

INSPECTION REPORT

SUTTON V.C. C.E. FIRST SCHOOL

Sutton, Norwich

LEA area: Norfolk

Unique reference number: 121058

Headteacher: Mrs. P. M. Andrews

Reporting inspector: Colin Henderson
23742

Dates of inspection: 4 – 6 June 2001

Inspection number: 225140

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary Controlled
Age range of pupils:	4 to 8 years
Gender of pupils:	Mixed
School address:	Denise Close Off Laxfield Road Sutton Norwich
Postcode:	NR12 9QP
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. J. Hopes
Date of previous inspection:	3 – 14 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23742	Colin Henderson	Registered inspector	Science Information and communication technology Geography Physical education	What sort of school is it? How high are standards? a) the school's results and achievements How well are pupils taught? How well is the school led and managed?
9708	Sylvia Daintrey	Lay inspector		How high are standards? b) 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?
20009	David Cann	Team inspector	English Foundation Stage Music Equal opportunities	
17852	Lawrence Moscrop	Team inspector	Mathematics Art and design Design and technology History Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sutton Church of England Voluntary Controlled First School is situated in the village of Sutton, near Stalham on the Norfolk Broads. It is smaller than the average primary school. It currently has 81 pupils on roll (34 boys and 47 girls) which is smaller than at the time of the last inspection. Most pupils come from owner-occupied or rented housing in the nearby village, although one in four pupils come from outside the school's catchment area. The pupils are of white, United Kingdom ethnic background. There are no pupils for whom English is an additional language. This is below the national average. There are 12 pupils (15 per cent) on the school's register of special educational needs, with a range of physical and learning difficulties. This is below the national average. One has a specific statement of need. Just under ten per cent of pupils are entitled to free school meals which is below average for this type of school. Attainment on entry is in line with national expectations.

HOW GOOD THE SCHOOL IS

Sutton Church of England V.C. First School is a caring, supportive school community in which teachers successfully encourage pupils to have very good attitudes to learning. Standards have improved over the last three years in the national tests for seven year olds, especially in reading and writing. They are broadly in line with the national average. Teaching is sound, and often good or very good. The leadership of the headteacher, working with a supportive staff and governing body, has been effective in maintaining a caring approach. A strong focus on raising standards of attainment is not yet effectively established. The school uses resources efficiently and gives sound value for money.

What the school does well

- Pupils have enthusiastic attitudes and their behaviour is very good.
- The provision for pupils' spiritual, moral, social and personal development is good and promotes very good relationships and good personal development.
- The procedures for promoting pupils' care and welfare are good.
- The arrangements for pupils with special educational needs are good and these pupils make good progress.
- The school has a good partnership with parents.

What could be improved

- The consistent quality of teachers' planning.
- The use of assessment procedures to ensure that pupils, especially the more able, are challenged effectively to build on prior learning.
- The involvement of staff with subject responsibilities in monitoring and evaluating rigorously the quality of teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound improvement since the last inspection in March 1997. Good progress has been made on some issues, for example, meeting curriculum requirements in history and geography. The school has made some improvements in the attainment of the most able, for example, in writing and in the level of classroom support. The school has not established consistent assessment procedures and teachers do not consistently use assessment information to adjust their planning. The procedures to monitor and evaluate teaching and learning are not rigorous enough to promote improvement. Standards in mathematics and information and communication technology are improving. The school has maintained high quality care and support of its pupils despite recent difficulties caused by the inappropriate behaviour of a very few pupils.

STANDARDS

The table shows the standards achieved by seven year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	E	D	C	D
Writing	E	D	C	C
Mathematics	D	E	D	D

Key

well above average A

above average B

average C

below average D

well below average E

National test results for seven-year-olds show that standards are improving in reading and writing. Attainment in mathematics improved on the previous year's results, although it remains below the national average. The percentage of pupils (91 per cent) who achieved the nationally expected Level 2 in mathematics met the national average. The proportion of pupils who achieved higher levels was well below average. Teacher assessments in science for 2000 showed that standards were broadly average. The percentage of pupils achieving higher than expected levels in science was well above average. The results of the recent 2001 national test results confirm this improving trend.

Inspection evidence confirms that standards overall are in line with the national average for seven-year-olds, and meet national expectations at the end of Year 3, in English, mathematics and science. They are similar to the standards reported in the last inspection. The school has successfully implemented its strategies for literacy and numeracy. These are improving pupils' skills, especially mental number skills. These are being used successfully to raise standards. Pupils' attainment in speaking and listening is above expected levels. Standards in both reading and writing meet nationally expected levels. Pupils' skills are soundly developed through regular and consistent practice, for example, in handwriting. Attainment in information and communication technology is above nationally expected standards for pupils aged seven, promoted by teachers' good subject knowledge and efficient use of limited resources. It meets expectations at the end of Year 3 as pupils do not consistently build upon prior skills and knowledge. Attainment meets expected levels in art and design, design and technology, history, geography, physical education and religious education. There were not enough opportunities during the inspection to gain an overall judgement on music. Children enter the reception class with average levels of attainment. They make sound progress in the Foundation Stage and most meet their early learning goals by the end of reception. Pupils make sound progress overall throughout the school, promoted by sound, and often good teaching. However, teachers do not always ensure that learning activities are matched closely to pupils' needs. This does not ensure that progress is consistent.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes and show an interested and enthusiastic approach to their work.
Behaviour, in and out of classrooms	Pupils are very well behaved in class and as they move around the school.

Personal development and relationships	Relationships are very good. Pupils work and play together well. They willingly take on responsibilities and show initiative, although the range of opportunities in lessons is limited.
Attendance	Attendance rates are currently above the national average. There is a prompt and efficient start to the day.

The high standards of behaviour and pupils' enthusiastic attitude to learning are strengths of the school and promote pupils' learning. Relationships between pupils and adults and between pupils are very good and contribute to their enjoyment of school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
24 lessons seen overall	sound	sound	sound

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

The teaching observed in lessons was good. It was good in 50 per cent of lessons observed and very good in a further 17 per cent. There was no unsatisfactory teaching. The school has successfully implemented its teaching strategies for literacy and numeracy. They are promoting pupils' skills effectively, especially mental mathematical skills. Teachers use good class management skills to focus pupils' attention and concentration. They maintain an effective pace and use resources very effectively to encourage pupils' interest and involvement. Teachers do not consistently identify specific learning objectives in their plans to give a clear focus to pupils' learning. They do not always ensure that learning activities are matched closely to meet the range of needs in the class. Taking all subjects into account and the range of pupils' work during the school year, the quality of teaching and learning is sound overall..

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound for the Foundation Stage and for Years 1, 2 and 3. The curriculum is enhanced successfully by contributions from the local community.
Provision for pupils with special educational needs	Good. Teaching and support staff work effectively together to promote good progress towards pupils' learning targets
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Good social and moral provision promote very good relationships and a clear understanding of right and wrong. Pupils have a good understanding of their own cultural traditions, although their understanding of the contributions of other cultures is not fully developed.
How well the school cares for its pupils	The school has a good standard of care for pupils' welfare, safety and personal development. There are good procedures for monitoring and supporting pupils' personal development. Assessment procedures are sound, although information is not used adequately to guide curriculum planning.

The school has maintained an appropriate curriculum and the good provision for personal, social and health education supports the school's caring approach. The school has good links with parents. They are involved effectively in supporting their children's learning and contributing to their standards of attainment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is soundly led and managed. The headteacher provides clear leadership in establishing an effective team and promoting a caring, positive school ethos. Opportunities for subject leaders to contribute to raising standards of attainment are not developed effectively.
How well the governors fulfil their responsibilities	The supportive governing body has a good understanding of the strengths and development priorities of the school. Governors meet their responsibilities and are becoming increasingly involved in focusing on school improvement.
The school's evaluation of its performance	Unsatisfactory. The headteacher is beginning to use attainment information to set targets for improvement. Procedures to monitor and evaluate teaching and learning and share good practice are not developed enough to improve standards.
The strategic use of resources	Good. The school uses its finances efficiently to support development priorities. It closely monitors spending levels and compares them soundly with similar schools to check for best value.

The leadership of the headteacher, supported effectively by staff and governors, has been influential in maintaining the school's caring and supportive approach. A clear focus on evaluating standards of teaching and learning and targeting areas for improvement is not yet effectively established. Subject leaders are not involved enough in improving standards. There is a good number of teachers to teach all required subjects and resources are adequate overall. The accommodation is sound overall. It is maintained well, although a lack of space in classrooms and in the hall affects the range of learning activities.

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 school.• The standard of behaviour is high.• Teaching is good.• They are kept well-informed about their child's progress.• The school has high expectations of their children's behaviour and work.• The school works closely with parents.	<ul style="list-style-type: none">• The amount and consistent use of homework.• A broader range of activities outside lessons.

