

INSPECTION REPORT

BURE VALLEY SCHOOL

Aylsham, Norwich

LEA area: Norfolk

Unique reference number: 120911

Headteacher: Mr P G Simmonds

Reporting inspector: John Earish
23216

Dates of inspection: 6 – 9 May 2003

Inspection number: 251329

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Hungate Street Aylsham Norwich
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs D Scott
Date of previous inspection:	Bure Valley Junior has not previously been inspected

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23216	John Earish	Registered inspector	Information and communication technology Educational inclusion including race equality	What sort of school is it? The school's results and pupils achievements; How well is the school led and managed? What should the school do to improve further?
8988	Joan Cross	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
22452	Mary Farman	Team inspector	English Music Special educational needs English as an additional language	
10214	Brian Milton	Team inspector	Mathematics Design and technology Physical education	How well are pupils taught?
8839	Mike Egerton	Team inspector	Science Art and design Religious education	
27591	Madeline Campbell	Team inspector	Geography History	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bure Valley Junior School is situated in the Aylsham Ward in the small market town of Aylsham, ten miles north of Norwich. This is a new school that was formed about 18 months ago as a result of the reorganisation of the town's two first schools, a middle and an upper school. The buildings date from the 1970s and share the site with an adjoining infant school. The school is larger than most. There are 308 pupils on roll, taught in 11 single aged classes, admitting pupils aged seven to 11 years. This is a popular school, with 15 per cent of pupils coming from outside the catchment area. The community of Aylsham is made up of a mixture of rural, small trade and commuter families, and the roll reflects a diversity of income groups and home backgrounds. Twenty four per cent of pupils are identified as having special educational needs. This proportion is broadly in line with the national average. Three per cent of pupils have statements of special need, which is above the national average. The proportion of pupils eligible for free school meals, at just over 9 per cent, is below average in national terms. There are very few ethnic minority pupils in the school, reflecting the ethnic mix of the area. There has been a high level of teacher mobility, but this is due to the reorganisation. Attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

This is a very effective school. It successfully develops the potential of its pupils so that, by the age of 11 years, they are confident, learn independently and achieve very good academic standards. Pupils are very eager to learn, are interested in their work and their behaviour is excellent. The quality of teaching and learning is very good. The school is very well managed, and the school staff show a clear commitment to maintaining standards and improving them further. The school provides very good value for money.

What the school does well

- Standards achieved in English and science, are well above average by the end of Year 6. In mathematics, they are above average.
- The leadership and management are very good overall.
- The quality and range of learning opportunities provided for all pupils are very good.
- Teaching is very good overall, which results in very good learning by pupils.
- Pupils' very good attitudes to school and excellent behaviour contribute to the excellent relationships within the school.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good.

What could be improved

- Consistency of information and communication technology experience across all classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Bure Valley Junior School is a newly formed school and has not previously been inspected. Pupils, teachers, governors and parents have been through a turbulent time during the reorganisation of schools in Aylsham. However, all classrooms remain friendly, stimulating and challenging environments in which individual interests, talents and differences are respected and celebrated. The headteacher has been successful in rebuilding a new teaching team, despite the high mobility of staff due to the reorganisation. Also, much work has been done to build new relationships within the community and with partner institutions.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2001	2001	2002	2002
English	-	-	C	D
mathematics	-	-	C	E
science	-	-	C	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The information shows that standards achieved in English, mathematics and science in the national tests in the year 2002 were average. When compared with similar schools, with about the same proportion of pupils eligible for free school meals, standards were below average in English and well below average in mathematics and science. This was the first cohort of pupils to take the tests since the reorganisation of the Aylsham schools in 2001. The school has set suitably challenging targets for 2003.

Inspection evidence shows that the school is on course to achieve well above average standards in English and science, and above average standards in mathematics in 2003. In art and design, geography, history and physical education attainment is better than in the other foundation subjects,¹ and is above what is expected of 11 year olds. In all other subjects standards are satisfactory. Standards in religious education are well above the requirements of the Locally Agreed Syllabus. Pupils listen very carefully to their teachers and are very keen to improve all that they do.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are responsive, responsible and eager to learn. This has a very positive effect on both the quality of the education and the standards achieved.
Behaviour, in and out of classrooms	Excellent. Pupils respond very well to the high expectations of behaviour, and are very polite and courteous towards each other and towards other adults.
Personal development and relationships	Very good. Pupils are sensible, readily accept responsibility, and help and support each other. Relationships are excellent. The school operates as an harmonious community in which pupils of different ages, gender, and ability work and play happily together.
Attendance	Very good. Pupils enjoy coming to school.

¹ Foundation subjects are those other than the 'core' subjects of English, mathematics and science.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Very 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.

Overall, the quality of teaching is very good. Teaching was good or better in nine out of ten lessons. In six out of ten lessons, the quality of teaching was very good or excellent. Teaching was very good in English, mathematics, science, physical education and religious education. In all other subjects it was good overall. Strengths of teaching in all classes are that teachers clearly identify what is to be taught, enjoy very positive relationships with their pupils, and are enthusiastic about what they teach. Teachers know their pupils very well, and this enables them to provide tasks that are very well matched to pupils' potential. Pupils with special educational needs make very good progress towards the targets set for them in their individual education plans. This is due to the very good teaching and support they receive.

