

INSPECTION REPORT

**OLD BUCKENHAM COMMUNITY PRIMARY
SCHOOL**

Attleborough

LEA area: Norfolk

Unique reference number: 120839

Headteacher: Mr R. Cross

Reporting inspector: Colin Henderson
23742

Dates of inspection: 13th – 16th November 2000

Inspection number: 225276

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Abbey Road Old Buckenham Attleborough Norfolk
Postcode:	NR17 1RH
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A. Bennett
Date of previous inspection:	February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Colin Henderson, 23742	Registered inspector	Science Information and communication technology Design and technology Physical education Equal opportunities	How high are standards? School's results and achievements How well are pupils taught? How well is the school led and managed?
Len Shipman, 14061	Lay inspector		How high are standards? Attitudes, values and personal development. How well does the school work in partnership with parents?
Jean Peek, 25281	Team inspector	Mathematics Art Music Religious education Special educational needs	How well does the school care for its pupils?
Mike Egerton, 8839	Team inspector	English Under-fives Geography History	How good are curricular and other opportunities?

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Old Buckenham Community Primary School mainly serves the villages of Old and New Buckenham. It is an average-size primary school with 220 pupils on roll, 112 boys and 108 girls. This is larger than at the time of the last inspection. The school is over-subscribed with over 40 per cent of pupils coming from outside of the school's designated area. Pupils come from a wide variety of social and economic backgrounds. Most come from private housing. Assessment on entry to the school indicates a broad range of attainment, although it is above average overall, especially in language, literacy and mathematical skills.

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 18 pupils, 8 per cent, on the register of special educational needs, most of whom have moderate learning difficulties. This is below the national average. One per cent of pupils have statements of need, which is broadly average. Five per cent of pupils are entitled to free school meals, which is below the national average.

HOW GOOD THE SCHOOL IS

Old Buckenham is a very good school with many excellent features. It has established a very caring and supportive ethos, which enables pupils to achieve high standards both in academic and personal development. The school benefits from excellent leadership and management and a very good partnership with parents. Teaching is good. The school provides good value for money.

What the school does well

- Pupils achieve consistently high standards, particularly in English, mathematics and science.
- The leadership and management are excellent.
- Pupils maintain an enthusiastic approach to school and high standards of behaviour.
- It has established a caring, supportive community, which promotes very good relationships.
- Teaching is good and promotes high standards.
- Links with parents are very good.

What could be improved

- The school has no significant weaknesses. The governors, to raise standards in information and communication technology, have already implemented a detailed action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection in February 1996. All key issues have been very effectively addressed, with particular improvements in curriculum planning and assessment procedures. Standards have improved, particularly in pupils' literacy and numeracy skills. Teaching has improved and is now of a good standard. The leadership of the headteacher is excellent and he receives excellent support from staff and governors. Links with parents have improved and contribute very well to promoting high standards. The provision for pupils with special educational needs has improved.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	C	A	A	well above average A above average B average C below average D well below average E
mathematics	B	B	A	A	
science	B	C	A	A	

(Similar schools are those which have a similar proportion of pupils entitled to free school meals.)

Test results over the last four years show that attainment has been well above the national average in all three core subjects. Assessment information shows that the 1999 group of Year 6 pupils contained a higher number of lower attaining pupils who achieved well for their ability. The school set very challenging targets for the 2000 national tests of 90.5 per cent of pupils to achieve Level 4 or above by the end of Key Stage 2 in English and 93.5 per cent in mathematics. It achieved its target for mathematics and almost met its target for English. The 2000 test results show that the number of pupils who achieved Level 5 was well above the national average. Inspection evidence confirms that attainment is well above average at the end of Key Stage 2. A significantly high number of pupils achieve above average standards, promoted by consistently good quality teaching towards the end of the key stage.

The results of tests and teacher assessments at the end of Key Stage 1 show that standards are well above the national average. Inspection evidence shows that standards are above average overall. The number of pupils achieving the nationally expected Level 2 is well above average. The number achieving Level 3 is not consistently above average. Attainment on entry is above the local education authority average. Standards in literacy and numeracy are high throughout the school. Pupils use their skills very effectively to support work in other subjects. Attainment in religious education meets the expectations of the Norfolk Agreed Syllabus. Standards in information and communication technology are broadly in line with expectations at the end of both key stages, although pupils do not consistently use their skills to support work in other subjects.

Children in the Foundation Stage settle quickly and confidently into school life. They make good progress in all areas of learning. All children are likely to achieve the Early Learning Goals by the end of their reception year. Many will exceed their goals, particularly in communication, language and literacy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils adopt very positive, enthusiastic attitudes. They are keen to learn and to succeed. They clearly enjoy school.
Behaviour, in and out of classrooms	Behaviour is excellent. Pupils are friendly and courteous. They play and work together very well.
Personal development and relationships	Very good relationships promote very good personal development. Pupils are excellent at taking the initiative and accepting personal responsibility.
Attendance	Levels are above the national average. There is a prompt and efficient start to each school session.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
52 lessons seen overall	good	good	very good

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.

Teaching is good overall. There are frequent examples of very good practice throughout the school. Teaching is consistently very good, and occasionally excellent, towards the end of Key Stage 2. This promotes standards which are well above average. Teaching was good in 48 per cent of lessons observed. It was very good in 27 per cent and excellent in a further 2 per cent. Teaching was unsatisfactory in only 4 per cent of lessons. The school has focused strongly on the teaching of literacy and numeracy, which is very effective. Teachers have very good relationships with their pupils. They manage their classes very well to ensure that pupils sustain interest and concentration. Teachers have high expectations of work and behaviour to which pupils readily respond. Teaching and good quality support staff work closely together to ensure that the needs of all pupils, including those with special educational needs, are met effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although the school has focused strongly on literacy and numeracy skills, it has retained a broad and balanced programme. A very good range of extra-curricular activities and educational visits enhances this.
Provision for pupils with special educational needs	The provision is very good. Teaching and support staff work very effectively together to ensure that pupils make good progress towards their individual learning targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for moral and spiritual development which strongly promotes pupils' values. Good spiritual and cultural provision fosters respect for others and increases pupils' awareness and understanding of their own and other cultures.
How well the school cares for its pupils?	Very good provision enables staff to know their pupils well and provide high quality support and guidance. The procedures for monitoring and supporting pupils' personal development are excellent.
How well does the school work in partnership with parents?	The school has established very good links with parents and effectively involves them in promoting their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is managed excellently. Strong, clear leadership is provided by the headteacher, supported by a very effective deputy headteacher and staff team. There is an excellent team approach focused on continually trying to improve standards.
How well the governors fulfil their responsibilities	A very active and supportive governing body makes an excellent contribution towards to school improvement. Governors fully meet all their responsibilities and have a detailed understanding of the strengths of the school.
The school's evaluation of its performance	The headteacher works closely with governors, subject co-ordinators and local education authority's adviser to carefully monitor teaching and learning. They make very good use of attainment information to monitor pupils' progress and set clear targets for improvement.
The strategic use of resources	The school has excellent financial procedures and makes excellent use of the principles of best value to ensure that resources are focused strongly on school improvement. The school makes very good use of teaching and support staff to meet curriculum needs. Learning resources are good and are used effectively to promote high standards. Pupils benefit from good accommodation and extensive grounds. They are used well to enhance the range of learning opportunities. The school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Parental responses from the 120 questionnaires returned, 54 per cent, and from the 33 parents who attended the meeting were very supportive. There were few concerns.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The standards of behaviour are good. • Teaching is good. • School has high expectations. • The school is well led and managed. • School helps their children mature and take responsibility well. 	<ul style="list-style-type: none"> • Remove inconsistencies in homework. • Improve the quality of information about the children's progress. • Improve the range of extra-curricular activities. • Reduce the size of the larger classes.

Parents show a high level of consistent support for the school and the standards it promotes. Inspection evidence shows that homework is set well and makes a significant contribution to improving standards, especially in literacy and numeracy. The school provides an excellent range and quality of information about pupils' progress. There is a very good range of extra-curricular activities, which significantly enhances the curriculum. The school is aware that many of these are mainly for older pupils and is planning to improve this. There was no evidence that class size was affecting standards.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the end of Key Stage 1, standards in English are above the national average. The results of the 2000 national tests for seven-year-olds showed that standards in reading and writing were well above the national average. They were above the average of similar schools. These improved on the 1999 results, especially in the number of pupils achieving higher than expected levels. Forty-two per cent achieved Level 3¹ in reading compared with 38 per cent last year. The number who achieved Level 3 in writing increased from 3 to 16 per cent. Although there has been some variation from year to year, due mainly to differences in the range of ability in particular year groups, attainment in reading and writing overall has remained well above the national average. Both boys and girls achieve well.
2. At the end of Key Stage 2 standards in English are well above the national average. The results of the 2000 national tests for 11-year-olds showed that attainment was well above average nationally and for similar schools. The 2000 results were a significant improvement on the previous year, although the 1999 group of Year 6 pupils had a higher number of lower attaining pupils. The number of pupils who achieved Level 5¹ rose from 19 per cent to 50 per cent, which is well above the national average. Test results over the last four years show that standards have been maintained at well above average levels. The school almost reached its challenging target of 90.5 per cent of pupils who achieved Level 4 or above. Both boys and girls achieve well above average standards, which reflect their positive attitudes and the high quality support and encouragement given to pupils.
3. Inspection evidence shows that standards in English are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. They have been maintained at the high level reported in the last inspection. The number of pupils achieving well above average standards by the age of 11 has been maintained at the high level achieved in the most recent test results. The number achieving above average levels at the age of seven is not currently as high as last year. High quality teaching, particularly the consistently high expectations of teachers towards the end of Key Stage 2, and the very effective implementation of the school's literacy strategy promote high standards. Pupils' speaking and listening skills are developed very well throughout the school and they achieve well above expected standards. Teachers provide a good range of opportunities for pupils to apply and extend these skills. Pupils are confident and clearly express their ideas in small group and whole class discussions. They listen carefully and respect and value the views of others. Pupils make good progress in their reading. Most pupils are enthusiastic and keen readers. They talk with interest about the books they have read. They use a good range of strategies to work out unfamiliar words. Pupils have high quality reading for information skills, knowing how to locate and extract the information they need for their work. Writing standards are developed effectively throughout the school. Pupils practise their handwriting regularly and this has a significant effect on the good standards of presentation. Pupils write for a wide variety of purposes, applying their knowledge of spelling and grammar with increasing fluency and accuracy. Higher attainers produce lively, interesting and imaginative pieces of extended written work.

¹ At Key Stage 2 the nationally expected level for pupils to reach by the end of Year 6 is 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

4. The results of the 2000 Key Stage 1 tests in mathematics showed that standards were well above average nationally and above the average of similar schools. All pupils achieved Level 2 or above, which is well above the national average. Forty-two per cent achieved Level 3, which is also well above average. The Key Stage 2 test results showed that standards were well above average nationally and well above the average of similar schools. Ninety-four per cent of pupils achieved Level 4 or above, which met the school's challenging target of 93.5 per cent. These results were an improvement on the 1999 results and on the standards reported at the last inspection. Boys and girls achieve equally well. Inspection evidence confirms that standards at the end of Key Stage 2 are well above average. The effective implementation of the National Numeracy Strategy, supported by good teaching, particularly towards the end of the key stage, promotes high standards. Attainment is above average at the end of Key Stage 1, where pupils are not always consistently challenged to extend their knowledge and skills to well above average levels. Pupils' numeracy skills are promoted well, especially their mental skills, and they use them with increasing accuracy to solve a broad range of problems.
5. The 2000 teacher assessments in science at the end of Key Stage 1 showed that standards were well above average nationally and above the average of similar schools. All pupils achieved Level 2, which was well above average. The number who achieved Level 3 was also well above average. The 2000 test results at the end of Key Stage 2 showed standards were well above the national average. The number of pupils achieving Level 4 or above was just above the national average. The proportion achieving Level 5, 56 per cent, was very high compared with the national average of 34 per cent. Inspection evidence confirms that standards at the end of Key Stage 2 are well above average. Consistently good teaching challenges pupils effectively to apply their knowledge and understanding and to achieve high standards. Pupils develop their skills successfully at Key Stage 1, although they are not always consistently challenged to extend their knowledge and understanding in order to achieve higher levels.
6. Standards in information and communication technology are in line with national expectations at the end of both key stages. Although pupils' skills are soundly developed, the limited range of resources currently restricts the frequency and range of opportunities for pupils to extend their skills. Many pupils develop their skills adequately through the use of home computers, for example, in word-processing and information retrieval skills. They use these effectively to support school work, for example, in history. Pupils develop their skills soundly in all required aspects, including data handling and control skills. The school is currently waiting for resources to be improved following its successful National Grid for Learning bid.
7. Attainment in religious education meets the expectations of the Norfolk Agreed Syllabus for pupils at the end of both key stages. Standards have been maintained at the level reported in the last inspection. There has been significant improvement in pupils' knowledge and understanding of different world faiths. Good teaching, an effective programme of learning activities including some good quality discussion work, and pupils' positive attitudes promote knowledge and understanding.
8. Attainment in the non-core subjects is above expectations at the end of both key stages in history, geography and design and technology. It is in line with expected levels in art and design, music and physical education. The school has increased its focus on promoting pupils' literacy and numeracy skills and this has promoted higher standards. It has maintained a broad programme of curriculum activities. School improvement planning indicates that an increased emphasis is to be given to

monitoring and evaluating teaching and learning to raise standards in some of the non-core subjects.