There was a good response to the parents' questionnaire (84 per cent) and 19 parents attended the pre-inspection meeting. Inspection evidence supports many of the parents' positive views, especially those relating to high standards of behaviour and close links with parents. Inspection evidence shows that pupils receive broadly the right amount of homework for their age and abilities. The range of extra-curricular activities is appropriate for the size of the school and the ages of the pupils. Although there is only one after school club, the school provides a good range of visits and visitors.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The overall results of the 2000 tests for seven-year-olds show that standards in reading and writing met the national average. They were below the national average in mathematics. Standards were in line with the average of similar schools in writing. They were below the average of similar schools in reading and mathematics. The proportion of pupils achieving above the nationally expected Level 2 was above average in writing and close to the average in reading. It was well below average in mathematics. Teachers' assessments in science in 2000 showed that the number of pupils achieving Level 2 was broadly average, although the number achieving Level 3 was well above average. Test results over the last three years show an improving trend in reading and writing. The 2000 mathematics results improved on the well below average standards in 1999 but remain below average overall.
2. Inspection evidence confirms that standards in English meet the national average for seven-year-olds and at the end of Year 3. Speaking and listening skills are developed effectively throughout the school. Pupils achieve above average standards. They listen attentively and are confident and articulate speakers. Attainment in reading is in line with nationally expected levels. Teachers monitor pupils' progress in reading carefully and provide frequent opportunities for them to apply and extend their skills. Standards in writing are in line with the national average at seven and meet expectations at the end of Year 3. Pupils' writing skills are developed soundly with increasingly accurate use of spelling and punctuation. The standard of pupils' handwriting meets expectations and is supported by regular opportunities to reinforce and extend their skills. Sound teaching and the effective implementation of the school's literacy strategy are enabling pupils to apply their skills consistently. Inspection evidence shows that standards in mathematics are improving. They broadly meet the national average at seven years of age and at the end of Year 3. The school has successfully implemented its numeracy strategy. This is promoting higher standards, especially in pupils' confidence and use of mental number skills to solve problems. Test results for 2001 continue this improving trend. A higher number of pupils are attaining above average standards. Inspection evidence confirms that standards in science meet the national average. The number of Year 2 pupils achieving Level 2 is broadly average, although fewer pupils are achieving above average levels than in the 2000 teacher assessments. The current year group is much smaller than last year and contains a smaller proportion of more able pupils.
3. Most children enter the reception class with standards of attainment expected for their age. They settle quickly into school routines. Sound teaching and good individual support enable them to achieve the early learning goals¹ by the end of reception. A sound range of teacher-directed and self-chosen activities enables children to develop good relationships and build up their skills and knowledge effectively in all areas of learning.
4. Standards in information and communication technology are above expectations at the age of seven. They meet expectations at the end of Year 3. The teacher's good subject knowledge and very efficient use of a limited range of resources ensure that pupils benefit from frequent opportunities to apply and extend their skills, especially in Year 2. Standards in other subjects are at a similar level to those reported in the last inspection. Attainment meets national expectations for pupils aged seven and at the end of Year 3 in art and design, design and technology, history, geography, physical education and religious education. There was not enough evidence during the inspection to make an overall judgement on standards in music, although the quality of singing in assembly was good. Pupils make sound progress in their learning throughout the school. Sound and often good teaching promotes good progress in many lessons. However, teachers do not use assessment information consistently to ensure that they plan learning activities which build on pupils' prior knowledge and understanding. This does not enable pupils, especially the more able, to be challenged consistently to extend their skills. Pupils with special educational needs make good progress. Their needs are regularly assessed to review and inform learning targets. Good use is made of learning

¹ Early learning goals – these are expectations for most children to reach by the end of the reception class. They refer mainly to achievements children make in six areas of learning – communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

assistants to enable effective support to be given to individual pupils. This helps these pupils to make good progress in meeting the targets in their good quality individual education plans. The school makes good arrangements for the very few pupils who have been identified as gifted and talented. Opportunities are often provided to enable them to be challenged to apply and extend their skills and knowledge, for example, in science and mathematics. They make good progress and attain high standards.

Pupils' attitudes, values and personal development

5. Pupils' attitudes, behaviour and relationships continue to be very good and a strength of the school. Standards of personal development and attendance are also at the same good levels reported at the last inspection. Parents are justifiably very pleased with these outcomes for their children.
6. Pupils' attitudes and behaviour are very good. The vast majority of parents report that their children like school, and this can be seen in the relaxed, friendly atmosphere throughout the school day. In most lessons, pupils of all ages and abilities are keen to answer questions, enthusiastic about what they are learning and able to sustain concentration very well. This had a positive effect on pupils' progress during the lessons observed in the inspection. Pupils show a good level of interest in the learning opportunities provided for them; for example, the eight year-olds were fascinated by the rock samples brought in and displayed in their classroom. Pupils are very well behaved in assemblies, the playground and most lessons. They move between activities in a very orderly manner. They show a high level of respect for each other, all the adults in the school and for property and equipment. There have been no exclusions for over a year. A few parents at the pre-inspection meeting were concerned about pupils' table manners at lunch-time. Inspectors found that pupils behave well, are polite to the lunch-time staff and are developing good social skills.
7. Pupils' personal development is good and relationships are very good. Pupils of all ages work and play very well together. A particularly strong feature is the care which pupils show for those less able than themselves. The occasional relationship problem in the playground is dealt with swiftly and very effectively by the mid-day supervisors or by the oldest children in their role as playground buddies. Pupils make good progress in developing confidence as they move through the school, so that they feel well prepared for their next class or the next school. They respond very well to the opportunities provided for them to show initiative and responsibility, but these are not always fully developed in lessons.
8. Children in the reception class make sound progress in their personal, social and emotional development. They are keen to learn; for example they were thoroughly absorbed and self-disciplined in a well-organised science activity for small groups, which required them to observe, predict and take turns in pouring water into and out of different sized bottles. However, in whole class activities, they occasionally become unsettled and restless when they do not understand the task. This sometimes leads to calling out inappropriately which is not always checked by the teacher.
9. Pupils' attendance is good. Last year, attendance fell to well below the national average because several pupils left the school suddenly. In the current reporting year, attendance rates are above 95 per cent in every class, with very good habits of regular attendance being developed in the reception class. Very few pupils were absent during the week of the inspection. Punctuality is also good and ensures an efficient start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

10. Teaching is sound overall throughout the school. During the inspection, it was sound in the Foundation Stage and often good in Years 1, 2 and 3. It was good in 50 per cent of the 24 lessons observed, and very good in a further 17 per cent. There was no unsatisfactory teaching, which is an improvement since the last inspection. Standards overall are similar to those reported at the last inspection, although teaching in the Foundation Stage is not of such a consistently high standard. Taking all subjects into account and looking carefully at pupils'

work since the start of the school year, the quality of teaching is sound overall. The teaching of English is sound throughout the school with many good features. It is promoting pupils' literacy skills effectively, although pupils are not always being consistently challenged to apply and extend them in other subjects. The teaching of mathematics is good. It is improving pupils' numeracy skills, especially their mental calculation skills. Teaching is sound in science, and often good. It is promoting an enthusiastic approach and improving scientific skills. It is sound overall in all other subjects. Judgements were mainly based on work scrutiny and talking to staff and pupils as the opportunities to observe teaching in a wide range of subjects during the inspection were limited.

11. Teachers have good relationships with their classes and manage their pupils very effectively, especially in Years 1 and 2. This enables pupils to sustain their interest and concentration. Teachers use a good range of teaching methods to encourage their pupils' active involvement. For example, in a very good Year 2 design and technology lesson, the teacher used photographs of Cromer Pier to encourage pupils to study the design. She then used resources successfully, for example, art straws and pipe-cleaners, to encourage pupils to develop a strong structure, similar to the one which they had observed in the photographs. The teacher then challenged the pupils to make the 'decking' part of the pier. This led to an enthusiastic response, a broad range of ideas being discussed and some high quality standards being achieved. The teacher then used the feedback session at the end of the lesson effectively to evaluate and discuss how successful the pupils had been in creating their structures. This enabled them to identify the most appropriate techniques and improved their knowledge and understanding of the design and make process.
12. Teachers organise their lessons effectively and make very good use of a wide range of resources to focus pupils' attention. For example, in a good Year 3 science lesson, the teacher used a large number of rock samples to develop pupils' knowledge and understanding of different rock types. She used her good subject knowledge to develop pupils' understanding of such specific words as 'igneous' and 'sedimentary'. The teacher then encouraged pupils to use magnifying glasses and their scientific observation skills to identify key features of particular rocks. She required them to use these observations to put the rocks into similar groups. Through effective prompts and questions, she enabled pupils to describe the rocks accurately and use a good range of words such as 'layered' and 'shiny with sparkling crystals'. The pupils used their detailed descriptions to classify the rocks accurately and identify key groups, for example, 'sedimentary'.
13. There are inconsistencies in teachers' planning and the use of assessment information. These do not always ensure that pupils are challenged enough to achieve the standards of which they are capable, especially the more able pupils. Teachers do not plan their lessons consistently in order to give a clear indication of what pupils are trying to achieve. Although some teachers list their learning objectives in either their individual lesson plans or in their short term planning, this is not consistent. They do not always identify clear and specific learning objectives to give a clear focus to pupils' learning. Too often teachers describe the activities to be included, rather than the intended learning objectives against which they can assess how their pupils have achieved. Teachers do not always share the objectives of the lesson with their pupils so that they know what they are trying to achieve.
14. Teachers do not consistently use assessment information to build on pupils' prior knowledge and understanding and match the learning activities to the needs of the full range of ability within the class. This does not ensure that teachers' expectations of pupils' standards of work are consistently high enough, especially for the more able pupils. For example, in a Year 3 information and communication technology lesson, the teacher described the activities to be covered but did not indicate what the learning objective was. She used questions very successfully to develop pupils' knowledge of different sources of information. Many pupils, especially the more able pupils and those who use information and communication technology resources frequently, for example, computers and mobile phones, showed an above average understanding of how information is stored. The teacher did not challenge these pupils to apply their knowledge effectively. The worksheet only required them to list the type of information next to a drawing. It did not challenge them to apply their knowledge and skills, either in information and communication technology or in literacy. This did not enable many

pupils to achieve high standards.