Pupils' learning is very good as a result of the very good teaching they receive. They try very hard and concentrate on what they have to do. Skills of literacy and numeracy are very well taught, and teachers give pupils very good opportunities to practise these skills in other lessons. The headteacher monitors the quality of teaching and learning carefully, and this contributes to the maintenance of the high standards of teaching. All staff work exceptionally well as a team, and support each other. No significant weaknesses were observed in the quality of teaching during the period of the inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced and meets statutory requirements. Very good links have been made between subjects so that skills learned in numeracy, and literacy can be developed in other lessons.
Provision for pupils with special educational needs	Pupils with special educational needs are very well supported and make very good progress. The school takes educational inclusion very seriously, and pupils with special educational needs have full access to all activities and subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral and social development is excellent. Opportunities for pupils' personal, spiritual, moral, social and cultural education are well planned and fully integrated into the overall curriculum framework.
How well the school cares for its pupils	Good. All adults manage pupils well, treat them with respect, and listen carefully to them. The school places a very high emphasis on developing the whole child. Procedures for the monitoring and promotion of good behaviour, and for eliminating oppressive behaviour are excellent.

The headteacher and his staff accept their pastoral role with enthusiasm, diligence and real commitment. Pupils feel constantly supported within the school community. The school works hard to develop a good working partnership with parents. The quality of information provided for parents is good overall, and there are good links between home and school. However, there could be more information suggesting ways that parents might help their children learn at home. Parents make a good contribution to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, teachers and governors provide very good leadership. All members of the school community work very well as a team, and are committed to school improvement.
How well the governors fulfil their responsibilities	The governors use their personal qualities and experiences to provide very good support to the leadership and management of the school. They have a very good understanding of its strengths and weaknesses and fully support the vision for its future direction.
The school's evaluation of its performance	There are very good procedures for improving the quality of teaching, learning and curriculum provision. There is a wide range of information to track pupils' attainment. The process of school self review is well established.
The strategic use of resources	This is good. The governors and headteacher work closely together to ensure that the school utilises its available resources effectively and meets its agreed development priorities. Spending is monitored closely and the school makes sure it gets the best value for the money it spends.

The school makes very good use of the buildings and grounds. Accommodation is satisfactory, although some classrooms are too small and restrict the range of learning strategies that teachers can employ. However, teachers work very hard to ensure that it does not have a significant effect on the standards that pupils achieve. There are sufficient well qualified teaching and support staff to meet effectively the needs of the curriculum. Resources are good and staff use them well to enhance pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Children work hard to achieve their best. ▪ The school helps the children to develop socially. ▪ Their children like school. ▪ Behaviour is good. ▪ Their children are well taught and make good progress in lessons. ▪ They feel comfortable about approaching the school with questions or problems. ▪ The school is well led and managed. ▪ The range of activities outside lessons is interesting. ▪ Information about how children are getting on at school. 	<ul style="list-style-type: none"> ▪ The school working more closely with parents. ▪ The amount of work some children do at home.

Inspectors' judgements support parents' positive views. Pupils enjoy school and form excellent relationships with their teachers and with each other. The school has worked very hard to involve parents in the life of the school, and they find it easy to approach the headteacher and staff with suggestions and problems. A number of parents have concerns about the quantity of homework, but inspectors found that the amount of homework is appropriate for the age of the pupils. The school's partnership with parents is effective, but some parents rightly indicated that links could be even closer.

Although the school provides a useful brief outline of topics at the start of the year, it does not sufficiently involve parents in their children's learning at home by suggesting ways that they might help.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The majority of pupils at Bure Valley Junior School enter the school with attainment that is broadly average, and their achievement is very good. The results achieved by 11 year olds in national tests in the year 2002 were average in English, mathematics and science. When compared with similar schools, these results were below average in English and well below average in mathematics and science. This was the first cohort of pupils to take the tests since the reorganisation of the Aylsham schools in 2001. The school has set realistic targets for pupils' performance in 2003, and evidence suggests it is in line to meet them.
- 2 Inspection evidence shows that standards are now well above average in English and science, and above average in mathematics for the current cohort of pupils in Year 6. This is a result of:
 - very good quality teaching which allows pupils to learn very effectively;
 - implementation of the national strategies and development of a very good curriculum since the reorganisation of schools in Aylsham;
 - the very good use of assessment information to inform planning to meet the needs of all pupils. This includes those who are gifted and talented and those who have special educational needs;
 - pupils' very good attitudes to school, excellent relationships and enthusiasm for learning.
- 3 Standards in art and design, geography, history and physical education are above what is expected of 11 year olds. In all other subjects, standards are satisfactory. Standards in religious education are well above the requirements of the Locally Agreed Syllabus. Staff believe that central to the success of this new school has been the quality of the teamwork and mutual support shown by all adults, who were determined make the new school a success despite the changes that were beyond their control. The recent very good achievement of pupils is the result of detailed work in changing, adapting and improving the curriculum. Analysis and interpretation of all the data from the previous year's tests and the identification of areas of strength and weakness in pupils' performance during lessons have achieved this. This careful analysis has been used to develop a very good curriculum, which has a positive effect on the quality of learning.
- 4 Standards in information and communication technology are currently average overall, although some aspects of the subject are better. Achievement is satisfactory, but rapidly improving with the provision of more up to date computers. Year 6 pupils are now experiencing a broad range of activities and are achieving good standards in some aspects of the curriculum. Inspection evidence shows an improving picture, with all groups of pupils now achieving well in all lessons.
- 5 There is no significant difference between the attainments of boys and girls or between any groups or cohorts. The achievement of pupils with special educational needs is also very good. They are making very good progress towards the targets set for them in individual education plans. The targets for pupils who have statements of special educational need provide close links with their statements. Regular reviews indicate they make very good progress towards achieving these targets. Pupils with behavioural difficulties also make very good progress towards achieving their individual targets. Standards for these pupils are below average for their age.

- 6 The school sets itself appropriate targets and strives to exceed them. It works hard to raise standards in all subjects. The very good curriculum ensures that pupils' achievement is very good during their time in school. This, together with the clear learning objectives set by teachers in lessons, has a positive effect on sustaining high standards.