9. Children in the Foundation Stage² make good progress in all areas of learning. Their attainment on entry is above average overall and they settle quickly and confidently into school life. The majority of children are on target to achieve the Early Learning Goals³ by the time they are five. Many will exceed them, especially in communication, language and literacy. The quality of provision is good, particularly the teaching and the effective team approach of teaching and support staff. This encourages children to participate enthusiastically and promotes good progress in their learning.
10. Pupils' learning is developed successfully throughout the school, with consistently high quality teaching enabling pupils to make very good progress, especially towards the end of Key Stage 2. Pupils make very good progress in developing their literacy and numeracy skills and they use them very effectively to promote high standards in a range of other subjects, for example history and science. The school makes very good provision for pupils of different ability and they are challenged effectively to achieve good standards in relation to their ability. Those with special educational needs benefit from good quality teaching and support staff. They make good progress in developing their literacy skills, which are the main focus of the clear targets in their individual education plans. The school uses assessment information very effectively to identify higher attaining pupils and ensure that learning activities are matched well to their needs. Teachers make good use of extension activities and challenging questions to enable higher attainers to apply their skills and knowledge. This results in a significantly high number of pupils achieving standards that are well above the standards expected for their age.

Pupils' attitudes, values and personal development

11. The attitudes of pupils are very good. Their behaviour is excellent. These high standards have continued since the last inspection and have a direct bearing on the levels of attainment. Staff view good behaviour as paramount and pupils respond equally well. Parents have expressed their appreciation of the standards and values which the school promotes.
12. Pupils arrive at school punctually and enter the school with enthusiasm and happiness. They are smartly dressed. Members of staff are present in the playground to greet both the parents and pupils. This allows an informal opportunity to discuss any concerns or just reassure parents they are part of the school community. In class, the pupils' enthusiasm is evident, whether engaged in quiet reading or talking to their class teacher prior to registration. This is a good start to the day and creates a positive learning attitude amongst the pupils.
13. During the lessons, pupils behave in an exemplary manner, respect their class teacher and act in a very responsible manner. They are eager to answer questions but do not interrupt another who answers. The good quality of teaching ensures a stimulating learning environment. In shared work, pupils collaborate well, sharing ideas or the resources in a mature fashion. Good classroom management ensures

² The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development; but also includes knowledge and understanding of the world; physical and creative development.

³ ~~Early learning goals~~ Early Learning Goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements made in connection with the six areas of learning. There are many goals for each area, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

pupils are focussed on their lessons. They show pride in their written work and willingly explain what they have done. The tasks are appropriate to their ability and the teachers have high expectations of their pupils. These attitudes have a positive impact on raising their levels of attainment.

14. When pupils move around the school, from class to assembly or to play, the very high standards of courtesy and behaviour are maintained. Doors are opened, girls or adults are allowed to go first. In the playground, pupils happily play without aggression or anti-social habits. They care for each other. For example, an older pupil comforted a younger one who was crying because he could not catch the ball. Moments later the same pupil was running around happily. At lunchtime, social skills and responsible eating are fostered well. There have been no exclusions. All out-of-class activities are well-supervised, so the pupils feel safe and secure.
15. The personal development of pupils is very good and fostered both by example from the staff or taught within the curriculum. Relationships within the school are very good and are promoted well through assemblies or in the provision of a discussion period called 'Circle Time'. This provides a good opportunity for pupils to talk over issues that face them as part of everyday life. For example, in a Key Stage 1 class, being friends and considering the feelings of others were the themes, using both a story and role-play. Pupils from all the age groups happily perform tasks to ensure the smooth running of the school. Some undertake roles such as inspecting the cloakroom and toilet areas to ensure cleanliness. They record their judgement on a chart. In other areas, Year 6 pupils act as 'guides' to visitors, such as parents who are viewing the school before applying for a place for their child. Pupils are confident with adults, yet never intrusive. They are encouraged to show acts of spontaneous help. For example, a Year 6 girl stopped to explain how an art/design exhibit was made and its component parts.
16. The pupils clearly respect their school, their teachers and each other. The school has a positive ethos and a clear mission statement that pupils follow. At present, the school is in the process of compiling a 'School Charter', with the input from the pupils themselves. The staff demonstrate very good role models and they enjoy a wonderful rapport with the pupils. Mutual respect is shown. In addition, classroom charters are already in existence and support the high standards of behaviour and personal responsibility. Pupils take good care of the building, which is clean and free from damage or graffiti.
17. Levels of attendance are good and better than the national average. The registers are marked accurately throughout the school. Each class teacher keeps control of their own register in case of an emergency, such as fire drills. Punctuality is good and the registration is taken swiftly with a minimum of fuss. This provides a good start to the day and has a positive influence to encourage the pupils' attitudes to learning.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good and has improved since the last inspection. It is good at the Foundation Stage and at both key stages. There is good teaching in all year groups, with frequent examples of very good teaching, particularly in Key Stage 2. Teaching was good in 48 per cent of lessons. It was very good in 27 per cent and excellent in a further 2 per cent. Teaching was unsatisfactory in only 4 per cent of lessons. The teaching of English and mathematics is good and promotes high standards in both literacy and numeracy. Teaching is good in science, religious education, history, art and design, design and technology, music and physical education. It is sound in information and communication technology. There was insufficient evidence to give an overall judgement in geography. The good quality teaching is a significant factor in encouraging pupils to adopt a consistently positive approach in all aspects of their work and to achieving high standards.
19. Teachers know their pupils very well. They plan effectively throughout the school to ensure that lesson objectives are matched closely to the range of different learning needs in each class. Teachers make good use of the National Frameworks for Literacy and Numeracy to identify the key skills to be developed as pupils move from year to year. For example, in a Year 3 numeracy lesson, the teacher clearly identified three different learning objectives to extend pupils' skills and knowledge of working with money. They built well on pupils' previous learning and required them to apply their knowledge and understanding in interesting and challenging activities. This enabled pupils to make good progress.
20. Teachers have very good relationships with their classes. They manage them very successfully to enable pupils to sustain interest and concentration. Teachers have high expectations of work and behaviour to which pupils readily respond. This was clearly seen in the consistently high standard of work presentation. Teachers encourage pupils to take pride in the quality of their work, both in its detailed content and the way in which they present their information. For example, in a Year 5 science lesson, the teacher encouraged pupils to use their observational skills very carefully to record the link between sound and vibration. Pupils recorded their results very neatly in the form of annotated drawings. They took equal care with both the drawings and written comments, resulting in high standards being achieved.
21. Teachers, particularly at Key Stage 2, use good subject knowledge and a broad range of activities to actively involve pupils in their learning. They make very good use of support staff and other adult helpers to ensure that all pupils, including those with special educational needs, are given very good individual help and guidance. For example, in an excellent Year 5 art and design lesson, the teacher's enthusiasm for the lesson conveyed itself to the pupils. They were keen to contribute ideas and to extend their skills in working with textiles. The teacher organised five different activity groups and made excellent use of four other helpers, each with specific knowledge and expertise, to provide excellent individual support to pupils on how to apply and extend their skills. This encouraged pupils' enthusiastic participation and enabled them to achieve well above expected standards.
22. Teachers use a good range of methods to gain pupils' interest and develop their skills. For example, in a Year 6 art and design lesson, the teacher used different styles of hat designs to capture attention. She then used questions very effectively, for example, "What do you think that this is trying to show?" and "How could you try to create the effect of?". This developed pupils' ideas very competently and resulted in some good hat design drawings. The teacher then used follow-up questions very successfully to challenge pupils over the materials needed and some

of the potential problems which could arise from their initial drawings. This required pupils to evaluate their original designs and make suitable improvements. Where teachers maintain a good pace to lessons, this ensures that pupils sustain their interest and involvement. For example, in a very good numeracy session in Year 6, the teacher used a brisk pace to the introductory mental activity part of the lesson. She actively involved all pupils through rapid-fire questions then good follow-up challenges requiring them to explain the strategy they had used to answer the question. The teacher maintained an effective pace by quickly organising pupils into their group activities and setting clear expectations for what was to be achieved in the time available.

23. In the very small number of lessons where teaching is unsatisfactory, teachers do not maintain a good pace to lessons. This results in pupils not being effectively involved in their learning, and not maintaining their interest. For example, in a Key Stage 1 outdoor physical education lesson, the teacher spent too much time stopping the activity to give out further instructions or explanations. This significantly reduced the amount of time that pupils had to practise their skills. Pupils spent too much time standing and listening. They cooled down quickly after their warm-up and did not get time or opportunity to apply their skills. This did not enable pupils to achieve expected levels of attainment. Where teachers do not match the learning objective closely to the needs of the group, this restricts the standards achieved. For example, in a Year 2 history lesson on Remembrance Day, the teacher was unable to develop the topic at an appropriate level for the majority of pupils to understand. This led to some uncertainty and confusion and unsatisfactory progress being made in pupils' knowledge and understanding.
24. Teachers use homework successfully to consolidate and extend the work covered in school, particularly in literacy and numeracy. They also provide pupils with additional opportunities, often for those who want to take it on voluntarily, to extend their work in a range of other subjects, for example history, science and art and design activities. Teachers make very good use of high quality standards of literacy and numeracy to promote attainment in a broad range of other subjects. They provide very good opportunities for pupils to extend their speaking and listening skills, for example, in class and group discussions during personal and social education. Teachers encourage high quality writing standards in history, science and in describing and evaluating activities in design and technology. Teachers make some use of pupils' skills in information and communication technology, for example, when using word-processing in English or handling data in mathematics and science. However, teachers do not consistently develop these opportunities, largely due to limited resources, and pupils' information and communication technology skills do not currently support standards sufficiently in other subjects.
25. Teaching in the Foundation Stage is good and frequently very good. Teaching and support staff work very well together. They develop very good relationships with children and encourage them very effectively to become actively involved in their learning. Teachers plan in detail to provide an interesting range of activities in all areas of learning. Staff have very high expectations of children's work and behaviour. They manage them very well to encourage and enable children to make good progress and successfully achieve their Early Learning Goals.
26. Pupils of different abilities are taught well. Teachers use assessment information effectively to identify pupils of high attainment. They plan learning activities to challenge pupils to apply and extend their skills and knowledge. For example, in a Year 6 science lesson, the teacher made very good use of a game which challenged pupils to use their knowledge of reversible and irreversible changes to materials.

The teaching of pupils with special educational needs is good. Teachers are careful to include them fully in all class activities. They make sure that the tasks pupils are set improve their confidence and enhance their learning.