15. Most teachers maintain a good lesson pace. They frequently change activities to link the different parts of the lesson together and to encourage pupils to stay focused and use their knowledge. For example, in a Year 1 science lesson, the teacher used an interesting initial activity to capture pupils' attention and encourage them to use their listening skills to identify particular sounds. She then challenged them to use these skills outside by standing on the field and listening carefully to all the sounds which they could hear. The teacher then brought the pupils back into the classroom and used questions effectively to enable pupils to identify a broad range of sounds accurately. She then challenged pupils to apply their literacy and drawing skills to record and describe what they had heard. This enabled pupils to maintain an active and interested approach throughout the lesson and to achieve some high standards. However, teachers do not consistently challenge pupils to apply their literacy, numeracy and information and communication technology skills to support work in other subjects. For example, teachers do not provide enough opportunities, particularly in Year 3, for pupils to extend their information and communication technology skills. A significant number of more able pupils, many of whom benefit from the use of a home computer, are not required to use their skills frequently. Teachers do not identify opportunities in their plans for pupils to apply their skills and this limits the standards attained.
16. Teachers use homework soundly to consolidate and extend the work covered in school, particularly in literacy and numeracy. They make good use of the home-school reading record to ensure that pupils read regularly at home and at school. Teachers encourage parents' involvement in supporting their children's learning. Most teachers encourage pupils to support their work by using homework to bring in more information from home. For example, pupils were encouraged to find out more about hitting games in physical education, such as cricket, and different types of rocks in science.
17. The quality of teaching in the Foundation Stage is sound overall. Children are properly assessed on entry and the information is well used to help monitor pupils' progress. Teaching is planned across all areas of learning but does not always focus on the exact learning objective to be pursued in each activity. The lack of an outdoor play and learning area restricts some learning activities, although teaching compensates for this by developing children's physical co-ordination through sessions in the hall and on the field. The class teacher works well with the learning assistants and gives them clear guidance on their role in lessons. Together they maintain a good check on children's progress although their records are not clearly presented. Assistants give particularly good support to pupils with special educational needs and this promotes their learning and social development most effectively. Adults have high expectations of children's attainment in language and number but do not always demand enough of pupils in terms of their personal and social development. In whole class activities, such as discussion time, children are not given consistent guidance on when to take turns and the need to hold up their hands to answer questions. However, in group activities, such as painting, children gather quietly and follow instructions well which has a positive impact on their achievements. There is a good balance between activities directed by adults and opportunities for the children to choose for themselves. However, in some "free choice" activities, the rate at which new tasks are proposed to children is not always well timed with the result that their interest and progress is not briskly maintained. Children gain in confidence and self-esteem through the welcoming and encouraging way in which adults speak to them and this helps their learning. There are good links with parents who support children's reading on a regular basis and make good use of the home-school diary.
18. The teaching of pupils with special educational needs is good. They are well supported and they make good progress. Teachers adapt class work effectively to ensure that the pupils are able to achieve success. They receive additional help from the part-time special educational needs support teacher and from classroom assistants. The one pupil with a specific statement of need is ably supported by learning support assistants. Other pupils benefit from the additional support given by a classroom assistant who takes small groups of pupils for literacy and numeracy skills. Teachers use well written individual education plans to provide clear guidance and support to meet the needs of pupils with special educational needs.

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

19. The school provides a broad and balanced curriculum for the pupils in the classes for five to eight year olds. The curriculum meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. Sex education is taught appropriately through personal, social and health education which is developed well in both the formal curriculum and informally as opportunities arise in the daily life of the school.
20. The literacy and numeracy strategies are being implemented successfully. Sometimes the amount of time available for these elements of the curriculum is limited by the school's timetable and discussions are currently under way to overcome this by a short extension to the school day. All pupils have equal access to the subjects of the National Curriculum and enjoy equal opportunities in their learning.
21. The previous inspection showed that the school was not fully implementing the National Curriculum requirements for history and geography. This has now been rectified and both subjects are being satisfactorily covered in both key stages.
22. The school ensures that all pupils have full access to all its activities and every aspect of the curriculum. Where pupils need support to participate in class, the school has taken appropriate steps to provide assistance. Teachers are very sensitive to the needs of these pupils and encourage other pupils to help them and ensure they can play an active part in learning and social activities. Pupils respond very well to these opportunities and often show thoughtfulness and initiative to include pupils with disabilities in their games and activities.
23. Pupils with special educational needs are effectively identified early in their school career. Their work is regularly monitored and assessed. They are well supported in lessons and work is generally well matched to their individual needs. Overall provision for pupils with special educational needs is good and their needs are met effectively. The requirements of the Code of Practice² are fully met and the pupils' individual education plans provide clear and manageable targets for their attainment and progress.
24. Provision for extra-curricular activities is limited to a games club after school. However, the school does make provision in the curriculum for pupils to visit a range of local places of historical and geographical interest. In music and in art, opportunities are found for artists and musicians to visit the school whenever possible.
25. Links with the local community and other local schools are good. Close links exist between the local primary schools, the middle school and the high school. Curriculum planning takes place between the primary schools and the middle school and all schools contribute annually to an art exhibition. The cluster primary schools have jointly employed a peripatetic support teacher to work with groups of children who are under-achieving or who have special educational needs. Strong links exist between the school and members of the local community. These links considerably enhance a variety of curriculum areas such as history, geography, religious education, music and art.
26. The school addresses pupils' spiritual, moral, social and cultural needs well. Pupils' spiritual development is good. They benefit from daily acts of worship and regular visits by the rector from the local parish church. Assemblies focus on positive achievements and pupils are encouraged to reflect on their own feelings and those of other people.
27. The provision for pupils' moral development is good. The school fosters an approach which reinforces politeness, respect and honesty. Everyone's views and opinions are valued and pupils listen carefully to their peers when they express their feelings and attitudes. The

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and social development. This is a statutory duty under the 1993 Education Act.

school's positive approach to behaviour is evident throughout all aspects of school life and children respond accordingly. Opportunities are provided in class for talking about right and wrong and assemblies provide an opportunity to promote kindness and thoughtfulness.

28. Pupils' social development is good. Pupils co-operate well together in classrooms and play together sensibly and thoughtfully in the playground. In a number of curriculum areas, opportunities are organised for children to work in pairs or small groups sharing ideas and equipment. Relationships are good between all members of the school community and the recently introduced "Buddy " system has provided older children with a responsibility which they take extremely seriously.
29. The cultural development of pupils is generally good although there are limited opportunities for children to learn about other cultures and traditions. Pupils have a good understanding and awareness of the culture of their own community through visits to local places of interest and through visits to the school of artists and musicians. The school is not a culturally diverse society and opportunities are missed in art, music, geography and religious education to enhance the pupils' awareness of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. Provision for the welfare of pupils continues to be good, with all staff dedicated to the well-being of the pupils. For example, most staff have had recent refresher training in first aid. The new team of mid-day supervisors has been given good guidance about their responsibilities. They provide very effective supervision of the pupils, both when they are eating in the cramped dining facilities and playing outside in the playground and on the field. Procedures to ensure child protection and the health and safety of pupils were reported as being sound at the last inspection. These have improved and are now good. The designated teacher for child protection, the nominated governor and nearly all other staff and governors have received recent training in child protection. There are clear policies and procedures for child protection, supervision and health and safety. Pupils are taught about the importance of healthy and safe living through aspects of the curriculum and talks by external agencies. There are safe arrangements for the arrival and departure of pupils at the start and end of the school day. The caretaker/cleaner is dedicated to ensuring a clean and safe environment for the pupils. Governors have a good awareness of their health and safety responsibilities, and the chair of governors completed a thorough annual risk assessment of the building earlier this year. A couple of weaknesses in the school's arrangements for fire safety were identified in a recent external assessment which is currently being considered by the governing body.
31. The school has good procedures for monitoring and promoting high standards of behaviour. Its policies on discipline and anti-bullying were revised last autumn and provide clear guidance to all staff on the school's arrangements. These are implemented successfully in the classes for six to eight year-olds but are sometimes inconsistently applied in the reception class. Parents are pleased with the way in which the merit schemes are used to reward good work and behaviour, and that pupils are encouraged to help each other. A notable new feature of the school's arrangements is the introduction of 'playground buddies' who help anyone who looks lonely or upset at play-time. Through the school's very good liaison with a national children's charity, the oldest pupils have been trained in this role and carry it out effectively.
32. Procedures for monitoring attendance are not as strong as at the last inspection and are now satisfactory rather than good. The school carefully follows up with parents and social services, when necessary, the absences of the few pupils with known difficulties in attending regularly. It uses the local education authority's holiday request form effectively to minimise the occurrence of term-time holidays. However, explanations for absence are not always chased up and recorded as rigorously as they should be. The school reports that there is no unauthorised absence yet the registers show a number of absences in all classes throughout the school year where a reason for the absence is not shown. The school's most successful measure for improving attendance is its work in gaining the support of parents.
33. The school continues to provide good support and guidance for pupils' personal development.

Staff know the pupils and their families well . They monitor pupils' personal development informally throughout the school day, but also more formally during afternoon registration by encouraging a dialogue with pupils about how they are feeling. Further opportunities to consider issues of personal development are provided in the weekly 'circle time' when the whole class sit together in a structured session to learn skills of listening, co-operating and reflecting. Two such sessions were observed during the inspection. One for seven year-olds was very successful in encouraging the pupils to express their feelings about the past school year and their hopes and worries as they move into the oldest class. The session for five year-olds was not quite so successful in helping pupils to consider the concept of rules because the teacher is not yet secure in her knowledge and understanding of circle-time techniques.

