

INSPECTION REPORT

WEST RAYNHAM VC PRIMARY SCHOOL

Fakenham

LEA area: Norfolk

Unique reference number: 121052

Headteacher: Mrs R Weston

Reporting inspector: Mr P Evans
20737

Dates of inspection: 30th June – 2nd July 2003

Inspection number: 248216

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

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INFORMATION ABOUT THE SCHOOL

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

School address: West Raynham
Fakenham
Norfolk
Postcode: NR21 7HH

Telephone number: 01328 838317
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Appropriate authority: The governing body
Name of chair of governors: Mrs J Massingberd-Mundy

Date of previous inspection: December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr P Evans 20737	Registered inspector	Foundation Stage curriculum English as an additional language Mathematics Information and communication technology Art and design Design and technology Physical education Religious education	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
Mrs A Moss 9079	Lay inspector	Educational Inclusion	Pupils' attitudes, behaviour and personal development How well does the school work in partnership with parents?
Mrs J Cousins 22942	Team inspector	Special educational needs English Science Geography History Music	How well are pupils taught? How good are curricular and other opportunities? How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West Raynham Voluntary Controlled Primary School is a smaller than average primary school providing education for 37 pupils, 23 boys and 14 girls, aged 4 to 11 years. Only a small number of pupils live in the village of West Raynham. The majority come from the surrounding villages. Although the proportion of pupils on the school's special educational needs register is above the national average, there are no pupils who have a statement of special educational need. The proportion of pupils identified as being eligible for free school meals is broadly in line with the national average. There are no pupils in the school who have English as an additional language or who come from an ethnic minority background. There are no nursery or pre-school facilities within the area, although some parents are able to send their children to private nurseries. This means that pupils' levels of attainment on entry to the school vary widely from year to year, which makes a judgement on overall attainment on entry unreliable.

HOW GOOD THE SCHOOL IS

The overall effectiveness of West Raynham VC Primary School is very good. Through good teaching and very good leadership and management it promotes good attitudes and behaviour in all pupils. All pupils make very good progress from the time they join the school to the time they leave, and all reach standards in line with their potential.

When considering its context, the standards that it achieves, the level of education that it provides for all its pupils and the money that it spends, the value for money provided by the school is very good.

What the school does well

- The leadership and management of the headteacher and key staff are very good.
- The quality of teaching is good overall and often very good throughout the school.
- Teachers' management of pupils is good throughout the school.
- The effectiveness of the governing body is very good.
- The monitoring and evaluation of the school's performance are very good.
- The personal development of pupils and their relationships with each other and with their teachers are very good
- The provision for pupils' moral and social development is very good.

What could be improved

- Standards in science because they are not as high as they should be.
- There are inconsistencies in the use of the school's marking policy.
- Annual written reports to parents require some improvements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997, when it was felt that there was a need to ensure that the full National Curriculum Programmes of Study needed to be taught in information technology in both key stages and in design and technology in Key Stage 2. There was a need to introduce assessment procedures, particularly in science, to track pupils' progress through the stages of the National Curriculum and inform annual reports to parents.

Information and communication technology is now taught well throughout the school and standards are above expectations in the current Years 2 and 6. Standards in art and design, and design and technology, are above expectations across the school. The school has introduced good assessment procedures which track individual children's progress throughout the school in English and mathematics. However, annual reports still do not consistently inform parents of the progress made by their children in all subjects. Overall, the school has made very good improvement since the last inspection and has very good capacity to improve further.

STANDARDS

Due to the small number of pupils in each year group, often as small as three or four pupils, this report does not include the school's results in national tests, compare these with national averages and the results of similar schools, or show trends over time. The reporting of these matters, based on such a small evidence base, would be neither accurate nor helpful to the school.

The school uses good assessment information in English and mathematics to track pupils' progress as they move through the school. This information is combined with an analysis of test results to enable the school to set realistic but challenging targets for all pupils in English and mathematics. The school also uses the assessment tests included in the national schemes of work that it follows for foundation subjects to ensure that pupils have learned what is expected in each unit of work. However, standards in science are not as high as those in English and mathematics and the system for tracking pupils' progress in science, as they move through the school, is not in place.

Inspection evidence shows that, in the present Year 2, standards in English, mathematics and science are average. Standards in religious education, history and geography are in line with expectations.

In the present Year 6, standards are above average in English, well above average in mathematics and average in science. Standards in religious education and history are above expectations. In geography standards are in line with expectations.

Inspection evidence shows that standards in ICT, art and design, design and technology, physical education and music are above national expectations in both Year 2 and Year 6.

The school makes good provision for children in the Foundation Stage. Inspection evidence shows that the present group of children are above expectations overall for children of this age in communication, language, literacy and mathematical development. In their personal, social and creative development this group of children will exceed national expectations for their age by the time that they enter Year 1. In all other areas of their development children are on target to be at least in line with expectations by the time they enter Year 1.

There are no pupils of ethnic minority origin attending the school and none who speak English as a second language. Pupils with special educational needs make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. All pupils have a good attitude to school and the work they undertake.
Behaviour, in and out of classrooms	Good. Pupils' behaviour both in and out of classrooms is good
Personal development and relationships	Very good. Relationships between pupils, and between pupils and their teachers, are very good
Attendance	Good. Attendance is above the national average

All pupils behave well and show care and concern for each other's welfare. As they move through the school they become mature and responsible, showing very good initiative and personal responsibility. Their relationships with all adults are very good and attendance is good.

TEACHING AND LEARNING

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

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

The overall quality of teaching through the school is good. All children in the Foundation Stage work within the programmes of study for children of that age until they are judged to be able to work in the programmes for Years 1 and 2. Judgements about the quality of teaching are judged from lesson observations and looking at pupils' past work.

During the inspection, 14 lessons or parts of lessons were seen. In five of these the quality of teaching was very good. In a further eight lessons it was good and it was sound in only one lesson. No teaching seen was less than satisfactory. The overall good quality of teaching and the consistent application of the school's good behaviour policy combine to produce good or very good learning in almost all lessons. The quality of teaching seen in English and mathematics, and the evidence of pupils' past work, confirm that the skills of literacy and numeracy are being well taught. Pupils with special educational needs are well catered for and all make good progress. The teaching of these pupils is good, with very effective help often being given by learning support assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum offered by the school to its pupils is broad, balanced and enhanced by a very good range of extra-curricular activities and by visits and visitors to the school.
Provision for pupils with special educational needs	Good. Teachers and learning support assistants provide good support, which enables these pupils to make good progress
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. Provision for pupils' moral and social development is very good. Pupils' spiritual and cultural development is good
How well the school cares for its pupils	Good. Procedures for child protection and for ensuring pupils' welfare are very good.

The partnership between the school and parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership and management of the headteacher are very good. She gives very good, clear educational direction to the school. All teachers work well as a team and the school has very good capacity for further improvement.
How well the governors fulfil their responsibilities	Very well. The governors' understanding of the strengths and weaknesses of the school and the way that they contribute to shaping the direction of the school are very good.
The school's evaluation of its performance	Very good. The school plans very well the actions it will take to meet its targets.
The strategic use of resources	Very good. The school plans its use of limited financial resources very well.

The number and experience of staff, to meet the requirements of the curriculum and the needs of their pupils, are good. While there are some weaknesses in the school's accommodation they are more than overcome by the very good use of outside facilities. Resources for teaching and learning are sound overall. The principles of best value are applied very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The high expectations the school has for their children• The quality of teaching• The leadership and management of the school• The fact the school helps their children to become mature and responsible• The good progress their children make in school• The fact their children like attending school	<ul style="list-style-type: none">• Their ability to approach the school with any questions• The working relationship between the school and parents• The behaviour of children• The range of extra-curricular activities offered by the school• The amount of homework their children receive