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

27. The curriculum is good. At the time of the previous inspection there was a key issue relating to developing long-term planning to ensure appropriate and progressive coverage of all National Curriculum subjects and religious education. This has been rigorously targeted through the action plan. Strategies and policies put in place in all areas of the curriculum have brought about an effective improvement.
28. There is good provision for children in the Foundation Stage in the reception class. Lessons are well planned and classroom assistants are very well deployed to support the children. The curriculum is planned to enable children to meet their early learning goals by the end of the reception class through a wide range of enriching experiences. Children in the reception class make good use of the school and its grounds to further their learning. For example, they observe changes in the weather and in the trees and plants that grow nearby. They also make a number of visits within the local area, which help their learning and enrich their experiences.
29. The curriculum meets all statutory requirements. It is enhanced for Year 6 pupils by the inclusion of French. This enables them to have confidence in continuing to study the language at the high school. Teachers have worked hard to implement the National Strategies for Literacy and Numeracy. Both these are very effectively in place and promoting high standards. The school's emphasis on literacy and numeracy means that time for some other subjects is limited. The school works hard to maintain a balanced curriculum and high quality work can be seen in a good range of other subjects. The new National Curriculum is also being used and national guidelines are in place for most subjects. A very positive innovation in the school is the issuing of curriculum outlines to parents in each year group. These documents give parents an outline of the curriculum that will be taught during the year in literacy, mathematics and science. There is an additional statement about homework activities. These provide parents with information that enables them to positively support the work of their children and become involved in their learning. The school has a good sex education policy approved by the governors. Drugs education is included effectively as part of the personal, social and health education teaching. The school has expressed concern that time for personal, health and social education has been limited by the demands of literacy and numeracy. The inspection findings, however, show that the school does very well in this respect. It takes every opportunity in all areas of the curriculum to emphasise and develop these important aspects. The ethos of the school strongly supports the development of personal, social and health education.
30. The quality of curriculum planning is good. Plans for literacy and numeracy lessons use national guidance very effectively. In literacy, plans are very good and they are good in numeracy. Different work is suitably planned to meet the needs of all the pupils. Weekly plans have clear learning objectives and help teachers to provide lessons that are interesting and stimulating for pupils. Assessments that teachers make on a daily basis are used effectively to inform future planning.
31. Provision for pupils with special educational needs is very good. The curriculum is well organised so that pupils with special educational needs have full access and receive very good support at all times. The quality of their individual education plans

has improved since the last inspection. They have clearly defined, achievable targets to use as tools to guide support staff and improve pupils' learning. They now include review dates, parents' and pupils' views as required.

32. Provision for extra-curricular activities is very good. There are many out-of-school activities ranging from recorders and the school orchestra to football and cycling proficiency. The school participates in area sports events, cross country competitions and football tournaments. Visits to places such as Duxford and How Hill help to enrich the curriculum for pupils. Visitors into school provide real life experiences in many areas of the curriculum; for example, the 'Roman Soldier' visiting the school brought to life the topic about Romans.
33. The equality of access and opportunity available for all pupils is very good. The school ethos supports the policy and ensures that all pupils are fully included in all aspects of school life.
34. Contributions from members of the local community to the curriculum are always welcome. Visitors into school have contributed to its work in the arts and in local studies. The school is involved in charity work and the local church. The Friends of the School run many events during the year, both social and fund raising. They make a significant contribution to improving the quality of education through the donation of funds for resources and improvements to the environment.
35. The school has very good links with local pre-school groups and the nearby high school. For example, the school works closely with the pre-school nursery to provide some musical accompaniment for their Christmas concert. Pupils benefit from opportunities to play with the high school orchestra. It is intended that in the future the schools will work even closer together to provide a pattern of continuous education.
36. Provision for the spiritual, moral, social and cultural development of the pupils is a strength of the school. The very good provision is reflected in the caring, supportive ethos, which permeates every aspect of the life of the school. It has a very positive impact on the relationships within the school.
37. Provision for spiritual development is good. A strength is the way staff raise pupils' self-esteem and make them feel valued. In lessons throughout the school, pupils gained confidence in making a contribution because teachers assured them that whatever they said would be valued. This has a positive impact in helping to make children appreciate each other's thoughts and ideas. Assemblies are well planned and provide good opportunities for pupils to reflect on spiritual and moral issues and to celebrate pupils' achievements. There is appropriate quietness and calm and prayers are responded to respectfully. Excellent quality music is provided by the school orchestra to provide a good atmosphere and the quality of singing is good.
38. The provision for moral development is very good. The school is a very caring community with clear values. These are clearly reflected in its ethos and working practices. Staff provide good role models and encourage pupils to understand right from wrong in relation to behaviour in school and beyond. Pupils develop an understanding of school and class rules and are involved in drawing up the 'School Charter'. The school uses a good system of rewards that is valued by the pupils. The culture of the school is one where good behaviour is positively reinforced and pupils grow in self-confidence.
39. The very good social development is promoted by the many and varied opportunities

provided by the school. Pupils' good social skills are very evident on occasions such as lunchtimes, playtimes and during assemblies. Throughout the school, pupils are given appropriate responsibilities. Older pupils prepare the hall for assemblies, help to look after younger pupils and help in the organisation of their rooms. Pupils are encouraged to look after their environment through litter picking projects and monitoring the tidiness of cloakroom areas. Pupils relate very well to each other both in classrooms and in general areas of the school. The relationship between the younger and older pupils is a joy to see.

40. Provision for pupils' cultural development is very good. Through subjects such as art, history, geography and music, pupils learn about other cultures. They learn in great detail about the way of life in India. They study aspects of the Hindu religion and make comparisons with their own life and culture. Pupils gain a deeper understanding of the cultural diversity of British society and this is reflected in the range of visitors to the school. Pupils learn about living in a different locality through links with a school in Canada. The school uses assemblies effectively to link with other faiths and their important festivals.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. All staff know both the children and their families very well. This helps the school provide a very good caring environment for all the children. This is recognised by parents and has improved since the previous inspection.
42. The headteacher is the designated member of staff for child protection. The school has adopted the Norfolk County Council agreed procedures. Staff have undertaken appropriate levels of awareness training. Every member of staff has also received training in first aid. All accidents are properly recorded and, where necessary, parents informed.
43. All aspects of health and safety, such as risk assessments or maintenance checks, are properly recorded. A new health and safety policy, written with guidance from the local education authority, is in the process of being presented to the governors for ratification. Health and safety are promoted well within the classroom. For example, 'always two pupils carrying a table when moving it'. The building is maintained in a clean and hygienic condition. One parent raised an issue over school security. Inspection evidence shows that this is an area already evaluated both by the headteacher and the governing body. Improved security has resulted.
44. Procedures to monitor and improve attendance are very good. The school secretary monitors each register and prepares weekly computerised facts for analysis. Should any concern arise, both the classroom teacher and headteacher are alerted. Good attendance is a regular feature of newsletters and other school documentation and parents conform to those guidelines.
45. Procedures to monitor and improve behaviour are also very good. Bullying or racial disharmony is not an issue at this school. Positive behaviour is fostered through school policies and consistent implementation by staff. Behaviour is carefully monitored with a whole staff 'team work' approach. Should a concern arise, the parents are involved immediately and experience shows the problem is quickly solved. The special educational needs co-ordinator and outside agencies are involved, where appropriate, to provide further guidance.
46. Procedures to monitor and improve the personal development of pupils are excellent. Relationships and good citizenship are fostered both within assemblies and the

curriculum. The pupils care for each other and respect each other's feelings or property. Girls and boys mix equally well. Personal and social development is carefully tracked each half term and recorded. This enables staff to easily follow the academic and social development of every individual pupil.

47. Year 6 pupils visit, in pairs, the adjacent pre-school group on a regular basis. All age groups perform tasks as monitors. The degree of responsibility increases with the age of the pupil. The older ones act as guides or assist staff in the playground. Wherever possible, pupils are encouraged to express their views and contribute ideas. For example, the 'School Charter' includes contributions from pupils. Amongst the issues to be published will be 'bullies are not wanted here' and 'consider the feelings of others'.
48. Procedures for assessing pupils' attainment and progress are very good. They have improved very significantly since the last inspection, when the development of assessment was a key issue. In the Foundation Stage, information from statutory assessments is used well to analyse children's needs and inform curriculum planning. Systems to assess attainment are very effective at Key Stages 1 and 2 and thoroughly monitored by the governors' target setting group, involving the headteacher, staff and governors. They analyse data very thoroughly. For example, they monitor for gender and compare the school's performance with other schools nationally and locally. They use this information very well to set future, challenging targets for improving standards. For instance, a recent focus has been on improving the performance of higher attainers. Teachers' assessments are accurate. They are used successfully, together with test results, to identify pupils who need extra support, for making up literacy and numeracy sets and to guide future curriculum planning. Requirements covering National Curriculum tests and pupil records are fully met. Pupils' academic progress is monitored very carefully through a tracker booklet. This is used well to alert teachers to learning difficulties or under-achievement. Pupils throughout the school are effectively involved in assessing their own progress and contribute to their annual reports with targets for future improvement. In addition to the annual report, in response to a request from parents, pupils receive a mini-report reflecting their termly progress.
49. Pupils with special educational needs have their needs assessed accurately. They are provided with very good quality support to enable them to make good progress and become more confident learners. The school's register of special educational needs is regularly reviewed and updated. There are no pupils with English as an additional language.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The relationship between the school and parents is very good and clearly a strength of the school. These links have been improved upon since the last inspection.
51. Inspection evidence indicates a high level of parental support. Prior to inspection, some parents felt that there were inconsistencies in homework. Some felt there was too much, especially for the younger ones. Others felt there was too little, especially for the older ones. Inspection evaluation reveals that homework is used appropriately by the class teachers. It is structured and relevant and in line with school policy. The impact of homework is having a beneficial effect on raising standards of achievement, especially in literacy and numeracy. Other concerns, although only raised by a few parents, were a lack of information as regards progress being made and lack of extra-curricular activities. Inspection evidence does not support those views.

52. A large percentage of pupils come from out of the school's 'designated area', so clearly the school enjoys a good reputation within the wider community. Many children come from the nearby pre-school groups, with which the school enjoys good relationships. This is promoted by joint ventures, for example concerts. Many parents commented upon the 'warm welcome', when as enquiring parents they visited the school seeking a placement for their children.
53. The quality of information for the parents is excellent. Newsletters promote homework, especially with reading or strategies to improve numeracy. These initiatives are reflected by the higher than average levels of attainment. The annual progress reports are handwritten and provide parents with a clear picture of how their child is progressing. Targets for development are set. For those children with special educational needs, parents are provided with very good information. They are invited to reviews and their participation welcomed.
54. The PACT (Parents and Children and Teachers) reading diaries and the homework diaries are further examples of effective communication between parents and staff. The homework diary is monitored and parents are encouraged to make comments. Teachers reply to those comments, providing effective feedback. To improve their own analysis and improve the links with parents, the school circulated a questionnaire. As a result, a 'thumbnail sketch' guideline was developed from parents' ideas. This simple but effective form provides an efficient focus at all parents' evenings or consultation meetings.
55. Parents help in and around school in so many ways. Parents have begun a pilot scheme to support mathematics. For a small donation, parents can loan a 'Take Away Pack' of fun and games to improve numeracy skills. Many help with reading or with computers in promoting information technology skills or in other areas; for example, coaching hockey. This input from parents helps to improve the quality of education provided.
56. A strong and enthusiastic 'Friends of the School' provide an extra tier of communications between parents, governors and school. A wide variety of events raise substantial amounts of money for the school. Much needed items, such as resources or subsidising outside trips, enhance the opportunities for the children to broaden their horizons. Other parents connected with local businesses contribute with raffle prizes.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership and management of the school are excellent. They have improved since the last inspection and are significant factors in promoting high standards. The school has made very good progress since the last inspection. The headteacher, staff and governors have worked very closely with parents to focus on improvement. A high quality school improvement plan has been used to clearly identify priorities and give clear direction to improving standards. All key issues from the last report have been effectively addressed. Improvements in teaching and curriculum planning have raised standards of attainment. Links with parents have been improved and they now make a considerable contribution to the school's effectiveness. Provision for pupils with special educational needs and those of higher ability has improved and contributes to enabling pupils of all abilities to achieve good standards.
58. The personal style of the headteacher provides strong and effective leadership, which gives a clear and positive direction to the work of the school. He works closely

with an influential deputy headteacher, enthusiastic subject co-ordinators and a very active and supportive governing body. They have been particularly successful in creating an excellent, dedicated and hard-working team focused clearly on achieving higher standards in all aspects of school life. The school has effectively implemented the National Strategies for Literacy and Numeracy and they are promoting high standards in pupils' knowledge and skills.