34. Teachers carry out a number of assessments which help them to measure how pupils are progressing in the core subjects of English, mathematics and science. However, the ways in which this information is recorded does not enable teachers to make the best use of it to help them plan the next stages of pupils' learning. The school has maintained the good practice noted at the last inspection but has not significantly integrated assessment into curriculum planning. Although teachers take a professional approach to checking on how pupils are developing, there is no agreed policy to establish consistent practice throughout the school.
35. In reception, the school carries out baseline assessment on all new children and keeps a record of their skills on entry. This is used to help plan areas for children's development in their first year and subsequent checks are made on their progress. Notes are kept but not recorded in a systematic manner to enable adults to refer to this and readily determine the next steps in children's development. In Years 1, 2 and 3 pupils' standards in reading are regularly checked and recorded and these are used to monitor progress. This information supports teachers' judgements and helps them to identify those with special educational needs. Examples of pupils' work are also selected to measure pupils' progress in writing, mathematics and science. These are discussed, graded and annotated and kept in pupils' portfolios to record the levels which pupils reach. In addition, teachers keep notes on pupils' developments as they observe them in class. While this information provides a useful basis for setting group targets and making predictions of pupils' attainments it is not collated in a way which allows teachers to set meaningful goals for each individual pupil. Teachers are beginning to set targets for groups of pupils but have not yet agreed consistent and manageable procedures for gathering and storing data on each pupil. The assessment of pupils' progress in other subjects is not yet established in all classes, although teachers informally check pupils' progress against the levels indicated in the schemes of work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Parents express a good level of satisfaction with the school. A large proportion of parents completed the pre-inspection questionnaire and were positive about most aspects of school life. They particularly appreciate that their child likes school and feel that the teaching and management are good. A significant number of parents have concerns about the range of activities outside lessons and the amount of work their child gets to do at home. The inspection team found that both these areas are satisfactory. Although there are very few extra-curricular school clubs, there is a good range of visits and visitors to enhance learning opportunities. The school could do more to remind parents about its guidelines on homework. These appear as part of the home-school agreement signed by parents when their child joins the school, but are not reproduced in sufficient detail in the prospectus nor referred to in the letters sent home.
37. The school continues to have good relationships with parents. Parents have been very supportive of the school over the past difficult year. They make a good contribution to pupils' learning by ensuring that their children attend school regularly and punctually and by hearing them read at home. There is 100 per cent attendance at parent-teacher consultation evenings when pupils' progress is discussed. A number of parents provide very effective help in classrooms, and make a particularly significant contribution to the science curriculum. For example, parents helped with various experiments at the successful science activity day held in the spring term. Parents of pupils with special educational needs are involved and informed at all stages and work closely with the school on the provision of support for their children. As at the last inspection, there is a very active Friends Association which raises considerable sums of money that are spent on augmenting the school's resources. The school is making good progress in consulting parents on important issues such as the forthcoming change in the start time of the school day.
38. The quality of information provided for parents is satisfactory with many good features. The headteacher and staff are easily approachable at the start and end of the school day. Letters are sent home frequently and contain useful information about school activities and dates. Reading record books are completed well both by parents and by teachers. Annual reports on pupils' progress give good information about the strengths and weaknesses of pupils' achievements in English, mathematics, science and personal development and indicate some helpful targets for improvement. The prospectus and governors' annual report are clear and informative about many aspects of school life but some of the required information is omitted. The school organises relevant meetings for parents about school issues and the tests which pupils undertake. However, meetings and the provision of information about aspects of the curriculum, such as literacy and numeracy, have lapsed during the past year. This has resulted in some parents at the pre-inspection meeting with inspectors, not being clear about the standards their child should be achieving. The headteacher and governors recognise that this element of communication with parents could be improved and are appropriately planning for it to be a focus for development in the next School Management Plan.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The school is soundly led and managed. It has made sound improvement since the last inspection. Good progress has been made on implementing the requirements for history and geography and there have been some improvements in the attainment of the most able pupils in writing and mathematics. The amount of classroom support has been improved and this is promoting improving standards, especially for pupils of lower attainment and those with special educational needs. There are still weaknesses in the consistency of assessment procedures and the use of assessment information to inform teachers' planning. The school has not developed sufficiently rigorous procedures to monitor and evaluate teaching and learning. Standards in mathematics and information and communication technology are improving. Those for English and science are similar to the average standards reported in the last inspection.
40. The headteacher continues to provide clear leadership in promoting a positive school ethos and encouraging an effective team approach. This is similar to the last inspection. A strong

focus on improving standards of attainment has yet to be fully established. In the last year, much of the headteacher's time and efforts have been directed to working closely with the governing body to minimise the impact on the school of some inappropriate behaviour by a very small number of pupils. They have been successful in enabling the school to overcome these difficulties and continue to provide high quality care and support for its pupils. This was clearly recognised by most parents, in their responses in the meeting and in their questionnaires, who regard the school as being well led and managed. The school's aims and values are clearly set out in the school's prospectus and provide a good focus for the work of the school. Those relating to promoting a happy, purposeful and caring school in which each child feels secure are clearly reflected in the work of the school. The aim which emphasises that the school will provide a high standard of academic progress is not consistently reflected in pupils' work.

41. The headteacher has been successful in maintaining the strong team approach reported in the last inspection. All staff continue to work effectively together and provide good advice and support where needed. Teaching staff have a range of subject and curriculum responsibilities. Although some have had opportunities, supported by the local education authority's advisor, to monitor literacy, numeracy and the Foundation Stage, they do not have enough opportunities to monitor and evaluate teaching and learning rigorously and carry out their responsibilities effectively. Subject leaders do not have a clear knowledge and understanding of the strengths and weaknesses within their subjects. They are enthusiastic and keen to develop their subjects. They do not have sufficient time or opportunity to identify and share good practice and this restricts standards of attainment. The leadership, mainly resulting from the headteacher's high teaching commitment, has not developed systematic procedures to enable curriculum leaders, with clear subject priorities, to give a firm direction to raising standards. The headteacher, working closely with staff and governors, is beginning to develop pupils' targets for improvement and link them to class and school improvement targets. Pupils' targets were agreed in some classes at the start of the year and were reviewed in March, with new targets agreed where appropriate. However, these are not being consistently used in all classes to promote higher standards.
42. The governors have a good understanding of the strengths and weaknesses of the school. They are very supportive of the school, especially in working closely with the headteacher to meet recent difficulties in the school's development. Governors are soundly involved in working with the headteacher and her staff and are beginning to focus more clearly on school improvement. Many have benefited from good quality training from the local authority's governor support unit, for example, on developing and implementing a monitoring and evaluation policy. Some governors have visited lessons and are making positive contributions to school management and improvement planning. The governing body meets its statutory requirements, although some aspects of required information are not contained in their annual report to parents. There have been many changes in the governing body within the recent past. Governors are now well placed to work closely with the school to provide a more rigorous focus on targeting attainment.
43. The governing body has established good procedures for financial planning and management. The budget process is efficiently managed and governors are kept fully informed of spending levels by the headteacher and her efficient school secretary. Governors monitor the budget through regular meetings of their finance committee and ensure that they use finances successfully to support priorities in the School Management Plan. The school makes good use of specific funds, for example, the Standards Fund, to support educational priorities, although procedures to monitor cost effectiveness are not always clearly established. Governors make sound use of the principles of best value to ensure that the school makes efficient use of its funds. For example, they have used information which compares spending levels with other similar schools in the local education authority to check on ways in which they can improve efficiency. They had planned strategically to enable a carry-forward budget to be used to retain staffing levels. However, an unexpected drop in pupil numbers means that this is not sufficient to meet anticipated spending levels. The good quality financial administration and regular monitoring of spending levels contribute to the smooth running of the school and enable the school to continue to give sound value for money.

44. The provision for pupils with special educational needs is managed soundly. The school fulfils the requirements of the Code of Practice. There is effective liaison with external agencies and with parents of pupils with special educational needs. There are appropriate individual education plans to help each pupil overcome their difficulties and these are carefully monitored by class teachers in consultation with the special educational needs co-ordinator.
45. There is a good number of staff with a sound range of experience and expertise to ensure that all pupils, including those with special educational needs and those who are gifted and talented, are taught effectively. There is a sound number of support staff who know the pupils well and are used successfully to support less able pupils and those with special educational needs. This contributes positively to pupils' attainment. The school's strategy for performance management has been agreed with the governors. They have agreed performance targets for the headteacher and are now finalising details for all other staff. Induction procedures for staff new to the school are good. Newly-qualified teachers are given good support and guidance. This enables them to settle quickly, know and understand the school's values and routines and feel part of, and contribute to, the school community.
46. The accommodation is sound overall, and is maintained in a clean and tidy condition. The lack of space in classrooms and in the hall creates difficulties for teachers organising practical activities and teaching indoor physical activities. It also creates difficulties for the headteacher in carrying out her management aspects efficiently. For example, there is no suitable space for completing administrative tasks or discussing confidential issues with pupils or their parents. Children in the Foundation Stage do not currently have a secure, designated outdoor play area. The school is aware of this and plans to improve the situation when finances allow. The lack of storage space for resources and teaching space for small groups of pupils has resulted in the library being used for many different purposes. This does not enable pupils to use it effectively for research purposes and restricts the development of their library skills. The school benefits from good playing field facilities, including the opportunity for pupils to be supervised when using the trim-track. The school's hardcourt area is also small and limits, for example, the number of pupils who can take part in different games to be played during the lunch-time. Learning resources are adequate overall. They are good for music and adequate in other subjects to enable teachers to meet all curriculum requirements. The resources for information and communication are improving, although they are still not enough to enable all pupils to receive enough opportunities to extend their skills. In most classes, teachers ensure that their limited resources for information and communication technology are very efficiently used. The school makes good use of the local area to enhance opportunities and resources, and benefits from the support of other cluster schools to assist with resources where needed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. In order to raise standards of attainment and improve the school's effectiveness, the headteacher, staff and governors should;
 - (1) improve teachers' lesson planning by consistently identifying clear learning objectives and sharing them with pupils so that they know what they are trying to achieve.
(paragraphs 13, 61, 67, 75 and 90)
 - (2) ensure that effective procedures for assessing and recording pupils' attainment are used consistently to match learning activities to the range of pupils' needs.
(paragraphs 4, 13, 14, 34, 39, 67, 75 and 102.)
 - (3) improve procedures to monitor and evaluate teaching and learning rigorously and establish a clearly planned programme to involve all subject managers in their consistent implementation.
(paragraphs 39 and 41.)

In addition to the key issues listed above, the following less important issues should be considered for inclusion in the action plan;

- improve aspects of communicating with parents, particularly information on curriculum and homework. This includes all required information in the school prospectus and the governors' annual report. This can be found in paragraph 38.
- improve pupils' access to, and use of the school library. This can be found in paragraph 46

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

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

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	50	33	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 – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	81
Number of full-time pupils known to be eligible for free school meals	8

Special educational needs

	YR – Y3
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	12

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	2
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	10	12	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	18	18	20
Percentage of pupils at NC level 2 or above	School	82 (80)	82 (76)	91 (80)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	17	19	20
Percentage of pupils at NC level 2 or above	School	77 (72)	86 (88)	91 (72)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. The separate number of boys and girls achieving Level 2 or above is not given as only ten boys took the tests.