Inspection evidence supports the positive views of the majority of parents. The staff, including the headteacher, are always willing to talk to parents before lessons begin or at the end of the day. All parents talked to during the inspection had very positive views of the school and were very supportive of its efforts. The behaviour of pupils is good and often very good, and the range of extra-curricular activities provided is very good for a school of this size. The amount of homework provided is appropriate to the age and abilities of the pupils. It increases as pupils move through the school and is good overall. In these matters inspection evidence does not support the views of a minority of parents. However, there are areas for improvement in the annual written reports provided for parents about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is only a small number of pupils in each year group, often as few as three or four pupils. For this reason the results of national tests at the end of Year 2 and Year 6 are not published, although parents are advised of the standards that their children have reached. For the same reason the results of national tests are not published in this report. The small number of pupils involved and the different levels of abilities in each year group mean that this data is not a reliable indicator of overall standards achieved and is not helpful to the school. There are no pupils from ethnic minority backgrounds or who speak English as a second language attending the school.
2. On entry to the school, children have the range of abilities usually seen in children of this age. However, each year group is made up of a different number of children of higher, average or lower ability and consequently the overall attainment on entry differs each year. There is no pre-school or nursery provision in this area of Norfolk and unless parents have had access to paid nursery provision their children join the school with below average personal and social skills, communication, language and literacy development, mathematical development, and knowledge and understanding of the world.
3. The school administers tests and assessments and from the results makes good provision for the needs of each child. Those with special educational needs are identified early and good provision is made for them in their particular area of difficulty. All these pupils make good progress. The school also identifies the particular talents of individual pupils and makes good provision to foster their achievement in these areas. Four pupils have high potential in mathematics and attend a special group for high-level mathematicians at a nearby secondary school.
4. The strategies for teaching literacy and numeracy are good. Standards in speaking and listening are well developed as pupils move through the school. They listen carefully to their teachers and to each other. Standards in the present Year 2 and Year 6 classes are above average. Standards in writing have been, and continue to be, a particular focus for the school. Pupils write in a good range of different styles such as prose, both factual and imaginative, poetry and reporting. Standards are average in the present Year 2 and Year 6 groups. The school recognises that extended writing in other subjects remains an area for further development. In Year 2, pupils' standards of reading are average and in Year 6 they are above average. The range of reading material used is good, and pupils regularly read poetry and non-fiction books. They learn the sounds of letters and the different sounds that they make when used together, and this contributes well to the development of their reading as they move through the school.
5. Standards in numeracy are average for pupils in the Year 2 group and above average in Year 6. The unconfirmed results of the national tests for 11-year-olds this year show that all those who took the tests achieved the higher than expected Level 5. This is the result of the good provision in all areas of the school, which results in very good progress by the time pupils are ready to leave.
6. Inspection evidence shows that, in the present Year 2 and Year 6 groups, standards in science are average. Standards in information and communication technology (ICT), art and design, design and technology, physical education and music are above expectations. In the Year 2 group, standards in religious education, history and geography are in line with expectations. In the present Year 6, standards in religious

education and history are above expectations. Standards in geography are in line with expectations.

7. Teachers' assessments of the number of pupils who will reach average and above average levels at the end of Year 2 and Year 6 are accurate in English, mathematics and science. The school uses its assessments of pupils' progress in English and mathematics to track them through the school. However, the same good procedures have been allowed to lapse in science. The school sets challenging targets in English and mathematics and has developed good strategies for attaining them. All pupils have equal and full access to all that the school provides and there is no significant difference between the standards reached by boys and girls

Pupils' attitudes, values and personal development

8. Pupils continue to have good attitudes to school and learning. Parents report that they enjoy coming to school and this ensures that they arrive on time each morning. When they arrive, they are happy and looking forward to their day. They are polite, cheerful and eager to learn. They have a positive approach to school and try hard to meet their teachers' expectations. This was evident in a Year 6 design and technology lesson when pupils worked very hard and showed good attitudes when making a working toy. All pupils listened well and took part eagerly in the lesson. Pupils' positive attitudes to learning were seen in many lessons, including those for the youngest children. For example, in a reception class lesson the children were observed co-operating effectively and concentrating well when drawing seaside scenes from the present and the past. The safe, welcoming and calm atmosphere encourages pupils to do their best and they respond well. They develop good habits of working and settle quickly to tasks. Sustained levels of concentration were observed in many lessons; for example, in a Year 1 and Year 2 history lesson when pupils shared pictures and concentrated very well while sorting information into categories. They persevered well in completing their activities.
9. Behaviour in and around school is good overall and often very good, for example during school assemblies. When pupils are moving around the school and in lessons they do so with a minimum of fuss without wasting time. There is no evidence of oppressive behaviour or bullying. The school's caring and supportive climate for learning encourages pupils to get on well together. Pupils with special education needs behave well because of teachers' effective management strategies and this has a positive effect on their learning.
10. There are very good relationships amongst pupils and between pupils and adults. Very good levels of co-operation were noted in many lessons, for example in a Year 5 ICT lesson when pupils were learning to draw a landscape. They demonstrated very good co-operative work as they shared new knowledge. They also worked very well independently. These very good relationships were also evident in an art and design lesson for Years 3 and 4. Higher- and lower-attaining pupils work very well together, readily sharing their knowledge and skills, and this helps them learn better. They understand and follow school rules well and treat each other and adults with courtesy and respect. Teachers use personal, social and health education very well to help pupils recognise their worth as individuals and to see themselves as others see them. Through these lessons pupils develop an understanding of the impact of their actions on others and learn to respect each other's feelings, values and beliefs.
11. Pupils' personal development is very good. They readily accept responsibility for performing tasks around the school, for example by acting as monitors and setting up the hall for assemblies, and by the older pupils helping to look after the younger ones. They are also given opportunities to make decisions about their own learning by being given projects to work on independently.

12. Attendance levels are now good, being above the national average, and this has a positive effect on pupils' learning. There have been no exclusions.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good overall with many very good features. Children make good progress in the reception group and further good progress in Years 1 to 6. Overall, they achieve very well. The quality of teaching in 13 out of 14 lessons was good or better. In five lessons it was very good. No unsatisfactory teaching was seen, which is a big improvement since the last inspection, when a significant amount of unsatisfactory teaching was observed (10 per cent).
14. Significant strengths of the current teaching include:
- a. teachers' very good knowledge that leads to all pupils making good progress in literacy and numeracy lessons;
 - b. very effective approaches to learning that enable pupils to understand complex information.
15. Pupils with special educational needs achieve well in literacy and numeracy because of good teaching. Teachers carefully plan work that will interest these pupils and help them to develop specific skills. Class teachers use teaching assistants well to work with pupils who have special educational needs to ensure that basic skills are suitably developed in the middle part of lessons. However, the teachers are not using teaching assistants to carry out assessment activities at the beginning and end of lessons. The teachers' good organisational skills enable pupils with special educational needs to take an effective part in lessons. Teachers do not often give pupils positive comments in lessons about their having achieved their personal targets.
16. A significant strength of the teaching is the teachers' very good knowledge and understanding of many subjects. This means that basic skills are taught well. Teachers have very effective knowledge of how to develop pupils' literacy skills. For example, pupils in Year 6 learn to write plays effectively, adding stage directions as a result of very good teacher understanding of script writing. They learn to read poems such as *Macavity* well due to the teacher's knowledge of how to add expression. In Year 2, pupils are expected to write stories using exciting words and appropriate connectives because the teacher understands their importance. Pupils respond well to such knowledgeable reminders of what the teacher expects of them. As a result, pupils learn to create sophisticated pieces of writing, to analyse texts accurately and to use numbers accurately.
17. Very effective methods are used to teach pupils. For instance, Year 2 pupils learn to compare and contrast seaside scenes because teachers use photographs particularly effectively. Investigations are used well to teach pupils about science, which means that they remember key vocabulary and ideas well. Paired discussion sessions help pupils to evaluate why certain pieces of writing are better than others. All teachers use very good questioning skills. This means that pupils learn to think deeply for themselves. For example, effective questioning skills mean that Year 6 pupils learn to identify ideas in poems and understand how words can be used effectively.
18. Teaching assistants are used effectively to work with particular pupils during the middle parts of lessons. However, teachers do not fully involve them at the beginning or end of lessons. Teaching assistants are not regularly asked to carry out assessments during the starts or endings of sessions. Therefore, their time is not always being used effectively to assist pupils to make progress. Time in most lessons is used well by teachers and so pupils work at a good rate. Teachers' good management skills mean that pupils co-

operate, concentrate and behave well in lessons. Appropriate individual targets are set for pupils in literacy, but teachers rarely refer them to in lessons as having been achieved. This means that opportunities are missed to improve pupils' understanding of their learning.

19. Teachers' planning is effective overall. Clear learning objectives are often shared with pupils so that they are aware of the purpose of the lesson. Introductions are used to revise previous work so that pupils can apply their knowledge. English and mathematics lesson plans set out specific tasks for pupils of different abilities so that all can make good progress. Teachers have high expectations of pupils when they ask them to produce detailed factual projects about famous people such as Queen Elizabeth II. Teachers plan activities to interest both boys and girls. Teachers do not often record their evaluations of pupils' achievements or say how planning will be modified.
20. Assessment is used satisfactorily by teachers. They assess pupils' work effectively in literacy and group them according to their achievements. This means that pupils are challenged well in English sessions. Teachers set specific objectives at the beginning of topics, but their marking does not always record what pupils have done well. Furthermore, they do not always allow time for pupils to decide what they should do in the future to improve work, especially in science.
21. Homework is given out regularly to all pupils. They learn to spell words, read books and answer questions, learn their times tables, research projects and practise playing pieces of music on their recorders. Homework reinforces the work that they do in the day and has a good effect on the standards they attain.

