicate that the pupils make satisfactory progress in their music skills in both key stages and achieve standards in line with the expectations for their age. Progress and attainment of individuals with special educational needs are in line with all other pupils.

114. Pupils in Years 1 and 2 sing previously learned songs with enthusiasm and are able to identify and hold the beat of the music. They are able to clap out the beat of songs, and accompany them by appropriate gestures and hand movements. Pupils learn new songs and are able to create new lyrics for songs with repeated phrases.
115. Pupils in Year 2 display good recorder skills, they have good sight reading skills, have an effective knowledge of formal musical notation and play in a very tuneful manner. The good progress made in the lesson observed owed much to the teacher's own knowledge and skills in recorder playing, and the pupils' ability to work with real self-discipline and sustained effort
116. Sound progress in singing skills was observed in Years 5 and 6 as pupils engaged in a commercially produced music workshop 'Lights, Camera, Action'. Pupils listened to the taped story with interest and were prepared to sing with enthusiasm when called to do so. Whilst lessons, assemblies and choir practice reveal that pupils sing with interest and enthusiasm, they have yet to develop more complex singing skills, singing in rounds or in harmony for example.
117. The quality of teaching in music is at least satisfactory, and occasionally good. Lessons are well planned and organised, with effective use being made of commercially produced materials. Whilst pupils are provided with the opportunity to listen to and appreciate music, both within lessons and assemblies discussions with pupils revealed that there are few opportunities for pupils to compose and perform their own music.
118. There is a flourishing choir and a recorder group. The school offers specialist teaching for brass instruments. Opportunities are provided for pupils to utilise their singing skills in a number of musical productions. The whole of Key Stage 1 took part in a nativity musical at Christmas, whilst all pupils in Key Stage 2 were involved in the musical production of 'Resurrection Rock' at Easter of this year.
119. There is a policy for the subject and an effective scheme of work to support teachers in their planning of the subject. The subject is led by a well-informed co-ordinator, though monitoring is not sufficiently clear or focused. Standards in the subject have been maintained since the previous inspection.

PHYSICAL EDUCATION

120. Standards are in line with those expected at the end of both key stages. Standards in swimming are satisfactory by the end of Key Stage 2. Year 1 pupils demonstrate an ability to focus on the main learning objectives, for example, improvising movements related to that of a tiger as they explore space and change body shape and direction. They work well as a group avoiding collision as they move around the hall at different levels to show how quickly they can 'pounce' like a tiger, or 'crawl and prow'. Their ability to be imaginative when exploring space is good and they can sustain concentration as the teacher uses different sounds and prompts to create mood and change the focus of their movements. In a very good dance lesson in the juniors, Year 3 and 4 pupils were making very good progress learning country dances. They have become adept at the different steps and styles of country dancing because the teaching is very motivational and the pupils enjoy these lessons very much. They try hard and show maturity as boys and girls dance together using complex wheels, jigs and movements in time to the recorded music.

121. The teaching is good with some very good practice. All lessons are carefully planned with appropriate learning objectives. Lessons are well structured, with a good pace. They set high expectations and suitable exercises which challenge the pupils. For example, the dance lesson was very active and this was improving the pupils' level of exercise. Routines are well established and pupils respond by being self-disciplined and well organised. Pupils listen very well to lesson introductions. Teachers use pupils well to demonstrate examples of good practice. For example, in the infant movement lesson, the teacher asked half of the class to watch while the rest performed. This provides opportunities for the pupils to evaluate each other's performance and suggest improvements.
122. Physical education is well managed and facilities are good. The hall is spacious and teachers organise its use very well. Resources are good and well maintained. Good use is made of the extensive outdoor areas and school field. The school also provides a good balance of competitive and non-competitive sports and games outside lesson times.

RELIGIOUS EDUCATION

123. During the inspection two complete lessons were seen in religious education and both were in Key Stage 1. Standards achieved by pupils at the age of seven are in line with those that are expected by the Norfolk Agreed Syllabus. This is the same as the last inspection. By the age of eleven pupils also achieve standards that are in line with expectations, which is a drop in standards since the last inspection. The pupils in the school are achieving appropriately, including those with special educational needs.
124. The quality of teaching seen was at least satisfactory with some good features. In Class 1, good questioning and effective use of resources reminded pupils of the ceremony of Christening helping them to relate it to their own experiences. The teacher skilfully manipulated 'cut out' pictures to reinforce their knowledge of the rituals involved in a church Christening. She was sensitive in explaining the symbolism of the white robe and the water in the font. The pupils responded well and showed understanding of why Christening is an important part of belonging to the family of the church.
125. Pupils in Years 3 and 4 were able to talk about their visit to Norwich Cathedral and identify differences between the rituals of worship in a cathedral and their local church. Older pupils readily recall their experiences when visiting the local church. The pupils respond thoughtfully when asked to give reasons for various aspects of a church service. For example, pupils suggested that confession was a way of saying sorry to God for past behaviour and songs were to say thank you for present blessings. They examined a family church service programme, identified aspects of worship discussed earlier in the lesson and talked about 'worship' as 'worth ship'. The support of a member of the local church and good resources helped pupils develop a sound knowledge and understanding of the idea of belonging to a religion.
126. The subject makes a good contribution to spiritual development as younger pupils follow the animated enactment of the Christening ceremony with interest and reflect on the meanings of these practices. All pupils are able to make connections between Christian ceremonies and aspects of the ceremonies of other faiths. For example, pupils in Year 2 were able to give well-reasoned explanations of why they compared the Jewish ceremony of Bar Mitzvah with Christian baptism. Teachers use artefacts to

help pupils learn about the religious signs and symbols used by Christians, Jews, Buddhists, Hindus and Muslims.

127. Lessons and teachers' plans, as well as the work displayed and in pupils' books, show that teachers provide a balanced religious education programme based on good subject knowledge. In the most successful lessons the teachers' expectations of pupils' behaviour is explicit and they spend little time on the management of pupils. In a lesson with older pupils the teacher's strategies were not so effective and this resulted in a loss of teaching time during the main activity.
128. The co-ordinator is knowledgeable about the subject. She has ensured that planning complies with the locally agreed syllabus. However, there is little monitoring of the subject and there are no guidelines to help staff plan at different levels in mixed year classes in order to ensure progression. This limits the progress that pupils make, especially in Key Stage 2. Opportunities for pupils to write personal accounts of their experiences are missed because of the heavy use of worksheets. The co-ordinator has identified priorities for development that include systematic monitoring of the progress made by pupils.