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	81
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	2	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 – Y3

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	20
Average class size	20

Education support staff: YR – Y3

Total number of education support staff	5
Total aggregate hours worked per week	80

Financial information

Financial year	2000 / 01
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	£
Total income	224,975
Total expenditure	208,754
Expenditure per pupil	2485
Balance brought forward from previous year	- 8,066
Balance carried forward to next year	8,155

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	81
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	5	0	0
My child is making good progress in school.	48	46	6	0	0
Behaviour in the school is good.	44	56	0	0	0
My child gets the right amount of work to do at home.	28	50	16	3	3
The teaching is good.	49	48	3	0	0
I am kept well informed about how my child is getting on.	37	57	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	68	23	8	1	0
The school expects my child to work hard and achieve his or her best.	45	48	7	0	0
The school works closely with parents.	40	51	7	0	2
The school is well led and managed.	50	38	5	0	7
The school is helping my child become mature and responsible.	45	47	7	0	0
The school provides an interesting range of activities outside lessons.	19	37	31	3	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

48. Children under five receive a sound start to their education. The school admits children into the reception class in the September before their fifth birthday with younger pupils attending part-time in the autumn term. Most children have had pre-school experience before starting school and there are good links between the school and the local playgroup. Since the last inspection, the school has maintained the satisfactory standards which children achieve by the age of five but the quality of teaching is satisfactory rather than good as it was in 1997.
49. Most children enter the reception class with the levels of skill expected for their age. They settle into school routines easily and the majority relate well to one another. They come to school happily in the morning and respond well to the welcoming manner of adults. They make a sound start in all areas of learning and by the age of five they achieve the early learning goals.

Personal, social and emotional development

50. Children make sound progress and achieve the early learning goal for their age. Their behaviour and attitudes are generally good but some find it difficult to sustain concentration in whole class activities. A few lack the self-discipline to listen and take turns in speaking. Adults praise children for good behaviour and attention but their directions and requirements are not always consistent. Children are therefore not always completely clear as to what is expected of them. They are generally confident and form good relationships with adults and one another. They play counting games together taking turns and following rules. They show a range of feelings through role play in the doctor's surgery and work happily as part of a group. They take opportunities to use their initiative and work independently. For example, they weigh their own ingredients in preparing food and more mature children play board games with sustained concentration. However children have only limited opportunities for playing outdoors together as there is no designated area for them and resources are not readily available. At "milk-time" daily helpers distribute drinks to other children. This is an orderly occasion but is not fully developed to extend children's social skills. There is no structured approach to raising children's awareness of one another nor are they consistently required to say "please" and "thank-you". They develop good habits such as helping to tidy away or lining up quietly. Children's personal development is included in weekly planning but objectives are sometimes very general and do not define the exact focus of teaching. This does not always ensure that there is a clear development of skills and knowledge.

Communication, language and literacy

51. Children make sound progress and attain the expected levels by the end of the reception class. Teaching is soundly planned overall, with appropriate reference to the literacy strategy. Whole class literacy sessions and a range of reading and speaking activities promote children's skills effectively. There are reading times each afternoon as well as regular occasions in which children read to adults. Children develop an interest in books and know how to handle them. They discuss the stories with interest and many have developed a good level of reading by the age of five. Books are taken home regularly to share with parents and children know the difference between pictures and text.
52. Most children recognise and write their own names accurately, trace over letters and words, and 'copy write'. They take turns to go home with a teddy and write a short account of his activities to share with the class the following day. This is effective in promoting written and spoken skills. In class activities, children listen well and speak confidently. They develop a good knowledge of letter sounds and many were trying hard to distinguish between the final consonants in words. The teacher introduces children to a good range of different books which hold their interest. She uses them well to increase children's recognition of written words. In whole class sessions, the teacher makes imaginative use of a glove puppet to help children

think about letter sounds and language. Adults also use a wide vocabulary in speaking to children but planning does not detail the words or phrases which are to be developed in connection with the topics studied. This does not always ensure that children's knowledge builds on prior learning.

Mathematical development

53. Children make sound progress. Most attain the early learning goal by the end of the reception year, and several exceed the expected level. Children count to ten and beyond accurately and recognise shapes such as squares, circles, cylinders and cones. Most children write and sequence numbers to ten accurately. By the age of five they match, sort and organise sets of objects in a variety of ways. Higher attaining children understand which numbers between 0 and 100 are greater or smaller and can record this using simple symbols. The teacher has a secure subject knowledge and sets appropriate and challenging tasks for the children. Children's awareness of number is also developed by measuring activities with sand and water and ingredients for cooking.

Knowledge and understanding of the world

54. Children make sound progress and attain the expected levels by the time they leave the reception class. Teaching and effective support staff match activities closely to children's interests and abilities. Children have recently had a visit from a parent doctor who has introduced them to some of her work and equipment. Children have a clear idea about the importance of not playing with medicines. In addition, the local policeman has spoken to them about safety and children have a good recall of these visits. Both boys and girls use construction apparatus effectively to make tracks for trains and cars. They have planted sunflower seeds and beans and are watching them grow with an awareness of the need to water them and give them light. Children make regular use of information and communication technology to design and print patterns. They are competent at using the mouse and keyboard and select the correct icons to create and print their work. All pupils make good use of a range of well chosen resources which are set out for them in free choice activities.

Physical development

55. Children of all abilities make sound progress and attain the early learning goals by the end of reception. Activities are planned to develop their ability to use pencils, paint, cut shapes with scissors and glue items into books and collages. Children use small toys and construction equipment safely and with a good level of control. They regularly use the school hall and the "trim-trail" in the grounds but do not have daily access to an outdoor area for learning and play. Children are beginning to understand the importance of staying healthy and taking exercise. Simple exercises are neatly included in group activities, such as standing up and turning round at registration time.

Creative development

56. Children attain the early learning goals by the end of reception in their use of paint, musical skills and self-expression. Teaching is well organised through focused art activities, often directly supervised by the learning support assistant. Children are given a stimulating range of activities to follow. They develop their observational skills by looking at pictures of sunflowers. They identify the colours they want to use in their own painting and are learning to mix colours successfully. They enjoy simple printing with sponge shapes to make patterns and words. Children clap the rhythm of their names accurately and sing simple songs with enthusiasm and an appreciation of phrasing and pitch.

ENGLISH

57. Pupils' overall attainment is in line with the nationally expected standards both at the age of seven and by the end of Year 3. Standards have been maintained at the level reported in the last inspection. In tests for pupils aged seven in 2000, overall results in reading and writing were in line with the national average. Against national figures, results have improved significantly over the last four years. In comparison with those achieved in similar school, results were below average in reading and average in writing. Current pupils are achieving levels which are in line with the nationally expected levels at Year 2 and make sound progress. They continue to progress satisfactorily in Year 3 and achieve the expected levels. Pupils with special educational needs receive good support and make good progress in developing their skills and knowledge. The school has adopted the guidelines for literacy teaching based on the National Literacy Strategy. This is having a positive effect on pupils' language skills.
58. By the age of seven and eight, pupils' skills in speaking and listening are generally above those expected nationally. Pupils in Year 1 listen carefully as they read a story with their teacher. They respond well to questions about the days of the week and the different colours they can see. They are confident speakers and keen to contribute their ideas when writing stories in groups. In Year 2, pupils love trying to make up and read 'tongue twisters' and the expression which they put into reading to the class is good. In Year 3, pupils discuss the poems which they like and read them out to the class with enthusiasm. They exchange ideas about them with one other and with their teacher and use appropriate language. Generally, pupils speak clearly and are eager to take part in discussions in class lessons and assemblies. Pupils benefit enormously from the friendly and encouraging atmosphere which teachers create in the small classes which develops their confidence as speakers and performers.
59. Pupils' standards in reading are in line with expectations for seven-year-olds and by the end of Year 3. Pupils enjoy reading and regularly take books home. They read from a variety of reading schemes and teachers give them clear guidance to select books appropriate to their needs. Teachers monitor pupils' progress carefully, and as a result, pupils throughout the school are reading at levels which are appropriate to their ability. The reading diaries are kept up to date by teachers and parents, which indicates that pupils read regularly at home and benefit from this routine. Teachers make extensive use of books to extend pupils' learning in both literacy lessons and in other subjects such as religious education, science, geography and history. Pupils in Year 1 recognise a good range of letter sounds and words and many are reading at an above average level for their age. They enjoy stories and predict the way they might develop with imagination. In Year 2, most pupils read simple texts accurately and are confident at working out unfamiliar words for themselves. They read regularly at school and at home and enjoy discussing the stories they have read. Year 3 pupils talk about what they have read with interest and enthusiasm. They read expressively and sound out new words with skill. They know the difference between fiction and non-fiction and know how to use the index and contents. Their experience of researching in the library is limited. The library has a satisfactory range of books but since it is used for a variety of purposes, these are not easily accessible. There is insufficient space for pupils to browse or practise their library skills. This restricts the development and use of some aspects of their reading skills.
60. In writing, pupils in Years 2 and 3 achieve standards which are at the expected level for their age while many Year 1 pupils often exceed them. Year 1 pupils know that sentences begin with capital letters and end with full stops even if they do not always remember to use them. Most write short sentences to develop a story with a satisfactory level of spelling accuracy. Handwriting is sound but pupils find it difficult to keep the size of letters under control when writing on unlined paper. Higher attaining pupils write with care and produce good accurate sentences describing fairy tale characters. Their knowledge of spelling is well developed through a regular programme of learning and work on recognising letter blends. In Year 2, pupils practise their handwriting regularly and some are developing a clear joined-up style. They write confidently and with a sound control of punctuation. Higher attaining pupils make up alliterative sentences with enthusiasm and are beginning to plan their stories and write in different styles. Lower attaining pupils are well supported and make good use of information and communication technology to identify the initial letter sounds for words. Most Year 3 pupils use correct punctuation including the use of speech marks. They look at different ways

of starting their writing and understand the need to plan and structure their stories. In writing humorous verse, pupils follow a simple pattern and appreciate the need to make words rhyme and to count the syllables. The standard of spelling is sound and pupils make good use of dictionaries to help them.