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

22. There are schemes of work in place and a good curriculum policy for children in the Foundation Stage. This is closely linked to the national guidance for children aged three to six, the Early Learning Goals and the Stepping Stones contained in that guidance.
23. The quality of the school's curriculum is good and meets legal requirements. It is sufficiently broad with all subjects represented, including personal, health and social education. The National Literacy Strategy has been implemented most successfully and has had a major impact on the improvement in standards; there are many activities matched carefully to pupils' particular needs in reading and writing. The National Numeracy Strategy has been implemented effectively, with the result that standards have risen significantly.
24. Detailed policies are in place for all subjects and good schemes of work identify the knowledge, skills and understanding to be taught as pupils move up through the school. There are satisfactory yearly, termly and weekly plans for all subjects. This is a considerable improvement since the last inspection, when most planning frameworks were not well structured. A three- and four-year topic cycle means that pupils do not repeat aspects of learning. However, pupils in Year 2 have only learnt about life and living processes in science this year. Although weekly planning effectively ensures that pupils of all abilities are well challenged by the tasks they are set in English and mathematics lessons, it does not set specific challenges for more-able pupils in other subjects. Teachers' plans are well thought out to ensure that links are made between topics. For example, in Year 6 there are good links between English and history in the study of the 'Ancient Greeks'. Pupils' personal, social and health education is very carefully planned and there is a good programme of study. Weekly sessions are used very well to develop pupils' personal, social and health development as well as

citizenship. The school assists effectively with sex education and pupils learn about the misuse of drugs.

25. Extra-curricular provision is very good. There is good attendance at a wide range of activities including recorders, cookery, cycling proficiency, rounders, basketball and football clubs. These opportunities outside of lessons make a good contribution to pupils' social and cultural development. The school enriches the curriculum with a wide variety of activities. Many visitors enliven the curriculum, including members of the clergy. A good range of school visits linked to curriculum studies take pupils to a variety of places. For example, they visit the coastline, the theatre and art centres.
26. The contribution made to pupils' learning by the community is good. Many people from the local community come into school to work with them; for example, a 'sister' came in to work with pupils on a religious education topic about worship in the community. Other local people help pupils learn to read. Pupils go to a local leisure centre for gymnastics tuition. People from the village help to improve the school grounds.
27. Links have been effectively established with the local secondary school that most pupils will attend. Teachers from West Raynham Primary School meet secondary teachers in the term before pupils transfer and then pupils visit their new school. Teachers from local schools have regular meetings about subject areas and other responsibilities. There are no playgroups or nurseries in the village, but some pupils go to playgroups a fair distance away. The school discusses new pupils with their playgroup. Therefore children are prepared satisfactorily for starting school and, at the end of Year 6, are well prepared for transfer to secondary school.
28. The school is very committed to educational inclusion and has very clear policies. All pupils are provided with equal opportunity and access to the curriculum. There is no unnecessary withdrawal of pupils with learning difficulties from lessons. They are very well supported so that they are able to achieve their objectives within lessons. Teachers and all other adults set good examples to pupils of how they should treat one another. There are no gender issues and pupils from all communities are very well integrated into lessons and very well included in the life of the school.
29. Provision for pupils with special educational needs is good overall. Curriculum planning takes into account their needs, and support is provided both outside and within the classroom. This ensures that pupils are suitably challenged and praised for their achievements. They are encouraged to develop their thinking skills through answering direct questions, to explain what they understand and to think carefully for themselves.
30. The school is very effective in promoting pupils' spiritual, moral, social and cultural awareness, which is the foundation of the school's caring aims. It also encourages their positive attitudes and enthusiasm for the school and is fundamental to the very good levels of personal development achieved by the time they leave the school.
31. The provision for pupils' spiritual development is good. Teachers give them opportunities and the confidence to explore their own inner thoughts in art, music and English lessons. Poetry is particularly well used to allow pupils to develop an awareness of the beauty around us. Whole-school assemblies are stimulating and have a positive effect on the spiritual and social community of the school. Pupils are given time to reflect through prayer. Uplifting songs and hymns are sung, such as 'Spirit of God'. Inspiring stories are told in assemblies. For instance, a story about bravery allowed pupils to consider how they could use their own courage effectively.
32. Provision for pupils' moral development is very good. The school relies on its strong moral standards to promote a sense of pride. This has a positive impact on the standards

of behaviour and pupils' personal development. Teachers are very good role models. From their example pupils very soon learn that teachers expect them to be thoughtful to their friends. Throughout the day and in assemblies pupils are encouraged to think about their actions and discuss problems from a moral point of view. For example, they are encouraged to consider cruelty to animals and how to care for them properly. Much of the charity work that pupils take on has a strong moral impact. Religious education and English lessons develop pupils' moral awareness very effectively.

33. The provision for pupils' social development is very good. The school provides a very effective sense of community, so children feel secure and are confident to take part in all the activities the school provides. Lessons often have good opportunities for pupils to work together with different year groups in paired and team activities. Group discussion sessions are used frequently, teaching the pupils the qualities of a caring community and how they should treat each other. There are good after-school activities, such as music, and sport clubs for pupils to learn new skills. As many of these clubs often involve outsiders and volunteers, pupils have the opportunity to see how adults relate to one another. Older pupils look after younger ones during break times.
34. Good provision is made for pupils' awareness of their own and other cultures. From their early days in school they learn through nursery rhymes and the traditional stories of this country. They join in birthday celebrations and Christian and other festivals. As they grow older they learn about famous artists. There is a good range of cultural opportunities available in almost all subjects. For instance, pupils study Shakespeare's play *Macbeth*. Rich musical activities allow them to learn to play traditional songs and maintain their part in a group performance. There are well-established links with the local Christian church. Pupils have opportunities to study Hindu, Jewish and Muslim beliefs and celebrations on the Internet, through handling objects and reading books.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The provision for the support, guidance and welfare of pupils is good. Teachers know their pupils well and give them sound advice based on that knowledge. Teaching assistants support pupils who are not making the progress expected of them. Overall, behaviour is effectively managed throughout the school, as is attendance.
36. Attendance is carefully monitored with the full co-operation of the parents. Most ring the school if their children are going to be absent and rarely need a reminder letter or telephone call to confirm the reason for an absence. Extra holidays taken in term time are rare. Parents are regularly reminded by letter and in the newsletter that taking holidays will upset their children's education.
37. Pupils' needs are identified early and external agencies are notified and involved as required. Class teachers and the co-ordinator for special educational needs monitor pupils' progress on a termly basis and identify those requiring additional support. Some pupils attend specific activity sessions as appropriate. Individual education plans are satisfactory, setting specific and measurable targets. The school can demonstrate that these pupils make satisfactory progress in literacy and numeracy because it tracks their progress as they move through the school.
38. Procedures for monitoring and promoting good behaviour are effective. Pupils are expected to be orderly in class and as they move about the school. There are clear procedures to combat bullying, and pupils are taught very clearly not to laugh at other people's differences. The guidelines encourage staff to foster good manners and a sense of self-discipline amongst pupils, and to give them increased responsibilities as they grow older. Teachers' high expectations of behaviour mean that lessons proceed with purpose

and at a good pace. On the rare occasions when there is unsatisfactory behaviour, staff act appropriately and fairly.