59. The aims and philosophy of the school are clearly set out in its prospectus. They are reflected fully in the work of the school, particularly those which relate to a caring and stimulating environment and the opportunities to develop responsibility and relate well to others. The school, under the guiding influence of the headteacher, has established a very effective learning environment. Relationships are very good and pupils want to succeed and produce work of a high quality. A good range of activities is offered to all pupils. They are encouraged to participate actively in their own learning, for example, by working closely with teachers to identify ways in which they can raise the standard. These are key factors, supported by good quality teaching, in enabling pupils to enjoy school and achieve well.
60. The procedures for monitoring teaching and learning are very good and contribute effectively to improving standards. The headteacher regularly monitors teaching and provides very good, constructive feedback. The adviser from the local education authority and subject co-ordinators, especially those with core subject responsibilities, support him very successfully. The school also provides some opportunities for staff to observe other teachers' strategies, both within school and in other local schools. These enable staff to share good practice and extend their range of teaching approaches. The deputy headteacher works closely with subject co-ordinators to advise and monitor curriculum plans. They check that work is planned to build on prior knowledge and understanding and to enable pupils to extend their skills and knowledge. Each co-ordinator produces an annual 'health check' on their subject. This information is used very well to monitor standards and to inform any issues for the school improvement plan.
61. The school makes very good use of assessment data to identify strengths and weaknesses and target improvement. Comprehensive individual pupil and class tracker booklets provide detailed information on pupils' progress. Teachers use them appropriately to inform parents on their children's progress each term. They also provide detailed information on the standards being achieved by each year group. The headteacher works very closely with the governors' target-setting group to analyse this information and set challenging targets for each individual year based on accurate and realistic data. This also enables the school to take very good action in order to meet these targets, for example, by identifying individual pupils who would benefit from additional support. These very good procedures have a very positive impact on raising standards both within and at the end of each key stage.
62. The governing body has become fully involved in supporting and working with the school. They have improved on their 'beneficial influence' reported at the last inspection. Governors now have an excellent understanding of the strengths of the school and are fully involved in identifying its priorities for development. They fulfil all aspects of their roles and responsibilities very conscientiously. Governors use their broad range of experience and expertise to help shape and influence the direction of the school, for example, through detailed and efficient financial planning and statistical analysis. All governors are linked to subjects and work closely with subject co-ordinators, through regular visits and discussions, to keep fully involved about standards and subject developments. Some help regularly in school and all value and benefit from attending various training courses. The excellent partnership

between the school and its governing body is a key influence on achieving high standards and planning for further development.

63. This partnership is also very effective in enabling the school to establish excellent financial procedures, which are very well targeted on supporting development priorities. Governors are very closely involved in establishing the budget, monitoring its impact and developing a strategic aspect to their planning. This has improved since the last inspection. Governors ensure that specific grants, for example the 'Standards Fund', are targeted excellently. They evaluate the cost effectiveness of these funds on standards of attainment, for example, by requesting that the numeracy co-ordinators explain the likely impact of new resources before agreeing to their purchase. Governors make good use of financial information from the local education authority to compare spending levels with those of other similar-size schools. This allows them to monitor the efficiency of the spending and enables them to make excellent use of the principles of best value. The school makes satisfactory use of information and communication technology overall. A very detailed information and communication technology development plan clearly illustrates how the school is planning to improve its use and the likely impact which this should have. The good quality day-to-day financial information and administration contribute to the smooth and efficient running of the school. It gives good value for money.
64. There are sufficient numbers of suitably qualified and experienced staff to teach the full curriculum effectively. The headteacher works closely with the in-service training co-ordinator and governors to provide very good appraisal and performance management procedures and opportunities for further professional development for all staff. The support given to staff who are new to the school is very good. It enables them to settle quickly into the team approach and to receive good support and guidance on improving their performance. The teaching staff are fully supported by the enthusiastic and well trained classroom assistants. The governing body made a positive decision to employ sufficient classroom assistants and this has helped to raise standards. The provision for pupils with special educational needs is managed well. Although the school has increased numbers on roll, due to its increasing popularity, class sizes have remained at an acceptable level. All the staff have identified areas of responsibility and work very much as a team. Support staff feel valued and their contribution welcomed.
65. The school's buildings and grounds are spacious and enable the school to provide a full curriculum. The main building is spacious and allows freedom of access and movement without disruption to others. There are quiet areas, such as the library or group rooms, which are used well for private study or small group teaching. The main hall is used efficiently for assemblies and lunches as well as physical education. Classrooms are well set out and allow space for each class teacher to supervise easily amongst the various tables. Examples of pupils' work are displayed to the maximum effect and provide striking examples of the quality of their handwriting and presentation. The outside playground and adventure playground are in a good state of repair and are enjoyed and frequently used. The school benefits from a large playing field where organised games are played.
66. Resources for learning are now very good and have improved since the last inspection. There is a wide range of reading and reference books, including many with multi-cultural aspects. The library is frequently used for browsing or quiet reading. This helps promote a culture of books and reading. In art and design and design and technology, pupils develop their knowledge and skills using a good choice of materials. Small white boards and marker pens are used creatively to

promote literacy and numeracy. The limited resources for information and communication technology are not consistently used to promote standards. They are in the process of being improved to meet the new curriculum requirements.

67. There are a suitable variety of good quality toys and equipment for playtime or outside games. For example, in soccer training, there were enough footballs for one for each pupil. To enhance the curriculum a wildlife area and pond is all but finished within the grounds. This has been used in science as a learning resource and, once finished, a wildlife club will be added to the list of extra-curricular activities

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. There are no key issues for the school to address. In the context of its many strengths, the headteacher, staff and governors have already identified the need to improve pupils' skills in information and communication technology. They have established and implemented a detailed action plan, which will improve resources and increase the range and frequency of opportunities for pupils to extend and apply their skills across the curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	27	48	19	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	220
Number of full-time pupils eligible for free school meals	11
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	18
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	20	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	10	10	11
	Girls	18	18	20
	Total	28	28	31
Percentage of pupils at NC Level 2 or above	School	90 (91)	90 (94)	100 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	10	11	11
	Girls	18	20	20
	Total	28	31	31
Percentage of pupils at NC Level 2 or above	School	90 (97)	100 (97)	100 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	13	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	18	15
	Girls	12	12	12
	Total	28	30	27
Percentage of pupils at NC Level 4 or above	School	88 (84)	94 (77)	84 (77)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	17	18	17
	Girls	12	12	12
	Total	29	30	29
Percentage of pupils at NC Level 4 or above	School	90 (84)	94 (81)	91 (87)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	220
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	24.3
Average class size	31.6

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	150

FTE means full-time equivalent.

Financial information

Financial year	99 / 00
	£
Total income	373,880
Total expenditure	368,750
Expenditure per pupil	1,690
Balance brought forward from previous year	34,530
Balance carried forward to next year	39,660

Results of the survey of parents and carers

Questionnaire return rate 54%

Number of questionnaires sent out	222
Number of questionnaires returned	120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	4	1	0
My child is making good progress in school.	42	53	3	1	1
Behaviour in the school is good.	50	44	3	0	3
My child gets the right amount of work to do at home.	27	53	15	3	2
The teaching is good.	49	49	1	0	1
I am kept well informed about how my child is getting on.	32	50	15	1	2
I would feel comfortable about approaching the school with questions or a problem.	66	30	3	0	1
The school expects my child to work hard and achieve his or her best.	59	37	3	0	1
The school works closely with parents.	44	48	7	0	1
The school is well led and managed.	59	37	1	0	3
The school is helping my child become mature and responsible.	51	45	2	1	1
The school provides an interesting range of activities outside lessons.	30	50	14	3	3

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

THE FOUNDATION STAGE

69. Children who are five during the first half of the school year are admitted to the reception class on a full-time basis in September. Children born in the following six months are admitted part-time until January when they receive full-time schooling. At the time of the inspection, there were 15 full-time children and a similar number attending on a part time basis. The school has very close links with the providers of pre-school places and exchanges information on a regular basis. This good relationship forms a strong base for the future development of monitoring progress through the whole of the Foundation Stage. The school has a clear policy for the education of children in the Foundation Stage and planning is linked to the new Early Learning Goals and covers all the required aspects. The curriculum prepares children well for the work in Key Stage 1 of the National Curriculum. The previous inspection report did not make any clear judgements about the attainment of children under five.
70. The school uses statutory assessments effectively to test children when they are in the reception class. This information shows that the majority of children are of above average ability. The majority of children are on target to achieve the Early Learning Goals by the time they are five and many will exceed them. The quality of provision, children's rate of progress and their level of attainment in the reception class are good.

Personal, social and emotional development

71. There is a strong emphasis placed on the personal, social and emotional development of the children. By the time they leave the reception class, they will have easily achieved the required goals, including those children with special educational needs. The staff make good use of interesting and lively activities to enable each child to feel valued. All the children settle quickly into the class and come to school with confidence. To help them to deal with daily routines the teacher has 'a children clock' which children move through during the day. It helps them to know what is happening next and therefore feel more secure. They are confident when moving around the classroom and organising their tasks. They thoroughly enjoy being given responsibility for choosing and 'signing up' for a free choice activity. When engaged in whole class discussions, children take turns, listen to each other and put up their hands if they have a particular point to make. All the children get changed without assistance for physical education. They move with confidence into the hall where they work well together sharing and co-operating with each other.

Communication, language and literacy

72. The provision for the development of language and literacy is good. Pupils are well on course to leave reception having clearly achieved the Early Learning Goals. Many are likely to exceed the goals, particularly in speaking and listening. The teacher has introduced elements of the literacy hour such as the 'big book'. This is being used as an excellent stimulus not only to help children to read together but to provide opportunities for speaking and listening. When looking at the last page of *Sleeping Beauty* one little girl stated, with some feeling, "I hate that bit where they kiss". This kind of confident response is encouraged so that children become accustomed to making oral responses. Books are displayed suitably to encourage children to want to look at them. They quickly develop a real interest in reading. The three children due to read, very quickly became an eager queue of several more all

asking if they could read as well. Children are writing their own lists of things in the role-play area. All of them write 'thank you' cards as they begin to become confident in making letter shapes. Children with special educational needs are well supported and make good progress. A strong feature of the teaching is the good use that staff make of praise and encouragement. This lifts the self-esteem of the children and helps them to make good progress in reading, early writing and particularly in speaking and listening.

Mathematics

73. The provision for children's mathematical development is good. They will achieve the Early Learning Goals in all aspects by the end of reception. Through a good range of high quality games, structured activities and class lessons, children learn how to say and use numbers up to 20, recognise coins and sort and match objects. Two games are used well to introduce the children to the names of shapes - one was identifying shapes and putting them in the correct category. The second game involved naming shapes hidden in the 'feely bag'. Within a short space of time, children were using the terms 'cylinder', 'sphere', 'cone', 'cube' and 'cuboid' as they played the game. They made very good progress during this activity. The teacher provides good opportunities in the role-play area for children to become involved in the practical use of mathematical knowledge. For example, when pretending to shop the children get real experience in using coins to buy things and give change. Children who have special educational needs receive good support and make appropriate progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

74. There is good provision in the reception class for developing children's knowledge and understanding of the world. Children, including those with special educational needs, make good progress. Most are well on course to meet the required standard by the end of the reception year. Through interesting topics, such as the one called 'Exploring', the children learn about their immediate environment. They observe the weather and the teacher makes sure that they record their information clearly on the chart each day. They observe changes and features of the natural world. For example, children collect leaves and plants from around the school and investigate them using a magnifying glass. As well as using play-dough, plasticine and clay in their creative work, they also use them to investigate the different properties of materials. The key to the success of children in this area of learning is once again down to the richness and variety of the experiences provided by the teacher and the support staff. Through stories and pictures they learn about people who lived a long time ago. By looking at their own families and lives since they were born, they are beginning to develop an understanding of past and present. They begin to learn how to use the computer and develop their skills well, for example by carrying out simple operations using the mouse.