Pupils' attitudes, values and personal development

- 7 The school very successfully develops pupils' learning skills and inculcates values that produce excellent relationships, mutual respect and good citizenship. Pupils' very positive attitudes to all aspects of school life contribute greatly towards the very good progress that they make in lessons and their personal development. They are justifiably proud of their school and their achievements.
- 8 The pupils have excellent relationships with each other and all adults. They are mature learners who work hard in lessons and show very high levels of interest and enthusiasm. They listen carefully to teachers' instructions and explanations and keep focused on the tasks they are set. The maturity shown by pupils when required to share ideas with partners or the whole class is particularly strong. This was seen, for example, in a Year 6 discussion about moving up to the local high school. Pupils were confident enough to discuss their hopes and anxieties, safe in the knowledge that their opinions would be valued and respected. This openness and honesty enabled many to realise that they are not alone in their concerns, and will receive one another's support.
- 9 Pupils who have special educational needs work confidently with their classmates. The teachers ensure that work is closely matched to their individual learning targets. This gives the pupils confidence when tackling new areas of learning, and ensures they have equal opportunities to join in all school activities. They take pride in their work and achievements. All members of staff apply the school's behaviour policy consistently. This ensures that pupils with behaviour targets are aware of when their actions are unacceptable.
- 10 Behaviour is excellent, particularly in the playground and on the field. Boys and girls play well together, many enjoying football, racquet and bat and ball games. These activities channel pupils' energies positively and give them exercise. School council representatives maturely take full responsibility for manning the games shed that offers equipment in exchange for tokens at lunchtime. This system successfully ensures that pupils look after and return the things that they borrow. When pupils' leisure time ends, they respond immediately to the bell by standing perfectly still until their year group is called to line up. They enter school silently, briskly and in an orderly manner, which enables lessons to start promptly and purposefully. There is no interruption to learning from misbehaviour when teaching standards are high. One pupil was excluded from the school for a short period last year. Parents are justifiably pleased with behavioural standards and appreciate the way that instances of bullying or harassment are swiftly and effectively dealt with by the staff and pupils.
- 11 Pupils have an excellent understanding of the impact of their actions on others. For example, the school council have provided a 'buddy bench' on the playground so that pupils in need of befriending can be identified and supported. They are now working on a 'help card' for pupils who may be feeling down or vulnerable. No bullying or racism was seen during the inspection. Older pupils look after younger ones well, and are supported by their playground buddies and paired reading partners. Pupils enjoy helping others and willingly volunteer for responsibilities.

- 12 Attendance is very good, being well above the national average, and pupils arrive punctually. The level of unauthorised absence is broadly typical of primary schools nationally.

HOW WELL ARE PUPILS TAUGHT?

- 13 Overall, the quality of teaching is very good. It is a strength of the school. During the inspection, teaching was good or better in nine out of ten lessons. In six of ten lessons, the quality of teaching was very good or excellent. Teaching is very good in English, mathematics, science, physical education and religious education. Teaching in all other subjects is good. The headteacher monitors the quality of teaching and learning carefully, and this contributes to the maintenance of the high standards of teaching. All staff work exceptionally well as a team, and support each other most effectively.
- 14 Strengths of teaching and learning are:
- skills in managing pupils,
 - the good variety of teaching methods used,
 - knowledge and understanding in all areas of the curriculum,
 - high expectations,
 - the quality of teachers' marking and day to day assessment
 - the very good learning of pupils of all abilities.
- 15 The school benefits from a number of teachers with specialist subject skills. The school makes good use of their expertise by arranging the timetable so that they can work with a range of different classes. For instance, specialist teaching was observed in physical education, science and music. However, the size of some classrooms limits the range of learning strategies that teachers can use to deliver the curriculum.
- 16 Teachers' planning is effective. Teachers set clear learning objectives, which they share with the pupils at the beginning of lessons so that all understand what they have to do and achieve. Pupils with special educational needs have objectives clearly linked to their individual learning plans. Higher achieving pupils, including the gifted and talented, carry out tasks that provide additional challenge. Teachers are skilful at matching tasks to pupils who learn at different rates. They observe their pupils well and adapt their plans during lessons when necessary. Learning is built securely on pupils' previous knowledge, and all groups make very good progress in many lessons.
- 17 Teachers have very good subject knowledge. They teach basic skills very well in literacy and numeracy lessons and across other subjects. They often make good links in learning between subjects. Teachers are now using information and communication technology as a tool in many subjects. This is a developing area, and teachers are now more confident and knowledgeable at using computers to support pupils' learning as well as their own lesson planning.
- 18 A particularly noteworthy feature of teaching is the very good management of pupils. In the vast majority of lessons, teachers' expectations of pupils' work and behaviour were very good or excellent. This ensures that all groups of pupils can work and learn in positive learning environment with the minimum of fuss and disruption. Throughout the school lessons are generally harmonious and purposeful so that learning is a pleasurable experience.