39. Procedures for child protection and promoting pupils' well-being are very good. The health and safety procedures are thorough. Staff and governors carry out routine checks of premises and equipment, and defects are dealt with swiftly. All staff are fully aware of child protection procedures. Trained members of staff deal with accidents and injuries promptly. Records of such accidents are recorded and parents informed.
40. Pupils are encouraged to take responsibility for their own lives and the life of the school. Parents confirmed this view in their questionnaires and at the parents' meeting. When pupils take on a school responsibility they are told very carefully what is expected of them and praised for a job well done. As a result there is no shortage of volunteers. Assembly monitors help to prepare the room and hand out hymn books. They help to keep the school free from litter, and older pupils are encouraged to care for younger ones in the playgrounds. Group sessions are used effectively to discuss topics that will broaden pupils' minds and develop their awareness of others.
41. The school has good procedures for assessing pupils' learning and this makes a significant contribution to the high standards achieved in English and mathematics. This is an improvement since the last inspection, when assessment procedures were under-developed in most subjects. In mathematics and English, annual tests are carried out. Throughout the school pupils' attainment in reading, spelling, writing and mathematics is assessed and recorded on sheets clearly. A detailed analysis of pupils' writing skills has been undertaken. All year groups have literacy and mathematics targets to enable them to improve their work and copies of these are sent home for parents.
42. A significant strength of the assessment activities undertaken is the school's tracking system. The school tracks pupils' progress in English and mathematics on an annual basis from the time they start to when they leave. Therefore it can effectively demonstrate how much progress pupils make in each part of the school. After the previous inspection the school began to track pupils' progress in science, but this has stopped recently. Therefore, it is not clear about how much progress pupils make in science each year. Their standards in art, design and technology, geography, history, information and communication technology, music and religious education are assessed using specific criteria at the end of each unit of work. This has a positive effect on the standards that pupils reach.
43. The use of assessment is satisfactory overall. It is well used to identify and set individual education plans for pupils with special educational needs in English and mathematics. Arrangements for the inclusion of all pupils are suitably achieved due to appropriate use of assessment. The analysis of the performance of boys and girls has not been started formally. Teachers' marking does not consistently explain or allow pupils to identify areas for development in most subjects. Consequently, opportunities to enhance pupils' understanding of their own learning are missed

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school fosters good views among parents. They warmly praise what the school achieves. They value its caring attitudes and are pleased that their children make good progress. They believe teachers know their children well and that such secure personal relationships help pupils want to succeed. They say that their children like school and that they are eager to come. Parents also say that the school expects their children to work hard and achieve their best and is helping them to become mature and responsible.

45. A significant minority of parents do not feel that the school works closely with them and said that they would not feel comfortable in approaching the school if they had questions or a problem. The inspection team found that the school tries very hard to work closely with parents in their children's education and the headteacher is committed to improving these relationships. There are regular parents' meetings and an open-door policy whereby parents can approach members of staff at any appropriate time if they would like to discuss their children. Staff will readily make appointments to see parents if necessary. There are regular newsletters and information is given each term on the curriculum area to be studied by the children. Most parents do, however, speak very highly of the good informal links with the headteacher and staff. They see the links as a two-way process ensuring that pupils' interests are to the fore. The inspection team agrees with these very positive views.
46. Effective links are established between the school and parents who have children with special educational needs. Regular meetings with teachers or the co-ordinator for special educational needs mean that parents are kept well informed about their children's progress. Staff are always available to discuss any concerns with parents before or after school. However, parents are not given a copy of the targets on their children's individual education plan. This means that parents are not always aware of the next steps in their children's learning and they cannot help them at home.
47. A few parents did not think that the school provides an interesting range of activities outside lessons. The inspection team found that the range is very good, particularly for such a small school, and includes activities for older and younger pupils whenever possible. This provision has the effect of improving the learning of all the pupils involved.
48. A minority of parents do not think that behaviour at the school is good. The inspection team does not agree with this view and found that the behaviour of the pupils is good overall, and often very good. This good behaviour has the effect of improving pupils' learning and the standards that they reach.
49. Parents feel well informed about the progress of the pupils. However, although there are regular parents' meetings, the end-of-year reports do not meet statutory requirements. They do not consistently give information on the progress that the pupils have made in each subject. This restricts parents' knowledge and understanding of their children's achievement and the amount of help that they can give at home. The school prospectus is friendly and informative, but the governors' annual report to parents does not meet statutory requirements as there are some omissions.
50. Parents' involvement in the work of the school is good. They help to run the extra-curricular clubs and there is never a shortage of volunteers to help on school trips. Many parents are involved in the governing body and make a valued contribution to school life. The 'Friends of West Raynham' is a dedicated, hardworking group of people who have raised money to fund, for example, computers, printers and the cost of transport to take the children swimming. Their efforts enhance the level of resources for teaching and learning and, consequently, the standards that pupils reach.
51. Induction procedures for children entering the reception class are good. Parents are pleased at how their children settle in and enjoy school. They also like the care taken when the oldest pupils transfer to secondary school and the fact that the school does a good job of preparing pupils for the next stage of their education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The very good leadership of the headteacher is having a very beneficial impact on the management of this school. Her leadership gives a very clear focus to the school's work and its ability to improve further. An atmosphere of high expectations for all is very well established and great emphasis is placed on school improvement. The headteacher, together with all the teaching and support staff and the governors, places considerable emphasis on school improvement and the achievement of high standards for all pupils.
53. The leadership of the headteacher regularly provides a good example for others to follow, and all the staff work closely as a team. The quality of leadership is a very good reflection of the published aims and values of the school. Significant emphasis is placed on the delegation of management responsibilities to all staff in such a small school. All staff willingly accept and undertake their many responsibilities with the good of all the pupils clearly in mind. The leadership and management of provision for pupils with special educational needs are good. Governors are kept very well informed about provision in this area. The co-ordinator has a good understanding of the needs of these pupils. The school has adopted the revised code of practice and all staff are aware of the terminology relating to pupils' levels of need. The co-ordinator has not yet monitored how teachers are using pupils' individual education plans to formulate literacy and numeracy targets or their use in lessons.
54. Governors and staff regularly monitor and evaluate the school's performance. The development of teaching is monitored and evaluated well by the headteacher, who visits classrooms to monitor the quality of teaching in literacy and numeracy every half term. Teaching in other subjects is monitored in turn. Good teachers are well deployed to raise standards in particular subjects such as music and those aspects of teaching that are in need of improvement are addressed well.
55. Significant emphasis is placed on performance management as a means of raising standards, and teachers have clear performance targets that are matched to their needs and the needs of the pupils. The team spirit between teachers and support staff is very good and is a reflection of the school's leadership. The school's priorities for development are well suited to the needs of the staff and pupils, and the actions taken to meet the school's targets are very effective. However, the school development planning and the performance management cycles do not share the same start and finish dates and this causes some lack of clarity in the linking of personal and whole-school targets.
56. The staff share a significant commitment to improvement and demonstrate a very good capacity to improve further. The procedures for the induction of new staff are good, although there has been no need to employ them in the recent past. Staff development has improved since the previous inspection and, as a result, training is very well matched to the needs of the school. In such a small school the placing of teachers and support staff on over 60 courses in recent years is a demonstration of the importance of training in school. This has a positive effect on teachers' knowledge and understanding of what they teach and on the standards that pupils reach.
57. The governing body very effectively discharges its duties in support of the school's work. All governors are very committed to working in partnership with staff and pupils at the school. They have a very good level of understanding of the school's strengths and areas for further development, and play a very significant role in shaping the strategic direction of the school. The governing body puts great emphasis on monitoring school improvement and the evaluation of its work, and plays a very significant part in setting targets for school development and improvement. Governors have links with particular subjects and visit classrooms to monitor the delivery of the curriculum in the subjects for which they have responsibility.

58. The governing body does not fully meet its statutory responsibilities. They have formulated a good access development plan but this planning for the improvements to buildings, in the event of the admission of a pupil or teacher with physical disabilities, is not reported in the annual report to parents. The headteacher works closely with the governors to further improve the school. The governing body sets targets for the headteacher that have a considerable impact on school improvement. However, because of the different cycles for school development planning and for performance management, targets from one that should be reflected in the other do not always match. The governors have responded very well to the previous inspection and the key issues that were identified.
59. The management team works very hard to use its limited financial resources for the benefit of all pupils. Particular emphasis is laid on the maintenance of levels of staffing, and the school has been successful in this, even though some staff time has been reduced. Educational priorities are supported through the school's very good financial planning. The headteacher ensures that financial administration systems are efficient and effective. The headteacher and the governors are kept very well informed of the school's financial position by the very efficient part-time secretary. She makes very effective use of new technology to support the school's administration. Computers are also used well to support pupils' learning. The school ensures that all specific grants, for example those for staff development or for special educational needs, are used for their designated purpose. The monitoring of the effectiveness of spending is very good and governors are kept fully informed. Through these procedures the school ensures that the outcome of expenditure is matched with the school's objectives.
60. The principles of best value are applied very well in West Raynham School to further the opportunities open to all pupils. The school is fully aware of the need to compare its costs with those of other schools and it engages in competitive tendering and seeks quotes for all significant purchases when required. The provision of the demountable building, using several years' capital grant funding, is a good example of this. It has had a very significant effect on the ethos of the whole school and a very positive effect on the environment for learning for all pupils. Staff are required to justify their use of resources and identify further needs for their subjects. The school invariably consults widely on further improvements and major expenditure decisions and money is always spent wisely.
61. The qualifications and number of teaching staff to meet the needs of the school are good. All teachers are well matched to the subjects they teach and to key stages. There has been a rigorous programme of staff development and all teachers are suitably qualified to teach the National Curriculum effectively. There are subject managers for each curriculum area. All teachers know the pupils and their families well. Teamwork is a significant feature of the school, and all support staff work closely as a team. Classroom assistants and learning support staff offer considerable support to the teachers and very effectively contribute to the quality of learning for all pupils. The work of the teachers is appraised regularly in accordance with the guidance given nationally under performance management and this effectively raises the quality of teaching.
62. The accommodation, set within a very pleasant area, provides a satisfactory environment for learning. It is well maintained. The standard of accommodation has been greatly improved recently by the addition of the reconditioned mobile classroom used by the younger children, and the new administration and staffroom area. However, the school is very small and the headteacher has no area where issues of a confidential nature can be discussed in private. The school overcomes some of the problems caused by the lack of space through using excellent facilities in Kings Lynn for specialist coaching in gymnastics, and it regularly uses the swimming pool in Fakenham Junior School. It will also be using the recently refurbished village hall for school activities. The school has a

small but adequately stocked library. Outside there is a small playground, which is marked for games, and the pupils have access to a large field. There is a good, designated area for the very youngest children, but it is not totally safe as they could gain access to the main playground. The construction of a small gate has not yet been considered.