61. The quality of teaching is sound overall, and often good. It is effective in developing pupils' literacy skills through a range of activities. For example, pupils write letters connected with their visits to the Sutton windmill and their research into local history and geography. Teachers are good at developing pupils' interest in poetry by introducing them to a wide range of books and styles of verse. For example, in a good Year 3 lesson, the teacher used alliteration and humour effectively to gain pupils' interest and attention. This enabled her to encourage pupils to contribute their ideas to writing humorous poems and extend their writing styles. Teachers have a very secure subject knowledge and are good at questioning pupils to prompt their thinking and ideas. They base their lesson plans effectively on the literacy strategy which provides them with a strong framework for developing pupils' skills. However, plans do not always identify the precise learning objectives for a lesson nor are these always shared with pupils to help to focus their attention and motivate them. Teachers assess pupils' progress frequently but their systems of recording are not consistent in all classes nor easily accessible. The headteacher in her role as English co-ordinator has given sound direction to enable staff to implement the literacy strategy effectively. Many of the school policies have not been updated to take into account the literacy strategy and to ensure that a consistent focus is given to extending pupils' literacy skills.

MATHEMATICS

62. Standards of attainment in mathematics are broadly in line with the national average at the age of seven and the levels expected at the end of Year 3. They have been maintained at the level reported in the last inspection. National test results in 2000, for pupils aged seven years, indicated an upward trend although below the attainment of pupils in similar schools. Provisional test results for 2001 indicate that this upward trend has been maintained with an increase in the proportion of pupils attaining the expected level. The number of pupils attaining above the national average at the age of seven years has also shown a significant increase. This has improved since the last inspection.
63. Because of the relatively small number of pupils in each year group, it is difficult to interpret the data reliably. However, test results together with the scrutiny of work and observation of lessons indicate that standards are improving as a result of the action taken by the school and the introduction of the National Numeracy Strategy. Pupils, including those with special educational needs, are making sound progress in their mathematical learning.
64. By the age of seven years pupils are confident in their understanding of number. They add and subtract simple numbers accurately in their heads. In Year 1, for example, pupils recall that $7+3$ and $3+7$ both equal 10. By the end of Year 2, most pupils make a mental calculation of numbers up to 100. For example, they identify that if the number is 65, its partner is 35 to make 100. Pupils recognise halves and quarters and know odd and even numbers. They have a good understanding of shapes and describe their properties such as sides and corners. In Year 2, they distinguish between straight and turning movements, recognising a right angle turn and using terms such as clockwise and anti-clockwise accurately. Their work in this area is supported by the effective use of a computer program and a programmable robot. They measure in centimetres accurately and compare the weights of different objects using the words "lightest" and "heaviest".
65. By the age of eight, pupils develop their understanding of number and number patterns successfully. They count in twos from 100 to 130 and back again and identify a multiple of 2 from numbers such as 95 or 104. They know multiples of 5 and 10 and identify them from examples such as 911, 925 and 850. They understand place value and identify thousands, hundreds, tens and units. They confidently explain how they achieved their answers in simple addition or subtraction and enjoy investigating patterns in number. In one Year 3 lesson, more able pupils were fascinated by a particular investigation and were asking the question "Why

did that happen?". They develop a greater understanding of fractions and calculate accurately one-third of 15 or two-thirds of 12.

66. The teaching of mathematics is good and sometimes very good. The school has successfully introduced the National Numeracy Strategy and staff and pupils are enthusiastic about its benefits. Teachers themselves feel that the strategy has helped them improve their teaching and there is clear evidence from the work that pupils are doing that this is so. Teachers plan and organise lessons in detail. They demonstrate an enthusiasm for the subject and use questions effectively to challenge pupils and to make them think. For example, in a Year 1 lesson, the teacher used questions successfully to focus pupils' attention and enabled them to use clock resources to show specific times accurately, for example, 'quarter to' and 'quarter past' the hour.
67. Teachers plan a series of activities in their lessons which involve the whole class, small groups or individuals. They do not always identify clear learning objectives and as a result, teachers are not always clear about the progress which pupils are making on a day-to-day basis. Their on-going assessment procedures do not enable them to identify accurately the attainment of individual pupils and to adjust their planning accordingly. In particular, more able pupils are not always being given work which matches their ability.
68. Pupils have very positive attitudes to work and this promotes attainment. They enjoy their mathematics lessons and they show a high level of interest and commitment. Pupils are keen to participate in discussions and to contribute their ideas. They sit quietly and listen to their teacher and to each other. Relationships are good and this enables lessons to proceed well and without interruption. Pupils work well in pairs or small groups, sharing equipment and ideas. In the Year 2 class, for example, pupils worked together using the computer and a programmable robot.
69. Mathematics is enthusiastically led by the subject co-ordinator and staff have worked hard to improve the attainment of pupils. The National Numeracy Strategy has provided a solid foundation for future development. The School Management Plan includes appropriate details of how the school intends to improve standards further. These include the development of target setting and some opportunities to monitor the planning and teaching of mathematics lessons throughout the school. However, these procedures have not been developed enough to contribute sufficiently to raising attainment. The governor responsible for overseeing provision for numeracy has observed teaching and works closely with staff to maintain a keen interest in developments. This is beginning to provide an effective team approach and to give a clearer direction to improving mathematical standards.

SCIENCE

70. Attainment meets the national average at the age of seven. It also meets nationally expected levels by the end of Year 3. Standards have been maintained at the level reported in the last inspection. The results of the 2000 teacher assessments in science for seven year olds show that the number of pupils achieving the nationally expected Level 2 was close to the national average and to the average of similar schools. The proportion of pupils achieving higher levels was well above average nationally and for similar schools. Inspection evidence confirms that the number of pupils achieving the expected Level 2 is average. The number achieving above average levels is also broadly average. The current small group of Year 2 pupils does not include as high a proportion of more able pupils as last year's did.
71. Pupils, including those with special educational needs, make sound progress in their learning. They make good progress in their knowledge and understanding of materials and in aspects of physical processes. Pupils are keen to complete scientific investigations and clearly enjoy the subject. Their interested approach contributes considerably to the standards attained. Pupils' investigational skills are developed soundly overall, although they are not always consistently developed throughout the school. Teachers do not always clearly identify which skills are to be covered. This does not ensure that they build on prior skills and knowledge effectively to enable pupils to make consistent progress.

72. Most Year 1 pupils have a good understanding of which parts of their body are linked to the senses, for example, fingers for touch and ears for hearing. They used their listening skills very effectively to describe the range of noises they heard when standing on the school field, with eyes closed, to concentrate on the sounds around. Many Year 1 pupils have a good knowledge of different materials used to make different objects, for example, paper and wood. They know that some objects need a push to be moved and others are pulled. Most Year 2 pupils use different ways of sorting materials and identifying the differences between them. They know that electricity is used to create light, heat, movement and sound. They use drawings appropriately to show how a bulb works in an electrical circuit. Many Year 2 pupils use their observational skills effectively to identify and accurately describe different wild flowers. They use their literacy skills successfully to provide written descriptions.
73. Year 3 pupils carried out an investigation into the growth rates of runner beans. They made good use of their mathematical skills to measure accurately. Pupils used drawings, tables and written descriptions to record their results successfully. Many pupils in Year 3 have a good knowledge and understanding of different types of rocks, for example, igneous and sedimentary. They used their observational skills, through the effective use of a magnifying glass, to provide detailed descriptions of a piece of rock to a partner. A more able pupil quickly identified a piece of slate and then explained, to the rest of the class, how this was used in pre-historic times for arrow-heads and as roofing tiles in more modern times. The scrutiny of pupils' work did not show that they had a detailed knowledge and understanding of the process of scientific investigations. However, in talking to pupils about their work, they had carried out several 'exciting' investigations, especially in Year 2. Some had a sound understanding of how to carry out a fair test. A few knew about predicting what could happen and then testing to see if it did. However, many pupils were not sure about what was expected of them in trying to carry out tests.
74. The quality of teaching is sound overall. Although it is good in lessons, the scrutiny of pupils' work indicates that teachers do not consistently build on pupils' prior learning. In the two lessons observed during the inspection, teaching was never less than good. Teachers have very good relationships with their pupils. They manage their classes very effectively to ensure that the pupils remain interested and focused on their learning activities. Teachers are very well organised and use their resources very effectively to enthuse pupils and encourage them to get fully involved in the activities. For example, in a Year 3 lesson, the teacher used a very good range of rock samples to gain pupils' interest, and encouraged them to observe them closely to pick out the main characteristics. She then encouraged pupils to use reference books to try to identify the different rocks. Pupils quickly became very interested in different aspects, for example, the crystal pattern on some rocks, and were keen to find out more. This generated a positive, enthusiastic approach and led to some good work being achieved. Teachers use questions successfully to focus pupils' attention on their activity, for example, when the teacher challenged Year 1 pupils to recognise the different sounds she made. She carefully used a screen to prevent the pupils seeing the objects she was using to make the noise. The teacher used follow-up questions very successfully to improve pupils' answers. For example, "What do you think it could be made of?" and "What kind of paper could make that type of noise?". These enabled pupils to develop their initial answers and raise the standard achieved.
75. Teachers do not consistently identify clear learning objectives in their planning. They do not make enough use of assessment information to ensure that learning activities are closely matched to learning needs. This has not improved since the last inspection. Teachers do not always ensure that learning activities build effectively on prior learning. This limits the progress made and does not always enable pupils to achieve standards of which they are capable, particularly the more able.
76. The school has benefited from some specialist science teaching from a link teacher from a local scientific company. She worked closely with some Year 3 pupils to improve their understanding of health and nutrition. She improved pupils' knowledge of using information and communication technology to support their work in science. For example, pupils produced a questionnaire on pet foods then used it to gather information and produce a range of graphs

from the results.