- 19 The programme for personal and social development is of a very high quality, and pupils have very good opportunities to express their feelings and concerns in a supportive environment. This pervades the learning in all lessons and is a significant feature of the school ethos.
- 20 Relationships are excellent between the staff and the pupils. Pupils and teachers often enjoy humour in lessons. Staff and pupils laugh at themselves and each other without feeling uncomfortable or judged. For example, in a Year 6 English lesson, the teacher used humour to challenge pupils' understanding. He also used deliberate mistakes to develop pupils' thinking, as well as examples of their own work to illustrate the stages in learning. Everyone is valued for his or her opinions and talents in a calm and productive working atmosphere.
- 21 The quality of teachers' assessments is very good. During lessons, they carefully monitor pupils' reactions to questions and adapt lessons to meet pupils' needs. Marking is good. In the majority of subjects, teachers assess progress and offer encouragement through marking. Pupils have positive comments and explanations for how they could improve their work. Plenary sessions at the end of lessons are very well used to consolidate learning and provide very good opportunities for reflection on the progress made. Homework is well used to support learning, and the amount given gradually increases as pupils become older.
- 22 Pupils' learning is very good. They always work hard to acquire new skills and knowledge. They concentrate very well during lessons, and the relationships between teachers and pupils makes learning a very positive experience. The combination of very good teaching and a very positive attitude to learning ensures that pupils make very good progress in the majority of lessons.
- 23 All teachers provide a good level of support in the classroom for pupils with special educational needs. The work of the support assistants is of a high quality, and this makes a very positive contribution to these pupils' very good rate of progress. Pupils' targets are clearly written, and are easy for staff, pupils and parents to understand. The teaching of pupils with special educational needs usually takes place outside the classroom. These activities follow and support the work done in literacy lessons, and ensure the pupils can keep up with their classmates. The very good quality management of pupils with behavioural difficulties promotes very good quality learning. Teachers are very aware of the need to ensure that all pupils are included and make every effort to ensure that all are fully involved.

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

- 24 The school is successful in providing all pupils with a very good quality curriculum. It meets National Curriculum requirements and the requirements of the Locally Agreed Syllabus for religious education. Learning opportunities are enriched by visits and visitors to school, curriculum enrichment days and the wide range of extra curricular activities that are offered to all pupils. The school ensures that all groups of pupils have equal access to all parts of the curriculum. There is very good provision for the inclusion of pupils who have special educational needs in the full life of the school.
- 25 An appropriate proportion of time is allocated to each subject, and the curriculum is judged to be very well balanced and relevant. The national literacy and numeracy strategies are firmly established as the framework for teaching in English and mathematics. National guidance in other subjects has also been adopted and is being

used effectively. Subject coordinators and class teachers often match this guidance with additional planning to ensure that it fully meets their objectives. There is a very good emphasis on teaching literacy and numeracy, and this is having a positive effect on achievement. Relevant skills are promoted very effectively through other subjects across the curriculum. For instance, there are very good opportunities for pupils to extend their literacy skills when searching texts and the internet for information in history and geography, and to apply their number skills in, for example, science and design and technology. The use of information and communication technology as an aid to curriculum development in other subjects is also developing well, although the school wants to improve this further to ensure greater consistency between classes.

- 26 Provision for equal opportunities is very good. Among all staff there is a strong awareness of equal opportunity issues, and they provide good role models. All pupils have equal access to activities appropriate to their stage of development. The school provides a broad range of opportunities to meet the interests, aptitudes and particular needs of all pupils. Effective strategies are used to teach the basic skills of literacy and numeracy. The classroom provision is also well organised to meet the needs of pupils with special educational needs and allows them full and equal access to the curriculum. Arrangements for individual education plans are effective, and the revised national Code of Practice² has been adopted and its recommendations are in place. Provision for formal interviews and regular contacts with parents is good and contributes well to their learning.
- 27 The provision made for extra curricular activities is very good for the size of the school. Pupils are offered a wide range of sports, musical and creative arts activities and the opportunity to learn a foreign language. Visiting theatre groups, poets and artists enrich the curriculum, and pupils visit places of educational interest linked to the work they are doing. For example, pupils visit local farms to make comparisons between arable and dairy farming, Holt Country Park for environmental work, and Blickling Hall for historical research. Older pupils visit France for a residential visit, and are currently being introduced to simple French vocabulary in preparation for the visit.
- 28 Curriculum provision is further enhanced by 'Curriculum Enrichment' days where parents, visitors, governors and staff offer activities such as orienteering, basket weaving, calligraphy, team challenges and chess days.
- 29 Provision to promote pupils' personal, social, health education and citizenship is very good. The school places a very high emphasis on developing the whole child and therefore devotes circle time³ to moral debates and discussions on personal issues. The school nurse and teachers with special responsibility for pupils' welfare are appropriately involved with teaching the school's sex education programme, and pupils are also taught effectively about the dangers of drugs. Fitness through sport forms a strong feature of the school's health education programme, as evident from its Activemark Gold Award. Pupils of all ages experience democracy through termly ballots to elect class representatives for the school council, and many opportunities are provided for them to help others. These actively encourage good citizenship.
- 30 Links with the community of Aylsham are good. The school uses local churches at Christmas and Easter for services. They hold carol services for senior citizens of the town, host the local bonfire celebrations in partnership with the local Round Table club,

² Code of Practice: this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development.

³ This is an activity in which pupils, seated in a circle, take turns to speak.

and support local charities such as the Norwich night shelter. There are also strong links between the school and local sports clubs. Community groups, such as the Guides and aerobic classes, also make use of the school facilities for evening activities