63. Learning resources are satisfactory overall. They are good in English, music, design and technology, art and ICT. However, in ICT there is not enough software for modelling and control. For the youngest children resources are satisfactory and well used, and they are good for pupils with special educational needs. For physical education they are satisfactory, being supplemented by very good provision from Lynnsport Leisure Centre and the use of a local swimming pool. Overall, the resources for teaching and learning have a positive effect on pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to raise standards even further the headteacher, staff and governors should:

- (1) raise standards in science throughout the school to match those now being achieved in English and mathematics by:
 - a) improving the balance of the curriculum, particularly in Years 1 and 2;
 - b) re-introducing the system for tracking pupils' progress in all year groups;
 - c) developing the use of ICT in the teaching of science;
(paragraphs 7, 24, 42, 83)
- (2) improve the consistent use of the school's marking policy to guide pupils' future progress in all subjects;
(paragraphs 20, 43, 77, 86, 102, 105)
- (3) improve the quality of annual written reports to parents by:
 - a) including clear judgements of pupils' progress in all subjects;
 - b) including clear targets for future attainment in English, mathematics and science.
(paragraphs 46 and 49)

The governing body may also wish to include the following minor issue in its action plan.

The school's plan for improved access to its buildings in the event of the admission to the school of a disabled pupil or teacher must be reported in the governors' annual report to parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

14

Number of discussions with staff, governors, other adults and pupils

17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	5	8	1	0	0	0
Percentage	0	36	57	7	0	0	0

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

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)

37

Number of full-time pupils known to be eligible for free school meals

4

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

0

Number of pupils on the school's special educational needs register

11

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

3

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

7

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

The national test results for 7-year-olds and 11-year-olds are not included in this part of the report due to the small number of pupils who undertook the tests.

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	37	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	2.6
Number of pupils per qualified teacher	15
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	57

Financial information

Financial year	2002/2003
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	£
Total income	164,534
Total expenditure	162,753
Expenditure per pupil	3,269
Balance brought forward from previous year	11,500
Balance carried forward to next year	13,469

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 66%

Number of questionnaires sent out

38

Number of questionnaires returned

25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	32	64	0	0	4
My child is making good progress in school.	48	44	4	0	4
Behaviour in the school is good.	40	32	16	0	12
My child gets the right amount of work to do at home.	44	40	12	4	0
The teaching is good.	60	36	4	0	0
I am kept well informed about how my child is getting on.	48	32	8	4	8
I would feel comfortable about approaching the school with questions or a problem.	48	20	28	4	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	40	28	20	4	8
The school is well led and managed.	52	36	8	4	0
The school is helping my child become mature and responsible.	52	44	0	4	0
The school provides an interesting range of activities outside lessons.	40	44	16	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. At the time of the inspection there were only four children in the Foundation Stage group. They were all working within a class that is made up of Foundation Stage children and Years 1 and 2. Three lessons were observed in which Foundation Stage children were the focus of the observation. The quality of teaching and learning were both good in all three lessons and all children made good progress.
66. The organisation of the class involves very good provision for all children in the Foundation Stage and very good teamwork between the class teacher and the very good learning support assistant. Children take part in the lesson introduction, with the rest of the class, and they are well provided for through the very good questioning skills of their teacher. In lessons in communication, language and literacy and mathematical development, the learning support assistant gives very good support to children in developing their skills as a discreet group and they all make good progress. A small number of children have already attained skills in both these areas that surpass expectations for them as they move into Year 1.
67. When this happens, children are included in the main class work that is within the programmes of study for Years 1 and 2. This is good practice, contributing to the standards that pupils reach at the end of the Foundation Stage and ensuring that all pupils are well prepared for the work that they will undertake when they join Year 1.
68. There is a very good outdoor area for the physical development of Foundation Stage children and specific times are set aside for their physical development, as well as their being included in whole-class lessons in physical education. Throughout the school the quality of teaching and learning are very good in art and design and music and this has the effect of establishing standards that are above expectations in children's creative development by the time that they enter Year 1. Similarly, their personal and social skills are above what is expected by the time that they join Year 1. This is achieved through a combination of good teaching and the effect of working with older pupils and aspiring to their levels of behaviour and personal development. A combination of specific teaching, as a group, and their inclusion in lessons with older pupils ensures that all children develop their knowledge and understanding of the world to the expected level by the time that they enter Year 1.
69. The curriculum for these children is skilfully balanced between the requirements of the national guidelines for the curriculum for children in the Foundation Stage and their inclusion in lessons with the whole class, when this is appropriate. The class teacher and the learning support assistant have a very good knowledge and understanding of the needs of children of this age.
70. Inspection evidence shows that all children are in line to reach standards that are above those expected for children of this age, in their communication, language and literacy and their mathematical development, by the time that they enter Year 1. Their personal and social development will exceed expectations as will their creative development, because of the very good provision in the school for music and for art and design. Their knowledge and understanding of the world and their physical development are both in line to meet national expectations by the time that they enter Year 1. This shows good progress for this group of children since they joined the school.

ENGLISH

71. Standards in the present Year 2 are average. This group of pupils entered school with below average skills in language and literacy. These pupils have made good progress to achieve average standards. Standards in the present Year 6 are above average. They have made very good progress and achieve well considering their starting point in Year 3. Pupils with special educational needs make good progress because they receive effective support in lessons through the quality of teachers' planning and from dedicated teaching assistants. Since the previous inspection there are good improvements in standards in Year 6 when standards were average.
72. The key factors contributing to the significant improvement in standards are:
- very good teacher knowledge and understanding;
 - effective teaching methods which assist pupils to achieve;
 - good teaching and the implementation of the National Literacy Strategy;
 - effective use of information and communication technology.
73. Pupils successfully use and apply their literacy skills in other subjects. In reading, they apply these skills when, for example, they research the Ancient Greeks on the Internet. In writing, they show good skills in writing factual accounts of Greek Wars in their history work and in science when they write methods and conclusions for investigations. Numeracy skills are occasionally used when pupils analyse figures in charts whilst undertaking comprehension activities. Information and communication technology is well used to support pupils learning in English. For instance, most Years 3 and 4 pupils use information and communication technology effectively when they design a wanted poster for Macavity incorporating the information from the poem. The majority of pupils know how to change font size and colour to produce eye-catching copies of their poems.
74. Standards in speaking and listening are good in the present Years 2 and 6. This maintains the position seen at the last previous inspection. In lessons, most pupils listen attentively to their teachers and to each other. Pupils speak confidently when asking and answering questions in group discussion sessions. A good example of this was seen in Year 2 when pupils dressed in Jewish costumes and talked about what people eat at a Shabbat party. The lesson extended pupils' religious education knowledge and made a significant contribution to developing key speaking and listening skills. Year 6 pupils discuss books they are reading such as *When the Whales Came* due to effective questioning skills of the teacher.
75. Standards in reading are average in the present Year 2 and above average in Year 6. Most Year 2 pupils have a good knowledge of letter sounds and initial blends, for example 'st'. The majority of Year 2 pupils know and explain the terms 'author', 'title' and 'publisher'. They effectively use 'contents', 'index' and 'glossary'. Pupils enjoy reading and show a good recall of the plot and characters. They read fluently and some read with good expression and understanding. Most Year 6 pupils read effectively. For example, pupils read the poem *Macavity* by T. S. Eliot confidently, accurately and with expression. They scan texts on the Internet efficiently to find information about famous people such as Grace Darling.
76. Standards in writing are average in the present Years 2 and 6, with strengths in the quality of poetry composition. The majority of pupils write for a wide range of purposes and show good use of vocabulary. In Year 2, most pupils work at average levels of writing. For example, most pupils write interesting poems about snow and winter. Similes were used effectively when one more-able pupil writes, 'as cold as ice'. The majority of pupils use information and communication technology effectively when they write about school life. One more-able pupil uses interesting vocabulary and punctuation satisfactorily when he writes about Mr. Wolf making pancakes. In Year 2, the majority of

pupils write satisfactory facts about objects they have seen in a local church using satisfactory handwriting and spelling skills. Again in Year 6 poetry standards are outstanding. Most Year 6 pupils write beautiful cinquain and Haiku poems. The majority of pupils can create poems using adjectives very effectively giving subjects such as anger, happiness and summer and winter the characteristics of a person. This contributes to pupils' spiritual and cultural development well. Most pupils write good stories and plays spelling simple and complex words accurately. Pupils write imaginary myths and legends about ancient gods using description effectively. For instance, one more-able girl writes, '*Flaze was king of the God, flying and the sky. He always seemed to radiate power from his chubby face. Finally Azic, has hazelnut eyes along with skilled hands*'. Pupils in Years 3 to 6 do not always use joined handwriting, which would speed up their production of written work.