Physical development

75. Children are on course to achieve the Early Learning Goals in this area of learning. Through art and technology, the children learn how to use tools and construction materials with increasing control and safety. The staff recognise that as children become more skilful in using their hands and co-ordinating their hand and eye control, this promotes progress in reading and writing. The teachers place a strong emphasis on activities which will help to develop these skills. For example, children learn how to use scissors to cut with some accuracy. They build with small bricks and learn how to put the pieces of a jigsaw together. One little girl had chosen a rather elaborate jigsaw to complete but she was confident that she could do it. In physical education, children are learning how to move with confidence, using the space well and gaining an awareness of each other. When learning how to throw a

ball the children showed that their co-ordination skills were developing appropriately and that they were confident in working together.

Creative development

76. The school makes good provision for children's creative development and they will certainly meet the Early Learning Goals by the end of reception. Whilst working with the teacher the children explore the mixing of two colours, blue and red. The teacher gives plenty of encouragement and positive comment to improve children's confidence. They enjoy the experience of applying the colour onto paper. Through skilful teaching, questioning and suggestions, the children are soon actively involved in painting the shape of a fish. They then discuss the different shades of colour they have produced. From singing and accompanying simple songs and rhymes by clapping and body tapping, they progress to using a wide range of percussion instruments. In the first lesson using these instruments, children thoroughly enjoyed the session. They showed that through earlier singing activities they had developed a good sense of time and could keep to the beat. They enjoy listening to a variety of music and when in the school hall they sing with great enthusiasm.
77. A strength of the Foundation Stage is the quality of teaching both by the teacher and the support staff. At all times it is good, and often very good, in all areas of learning. The high quality relationships that the teacher establishes with all the children, plus the good quality of the activities and experiences provided, produce good progress and attainment. The children revel in the challenging tasks they are given to do and respond very well to all the adults. The teacher plans work which has clear learning objectives and is closely linked to staff's understanding of the needs of individual children. It fully meets the requirements of the Early Learning Goals. Support for children with special educational needs is good in every area of learning.

ENGLISH

78. Standards of attainment in English are above the national average for pupils at age seven and well above at age 11 in all aspects of the subject. This means that the school has been successful in maintaining the good standards reported at the time of the last inspection. Key Stage 2 test results in 1999 showed a dip in standards when compared with previous years. School assessment information shows that this year group actually achieved well given their lower ability. The 2000 national test results show a return to higher standards. Attainment was well above average at the end of both stages. It was above average compared with similar schools at the end of Key Stage 1 and well above at the end of Key Stage 2. These standards are confirmed by the current inspection findings.
79. When pupils enter the school their speaking and listening skills are above average. In Key Stage 1, the teachers successfully build on the earlier good work done in the reception class to enable pupils to become articulate and attentive. Pupils are confident to share their ideas, both with each other and the class teacher. They enjoy lively debate and with good humour they point out to the teacher aspects she has failed to observe when looking at a picture in the 'big book'. They clearly express their ideas using the correct terminology. For example, when describing part of an illustration a pupil in Key Stage 2 referred to the colour as 'magenta'. Throughout the school, speaking and listening skills are so well developed that they are a significant strength within the subject.
80. Standards in reading are high. Most pupils have a keen interest in reading. They are happy to talk about the books they have at home and which ones are their favourites. The youngest, when asked to read, were keen to read all the books they had in their

book bag. Older pupils talked with some knowledge about favourite authors and showed a wide range of reading interest from motor racing to 'scary' fiction. The school's method of using free choice materials for the above average and average readers and a mixture of free choice and a more structured input for the below average pupils works well. It stimulates a very positive attitude to reading. When reading unfamiliar text, pupils clearly explain how they break up new words to find the correct pronunciation and they extract information from a variety of sources. The comments recorded in the reading log made by the older pupils are very perceptive and show considerable insight into the stories and poems they read. Pupils with special educational needs make good progress and attain standards that are appropriate to their abilities.

81. Writing standards are good throughout the school. The higher attaining seven-year-olds write very well and use appropriate capital letters and punctuation. When writing accounts of their holidays, they use interesting adjectives and humorous comments. As well as writing accounts, they adapt to other styles of writing. When using instructive writing their instructions for making a cup of tea are clear, well ordered and concise. Higher attaining pupils, by the end of Key Stage 1, use speech marks with accuracy and spell correctly a wide range of common words. By the age of 11, pupils have a good knowledge of punctuation and grammar and use it well. When writing a story called *Buffalo's Revenge* many used imaginative words and phrases well to enhance meaning and create interest. Again the range of writing is considerable. Teachers provide them with good opportunities to write poems about 'My Gran' and 'Bonfire Night' as well as lively, highly creative commentaries on such topics as 'Brushing my teeth'. Pupils write stories that are of considerable length. A feature of these and all their pieces of writing is the care they take with their handwriting. Regular periods of handwriting practice are having a clear impact on the quality of presentation. A strong influence on the quality of writing is the emphasis placed on spelling throughout the school. Very regular spelling tests that are challenging and exacting are making a strong contribution to the overall standards in writing. Pupils enjoy these tests and can often be seen at the beginning of the morning session rehearsing their spelling words. When marking written work, teachers take care to make their comments positive and useful in indicating how the pupils can further improve their work. In addition to these comments, pupils have their own individual learning targets in the front of their books. These targets give them achievable goals to aim for when doing their work.
82. The quality of teaching in English in all parts of the school is good overall. It was very good in 38 per cent of lessons observed. Teachers have a very clear understanding of the literacy strategy and have implemented the literacy hour with great success. A particularly strong feature of the hour is the way in which teachers make use of the group work. By directly linking group work to the first part of the hour, teachers give pupils time to put into practice the elements of literacy they have been taught. A highly successful example of this was when the whole class session was focused on learning about different styles of writing. The style being studied was journalism. Following the taught session, the group work involved pupils in critically appraising a range of journalistic texts and to comment on the use of emotive words and phrases. This put the earlier teaching element into a real practical learning experience. The pupils made good progress in their learning and achieved a good standard of work. The plenary session then reviewed the work they had produced thereby reinforcing the original learning objectives for the lesson.
83. Teachers use effective introductions to the literacy hour. They make sure pupils know what they are expected to learn and how this fits in with previous lessons. They also set high expectations and assess what pupils know and understand.

Through skilful questions, teachers not only find out what the pupils know but challenge them to give examples or the reasons for the response they have made. In so doing, they extend the pupils' knowledge and understanding. Teachers have high expectations and use praise and encouragement effectively to give pupils the confidence to try new challenges and at times to correct the teacher. In a lively Year 4 lesson, pupils were quick to spot an error on the flip chart and to point it out to the teacher who with good humour turned the challenge on the pupils. These elements of mutual trust and respect for each other lead to a mature relationship developing between the teachers and the pupils.

84. The consistently very good teaching in the classes at the end of Key Stage 2 is characterised by high expectations, brisk lessons and a variety of teaching styles. In both classes, teachers use a rich and varied range of words to develop the pupils' own vocabulary. This enables pupils to respond with their ideas using well-constructed and interesting sentences. Lessons begin promptly with stimulating introductions that set the pace. One lesson dealing with the subject of connectives began with an interactive session where pupils represented words and arranged themselves into sentences using connectives. It was fun, fast and within minutes had them all clearly understanding the notion of connectives even though this was their first lesson. The teacher then changed the style of the lesson into a taught session and in so doing maintained the interest of the pupils and the pace of their learning. Progress was good and as one girl said, "I really enjoyed that".
85. Literacy skills are used well in other areas of the curriculum. Pupils, who are studying how re-cycling could improve the village, write poems of good quality about different aspects of re-cycling. In Year 5, there are some very good examples of the use of language to illustrate probability. Using a series of pictures as prompts, the pupils write about what may or may not happen as a result of what they see in the picture.
86. Teachers show good knowledge in teaching all aspects of the subject. This enables them to plan challenging activities and promote good progress. In teaching reading and spelling, they draw on their own skills to help pupils to build words and recognise common beginnings and endings so that the pupils themselves have strategies that help them to spell and read. When writing, pupils know how important it is to draft a piece of work then re-draft it until the final piece is one that they can be proud of. Examples of work around the school clearly illustrate the care and rigour that has gone into them.
87. In lessons, teachers are very ably supported by classroom assistants who make a very good contribution. They have a very clear understanding of their role and work well to support pupils in their activities. During the whole class session, they often work with the lower attaining pupils. They talk them through aspects of the lesson so that they are able to join in question and answer sessions with confidence. Due to this good support, these pupils, and those with special educational needs, make good progress in all aspects of the subject.
88. Management of English is very good. Planning is evaluated throughout the school and advice given if it is required. Assessment is very thorough at all levels. Individual English targets are set for pupils and discussed with them so that the pupil feels that they are realistic and manageable. There is a strong commitment to raising the standards in English to even higher levels.

MATHEMATICS

89. Pupils' standards are above average at the end of Key Stage 1, and well above average at the end of Key Stage 2, in numeracy and all areas of mathematics. Inspection findings are similar to the results of the 2000 national tests, where standards at the end of both key stages were well above the national average. The slight difference at the end of Key Stage 1 is because of the different group of pupils and some inexperience in teaching in the first term, at Year 2. The school has set realistic but challenging targets for 2001 at the end of both key stages, based on the increasing range of assessment information collected on each year group in school. It is on track to achieve these targets, reflecting standards well above the average of similar and national schools. Pupils with special educational needs make good progress as they are well supported and have plenty of practical experience enabling them to attain appropriate levels. There is no significant difference in the performance of girls and boys.
90. Standards have improved significantly since the last inspection when they were in line with expectations. Since then the school has successfully introduced the National Numeracy Strategy. The good quality of teaching is improving pupils' numeracy skills, particularly their quick mental recall of number facts and their use of these skills in solving a range of number problems. Teachers have a good understanding of the three-part lesson structure and plan thoroughly, with clear learning objectives made known to the pupils. The oral and mental sessions are taught with enthusiasm, making learning more interesting and exciting for pupils. Pupils really enjoy using their individual whiteboards to quickly record their mental calculations at the start of numeracy lessons. Such methods effectively involve all pupils and teachers know immediately if pupils have understood and have correct answers. Lower attainers receive appropriate additional support from classroom assistants enabling them to participate fully in these whole class sessions. Teachers use assessment well to put pupils in three ability groups and usually ensure work set in the main activity provides appropriate challenge. It is set at the right level to meet the needs of all pupils, including higher attainers.
91. Key Stage 1 pupils maintain the good progress they made in the Foundation Stage in all aspects of mathematics. They show very positive, enthusiastic attitudes. In Year 1, almost all pupils count forwards and backwards to 20, and about one third of more able pupils order numbers correctly up to 30, using vocabulary such as 'bigger than' and 'smaller than' correctly. In Year 2, most pupils recognise odd and even numbers to 100 and supply the next number in a sequence counting on in twos. Most pupils form their numbers correctly, but when they are practising this skill teaching is not rigorous enough to ensure that they practise only the correct formation, for example some Year 2 pupils form '9' incorrectly.
92. At Key Stage 2, pupils' learning increases from good to very good at the end of the key stage reflecting very good teaching in Years 5 and 6. The high expectations set by teachers mean that pupils take a pride in their work and their written work is neat, clear and well organised. Throughout the key stage pupils discuss mathematical work confidently and explain their thinking. For example, Year 3 pupils used a range of different methods to solve a money problem and work out how much change to give. Some used number boards, others calculated mentally using either their knowledge of subtraction or multiplication to get the answer. Teachers set good examples so pupils use mathematical vocabulary well. In Year 5, pupils used their knowledge of the properties of triangles to define types of triangle, such as right-angled or scalene, they tested out their predictions by using set squares. By Year 6, most pupils have a good knowledge of place value and mentally recall their multiplication facts well up to 10×10 . They use computers well to display sets of data by creating a variety of pie, line and block graphs.