- 31 Relationships with partner institutions are very good. The local cluster of schools is very active, and the school takes part in joint curriculum events such as the 'Arts Week'. There are regular meetings for head teachers and for coordinators to plan events and to monitor curriculum developments.
- 32 The school's provision for pupils' spiritual, moral, social and cultural development is very good overall. Its provision for pupils' moral and social development is excellent. The provision for pupils' spiritual and cultural development is very good. The school is very effective in giving its pupils an increased awareness of the meaning of citizenship.
- 33 All teachers ensure that pupils have chances to think about and discuss a range of events. This was evident in an assembly where pupils explored the meaning and impact of lying. All the pupils listened carefully, thought about the consequences and reflected quietly in the still silence that followed. There are, however, many carefully planned opportunities during lessons for quiet thought and reflection. An example of this is in an English lesson where the pupils reflected on the meaning of honesty. These opportunities give the pupils insight into themselves and a deeper understanding of matters beyond the material. However, in some lessons, not enough use is made of planned opportunities for the pupils to reflect on their achievements. For example, the summing up sessions at the end of some music lessons is sometimes rushed.
- 34 The school is very effective in teaching pupils the difference between right and wrong. The scheme of work for personal, social and health education emphasises the need to tell the truth and be fair in all dealings. All pupils are well aware of how they should behave in and out of school. Adults who work in the school give the pupils very positive images of socially acceptable behaviour. They deal calmly, fairly and patiently with issues that may arise and show clear respect for the opinions of the pupils and their carers. This is very effective in developing consideration and mutual respect throughout the whole school community. Pupils are encouraged to be self disciplined; the nature of the layout of the school site means that high expectations are placed on pupils to behave sensibly when moving between buildings.
- 35 The school gives pupils excellent opportunities to take responsibility for their own learning, which increases their knowledge of their own abilities. The school has a carefully planned 'buddies' system that enables older pupils to support younger pupils in the playground. This has a considerable effect on helping the younger pupils settle into school routines and practices. All members of staff are consistent in their use of the school's code of conduct and have excellent relationships with the pupils. This is extremely effective in promoting exceptionally good behaviour at all times. During lessons, the pupils have chances to work both collaboratively and cooperatively in twos and in larger numbers. This enables them to increase their social skills as they learn to work together and resolve disagreements amicably. Activities such as residential visits make a positive contribution to promoting independence, awareness of acceptable group behaviour and of belonging to a community.
- 36 The pupils develop an appreciation of a range of cultures through their work in subjects such as art and design, music, history and religious education. For example, the pupils study African music and enjoy working with visiting artists and basket weavers. This increases their knowledge of how different cultures use art and music to express feelings. The school uses religious education very effectively to increase the pupils'

awareness of western and non western cultural development. For example, the pupils learn about Asian cultures and beliefs as well as the rich variety of cultures within Britain. The school celebrates a wide range of festivals and religious events and encourages the pupils to compare and contrast these cultures with their own lives. This ensures that the pupils learn to respect and value cultures other than their own. All pupils have opportunities to visit places of worship other than Christian. The school provides a very wide variety of visits and visitors to increase the pupils' cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 37 The school takes good care of its pupils overall, but there are some issues about the premises that have been discussed with the governors. Risk assessments are regularly undertaken, and governors and senior staff review these findings, carry out their own general checks, and then prioritise action. Staff are regularly trained in first aid, and all accidents are recorded. Excellent relationships throughout the school enable pupils to seek academic or personal help when they need it and receive very good support. Appropriate agencies are contacted where there are concerns related to child protection or pupils' welfare. The school is actively involved in a 'well being project', which places a high emphasis on promoting health and fitness through sport.
- 38 The school ensures that all the members of staff know about pupils' medical problems. This means that the pupils receive the necessary care and attention they may need. All members of staff encourage pupils with special educational needs to become independent in their social skills. For example, they have the opportunity to become monitors and school councillors. Members of staff take great care to promote self esteem and self confidence. This makes a very positive contribution to pupils' social development. The teachers use assessment very effectively to identify needs at an early stage. They chart and track pupils' achievements and progress systematically. The school identifies gifted and talented pupils and keeps a register that identifies their skills and abilities.
- 39 The school makes very good arrangements to ensure that new entrants quickly settle into routines and feel at ease. They are, for example, assigned 'buddies' who meet them on their preliminary visits to the school, show them around the premises and take part in activities with them. Year 6 pupils are equally well prepared for the transition to secondary school through lessons that enable them to share expectations and anxieties and through 'taster days' at their prospective school.
- 40 The ways in which the school promotes high behavioural standards and eliminates bullying are excellent. The school's few 'golden rules' are suitably discussed with pupils and prominently displayed in all areas to remind them how to behave. Good work, good manners and consideration for others are praised and rewarded to reinforce the expected standard. Pupils enjoy receiving house points, which lead to much sought after certificates and nomination for the prestigious annual governors' award.
- 41 The staff do not tolerate poor behaviour such as bullying or harassment and make pupils aware of the consequences of their actions. Incidents are recorded and suitable sanctions applied to the very few pupils who fail to meet the school's high expectations. They receive very good support from class teachers and others who take special responsibility for their welfare. Appropriate additional help is enlisted from the special educational needs coordinator and from outside agencies such as educational psychologists. Positive peer pressure is actively encouraged and works extremely effectively through pupils largely ignoring rather than emulating those who misbehave.

Parents are suitably involved at an early stage and kept regularly informed about their child's behaviour, often through two way communication in their children's planners.