77. Teaching is good and has a positive impact on the standards achieved. Good and very good teaching is seen in English. The best teaching has many strong features. For instance, very effective methods and questioning skills mean that pupils learn to reflect about what they like about poems and books. This is seen when Years 3 to 6 pupils are asked to say what they like about the poem *Macavity*. Very good teacher knowledge allows pupils to learn about how to use syllables in writing poems. Well-planned lessons mean that all pupils are challenged. Teaching assistants are used effectively to teach spelling in a structured way. Resources are utilised well when pupils practise spelling words on small white boards. Basic skills are taught effectively when the teacher asks pupils to identify similes in poems. Teachers' high expectations allow pupils to learn the meanings of complex vocabulary such as 'illusive'. Very effective learning methods where teachers write stories on the board using pupils' ideas mean that pupils learn to write stories incorporating connectives and adjectives. Pupils behave well, co-operate and concentrate on the tasks because of good management skills. In the best lessons the plenary is used to assess whether pupils have achieved specific learning objectives. However, it is not used to identify how pupils could improve their work in the future. Less successful aspects of teaching do not give or record the strengths and weaknesses of pupils' work and so pupils cannot reflect on how they could improve. This limits their knowledge and understanding of their own learning.

MATHEMATICS

78. Standards in the present Year 2 group are average. In Year 6 standards are well above average. In the unconfirmed results of the national mathematics tests in 2003, all pupils taking the tests achieved the higher than expected Level 5. This is an outstanding achievement. Progress since the last inspection has been very good. All pupils, including those with special educational needs, are fully included in all the school's mathematical provision. Some older more-able pupils attend extension classes at a nearby secondary school.
79. The quality of teaching seen, both in lessons and in pupils' past work, is good overall with some which is very good. Teachers have very good knowledge and understanding of the requirements of the subject, their planning is very good and the marking of work is good overall. However, while all work is clearly marked, there are inconsistencies and not all marking is as good as the very best seen in the school. Expectations for pupils' behaviour and their attitudes to their work are high and teachers have good strategies for managing pupils in lessons.
80. Throughout the school teachers are very skilful at promoting the development of pupils' mental strategies for calculation. In lesson introductions, teachers use good questioning skills to enable pupils to succeed and pupils learn well from each other as they listen well to the different ways that others have solved problems. Pupils' standards in dealing with number and algebra calculations are sound in the present Year 2 and very good in the

present Year 6, with some older pupils dealing with mental calculations into tens of thousands. The levels of ability of pupils govern the levels that they reach, but all make very good progress in this area of mathematics between joining and leaving the school. The school assesses pupils' progress very well and this information is very well used to set targets and to check pupils' progress as they move through the school.

81. The area of investigating within mathematics and using mathematical skills in other subjects are well developed and standards are good. Problem solving is developed well and written mathematical problems are regularly set for all pupils. They learn to interpret the written word to identify the mathematical problems and as they progress through the school they become adept at solving problems.
82. All pupils learn the properties of a good range of two-dimensional and three-dimensional shapes and also to work with standard metric measures in distance, weight and capacity. Older pupils can convert between metric and imperial measures. Data handling is well taught, very often through other subjects; for example, pie-charts and three-dimensional block graphs were produced, using computers, of the sodium, fibre and fat content of biscuits in a food technology project.
83. ICT is generally well used to teach mathematics. However, the school does still feel that it can improve further in its use of computers to teach number and algebra.
84. The range and quality of resources for the teaching and learning of mathematics are good overall, and these resources are well used throughout the school. The co-ordinator for the subject provides good support to all staff and all work closely together to ensure that teaching and learning are good throughout the school. This has a positive effect on pupils learning and the standards that they reach.

SCIENCE

85. Standards are average in the present Years 2 and 6. All pupils make satisfactory progress starting from an average level of understanding. However, standards are not as high as they could be if the curriculum was more balanced and teachers planned specific extensions for more-able pupils. It was only possible to observe a lesson in one of the two classes, but discussions were held with the co-ordinator and an analysis of pupils' work was undertaken. Boys and girls achievement is satisfactory and they work at similar standards. All pupils are satisfactorily integrated due to effective use of teaching assistants in the main part of the lesson. Pupils who have special educational needs are well included in all activities and make satisfactory progress. However, few pupils with special educational needs achieve average levels of attainment because of their lower starting point. Since the previous inspection there have been few improvements and this is not satisfactory. While pupils' standards in science began to be tracked this was stopped recently. Therefore, at present teachers and pupils are uncertain about which National Curriculum level students throughout the school are working at or how much progress they have made in a year. This is a key factor in standards in science being lower than those in English and mathematics.
86. In Year 2 pupils have average knowledge and skills in all areas of the science curriculum. A significant strength of pupils' knowledge and understanding is in life and living processes. The majority of pupils know how to sort animals satisfactorily by features such as appearance and what they eat. More-able and average pupils write about animal characteristics in detail. The majority of Year 2 pupils use their literacy skills well when they record their predictions about a plant investigation. A more-able pupil writes, '*I predict the plant with light will live and the one without light will die*'. The majority of pupils in Year 2 demonstrate an average level of understanding of materials and they describe how materials such as chocolate and ice change when heated satisfactorily. Pupils'

knowledge and understanding of physical processes is average. Most pupils can compare the movement of toy cars in terms of speed and direction. However, there was no evidence of Year 2 pupils having worked on topics linked to materials and physical processes this year. Also, there was little evidence of pupils' numeracy or information and communication technology skills being used to develop scientific knowledge. These are areas for development in the teaching and learning of science and presently they do not contribute well enough to the raising of pupils' standards.

87. In Year 6 pupils have average investigational skills, knowledge of life and living processes, materials and physical processes. A considerable strength in pupils' knowledge and understanding is in how to carry out fair tests when carrying out experiments. The majority of Year 6 pupils use literacy skills well and explain effectively how to make a fair test. One more-able pupil writes well about how to make an investigation into rock types saying, *'We made it fair by using the same amount of water each time and pouring water from the same height'*. Most pupils explain satisfactorily which animal adaptations make them suited to a particular habitat. Most Year 6 pupils use numeracy skills satisfactorily when they create bar graphs to show how fast water passes through different types of soils. Numeracy skills are developed satisfactorily through scientific studies. For example, most Year 6 pupils can record the weights of objects to one decimal place accurately using a Newton meter. Pupils' results are recorded satisfactorily. This was seen when Year 6 pupils investigate and measure in seconds how long a piece of paper takes to fall to Earth when it is folded in a variety of ways. A more-able pupil concludes, *'The heavier the object the quicker it will fall to the ground. Even if the object is small but heavy and an object that is big but light will gather more air resistance than the small one. It will reach the ground last because it will have more air resistance'*. From Year 3 to 6 the majority of pupils incorporate scientific vocabulary satisfactorily into their discussions and their writing. However, pupils do not consistently give scientific reasons for their conclusions. Pupils' information and communication technology skills are rarely used to analyse and interpret data. When this is undertaken, they combine ICT, mathematics and science when producing pie charts and block graphs to show the outcomes of their research. This has the effect of improving their learning and the standards that they reach.
88. The quality of teaching and learning is satisfactory overall. The best features of teaching seen include the effective use of learning methods where teachers ask pupils to discuss scientific questions at the beginning of lessons. This means that pupils have good opportunities to develop their speaking and listening skills. For example, a teacher asks pupils *'How can you tell if this plant is very healthy?'* This allows pupils to learn about what happens to plants when they do not have much light. Teachers use resources well when pupils learn to plan an investigation to discover the effects of depriving a plant of water. Good social provision in lessons means that pupils work effectively together in pairs or groups. Teachers' effective management skills ensure that pupils behave well and concentrate on tasks. However, teaching is less effective when lesson planning and teaching does not consistently set specific extensions for more-able pupils. These pupils are not regularly given extra challenges in lessons at higher levels. Marking also does not always specifically explain to the pupils what they have done well. Furthermore, teachers do not allow pupils time to identify areas for further development from their work. While teachers use assessment satisfactorily, few teachers evaluate pupils' achievements on lesson plans so that the further steps in their learning are clearly laid out.