93. Pupils make good use of their mathematical knowledge to help learning in other subjects. For example, in history, Year 6 pupils accurately interpreted graphs showing population in Old Buckenham in Victorian times. In science, pupils in Year 4 constructed graphs to display the results of their investigation into whether bones grow as we grow, and Year 6 pupils worked out averages in an experiment on dissolving. Year 3 pupils made tessellation patterns in art. Apart from data handling, the use of information and communication technology to support mathematics is not fully developed.
94. The quality of teaching and learning is good overall. It ranges from satisfactory to very good at both key stages. All teachers have very good relationships with their pupils and manage them well, so lessons are productive and pupils work at a good pace. Teachers make learning fun through the use of methods involving lots of mathematics games and practical work. Many teachers spend a considerable amount of time making resources such as number games to capture pupils' interest. For example, Year 2 pupils eagerly waited for their turn to take a challenge card out of 'Daisy Robot', with the higher attainers having the option of choosing a 'danger card' to provide additional challenge. All teachers make attractive numeracy displays with mathematics vocabulary clearly available to inform pupils. Many suggest mathematics challenges to develop pupils' learning. In Year 6, this was to create a chain of equivalent fractions. Pupils delight in solving these challenges; they are keen to succeed. Homework is regularly set at both key stages to promote knowledge of number skills and independent learning.
95. Very good teaching and learning was seen in one third of lessons. Features of these lessons are that teachers have good knowledge and understanding of mathematics. They use it well to provide a good range of interesting and challenging activities, with an emphasis on pupils using practical methods to solve the problems. This makes learning fun and stretches pupils appropriately. They encourage pupils to solve problems in their own way and use questions well, such as, 'How did you work it out?' By sharing methods, pupils learn from each other and develop confidence to tackle new work successfully. Teachers build on from previous learning well and maintain a brisk pace moving from one activity to the next in a well-organised way. For example, Year 6 pupils were asked to use their knowledge of the properties of a rectangle to work out a formula to calculate the perimeter. The lesson finished effectively, by identifying and resolving errors pupils had in calculating perimeters. A final challenge was set to work out the possible sizes of rectangles, if the perimeter was 36 centimetres, with higher attaining pupils being asked last after the easier solutions had been given.
96. Less effective teaching is seen when teachers do not monitor pupils' learning thoroughly enough, so errors are left undetected and learning slows. For example, in Year 2, although a pupil wrote down a sum that was correct, ' $3 \times 2 = 6$ ', this did not match the problem set on their card requiring the answer ' 4×2 '. Occasionally marking is not careful enough and wrong answers are ticked correct, for instance, ' $\pounds 1 + 5p = \pounds 1.5p$ '. If pupils are not asked to note and correct these errors, they do not learn from their mistakes. The weaknesses identified in teaching in the last report have been successfully addressed. Teachers now match activities to individual pupils' needs effectively in the vast majority of lessons. Very occasionally the level of challenge is increased too quickly for pupils to understand, resulting in the pace of learning slowing. For example, Year 4 pupils used doubling to solve multiplication sums. They successfully doubled numbers to multiply by '2 and 4', but about a third became confused when trying to double a third time and multiply by 8. Instead they multiplied the number by ' 3×2 ' and in spite of further examples had not fully

understood at the end of the lesson.

97. The co-ordinator for mathematics provides very strong, clear leadership, which is very effectively improving teaching and learning. The strong commitment to raising standards in mathematics has been achieved through setting a range of appropriate targets in the school improvement plan. For example, the target of raising standards of higher attaining pupils has been achieved, shown by an increased number of pupils achieving higher levels in the national tests. Teachers' expertise has been effectively improved by providing opportunities for them to observe good mathematics teaching, which has had a positive impact on teaching and learning. Procedures for assessing pupils' attainment and progress are very good and information is used very well to guide curricular planning. Test results are carefully analysed by gender and with a focus on higher and lower attainers. The school acted on this information effectively by increasing levels of support to improve standards of lower attainers, for example, and by holding booster classes for Year 6.
98. The knowledge and involvement of parents in mathematics has improved. The school held an evening workshop and made a video showing class mathematics games throughout the school. Parents and teachers have worked together to make a collection of mathematics games for use at home, which make learning fun. Parents agree that they are more informed and confident to help their children with homework so it is more effectively improving pupils' learning. For instance, they know that there is no one set method to be used. These improvements clearly show that the school has very effective self-evaluation strategies to raise standards.

SCIENCE

99. Attainment is above average at the end of Key Stage 1. It is well above average at the end of Key Stage 2. Standards have improved considerably since the last inspection, particularly in developing pupils' skills, knowledge and understanding of scientific enquiry. High quality teaching, very effective use of national guidance for science and pupils' enthusiastic and interested approach all contribute to high standards. Inspection evidence confirms the results of the 2000 national tests that standards are well above average at the end of the Key Stage 2. Almost all pupils are likely to achieve the nationally expected Level 4 and a higher than average number is likely to achieve Level 5. The 2000 teacher assessments in science at the end of Key Stage 1 showed that all pupils achieved Level 2, which was well above the national average. The number who achieved Level 3 was also well above average. Inspection evidence shows that standards are above average at the end of Key Stage 1. It is likely that almost every pupil will achieve Level 2, although the number currently achieving higher levels is not well above average. Pupils make good progress in the learning in Key Stage 1. They make very good progress at Key Stage 2. Pupils with special educational needs receive very good individual support and make good progress. They attain standards which are not significantly below those achieved by others in their group. Teachers challenge pupils successfully, particularly at Key Stage 2, to apply and extend their knowledge and understanding. This enables them to consistently achieve higher than expected standards. This level of challenge is not so consistently applied throughout Key Stage 1.
100. At Key Stage 1, pupils used their investigative skills soundly to study how the effect of a force changes when a toy rolls down a ramp. They recorded their results clearly in a table and accurately described how the height of the ramp affected the distance travelled by the toy. These skills are built on very effectively in Key Stage 2. Year 4 pupils investigated which materials were the most effective in preventing ice from melting. They predicted which they thought would be the most effective. Some

carefully explained the reasons for their choice, for example, that the 'bubbles' in the 'bubble-wrap' "would get cold from the ice and keep it cold". Year 6 pupils show a good awareness of how to carry out a 'fair-test' and apply it well in their investigations. For example, many knew that they had to ensure that the amounts of water and material were the same each time when they compared how different substances dissolved. Some even tried to ensure that they stirred the mixture for the exact same number of times. They used their observation skills very effectively to describe in detail any changes which occurred, for example, how the bubbles of gas caused the water to react vigorously with the baking powder. The teacher used questions very successfully to use pupils' observations to extend their understanding of the differences between physical and chemical changes.

101. Pupils have an above average knowledge and understanding of aspects of 'Life processes and living things' and 'Materials'. Year 1 pupils confidently group living and non-living things and clearly describe how living things use their senses, for example when tasting and smelling food. They accurately name which parts of their body, for example the nose and the tongue, are linked to which of the senses. Higher attaining pupils explain that plants and animals breathe to stay alive. Year 6 pupils show a good understanding of the effects of micro-organisms on the body and on food. They use their knowledge successfully to identify ways in which we can keep healthy. They use their good literacy skills to achieve a very high standard of presentation. They give detailed written descriptions of their investigations, for example, when mixing sugar and hot water. Many try to provide reasons and explanations for their results, for example, when describing how mixing yeast and water produced carbon dioxide gas.
102. The quality of teaching is good overall. There are examples of very good teaching in both key stages, particularly in Years 5 and 6. These promote high standards. Teachers have very good relationships with their pupils and manage their classes very well. They use interesting ways to involve pupils in practical activities, which capture their interest and attention. Teachers encourage pupils to become actively involved in their own learning. The teachers' enthusiastic approach motivates pupils to try hard to complete their investigations. Teachers have high expectations of work and behaviour to which pupils readily respond. For example, in a Year 5 lesson on 'sound', the teacher organised a very good range of interesting resources to capture pupils' interest. She challenged them to use the resources to carefully observe what was actually vibrating and what was generating the sound. Pupils worked very well together to share the different resources. They clearly enjoyed the opportunity to 'make noise' but responded sensibly and purposefully to try to meet the learning objective. Pupils carefully discussed their observations and recorded their observations effectively, using annotated drawings.
103. Teachers plan their lessons in detail. They make good use of national guidance to ensure that the work builds on prior skills, knowledge and understanding. They identify clear learning objectives, which are shared with pupils to enable them to know what they are trying to achieve. This gives a good focus to each lesson and teachers and pupils use these objectives to assess how successful they have been. Teachers use questions very well to challenge pupils to extend their knowledge and understanding. For example, in a Year 1 lesson on 'living things', the teacher used questions very effectively to encourage pupils to explain some of the differences between living and non-living things. She then used follow-up questions very well to require pupils to extend their initial answers, for example asking a pupil to explain why 'non-living' is 'not alive'. This encouraged a more detailed, thoughtful response and enabled a higher standard to be achieved.
104. Teachers challenge pupils successfully, particularly at Key Stage 2, to apply their

knowledge and seek to achieve as high a standard as possible. They have clear expectations over the quality of presentation and use different methods to encourage them to extend their thinking. For example, in a Year 6 lesson on 'materials', the teacher identified two learning objectives in her planning for all pupils and a further objective to challenge the higher attaining pupils in the class. She used prompts and questions very effectively as she observed the group work, for example "Why did yours dissolve and theirs didn't?" This encouraged pupils to give further thought to their results and enabled them to gain a clearer understanding of some of the factors linked to chemical and physical changes. At Key Stage 1, teachers did not always use opportunities to extend pupils' knowledge and enable them to achieve higher than expected levels of attainment. For example, in a Year 2 lesson on electricity, the teacher did not challenge a pupil to explain why the circuit he had constructed did not light the three bulbs as brightly as the circuit with only one bulb.

105. The subject is co-ordinated very effectively. The school has focused strongly on developing skills and knowledge through a practical approach. It has made good use of monitoring and evaluation by the co-ordinator and the adviser from the local education authority to focus on improvements in teaching and learning. These have contributed positively to improving standards, particularly in investigative science. Teachers make good use of literacy and numeracy skills to support work in science, for example, in working out average times when recording and presenting the results of an investigation into solutions. Some use is made of information and communication technology, for example to present data in graphs, but this is not effectively used to promote standards.

ART AND DESIGN

106. Standards of attainment in art and design are in line with expectations at the end of both key stages. Standards have been maintained since the last inspection. There continues to be some good standards at Key Stage 2, for example work using textiles, with a few pupils showing very good artistic talent. Pupils' skills are enhanced effectively in the school art club. Pupils with special educational needs learn at the same rate as the rest of pupils due to the practical approach.
107. At Key Stage 1, pupils show a developing ability to represent what is seen and touched. Pupils in Year 1 carefully looked at themselves in a mirror and drew self-portraits using pencils and crayons. They explored different facial expressions then experimented with tone by effectively smudging colours to create light and dark areas. Teachers ensure pupils have good opportunities to experiment with, and develop increasing control over, a wide range of materials and techniques. For example, in Year 2, pupils extended their knowledge of weaving by including shells and choosing different fabric strips. They carefully cut out a selection of food pictures from magazines to make a food collage. They make coil clay pots.
108. At Key Stage 2, pupils' standards vary slightly, reflecting the skills of their art teacher. They are consistently good in Year 5, due to the high standard of teaching from the art co-ordinator. This has a positive impact on pupils' standards when they move into Year 6. Standards of drawing are good for older pupils. For example, pupils in Years 5 and 6 use line, tone, colour, pattern and shape well to make lively drawings of animals, such as a tiger, and flowers. They know about famous artists, such as Vincent van Gogh, from a wide range of pictures on display throughout school as a source of inspiration. They study the work of artists and craft-workers from different cultures. Pupils in Year 4 looked at the use of pattern and colour by Australian aboriginal artists, and made comparisons with the contrasting use in the work of Paul Klee, before creating their own pictures in similar styles. The use of sketchbooks to

explore ideas varies across the key stage. They are underused in Year 3, but more effectively used in Year 5. Good standards of painting in Year 6 resulted from an opportunity given to pupils to work with a local painter specialising in African wild life.