- 42 The school has good procedures for keeping a close eye on attendance and taking appropriate action where there are concerns. The computerised system is used effectively to analyse attendance data. The very few pupils with poor attendance or patterns of absence are suitably monitored during half termly checks and the education welfare officer notified accordingly. Parents' requests for holiday absence during term time are given careful consideration and turned down if the child has already accrued significant absence. The school acknowledges pupils with outstanding annual attendance, but does not provide realistically achievable incentives for those very few with poor attendance records.
- 43 Procedures for monitoring pupils' academic performance are very good. The school has a very clear view of what each pupil is achieving and the standard of their work. Pupils undertake regular assessments, starting with baseline testing in the first half term of Year 3. This is followed by further regular assessments using a range of tests, including optional national tests. The analysis of this information enables the school to track individual pupils, classes and cohorts. The information also leads to the setting of challenging targets for pupils in the core subjects, and this in turn makes a major contribution to raising standards and setting appropriate work for pupils of all abilities. The assessment information helps to identify any areas of weakness in the English, mathematics and science, which in turn informs the School Development Plan and the programme for developing staff skills and competencies.
- 44 This database of information is readily available to teachers and governors and informs feedback to parents at consultation meetings. Perhaps the most significant feature of the assessment procedures is the wealth of personal knowledge the headteacher and the teaching staff have of every single pupil. This clearly comes about through the close relationship between adults and pupils. The school is continuing to refine and develop its strategies and is currently looking towards developing group targets whereby pupils will be able to support each other in reaching their goals.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 45 The school is popular in the locality, and demand for places is high. Its good reputation is endorsed by parents' and carers' very positive views about its life and work. Parents are particularly pleased with their children's progress and by teacher's expectations that pupils work hard and are well behaved. The school's partnership with parents is effective but some rightly indicated that links could be even closer. A number of parents also have concerns about the quantity of homework, but inspectors found that the amount of homework is appropriate for the age of the pupils.
- 46 The quality of information provided for parents about their children's progress is good. Parents have termly opportunities to meet with class teachers and are welcome to make appointments to talk to staff at other times, particularly if they have any concerns. Pupils' planners also offer parents and teachers good opportunity for two way dialogue. These diaries generally update parents about homework expectations, house points, important routines and events. They are also used extremely effectively to communicate concerns between home and school, share targets and check upon progress.
- 47 The school invites all parents of pupils with special educational needs to attend meetings to discuss the progress and achievements of their children. It expects parents to contribute to pupils' individual education plans. The school tells parents about their

child's progress and maintains close links with them. Parents contribute to the statements of those pupils who have specific special educational need.

- 48 The school places great importance on finding out what parents think about its provision through its prominently placed suggestions box and through annual surveys conducted by the governors. In response to parents' opinions, and in consultation with them, the school has recently changed the format of pupils' annual written reports on progress. Parents prefer the new style reports because they are more informative about their child's effort and attainment across the curriculum. This information is expressed as grades and simple statements that are easy to understand. School and national test results are also reported to parents in refreshingly 'parent friendly terms' in the prospectus and governors' annual report to parents, using bar charts and simple tables.
- 49 Information for parents about the curriculum is rather sparse. The school provides a useful brief outline of topics at the start of the year but it does not sufficiently involve parents in their children's learning at home by suggesting ways that they might help. The school has not held any recent meetings for parents about the curriculum or how subjects are taught.
- 50 A considerable number of parents and other adults regularly volunteer their assistance in school, on educational visits, with extra curricular activities and the friends association. The staff greatly appreciate their skills and the time that they invest in the school for the benefit of the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 51 The quality of leadership and management shown by the headteacher and key staff is very good, and ensures a very clear educational direction for the work of the school. The headteacher has been very successful at team building during the recent turbulent changes resulting from the reorganisation of the schools in Aylsham. School improvement and the raising of standards have remained top of the management team's agenda. The headteacher and governors have a very clear understanding of what needs to be done to sustain the present high standards and to improve the school further. All of the teachers and classroom assistants work very well together as a team and share the commitment to high achievement.
- 52 Staff believe that central to the success of this new school has been the quality of the teamwork and mutual support shown by all adults, who were determined make the new school a success despite the changes that were beyond their control. Together, they ensure that the school's stated aims are fully reflected in its work, and the shared commitment to improvement is excellent.
- 53 The governors are closely connected with the school and are very committed and supportive. They know the school well and have developed a very good understanding of its strengths and weaknesses through their regular visits and through their day to day contact with parents and staff. Governors visit formally on a regular basis, and these visits have a clear focus, linked to each individual governor's area of curricular responsibility. Governors successfully fulfil their role as 'critical friend' to the school through their monitoring of its work in their committees and through regular meetings of the full governing body.
- 54 School management places a high priority on providing for the continuous professional development of all members of staff. The headteacher and local education authority inspectors regularly monitor the quality of teaching and learning. These observations are carefully recorded and form the basis of professional development meetings with

teaching staff. Performance management provides a good focus for developing individual members of staff, and all the teaching staff have clear performance targets. Information gathered from this work gives the headteacher a very good view of the strengths to be shared and weaknesses to be remedied. All staff are fully committed to continued improvement, and a commitment to self evaluation pervades the whole organisation.

- 55 The School Development Plan is of very high quality and clearly maps out future development. It is based on a very detailed analysis of the school's context, and sets out precise and measurable targets for the future. Details of the personnel responsible, the likely cost, and the way in which success is to be measured, are all carefully tabulated.
- 56 The day to day management of the school is effective. The school secretary is hardworking and efficient, and this enables teachers to focus on their work in the classrooms rather than spend time on routine administrative tasks. She is a good ambassador for the school when greeting visitors and parents.
- 57 The governors and headteacher work closely together to ensure that the school utilises its available resources effectively and meets its agreed development priorities. The quality of strategic financial planning is very good and provides a clear and fully costed projection for future developments and improvements in facilities and resources. For example, because this is a very popular school, which is oversubscribed, the governors have produced a strategic spending plan with projected staffing levels to meet the possible increase in pupil numbers over the next few years. They are aware that current staffing levels cannot be sustained unless numbers continue to rise and have an alternative plan if their predictions are not met. Spending is monitored closely, and the principles of checking that the school gets best value for the money it spends are applied very well.
- 58 The principles of best value are well established in this school. The headteacher and governors make good use of national and local comparative data to assess the school's effectiveness. Competitive tendering is well established in this school, and coordinators have to justify their use of resources and identify further needs for their subjects. Major expenditure decisions are subjected to wide consultation.
- 59 The school had a high budget surplus of about nine per cent last year. However, this figure included funds provided to meet the cost of the reorganisation. The projected carry forward figure for the current financial year is around four per cent.
- 60 The school grounds are extensive and provide grassed and hard surfaces for a wide range of sports and leisure activities. The grounds are attractively landscaped and very well maintained. Displays are used effectively to celebrate pupils' work and promote extra curricular activities. The provision of learning resources is good, fully supporting the delivery of the National Curriculum. The new information and communication technology equipment is of very good quality.
- 61 Although the accommodation is satisfactory overall, some classrooms are small. This restricts the range of learning strategies that teachers can employ in these teaching areas. For this reason, governors are determined not to create bigger classes in order to balance the budget if the roll stabilises at a much lower level than they predict. Teachers are working very hard to overcome this constraint of classroom size and are ensuring that it does not have a significant effect on the standards that pupils achieve.