ART AND DESIGN

89. Standards by the end of Year 2 and Year 6 are above what is expected nationally. This shows good progress at the end of Year 2 and very good progress at the end of Year 6 based on what pupils could do when they joined the school. All pupils, including those

with special educational needs, have full access to all art and design experiences provided by the school. This represents good progress since the last inspection.

90. Throughout the school, pupils develop good sketching skills, each having their own sketchbook in which they record what they see when they undertake observations. They learn to paint and mix colours using a range of different materials, for example, when they use 'hot colours' in abstract paintings using yellow red and orange. They study the work of famous artists and use their observations in their own work. They develop their speaking and listening skills when discussing which brushes are best suited to particular tasks. Three-dimensional work is well developed; for example, they make models of fantastic creatures from mod-roc and wire in 'Can we change places?' The development of pupils' skills in using a range of media is fostered through producing good quality still life pictures in charcoal, pastels or paint.
91. The school also uses art and design well to foster pupils' spiritual, social and personal and emotional development. For example, in the painted pictures of 'relationships' which show groups of friends or family in obviously loving and supportive situations.
92. Older pupils study the work of Turner and Monet, and use elements of the work of these famous artists in their own work. They have made good quality sketches of landscapes in the surrounding countryside and then paint these in the style of a chosen artist. They understand the key elements of the impressionist movement and several are able to name impressionist artists. They draw very good quality pencil sketches in action pictures such as 'Michael's professional basketball pose'.
93. ICT is very well used in art and design. Pupils draw in a range of styles and are taught not only how to use a good range of tools but also their thoughtful and subtle use to produce high quality images.
94. The curriculum follows the latest national guidelines and the assessments included in each unit of work are well used to show how well pupils have attained what was meant to be learned.
95. From observing a small number of lessons, talking to pupils and to teachers and looking at pupils' work in displays, inspection evidence shows that the quality of teaching and learning is good and often very good. For example, a very good learning support assistant was seen explaining how to use a dabbing technique to recover a painting, when a pupil had applied too much paint.
96. Resources for the teaching and learning of art and design are good overall and are well used to raise standards. The co-ordinator has very good knowledge and understanding of the subject and is able to give good guidance and support to staff and pupils. Pupils' work is well used in displays throughout the school to enhance the learning environment.

DESIGN AND TECHNOLOGY

97. Standards in design and technology are above expectations at the end of Year 2 and Year 6. This shows very good improvement since the last inspection.
98. There is a full range of activities taught throughout the school and all pupils have equal access to them, including those with special educational needs. From the youngest age pupils are encouraged to develop their own designs, with teachers showing them patterns for the design of particular artefacts only as examples, not to be copied. Teachers are particularly successful in this area of teaching. Examples of finished objects show that pupils of all ages develop their own ideas when they are designing and making.

99. While only a small number of lessons were seen, other evidence was gathered from talking to pupils, looking at photographs of past work and from looking at portfolios of pupils' work. The quality of pupils' designs progresses well throughout the school, and in the present Year 6 designs are of high quality. In Year 2 pupils make baskets to carry the cakes that they make in food technology, or to contain 'gifts'. They evaluate each project giving their opinions of how successful the outcomes were and how their work could have been improved. In Year 6 pupils undertake an in-depth survey of biscuits. They use computers to design posters that advertise their biscuits and they also use ICT to analyse the cost of a packet of commercially produced biscuits. They analyse the cost per gram and the fat, sodium and fibre content of each type of biscuit. They show their results in pie charts and three-dimensional block graphs. This is a very good combination of learning in design technology, mathematics, elements of healthy eating and ICT. There are many examples of this combining learning in several subjects at once in a variety of projects.
100. Older pupils have learned to use tools safely and accurately and in one very good lesson Year 6 pupils were observed making moving toys. The movement was driven by an offset cam shaft and the outcomes were very closely matched to their accurate and detailed designs. In other projects pupils make cards with moving parts to celebrate various religious festivals and they make a good range of working musical instruments.
101. Overall, the quality of teaching and learning are very good and pupils make good and very good progress as they move through the school. The range of resources for teaching and learning is good and they are well used to help pupils to achieve high standards.

GEOGRAPHY

102. Standards meet national expectations in the present Years 2 and 6. Most pupils enter Year 1 with average levels of knowledge and understanding. They make satisfactory progress and achieve soundly. Only one lesson was seen during the inspection. Evidence was gathered from an analysis of pupils' work, discussion with pupils and the co-ordinator. Boys and girls work at similar levels of attainment and achieve satisfactorily. All pupils, including those with special educational needs, are effectively integrated into all lessons and so make satisfactory progress. Improvement since the last inspection is satisfactory and standards have been maintained.
103. Standards of work seen indicate that teaching is satisfactory overall. Basic skills are well taught when pupils learn to describe environments orally. Most Year 2 pupils describe a seaside and beach satisfactorily. Effective methods are used when pupils in Years 1 and 2 use photographs to identify features of a beach in England. The use of information and communication technology is effective in supporting pupils learning about geography. The majority of Year 2 pupils can use information and communication technology well when they use the computers to find out about islands off Scotland. Literacy skills are used well when pupils write about the reasons why they would not like to live on the Island of Struay. For instance, a more-able pupil writes, *'I would not know how to write or spell. I might run out of food'*.
104. Teachers have high expectations of pupils when they ask pupils to use keys to explain maps. For example, more-able Year 6 pupils use keys effectively when they show which type of transport will be used on a journey from Northern Ireland to West Raynham. Less able pupils do not use keys on their maps. Pupils in Years 3 to 6 are very good at identifying the geographical features of areas. One more-able Year 6 pupil writes about Portstewart in Northern Ireland and describes the area as being in the British Isles and as having many nature reserves and lots of history. The pupil says, *'Not a lot of people live in Portstewart because of the cold weather'*. The provision for pupils' cultural

development is good as pupils learn about traditions in several other countries. However, pupils do not describe how people can improve or damage the environment. The teachers' good management skills mean that pupils learn to concentrate and behave well. Good social provision allows pupils to work together effectively in groups. Numeracy skills are used satisfactorily when Years 5 and 6 pupils learn to identify places on maps using four and six figure grid references. Teachers' marking and discussions with pupils do not consistently allow pupils to identify what they do well or evaluate what they need to do to improve. Opportunities are missed to raise pupils' understanding of their own learning.