77. The subject has not been a recent focus for development. The co-ordinator does not have a clear understanding of the standards being achieved in the school and has had no opportunities to monitor and evaluate teaching and learning. She has organised science activity days which have encouraged pupils' involvement in practical investigations, for example, into shadows and magnets. These have increased pupils' enthusiasm for carrying out investigations, although did not extend their skills in recording and trying to explain their observations.

ART AND DESIGN

78. Standards meet national expectations throughout the school. These are lower than the standards reported in the last inspection for pupils aged seven. They are the same as the standards for Year 3. Year 1 pupils have sound drawing skills. For example, one more able pupil had drawn a very detailed picture of a dragonfly. These skills are built on soundly throughout the school. Many Year 2 pupils have produced some good drawings of the Great Fire of London. Year 3 pupils are encouraged to use sketch books effectively to carry out detailed drawings of plants and objects.
79. From an early age pupils develop control of pencils, pastel crayons and paintbrushes. By the age of seven, they mix paints effectively to make other colours such as orange and various shades of grey. For example in Year 1, pupils used reference books to identify the colours of a Greylag goose and a heron and then mixed the appropriate colours to paint their three-dimensional models. Pupils have opportunities to think about colour, pattern and texture in their work on buildings and they made brick rubbings to illustrate this. They used clay to make simple tiles with their own designs. In Year 2, pupils make good use of their information and communication technology skills to support their work in art and design. For example, they use the digital camera to take pictures and then use their drawing skills to copy the images in pencil and crayon. Also in Year 2, pupils have studied the work of the artist Mondrian. They used their knowledge and understanding to make their own attractive pictures in a similar style.
80. The planned curriculum allows for pupils to experience a wide range of media and pupils respond well, taking pride in their work and being encouraged to succeed. They clearly enjoy the subject and this promotes their involvement and the standards attained.
81. Only one art lesson was observed during the inspection and it is not possible to make an overall judgement about the quality of teaching. The scrutiny of pupils' work and displays around the school indicate that teaching and learning are of at least a sound standard.
82. The school is a member of the local cluster art group involving other local schools. Through this, opportunities are provided to share resources for art and benefit from the expertise of local artists and sculptors. An annual art exhibition is held locally and a good range of pupils' work is exhibited.

DESIGN AND TECHNOLOGY

- 83. Due to timetabling arrangements, it was possible to see only one design and technology lesson during the period of the inspection. However, the teachers' planning documents, some examples of work and discussions with pupils indicate that attainment in the subject meets the expected standard by the age of seven and by the end of Year 3. This has been maintained at the standard reported in the last inspection.
- 84. Through a programme of planned projects, pupils are introduced to a range of activities which cover textiles, food technology, mechanisms and structures. By the age of seven, pupils know how to design and make a structure which is rigid and which will carry a load. For example, they were observed designing the first stages of a structure which would replicate Cromer Pier. They make joins effectively using a variety of materials and they have made some good quality vehicles with axles and wheels.
- 85. Pupils designed and made a coat, sewing pieces of material together. They made sandwiches using their own choice of fillings and then had the opportunity to taste them to test those made by other children. By Year 3, pupils are using the skills and knowledge learnt previously to design and make a windmill with moving sails as part of their study of their own locality.
- 86. There were insufficient opportunities to observe teaching and make an overall judgement on its quality. In the one lesson seen during the inspection, teaching was of a very high standard. Pupils were given a challenging problem to solve and then allowed to experiment with various materials in order to achieve the required result. They responded very well to being challenged to develop a structure in the design of Cromer Pier. They evaluated their own results and those of other pupils effectively to identify ways in which they could have improved the quality of their work. For example, their evaluations allowed them to understand that diagonals reinforced the use of rectangles in their structure. They confidently shared their work and made decisions for changes to their designs.

GEOGRAPHY

- 87. There were no opportunities to observe geography lessons during the inspection. Judgements are based on a scrutiny of pupils' work in books, folders and on display around the school, photographs and talking to staff and pupils. Attainment is broadly in line with national expectations at the age of seven and at the end of Year 3. Pupils, including those with special educational needs, make sound progress in developing their learning. There was no judgement made on standards in the last inspection. However, there was a key issue relating to insufficient curriculum coverage in geography. The school has used national subject guidance to improve the coverage of all required aspects. Resources have improved; for example, the range and quality of maps. The school has improved subject knowledge through staff training and uses a part-time teacher effectively in Year 3 to focus on improving pupils' geographical skills and knowledge.
- 88. Many Year 1 pupils show a sound knowledge and understanding of the local area and of other places in Norfolk and other parts of the United Kingdom. They talk about the 'travels' of Barnaby Bear and know that he has been to other places in the Norfolk Broads and to London, Hunstanton and Oxford. Year 2 pupils build on this understanding successfully, often linked closely to their work in history, to improve their mapping skills and their knowledge of the local area. For example, they are beginning to know how a seaside resort like Cromer has changed and how the changes compare to those in the local Sutton area during the same period. Many Year 2 pupils knew and used accurately specific geographical vocabulary, for example, 'mountains', 'volcanoes', 'rivers' and 'forests', when talking about the models of the islands they made earlier in the term.
- 89. Most pupils in Year 3 have a good knowledge and understanding of the geography of their local area. They used a map of the area around school to mark accurately their route to school. They made detailed maps of the school site, with some more able pupils making good

use of a mapping key to identify important features. The school makes particularly good use of the pupils' knowledge of the local area, especially in Year 3, to make effective comparisons with other places. For example, they knew and named different types of settlements, such as village, town and city. Many used correct terminology to describe areas such as 'urban' and 'mountainous'. They talked with interest about the ways in which they collected information on the local weather conditions. Some Year 3 pupils identified East Anglia accurately on a map of the British Isles. They are beginning to show an understanding of how changes are affecting the local environment, although pupils' understanding of the impact of such factors as people and traffic are not fully developed.

90. There was not sufficient evidence to give an overall judgement on the quality of teaching. However, a scrutiny of pupils' work and talking to teachers and pupils indicate that both teaching and learning are at least sound. Teachers use national guidance effectively to ensure all curriculum requirements are met. However, they do not consistently identify key skills in their plans, which does not enable pupils' skills and knowledge to build soundly on prior learning. Procedures to monitor and evaluate teaching and learning have not been established. This does not enable strengths and weaknesses in pupils' learning to be clearly identified and to be targeted for improvement.

HISTORY

91. Standards in history are in line with national expectations. There were no overall judgements on attainment in the last inspection. Weaknesses in curriculum planning in history have improved since the last inspection and there is now a planned series of topics which are taught in both key stages.
92. In Year 1, pupils begin to develop an awareness of how things have changed over time. They think about themselves and members of their own families. They examine toys from the past and see how they have changed. When appropriate, they learn about particular events or people in the past. For example, they know about Guy Fawkes and Florence Nightingale.
93. In Year 2, pupils begin to look more closely at historical evidence to make comparisons between the past and the present. For example, Year 2 pupils discussed their own holidays and how they travelled to their destinations. They then examined sets of photographs illustrating holidays of fifty and one hundred years ago. Using their knowledge, they were able to identify from which period these photographs were taken. They knew about changes in transport and fashion. "This photograph cannot be from fifty years ago – the dresses are too long". The pupils are aware of how evidence can be used to understand life in the past.
94. In Year 3, pupils study particular events in history and are aware that Britain has been invaded a number of times and that these invasions have left their own legacy on this country. For example, they know that place names in the locality of the school are derived from names given to settlements by these different invaders. They make a detailed study of the school's locality and are aware of the significant features such as the church, the windmill and the river. They know about the history of these features and the part which they have played in the community.
95. During the period of the inspection, only one history lesson was observed. This does not provide sufficient evidence to make an overall judgements about the quality of teaching throughout the school. However, discussions with pupils and an examination of their work indicate that they enjoy the subject and respond well to the work which is planned for them. Opportunities are found to link history with other areas of the curriculum. For example, pupils in Year 2 had used information and communication technology to create their own newspaper, "The Sutton Special", to write well constructed accounts of the Great Fire of London. Similarly, this event had led to some very good illustrations being done in art lessons.
96. The school has not developed procedures to monitor teaching and evaluate its impact on learning. This does not ensure that priorities for development are linked closely to standards of attainment. The school makes good use of a range of resources in the area to extend pupils' knowledge and understanding. For example, visits are made to Blickling and Felbrigg

Halls, to Great Yarmouth and Cromer Museums. When appropriate, visits have also been made to Gressenhall Rural Life Museum and Norwich Castle Museum.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. Attainment is above national expectations at the age of seven. It is broadly in line with standards expected of pupils by the end of Year 3. Standards have improved since the last inspection. Some improvements in resources, supported by good teaching, especially in Year 2, and pupils' enthusiastic approaches to working with information and communication technology have all contributed to raising standards. Teachers, particularly in Year 2, have good subject knowledge and make very efficient use of improving, but still limited, resources to enable pupils to extend and apply their skills and knowledge. By the age of seven, pupils' skills in word-processing and in aspects of control technology are above expected levels. They make good progress in their learning and use their skills and knowledge very effectively to support work in other subjects. For example, Year 2 pupils extended their literacy skills successfully when using word processing to provide a newspaper-style historical report about the Great Fire of London. They used good keyboard and mouse skills, together with a good understanding of different function keys to edit and improve the accuracy of punctuation, spelling and presentation. Year 3 pupils' skills and knowledge are built soundly overall on the standards achieved in Year 2. Pupils benefit from some specialist teaching focused on improving their basic skills, for example, on handling information. However, they are not given enough opportunities to apply and extend these skills in order to maintain the above expected standard.
98. Pupils with special educational needs make good progress in their learning. It is very good when they receive specialist support to extend their skills, for example, when the learning support teacher from the local cluster of schools uses good quality software to improve literacy skills. The school makes very good use of resources, both new and old, to enable pupils with special physical needs to extend their writing skills. For example, a touch-sensitive screen is provided to enable pupils to develop their skills when difficulties in keyboard control skills restrict the amount they can achieve. Teachers make good use of an older computer to enable other pupils who have difficulties in maintaining their concentration and controlling their handwriting to apply their word processing skills to present neat and accurate work.
99. Pupils in Years 1 and 2 use information and communication technology effectively to extend their language and literacy skills. For example, Year 1 pupils used listening sets independently to listen to a story tape then talked about it within their group. Year 2 pupils used word processing successfully to write adventure stories in English. They have a higher than expected knowledge and understanding of how to change size and style of the font. They use their mouse skills confidently, knowing and using the left and right buttons accurately to get different menus and select what they need to do next. Pupils know how to put instructions into a programmable robot in order to control the length and direction of its movements. Year 2 pupils used their good mouse control skills to use a 'painting program' and create an on-screen drawing. They also used the digital camera successfully to support their work in art by taking a digital photograph and then using their sketching skills to draw a copy of the photograph.
100. Year 3 pupils know and describe accurately a good range of uses for information and communication technology in storing information and using it in different ways. For example, they know that it can be used to create music and pictures, to save text and to make calculations from data entered into the computer or calculator. Some more able pupils know ways of storing information, for example, on CDs, mobile phones and films in cameras and how it can be used to create sound, text and pictures. Teaching plans show that the school is planning to use a specialist support teacher to enable Year 3 pupils to use the newly installed resource to extend their knowledge, understanding and use of the Internet for researching information and electronic mail. Year 3 pupils have made some use of the digital camera and have reinforced their literacy skills and numeracy skills through some word processing and use of mathematical programs. Year 3 pupils receive weekly more specialist teaching to focus on their basic skills and knowledge of information and communication technology. However, limited resources and too few opportunities for pupils to extend these skills in other lessons are