- 62 There is a good match of teachers to the demands of the National Curriculum. The number of enthusiastic and well qualified support staff is good, and they add much to the quality of pupils' learning. However, Year 3 pupils are taught in mixed ability classes, which have a wide range of abilities. Classroom assistants are used mainly to support literacy out of the classroom, and these pupils receive very little additional support with their mathematics.
- 63 Subject leadership is very good overall. Coordinators have a clear perspective of where their subjects are now and what needs to be done in the future. This is having a significant effect on the quality of the curriculum, the confidence of teachers and the high standards that are now being achieved.
- 64 The coordinator for special educational needs manages the area very well. She has close links with outside support agencies. This ensures that pupils receive the level of help they need. The coordinator works part time but deals very effectively with management issues and pupils' progress. This gives a clear picture of progress across the school. The teaching assistants give pupils a very good level of support, and are mainly used to support literacy. This makes a very positive contribution to the school's very good provision. The governor responsible for special educational needs takes an active part in supporting the coordinator.
- 65 A wide range of indicators, including the quality of teaching and learning, and the quality of leadership, show that the school is effective. When its expenditure per pupil is considered, it provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 66 In order to build on the school's many strengths, the headteacher, staff and governors should:

[1] Ensure consistency of information and communication technology experience across all classes by:

- building on existing good practise and providing additional training for staff to increase their confidence at using the new computer equipment and software [paragraphs: 4,17,25,122,123,124, 128]

The school has already identified this.

However, the school may wish to include the following minor issue in their action plan

[2] Reconsider the deployment of classroom assistants for supporting mathematics teaching particularly for the youngest pupils.

[paragraphs: 62, 81]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	28	17	6	0	0	0
Percentage	13.6	47.5	28.8	10.2	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	308
Number of full-time pupils known to be eligible for free school meals	29
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	75
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	9
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.7
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.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	39	35	74

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	32	34
	Girls	29	21	30
	Total	61	53	64
Percentage of pupils at NC level 4 or above	School	82	72	86
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	32	36
	Girls	28	23	29
	Total	58	55	65
Percentage of pupils at NC level 4 or above	School	79	74	89
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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	304	1	
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean	1		
Black or Black British – African			
Black or Black British – any other Black background	1		
Chinese	1		
Any other ethnic group			
No ethnic group recorded	1		

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: Y3– Y6

Total number of qualified teachers (FTE)	12.7
Number of pupils per qualified teacher	22
Average class size	27.9

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	64

Financial information

Financial year	2002/2003
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	£
Total income	714,641
Total expenditure	680,969
Expenditure per pupil	2,197
Balance brought forward from previous year	32,880
Balance carried forward to next year	66,552

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	308
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	4	0	0
My child is making good progress in school.	46	53	2	0	0
Behaviour in the school is good.	45	51	3	0	2
My child gets the right amount of work to do at home.	27	55	13	1	4
The teaching is good.	53	41	2	2	2
I am kept well informed about how my child is getting on.	34	52	9	4	0
I would feel comfortable about approaching the school with questions or a problem.	64	24	10	1	1
The school expects my child to work hard and achieve his or her best.	60	38	2	0	0
The school works closely with parents.	34	48	12	4	2
The school is well led and managed.	46	40	9	0	6
The school is helping my child become mature and responsible.	47	50	2	0	2
The school provides an interesting range of activities outside lessons.	46	40	9	1	4

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

ENGLISH

- 67 Standards in English, by Year 6, are well above the expectations for most pupils of this age. This is a very significant achievement for this recently formed Junior School. All pupils, including those with special educational needs, make very good progress in all aspects of their learning. There is no significant difference between the standards achieved by boys and girls.
- 68 Strengths are the:
- standards in all aspects of English
 - progress of all groups of pupils, including those with special educational needs
 - high quality teaching and learning
 - enthusiasm, dedication and knowledge of the subject leader
 - rich, varied and relevant curriculum
 - procedures for and use of assessment to plan work and set targets for pupils
- 70 Areas for development are the:
- level of support in class during lessons
 - range of fiction books
 - size of some rooms, which restricts independent learning
- 71 Standards are very good because of the high quality teaching and the very effective management of the subject. The coordinator is enthusiastic, knowledgeable and dedicated to providing the best for all pupils. She shares her enthusiasm and knowledge with colleagues, and as a result, there is very good classroom practice. All the teachers check pupils' achievements and progress carefully. They note any differences between different abilities, and between boys and girls. The school uses these findings to plan work that matches the needs of groups and individuals. It makes sure that all pupils have equal access to the English curriculum and that the work is interesting and relevant.
- 72 Listening skills are very good because teachers make the start of lessons interesting and stimulating. By the age of 11 years, pupils listen very carefully and are confident in putting forward their own ideas and opinions. All teachers make sure that the pupils have enough time to discuss and talk about their learning at the end of lessons, which develops clarity in their speech and extends their vocabulary. Pupils speaking and listening skills are particularly strong when they work together in pairs or small groups. This makes a positive contribution to pupils' moral development as well as improving their ability to put thoughts into words.
- 73 Pupils' progress in reading is very good. This is because the teachers give them plenty of chances to read together and on their own. Reading skills are very good; pupils read accurately, fluently and with much expression. They are confident in explaining the difference between 'fiction' and 'non fiction' and are very aware of the terms author, illustrator, publisher, index, contents and glossary. Pupils give reasons for why they like reading and why they prefer a particular book or author. They talk confidently about the plot and characters and show good recall of stories they have read. There are good quality and up to date books available in the well presented library, although the range of fiction books could be extended. The school, with the support of parents, is already buying more books to stimulate further pupils' interest. Pupils use their reading skills effectively in other subjects, for example in geography and history where they carry out

independent research. They are accustomed to using reference books, CD-Roms and the internet to find information. All classrooms have books, including dictionaries and thesauruses, available for pupils to use. However, the size of some classrooms means that pupils cannot move around freely to select and use books and dictionaries.