109. The quality of teaching and learning is good overall, but ranges from satisfactory to an excellent lesson in Year 5. A strength of teaching is that pupils' art work is valued and attractively displayed throughout school, which motivates and informs pupils well, leading to higher standards. Pupils take pride and care in their work. They enjoy learning new techniques and relish challenges. For example, Year 6 pupils were designing and making an African hat. Good use of questions by the teacher successfully encouraged pupils to evaluate their designs and suggest ideas for improvement, such as by using protruding teeth, tusks and coloured eyes. Lessons are well prepared and organised. Less effective features of teaching are when a lack of confidence and experience in teaching art means the plan is too ambitious and pupils receive insufficient guidance to fully achieve the lesson's learning objectives.
110. In the excellent lesson, the art co-ordinator challenged and inspired pupils to produce very high quality work, developing a range of skills including sewing, embroidery, quilting, French knitting and appliqué. Pupils are enthusiastic and voluntarily practise these skills at home. Very good preparation meant a wide range of different materials was ready for pupils, so they were productive and worked at a brisk pace throughout the lesson. The teacher's good subject knowledge was shown in the way she discussed work with pupils and had briefed five supporting adults to develop pupils' skills and creativity. For example, pupils got ideas for their embroidery after studying a sample of a paisley pattern with sequins made by the teacher. High expectations were shared with pupils, so they were constantly making choices about the best materials for their work and persevered at a task until they overcame their difficulties. The group of pupils constructing a textile collage wall-hanging to show part of the Rama and Sita legend co-operated very well together, discussed ideas and experimented with different designs before choosing an appropriate way to glue their work on to the batik background.
111. Teachers link art well to other subjects. For example, in history, Year 4 pupils visited a Tudor Museum and made clay tiles, fired later in the school kiln. The use of information and communication technology resources is not fully developed to support art. An example of good practice was when pupils in Year 2 experimented taking photos of their rangoli patterns, as part of their religious education topic on Diwali traditions. They printed them out with support, using a digital camera linked to a computer.
112. The enthusiasm and example of very good displays by the art co-ordinator successfully motivate staff and pupils to achieve high standards.

DESIGN AND TECHNOLOGY

113. Standards are above national expectations at the end of both key stages. They have been maintained at the above average levels reported at the last inspection. The school makes good use of national subject guidelines to ensure that all skills and aspects are developed effectively. Teachers use this guidance very effectively to provide confident, good quality teaching. This encourages pupils, including those with special educational needs, to adopt a consistently positive and enthusiastic attitude and promotes high standards.
114. Reception pupils, with good adult support and help, learn how to use tools, for example using a saw to make a photo-frame. These skills are built on competently in

Year 1, for example, when pupils design and use their cutting and sticking skills effectively to make model houses. They follow instructions accurately to complete a practical task on making a 'moving picture'. Year 2 pupils design and make good quality hand-puppets and wheeled vehicles, using a broad range of different materials including wood, card, different fabrics and adhesives. For example, some draw a good design for a possible 'road-cleaning' vehicle. They carefully list the materials and tools they need for the task. Then they use their practical skills successfully in designing, cutting out and then assembling the various parts. Pupils evaluate aspects of their completed models effectively, in discussion with the teacher or supporting adult, to look at ways in which they could improve the quality.

115. Key Stage 2 pupils extend their skills very well in a good range of different design and make tasks. Year 5 pupils use good quality sewing and embroidery skills to create a fabric picture linked to their work in religious education on the festival of Divali. Year 6 pupils carefully design, draw and make models of different types of shelters, which could be used to enhance the school playground. For example, they make very good use of their literacy and numeracy skills to complete a design worksheet for either a small games storage box, a shed for physical education equipment or a gazebo for sitting and talking with friends. They draw accurate and very detailed front and side view plans, with suitable scales. It clearly identifies the purpose, the tools and materials, the exact dimensions and the methods of construction. This plan provides a clear focus for their work and enables them to carry out each step in making their model shelters. Most pupils also carry out good quality evaluations at different stages of making their models. They indicate ways in which the quality could have been improved and how effective it is in meeting its intended purpose. Many of the high quality finished models clearly reflected the interest, concentration and attention to detail which pupils had given to their task.
116. The quality of teaching in the small number of lessons observed during the inspection was good. Teachers prepare in detail, either for small group activity work or for full class activities. They provide a good range of practical design tasks at both key stages to which pupils respond very enthusiastically. Teachers make very effective use of support staff and other parental and adult help to provide good individual guidance. Pupils benefit significantly from this help and support, for example in a Year 5 lesson, when the teacher organised a very good range of art and design and technology activities. Teachers make some use of pupils' information and communication technology skills, for example, to make labels and graphs in the 'Sandwich Pack' activity. However, this is not sufficiently frequent to contribute significantly to raising standards.
117. The co-ordinator provides positive leadership in promoting the subject. She is supported well by the subject-linked governor, who regularly comes into school to work with pupils, for example, in Year 6. A good range of resources is well organised and stored effectively in a 'practical activity' room to enable staff to have easy access and help their preparation. The co-ordinator currently has very limited time to monitor and evaluate teaching and learning and this restricts the opportunity for identifying and sharing good practice.

GEOGRAPHY

118. Standards throughout the school are above national expectations. This represents an improvement since the last inspection when standards at Key Stage 2 were judged to be sound. This has been achieved by improvements in planning and in teaching. Lessons now have clear learning objectives and a stronger focus on giving

pupils more practical experiences. Teachers make good use of the project loan service to provide pupils with artefacts and photographs that bring their studies to life.

119. Teachers build successfully on the work done in the Foundation Stage. The pupils study the area around the school drawing simple maps and diagrams to develop early mapping skills. These are developed into maps of how they can find their way around the local area and the village. At the end of the key stage, pupils carry out a study of a Scottish Island. Well prepared resources help them to begin to understand the people who live there, the homes they live in and the kind of jobs they do. They then compare life on the island with the very different circumstances in their own village, so preparing them for studies of countries in other parts of the world. In carrying out this study, most pupils retain and recall a good deal of information showing that the work has been presented to them in an interesting way.
120. As pupils progress through the school, they continue to develop their knowledge of the local area. For example, they look at Old Buckenham and how it could be improved by recycling more materials. This unusual slant brings in other curriculum areas that include numerical work and literacy. Towards the end of the key stage, pupils carry out an in-depth study of an Indian village. This work is very well supported by excellent displays and artefacts. These have a marked influence on the progress pupils make and their understanding of the area. They are then able to make comparative studies with life in their own school and in the school in the Indian village. The insistence by teachers of work of high quality raises the expectations of the pupils and their attainment.
121. At Key Stage 2, one of the continuous elements in the curriculum is 'What's the News?' Teachers give pupils responsibility for deciding what aspects of the news are important during a particular week. This feature provides an excellent opportunity for pupils to become more aware of world-wide issues as well as those items that are to do with our own country. It also provides an excellent way of bridging topics that can otherwise appear as an isolated piece of learning and bring to life towns, cities and countries that have come into these studies. Strong influences on the progress pupils make and their levels of attainment are the visits teachers arrange for them. The older pupils in Year 6 go on a field study to Derbyshire. Teachers have deliberately selected this region for its sharp contrast with the flat lands of Norfolk. Pupils develop a good understanding of the differences in the terrain and in people's lives in the Derbyshire villages and farms compared with those they are familiar with at home. Other visits include a coastal area where pupils explore pools and beaches. They use their knowledge well to compare these with studies they have made of rivers and streams.
122. Through more detailed planning and the increased use of national guidelines for geography, the school has made an overall improvement in provision. This has been further enhanced by the strong emphasis in lessons on practical work supported by out of school visits to places of interest. These factors have given the pupils a keener interest in the subject and raised standards of attainment.
123. The leadership of the subject is good. The co-ordinator is new to the post but has many ideas for making improvements particularly in resources. At the moment they are adequate but could be further improved to add to the sources pupils have available for investigation.

HISTORY

124. Standards at the time of the last inspection were judged to be appropriate. Evidence from the inspection shows that standards have improved and are now good.
125. By the end of both key stages, the pupils reach levels that are higher than those expected nationally. This is due to the good planning and teachers using artefacts well to enable pupils to gain real experience of the period they are studying. Throughout the school, there is good provision for history and pupils, including those with special educational needs, are gaining a sound knowledge of historical facts and the necessary skills to carry out investigations.
126. In Key Stage 1, teachers build successfully on the early experiences that pupils have had in the Foundation Stage. They continue to develop their understanding of the passage of time and how to put in order a series of events. When comparing the difference between old and new toys, the teacher skilfully involves pupils in a questionnaire to their grandparents that asks them about the favourite toy they had when they were children. This makes a direct link between aspects of history and their own lives. Pupils quickly begin to understand things that are in the past and those that belong to the present. Teachers choose interesting characters and events in history to tell them about, for example Florence Nightingale and the Great Fire of London. Teachers promote pupils' learning effectively by carefully selecting the key features so that pupils remember the main characters and events. Pupils' writing and the illustrations they make show that they have clearly remembered and enjoyed the lessons about these topics.
127. Early in Key Stage 2, pupils study World War Two. Lively teaching supported by excellent artefacts bring to life this period in history. Each pupil carries an identity card as they move about the school, re-enacting the life of children in the war years. They investigate the kinds of meals that could be provided using the rationing card and visit Duxford in Cambridgeshire to see replicas from the war. All these experiences provide a powerful reality to their learning. This is reflected clearly in the high quality of their written work and in the depth of knowledge they have about that particular time in history. Pupils at the end of the key stage are studying the Victorians and here again the skilful use of real experiences is bringing history alive. The Victorian study focuses on how Old Buckenham changed during that period of time and involves pupils in using data about population, work and travel. When studying artefacts about that period of time, they design their own questionnaires to use on each item they collect. This encourages them to think very carefully about what information they need and requires them to use their literacy skills well to develop suitable questions. The involvement of pupils in using artefacts, real experiences and visits when studying history has improved their quality of learning.
128. Teaching is good. Teachers plan lessons well and use lively and interesting approaches to capture the attention of pupils. Teachers use frequent opportunities in history to develop literacy skills. Pupils produce pieces of writing, both factual and imaginative. A particularly good example of this was seen in the writing produced about the evacuees during the Second World War. Through skilful and imaginative teaching pupils write emotive accounts of what it would have been like to leave home. Similarly pupils use their numerical skills well to produce good quality graphs to illustrate population growth in Old Buckenham in comparison to Attleborough.
129. The subject is well co-ordinated. There are plans in place to develop the range of artefacts and visits available to pupils and teachers. The co-ordinator reviews planning regularly and monitors assessments carried out on the quality of pupils' work and levels of attainment. These are used effectively to check on curriculum coverage, the development of pupils' skills and knowledge and to evaluate standards

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

130. Attainment is in line with national expectations at the end of both key stages. Standards have been maintained at the level reported in the last inspection. The school makes good use of national subject guidelines to ensure that pupils have opportunities to develop their knowledge and skills in all required aspects. However, the current range and quality of resources do not enable pupils to have sufficiently frequent opportunities to fully use and extend their skills. The school has recently been successful in its National Grid for Learning bid for additional resources and training. A detailed information and communication technology development plan has been finalised and aspects are being implemented, for example, arranging staff training and installing facilities for additional computer resources. These will increase the range and number of opportunities for pupils to improve their skills and use them to support work more consistently in a broader range of subjects.
131. Pupils' skills are developed soundly in the early stages of Key Stage 1. Pupils in the reception class are given regular opportunities to begin to use the mouse and keyboard. These are built on effectively in Year 1 when pupils, with good adult support and guidance, extend their mouse skills to choose suitable clothes and 'dress Teddy'. They begin to develop their word processing skills and support their language and literacy work through typing their names and some simple sentences. Year 2 pupils show an increasing awareness of which keys to use, for example 'back space' and 'space-bar', to control the position of the cursor on the screen. They use simulated keyboards, made from cardboard, very effectively to improve their knowledge of where particular keys are situated and how they are used, for example, when using capital or lower case letters.
132. Pupils at Key Stage 2, including those with special educational needs, continue to make sound progress overall. They extend their word-processing skills appropriately in literacy by copying out different types of writing. For example, Year 5 pupils accurately word-process commentaries on a range of topics, including 'lighting a fire' and Year 4 pupils use word-processing to support their work on instructional writing. Pupils' skills in aspects of control technology are promoted soundly. Year 2 pupils are challenged to control the directions of a programmable robot and use it to draw asymmetrical shapes on paper, secured to the floor. Year 4 pupils extend these skills effectively by developing a short sequence to control the direction and distance moved by the cursor on screen to draw a particular mathematical shape. Year 5 pupils also use information and communication technology soundly to support work in mathematics, for example, to produce graphs from data gathered on their favourite pets or foods. Year 5 pupils use the one computer with Internet access to gain some information on the Ancient Greeks to support their work in history. Many pupils benefit from using computers at home to improve their skills and have wider access to information to support work in other subjects, for example science and geography.
133. The quality of teaching in the small number of observations was sound overall and, on occasions, good. Where it was good, teachers use resources and good class management skills to promote basic skills and knowledge well. For example, in a Year 2 lesson, the teacher used simulated keyboards to provide additional opportunities for all pupils in the group to improve their understanding of the specific uses of certain keys. The teacher used questions very effectively to encourage pupils to contribute their ideas, for example, "How do I ...?" and "What do you have to do to?". The teacher had a very good relationship with the class and controlled them very effectively to ensure that they sustained concentration and interest. This enabled the pupils to gain in confidence and competence. The school makes good

use of support staff and other adult helpers to promote pupils' skills either individually or in small groups. This makes a good contribution to improving standards, although the opportunities are not consistently taken to promote pupils' skills. For example, pupils are challenged to select a word to be changed in the text on screen but are not then required to develop their editing skills by making the change.