restricting their progress, especially those who benefit from the use of home computers.

101. The quality of teaching is sound overall. It was good in the two lessons observed. However, the scrutiny of pupils' work shows that teachers do not consistently plan and promote pupils' knowledge and skills throughout the school. Where the teaching is good, and often very good, the teacher's good subject knowledge promotes pupils' interest and involvement. For example, in a Year 2 lesson, the teacher's enthusiasm for the subject and her good organisation and clear instructions enabled all pupils to become actively involved and make good progress in their learning. The teacher clearly demonstrated to the pupils the mouse and keyboard skills she wanted them to develop. She then supported the partner activities effectively by having a clear set of instructions available to them and ensuring that those who were still uncertain benefited from working with another pupil who was more confident in their skills and knowledge. Teachers have very good control of their classes and manage them very successfully. This ensures that pupils remain interested and focused on their learning activities. Teachers use questions effectively to develop pupils' knowledge, for example, "How is the sound made on a keyboard?" and "What source of information is used in a mobile phone?".
102. On occasions, teachers do not always ensure that the learning task is matched closely to the needs of the range of ability within the class. For example, when the teacher used a worksheet which required pupils to identify the type of information stored on different machines and resources, she did not challenge the more able pupils to extend their answers by trying to explain how the information was stored differently. They simply wrote down the name of the item and the different types of information. This did not encourage them to apply their knowledge and understanding and limited the standards achieved.
103. The subject is led very effectively. The subject leader has a good knowledge and understanding of her subject and has developed a detailed action plan to identify new resources, staff training and areas for further development. These are beginning to be successfully implemented, although the lack of opportunities for the subject leader to monitor and evaluate teaching and learning are not promoting consistently high standards.

MUSIC

104. During the inspection it was not possible to observe enough music lessons to make a firm judgement on standards or the overall quality of teaching. Where they could be observed, for example, rehearsing for a musical production, pupils' knowledge and skills were at the nationally expected level which is the same as those noted in the last inspection. Teaching gives pupils a satisfactory experience of all aspects of the subject and this is extended by regular performances organised for parents and the local community. Pupils learn to sing and chant songs both in class and in assemblies. They develop a good sense of tone and phrasing and the singing in assemblies is of a good standard. Pupils know the words to a range of different hymns which they sing with enthusiasm. By the age of seven they have a good understanding of rhythm and how to vary the loudness to interpret the music properly. Pupils of all ages enjoy repeating poetry together and maintain the pulse accurately in reading verse.
105. Pupils use a range of pitched and unpitched percussion in composing and performing music in class. The school has a good range of instruments and this promotes pupils' interest and skills. In a rehearsal of a musical to be performed for parents, pupils in Years 2 and 3 sang songs with great expression and enthusiasm. All had instruments to play which they did with care and sensitivity. They understood the need to work together and were aware of each other's roles in the performance. They followed the conductor's direction well and supported each other to ensure that all played their part on cue. Pupils made helpful observations about the way that the performance could be improved and recognised how musical elements create different effects. In rehearsing this musical, pupils learnt a great deal about the importance of team work, practice and the disciplines of performance. They also obtained a sense of achievement and satisfaction from the experience.
106. Class teachers follow national subject guidelines to cover all aspects of the subject. The

recently appointed co-ordinator is working with colleagues to check the effectiveness of their planning and ensure that pupils make appropriate progress. She has yet to monitor and evaluate the quality of teaching and learning. Year 3 pupils have opportunities to receive instruction in recorder playing in a weekly group activity which extends their learning. The musical life of the school is greatly enhanced by the contributions of volunteers and assistant staff who enrich pupils' experience by playing in assemblies and helping to direct performances for parents.

PHYSICAL EDUCATION

107. Attainment meets national expectations at the age of seven and at the end of Year 3. Standards have not been maintained at the above average levels reported in the last inspection. However, the focus in this inspection was on games skills whereas it was mainly on gymnastics and dance at the previous inspection. All pupils, including those with special educational needs, continue to have enthusiastic attitudes and teachers encourage them to participate fully in all activities. Teachers do not consistently focus upon ways in which pupils can extend and apply their skills and this does not promote above average games skills. The school makes good use of specialist subject knowledge for some pupils by organising an extra-curricular games activity club. This is taken by staff from the local sports centre and contributes effectively to developing the games skills of those pupils who attend regularly.
108. Most Year 3 pupils showed sound throwing and catching skills. They threw the ball accurately into the air and most caught successfully with two hands. A small number of more able pupils confidently used one hand to catch the ball, although very few could adjust their body position successfully to catch the ball with their other hand. Most are beginning to improve their hitting skills, although few hit the ball with a bat consistently. Pupils' awareness of working co-operatively in partner and group activities is soundly developed and contributes to improving their skills. For example, most Year 3 pupils organised themselves very well when put into a group rounders activity. They ensured that all were given appropriate opportunities to take their turns at bowling, batting and fielding. They co-operated very successfully together even when the limited accuracy of the bowling restricted the opportunities for the batter to hit the ball! In the activity club, some Year 2 and Year 3 pupils used one hand to control a basketball successfully. They benefited from good teaching to improve their dribbling control skills; for example, by pushing the ball back towards the ground with their fingers rather than slapping it with a closed hand.
109. There were not sufficient opportunities to observe teaching during the inspection to give an overall judgement on its quality. In one lesson and one other activity, teaching was never less than sound. It was good where the teacher had good subject knowledge and used it effectively to improve the quality of pupils' skills, for example, when demonstrating correctly the different technique for catching a ball with one hand. Teachers used their very good class control skills to ensure that pupils' positive attitudes were directed effectively into the learning activities. Pupils participate enthusiastically and benefit from purposeful use of their energies. They clearly enjoy physical activities and put a considerable effort into trying to achieve what they are asked to do. Although teachers give good individual support to some pupils to improve their skills, they do not consistently take opportunities to encourage pupils to evaluate their own and others' skills. They do not enable pupils to identify ways in which they could improve the standard of their performance. This does not promote higher standards of attainment. Teachers' planning gives suitable descriptions of what activities are going to be included in lessons. However, they do not clearly identify the specific skills to be covered and this does not ensure that these skills are consistently built upon in later lessons.
110. The school benefits from an extensive games field which is very useful to encourage pupils' involvement, especially during dry, warm weather. The pupils also enjoy using the trim trail which encourages physical skills development. However, the outdoor hard-court area and the indoor hall are rather small for developing pupils' full range of physical skills, especially in games activities. Some of the indoor gymnastics equipment is rather large for the younger pupils. These limit the range of activities and opportunities for pupils' personal development, for example, by taking initiative and responsibility for handling apparatus. The school makes effective use of the swimming facilities in a local high school to enable its Year 3 pupils to

receive regular swimming opportunities. Their skills are developing soundly.

RELIGIOUS EDUCATION

111. Due to timetabling arrangements, it was possible to observe only one lesson of religious education during the inspection period. This evidence was supplemented by a scrutiny of pupils' work, classroom displays and discussions with small groups of pupils. By the age of seven and at the end of Year 3, pupils reach standards that are in line with those specified by the locally agreed syllabus for religious education. Standards have been maintained at the level reported in the last inspection.
112. The school's provision for the teaching of religious education is satisfactory. Pupils visit the local church on a regular basis at different times of the year as part of their studies and to celebrate particular events. The rector is a regular visitor to the school and takes assembly on a fortnightly basis. The programme of daily school assemblies makes a good contribution to the school's religious education curriculum. Teachers follow up the theme effectively with their individual classes.
113. Pupils learn about the main features of Christianity and how Christians seek to put their faith into practice. For example, they know about how Jesus taught through parables, and they reflect on their meaning. They learn about how the church is used and in Year 1, pupils are able to identify events which take place in their local church. They compare Christianity with the beliefs and customs of other world faith communities such as Jews, Muslims and Hindus. Children in Year 3 are not entirely confident about how these faiths differ and which particular events are celebrated within them. Pupils are encouraged to consider human qualities such as courage, loyalty and commitment. They discussed, for example, how one can show empathy with those who are sad or lonely.
114. It was not possible to give an overall judgement on the quality of teaching. Resources for teaching the subject are currently rather limited. The school is aware of this and has arranged to extend the range by borrowing artefacts which represent a range of faiths. Procedures for monitoring teaching and learning are not established. This does not enable standards in religious education to be evaluated effectively and areas for improvement to be clearly identified.