HISTORY

105. Standards are above national expectations in Years 2 and 6. This is a significant improvement since the last inspection when standards met nationally expected levels. Standards are high because the school uses objects, books and photographs well to develop pupils' basic skills. The literacy hour is also used effectively to develop pupils' understanding of history. Only one lesson from the two classes was seen during the inspection. Further, evidence was obtained from an analysis of pupils' work and a discussion with the co-ordinator. All pupils, including those with special educational needs, achieve well and make good progress in their learning about the past. Boys and girls achieve similar standards because they receive effective teaching.
106. In Year 2 standards are above expectations. The standards of work seen indicate that teaching is good. The majority of pupils begin to place events in order. This is seen when pupils relate the story of the 'Battle of Hastings'. A more-able pupil knows many details about the story. For instance, that William built boats, fought Harold and became king. Most Year 2 pupils demonstrate their understanding of how things have changed since the Victorian age. This is seen when pupils sketch objects from the past at Cromer Museum. Teachers' good subject knowledge and understanding means that Years 1 and 2 pupils learn about what people wear on the beach in Victorian times. Good use of questioning means that pupils learn why Victorians carried umbrellas on the beach. Basic skills are taught well when pupils learn to compare and contrast seaside pictures from the past with the present. Literacy skills are used well when pupils write down similarities and differences between the beach pictures. The ends of lessons are used satisfactorily but are rarely times when teachers or pupils consider what pupils should do to improve their work.
107. In Year 6 standards are above expectations because of good teaching. Most pupils describe periods of history clearly. A significant strength of Year 6 pupils' knowledge is in the life for the Ancient Greeks. Most Year 6 pupils use literacy skills well when they write introductions to their projects on the Ancient Greeks. More-able pupils write very detailed descriptions of the Olympic Games and theatres of the past. Information and communication technology is effectively used when pupils in Years 3 to 6 research life in England from 1940 to 2000 using the Internet and search engines. Most pupils in Year 6 word process interesting facts about food, education and fashion from the 1940s and 1960s. Resources are used well by teachers so that pupils learn to combine information from different places. Teachers' effective knowledge and understanding allows pupils to develop their basic skills well. The teachers' marking does not enable pupils to identify future development areas. Teachers' planning is usually good, but does not always note ways to extend more-able pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. The standards that pupils reach at the end of Year 2 and Year 6 are above national expectations for their age. The school development plan shows that the use of ICT in the teaching of other subjects remains an area for development. However, inspection evidence shows that ICT is well used in a good range of other subjects. Consequently, the school does not need to keep this as an area for development. This is very good improvement since the last inspection.
109. The provision for ICT and the standards that are now being achieved in the present Years 2 and 6 have improved a great deal since the last inspection, when standards were judged as being below expectations.
110. The quality of teaching throughout the school is good. Teachers have very good knowledge and understanding of information and communication technology and regularly plan to use computers in the teaching of other subjects, such as art and design, literacy, numeracy, physical education, religious education, history and geography. Learning support assistants also have very good knowledge and understanding of ICT and its use as a teaching medium. Overall, the support and guidance given to pupils is good and enables them to make good progress.
111. All pupils have access to and regularly use computers to further their studies in a good range of subjects. They are taught the basic skills of using computers at an early age and as they progress through the school, these are steadily built upon. By the time that they are in Year 6 pupils regularly use the Internet for research in subjects such as history and geography, use word processing very regularly in literacy studies and in data handling in mathematics. The use of computers in art and design is well taught throughout the school and pupils' skills in producing very good pictures are better than those seen in many schools.
112. Because of the low level of funding which is available to the school, it cannot afford the equipment to undertake studies in modelling environments or in control technology. However, these difficulties are overcome by taking pupils to a nearby ICT centre where the quality of provision in these areas is very good. Through taking this action, the school ensures that the whole of the required National Curriculum is delivered for all pupils.
113. The governors have identified the development of the use of ICT to teach other subjects as an area for development. This has now been achieved, but the cycles of performance management and school development planning are not synchronised, which has meant that this area still appears in the priorities for development for 2003/04.
114. Resources for the subject, including those visited outside the school, are now good. The ratio of computers to pupils is now 1 to 4. All of which contributes to the school's success in helping pupils to reach high standards

MUSIC

115. Pupils achieve well and work at above nationally expected levels in Years 2 and 6. This improves the position found at the last inspection in Year 2 and maintains good standards in Year 6. Boys and girls achieve similar standards in music. The school places a high emphasis on the teaching of music. There are many good opportunities to create music in lessons. The tuition provided by teachers and specialist teachers is effective in developing pupils' achievements in singing, composing and performing. The extra music sessions taught outside lessons enable many pupils, including more-able pupils, to make good progress and achieve above average standards. These pupils learn to play a variety of pieces using keyboard, recorders, xylophones and a violin. The recorder group

from Years 5 and 6 regularly plays in assemblies. Many pupils from all year groups perform in the Christmas plays. For instance, the school production last Christmas was Cinderella. Pupils sang, acted and played musical instruments in two performances for parents and governors. Through these activities many pupils are involved in rich musical experiences.

116. Standards of composing are good, using untuned percussion effectively. Many Years 5 and 6 pupils play a variety of instruments well and incorporate these instruments into compositions. Teachers use effective methods and use numeracy skills well when pupils learn to clap in time and repeat rhythms. The teachers' very good knowledge and understanding means that pupils learn to recognise octaves. Very effective teaching of basic skills and use of questioning means that pupils reflect about how they could improve their playing of a xylophone. Years 1 and 2 pupils use sound effectively in a variety of ways. Most Year 2 pupils use a variety of percussion instruments and their own sounds effectively to enhance a poem called 'The Elephant'.
117. Pupils throughout the school listen to music in assemblies and lessons. The teacher's good use of resources allows Years 3 to 6 pupils to listen to music and learn how to recognise ostinatos. The teacher sets high expectations of pupils when she asks them to listen to 'la Voltare' and identify which beat is being used and what instruments. This ensures that pupils learn to recognise what the beat is and a variety of instruments. The provision for pupils' spiritual and cultural development is good. Pupils throughout the school learn to appreciate a wide variety of pieces of music when they listen to pieces about festivals, old and new tunes from a variety of composers. Teachers' good management skills mean that pupils behave well, concentrate and co-operate effectively. Most Year 6 pupils use notation effectively to read music and maintain their own part in a group performance.
118. The majority of pupils sing well in Years 2 and 6. The whole school sings well in assemblies and lessons. For instance, *He's got the Whole World in his Hands* is sung in tune and with expression. Younger Year 2 pupils enjoy singing many traditional and modern songs. All pupils, including those with special educational needs, are well integrated into lessons and make good progress.

PHYSICAL EDUCATION

119. No lessons were able to be seen during the inspection due to the need to see other subjects and the small number of classes in the school. However, from talking to pupils and staff and from photographic and video evidence it is clear that the level of the school's provision for physical education is good overall. The quality of teaching is good overall because of teachers' good knowledge and understanding of physical education, which is combined with the very good quality teaching of subject specialists both at Lynnsport Leisure Centre and at the swimming pool. Pupils in both the present Years 2 and 6 reach standards that are above national expectations, which shows good progress since the last inspection.
120. The school's accommodation does not provide a suitable space for the teaching of gymnastics or dance to older pupils. However, the village hall, which has recently been refurbished, does provide a suitable area and the school intends using this in the near future. In the meantime, the school uses the specialist facilities and professional coaching provided at Lynnsport Leisure Centre in Kings Lynn. Video and photographic evidence, of whole-school sessions at this facility, supports the judgement that pupils make good or very good progress during these sessions and standards are at least in line with expectations in gymnastics and movement with a good percentage of pupils achieving higher standards. The school regularly uses a swimming pool at a nearby school and standards are above national expectations by the time that pupils leave the

school. In line with the school's policy of identifying and nurturing any special talent that a pupil has, a small number of pupils have been identified as being talented swimmers and have been provided with extra opportunities to develop their talent.

121. The skills of traditional games are taught well and there is a good range of extra-curricular sports activities to supplement the curriculum. There are good sporting links with local schools. When considering the school's link with Lynnsport Leisure Centre and the resources for teaching and learning available on the school premises, resources are satisfactory. The co-ordinator for physical education works hard to ensure that all aspects of the curriculum are made available to all pupils, including those with special educational needs.

RELIGIOUS EDUCATION

122. The standards of attainment of pupils in the present Year 2 are in line with the expectations of the locally agreed syllabus. Pupils in the present Year 6 achieve standards that are above expectations. This is good progress since the last inspection. All pupils, including those with special educational needs, have equal access to the religious education curriculum. No lessons in religious education were observed during the inspection but from talking to pupils and looking at their work, talking to teachers and looking at their planning, inspection evidence supports the judgement that the quality of teaching and learning is good overall.
123. In Years 1 and 2 pupils research and reflect on the city of Mecca, its social conditions and values when studying the life of Muhammad. They show great respect each time that they write his name, following it with (pbuh) 'Praise be upon him'. The study, as with each unit of the curriculum, is extended and allows sufficient time for pupils to extend their knowledge and understanding of the beliefs of major world religions. Often their work is displayed as high quality text produced on computers. This incorporates text, graphics and photos, uses a good range of fonts, headlines and attractive borders. This is another good example of teaching and learning in more than one subject at a time, incorporating literacy, religious education and ICT in the same study.
124. In Years 3 to 6 this level of study continues and pupils' knowledge and understanding deepens as they are encouraged to discuss and reflect on the feelings, beliefs and circumstances of believers in various faiths, both in modern and past times. Pupils have combined their religious education studies with literacy and history to produce a very good quality 'Anthology of Creation Myths'. This includes elements of the 'Big Bang' theory and Greek legends, and pupils have also created their own imaginative 'Creation Myth' based on a culture populated by robots.
125. Very attractive Diwali cards are seen in photographs of recent displays of pupils' work and they are also seen dressed in traditional Sikh robes undertaking a study of the Sikh holy text 'The Sacred Nitnem'. These studies deepen pupils' understanding of other faiths and raise the standards that they attain.
126. There are regular visits to the school by the local clergy and Sister Joan Michael from Walsingham Priory has visited to talk to the pupils. There is photographic evidence of pupils combining their scientific studies with religious education to produce 'An Easter Garden'. These opportunities have a positive effect on pupils' learning.
127. The curriculum fully meets the requirements of the locally agreed syllabus and pupils' learning in religious education strongly supports their personal, moral, spiritual and cultural development.

128. Resources for teaching and learning in religious education are heavily supplemented by the school's good use of a local lending scheme and all resources are well used to promote pupils' learning.