134. The current resources are mainly used efficiently, although the limited range does not enable pupils to have frequent opportunities to practise their skills regularly. The co-ordinator, working closely with the previous post-holder, has compiled a good-quality development plan for information and communication technology. This clearly sets out how resources are to be improved and used to raise standards.

MUSIC

135. Pupils at the end of both key stages attain the standards expected for their age. Standards have been maintained since the last inspection. The teaching provided by a part-time music specialist is a strength of the school and results in good standards of singing and performing across the school. Pupils throughout the school sing well with good diction, control of pitch and musical expression.
136. Lunchtime clubs further enhance music provision. Many pupils learn to play the recorder and about 50 pupils, mostly girls, enjoy singing in the school choir. Older pupils learn to play the flute, clarinet and brass instruments in school and some benefit from private instrumental tuition. This has a positive impact on learning in class lessons and raises enthusiasm for music. The standards achieved by Years 4, 5 and 6 pupils in the school band are very good and well above those expected for pupils' ages. For example, talented pupils play a range of very good quality music on flutes, clarinet and piano when classes enter assembly. About 25 pupils in the school band accompany the hymns accurately on a broad range of instruments, including piano, flutes, recorders and guitar. The standards achieved by older pupils in music lessons are not as high, however, as class teachers are not as confident and skilled in teaching music as the specialist.
137. At Key Stage 1, pupils confidently sing a range of songs. They have a good sense of rhythm. They follow the actions of a conductor well, start and stop, increase and decrease volume as required. The use of good teaching methods means that pupils lead as the conductor following the teacher's example. Pupils listen carefully and in a lesson to explore sounds, they use their voices well to build up a sequence of long or short sounds. It was not possible to see any work using percussion instruments in school during the inspection.
138. At Key Stage 2, pupils accurately sing a wide range of songs in unison and two parts, some with complex rhythms. They know that they have to practise to improve their performance before it can be presented to an audience. They confidently evaluate and offer suggestions to improve their own and other's work. For example, in hymn practice, pupils suggested that the band did not start together because they forgot to count themselves in. This evaluation resulted in an improved start. They respond well to music. Pupils in Year 4 offered their feelings about the mood created by a piece of stormy music compared to a calm piece of music and explored their feelings showing appropriate movements.
139. **The quality of teaching and learning in music is good overall, but ranges from satisfactory to very good. The music specialist's very good music knowledge means that pupils receive interesting, challenging singing activities and play in the band to a high standard, particularly on the flute. She sets high**

expectations, resulting in good quality whole-school music performances, such as *Aladdin*. All pupils, including those with special educational needs, rise to the challenge well, but rehearsing is rather daunting for the youngest pupils. Teachers place a strong emphasis on pupils evaluating their own work, leading to improved standards and pupils striving to achieve highly. They consistently use and reinforce musical terms well, such as pitch, beat, rhythm and dynamics. Teaching is less effective when teachers are not completely sure about the music subject knowledge to teach it accurately, for example an ostinato pattern. All teachers manage pupils well and insist on high standards of behaviour so that music lessons are productive and learning takes place at a brisk pace. They successfully link music to other subjects, such as science, English and art. For example, Year 5 pupils carefully observed and drew different musical instruments, which they sorted according to different properties and described using interesting language. The use of information and communication technology is underdeveloped, for example, older pupils lack opportunities to create musical ideas on computers.

140. The co-ordinator for music provides clear leadership and takes appropriate action to raise standards. Since the last inspection, the school has adopted national guidance for music planning. This has created new challenges for non-specialist teachers as it provides a sharper focus and a more structured approach to develop the wide range of music skills required. The school has correctly evaluated and identified a need to provide more support for these teachers by improving teaching resources, in order to increase their confidence in putting planning into practice.

PHYSICAL EDUCATION

141. Attainment is in line with national expectations at the end of both key stages. Standards have been maintained at the level reported in the last inspection. Pupils, including those with special educational needs, make sound progress overall in developing their skills. Mainly good quality teaching, supported by the effective use of national subject guidance, ensures that all required aspects are covered effectively. Pupils clearly enjoy taking part in physical activities and their consistently positive approach enables them to work hard and enthusiastically in all aspects.
142. Year 1 pupils show good co-ordination when using bean-bags to improve their throwing and catching skills. They work well together to practise their technique and, using a hoop as a target, they use their skills with increasing accuracy. Year 2 pupils build on these skills soundly. They work effectively in pairs and, using a large ball, improve their throwing and catching skills. Most throw accurately with two hands, when standing close to their partner, and receive the ball securely. When moving further apart, they are unable to maintain the accuracy of their throwing, largely due to uncertainties in knowing how to adjust their technique to gain greater distance. Key Stage 2 pupils apply these skills soundly in competitive team activities, for example netball. Good teaching enables them to gain a greater understanding of the principles of team play and how to use space more effectively for sending and receiving the ball.
143. Pupils move with good co-ordination and increasing control. This is developed soundly in the reception class when the youngest Key Stage 1 pupils perform movements with good balance and control. For example, most hopped on one foot and clapped their hands above their heads at the same time. Year 4 pupils co-operate successfully with a partner to develop and perform a gymnastic 'mirror' sequence. They use a sound range of movements overall, with some higher

attainers successfully including more challenging movements such as co-ordinating bridging movements. Pupils do not vary changes in speed and height sufficiently to create high quality sequences, although they are restricted by the limited time available to evaluate and fully extend their performance. Many Key Stage 2 pupils respond well to music and work hard to develop movement patterns which reflect and interpret timing and rhythm. For example, Year 6 pupils worked well in groups to develop a sequence to focus on contrasting movements. Some interpreted the music effectively with appropriate changes in height and speed, although a significant number used a limited range of movements. Year 4 pupils built up a short dance sequence to demonstrate the main characteristics of 'Popeye' and 'Bluto'. Many concentrated initially on the 'fighting' abilities of each character. This did not enable them to fully explore the range of movements to illustrate their characters. Pupils evaluated their performance suitably and, together with some effective teacher intervention, this led to improvements.

144. Teaching was good overall, although there was some significant variation. There was some good teaching at both key stages, which promoted standards. Where teaching is good, teachers plan in detail to give a clear focus to the lesson. They control and manage their classes very well to ensure pupils sustain their interest and concentration. Where teachers have good subject knowledge, they use it well to promote higher standards. For example, in a Year 4 gymnastics lesson, the teacher clearly demonstrated how pupils could focus on the 'mirror' aspect to improve their sequences. The teacher moved around the class effectively to closely monitor the range of movements being used and to indicate ways in which it could be extended. This resulted in higher standards of performance. Where teaching is unsatisfactory, teachers do not ensure that the lesson pace is maintained to enable pupils to gain maximum benefit from the limited time available. For example, in Year 2 outdoor games lesson, the teacher frequently interrupted the flow of the lesson to give further instructions or explanation. This significantly reduced the time pupils had to practise their skills. Pupils spent too much time standing and listening, rather than being actively involved in developing their skills. This led to many pupils getting cold, not sustaining their interest and to lower standards of achievement.
145. The school organises a good range of physical activities to cover subject requirements. A very good range of extra-curricular clubs and activities, for example soccer, rugby and netball, enhances these. The school makes very effective use of parent and other adult helpers, together with the coaching expertise of local rugby and football clubs, for example Norwich City. The extensive playing fields and good playground facilities are used well to encourage pupils to participate and develop their physical skills.

RELIGIOUS EDUCATION

146. Standards in religious education fully meet the expectations of the Norfolk Agreed Syllabus for pupils at the end of both key stages. This is a similar judgement to the last inspection. However, since the 1998 revision of the syllabus, pupils now have more knowledge and understanding of other world faiths and this aspect has significantly improved. A strength of religious education throughout the school is the attitudes and values shown by all pupils, including those with special educational needs, who are fully included in all lessons. Teachers ensure that they make good progress by planning appropriate work and involving them in discussions.
147. The quality of teachers' planning has improved since the last inspection, when lack of sufficiently detailed guidance resulted in inconsistent coverage of religious education. The school has adopted a plan based on the locally agreed syllabus, ensuring

appropriate coverage of all aspects. The range of library book resources has increased, with a much wider range of books available for pupils to learn about other religions. Teachers make these resources easily accessible to pupils and use them well to improve pupils' learning. For example, Year 2 pupils frequently chose to look at a class favourite pop-up book on the Jewish festival of Hannukah.

148. Pupils at Key Stage 1 name some of the objects accurately from different religious traditions and associate them with religions to which they belong. For example, pupils in Year 2 played a game in which they passed round a selection of Jewish objects and asked each other a question, "What is it?" with very good reinforcement of new vocabulary such as 'menorah'. They find their learning enjoyable and interesting through good teaching methods. Teachers give pupils good opportunities to handle real objects and set them a challenge to find out how these objects are used, for example, by looking at photographs. Many pupils know some of the main festivals and celebrations of different religions, such as Christmas, Diwali and Hannukah, and that they share some religious practices, for example the use of lighted candles.
149. Throughout Key Stage 2, pupils confidently suggest answers to questions about meaning, with reference to their own experiences and to answers in religious teachings. Pupils in Year 6 offered appropriate answers to questions about the meaning of the Christian creed, relating their knowledge well to some earlier learning about creation. They clearly demonstrate an awareness of similarities and differences between religions, such as Buddhism, Hinduism and Christianity. The rate of pupils' learning is greater towards the end of the key stage, reflecting the good teaching and high expectations in Years 5 and 6.
150. The quality of teaching and learning in religious education is good overall, but ranges from satisfactory to very good. The very good relationship between all teachers and pupils, and the atmosphere of mutual respect, promote learning and discussion well. Teachers involve all pupils in their questions and equally value their opinions, sharing ideas in a sensitive way. They relate religious education well to the experience and interest of pupils, encouraging them effectively to think more deeply about the meaning of life. For example, following an effective example from their teacher, Year 4 pupils shared stormy and calm experiences in their lives, leading on to a discussion about Buddha's teachings. In the most effective lessons, teachers had carefully considered interesting ways for pupils to record their work, such as designing a stained glass window to reflect the teachings of Jesus. Teachers set high expectations for the quality of recording work, for example, in Year 5 pupils used a series of carefully labelled pictures to show eight traditions of Diwali. In less effective lessons, pupils' attention slightly started to wander as there were insufficient activities planned or a lack of objects provided to maintain interest and improve pupils' learning. Teachers usually make good use of a wide range of resources, including an improved range of artefacts, books and videos, and arrange for visits, to promote learning.
151. Throughout the school, teachers provide good quality classroom displays that are well used as a source of information. The good practice of close links with the local church, with the reverend invited in to talk to Year 6 pupils about Christianity, and visits to Norwich Cathedral and the Buddhist Centre, effectively enhances pupils' learning. Teachers develop interest in religious education well by making good links with other subjects, such as geography, art, music and personal and social education. For example, Hinduism is studied as part of Year 5's topic on India. The guidance provided for the way religious education will be recorded is not clear enough. Although work is well mounted in topic books, there are some

inconsistencies in the quantity across the school and in the use of opportunities to develop literacy skills such as empathetic writing.