- 74 Pupils make very good progress in writing and achieve well above average standards. This is evident in the analysis of pupils' written work. In many lessons pupils use a dictionary and/or a thesaurus as a matter of course, needing no prompting from their teacher. This helps their spelling skills and understanding of the English language. By Year 6, the vast majority of pupils use paragraphs and a wide range of punctuation correctly. For example, they know when and how to use exclamation and question marks to create effect. They use computers as a matter of course to improve the presentation of their work, since all pupils now have the chance to write directly onto computers in order to redraft and edit their work.
- 75 Pupils enjoy writing for a range of purposes and for different audiences. The quality of imaginative and factual writing is of a very high standard. In Year 3, pupils use language very effectively to describe characteristics, and Year 4 pupils learn how to identify dilemmas and express them through writing. Pupils in Year 5 identify differences in writing styles and use this information well to experiment and develop their own techniques. By the age of 11 years, the oldest pupils are confident at critically evaluating their own style, and have a good understanding of how to present arguments from different points of view. Pupils use their writing skills effectively in other subjects and use information and communication technology to produce newsletters. They show good skills in combining note taking with geographical research and write clear, factual accounts of historical events.
- 76 Progress in the specific skills of handwriting and spelling is good. It improves significantly as pupils move through the school. For example, handwriting is not consistently joined at the beginning of Year 3, but by Year 4 all pupils write legibly and with joined script. Spelling is always phonetically correct; e.g. 'almity' (almighty), and by Year 6 pupils spell most words correctly. They are confident in using dictionaries to check their work. Skilful teaching ensures that pupils know how to plan, draft and redraft their work and use punctuation to create effect. The teachers' constructive marking makes a positive contribution to the high standards.
- 77 Throughout the school, pupils enjoy their literacy lessons and work hard because they are involved and interested in their work. The teachers share the learning objectives with pupils and, in addition, all pupils have their own learning targets. This gives their work purpose. Pupils work hard in lessons, concentrate well and enjoy working together. This means that they produce good work in the time given.
- 78 The teaching of literacy overall is very good, with over three quarters of the teaching being very good or better. Analysis of pupils' written work confirms this judgement. This shows a consistently high standard of teaching, which has a significant effect on the standards pupils achieve. Teachers are enthusiastic and confident in their teaching, and this is reflected in the rate of pupils' learning and their positive attitudes to work. Lesson introductions enthuse and interest pupils, but the lack of extra support in some class lessons does not always give pupils the help they need. All teachers read with clarity, enthusiasm and good expression. This makes the pupils want to listen and gives them good examples for their own reading. Expectations of achievement are high in lessons and pupils' thinking is constantly challenged. All teachers give pupils clear instructions that include the time they have to finish their work. This provides a sense of urgency and lessons move on quickly. It ensures that the pupils work hard and finish their work in

lessons. Teachers use resources very effectively to support pupils' learning, which ensures that all pupils have equal chances to improve their learning

MATHEMATICS

- 79 Standards in Year 6 are above what is expected nationally. The evidence of the inspection suggests that pupils achieve good standards by the age of 11 years as a result of very good teaching and learning.
- 80 The strengths in mathematics are:
- very good quality teaching
 - very good leadership by the coordinator
 - good support for the more able
- 81 An area for development is:
- to increase support for teaching mathematics, particularly for the youngest pupils
- 82 The school uses the National Numeracy Strategy to support the teaching of mathematics. Pupils in Year 3 are taught in mixed ability groups. Pupils in Years 4 and 5 are taught in three sets: a set of higher attaining pupils and two parallel sets for the others. In Year 6, pupils are taught in three ability sets. This arrangement provides very good support for the more able pupils and allows them to make rapid progress. However, Year 3 teachers cope with a very wide range of ability and this requires a great deal of additional planning. They receive very little additional support for teaching mathematics, as classroom assistants are used mainly to support literacy out of the classroom.
- 83 Overall, pupils' attainment is good. By the age of 11 years most pupils have a good knowledge of mathematics and are confident in their understanding of mathematical concepts. The curriculum is very good, and a wider use of practical activities is extending pupils' knowledge of the application of mathematical problem solving. This was apparent in a Year 6 lesson where pupils had to answer problems about percentages. The teacher kept relating these problems to experiences in everyday life. In all year groups the scrutiny of work showed that pupils are expected to use their knowledge and understanding of mathematics to solve problems. There is also evidence of good links to other subjects such as geography, science, design technology and history. Pupils also learn to handle mathematical data well with their information and communication technology skills.
- 84 The quality of teaching is very good. During the course of the inspection ten mathematics lessons were observed. Of these, three were good, five were very good and two were excellent. Teachers make very good use of the opportunities for mental arithmetic at the start of numeracy sessions. These activities are often set against the clock to improve the speed of pupils' mental calculations. Teachers use questions very well to consolidate and clarify pupils' understanding of mental computation. For example, a good feature of a Year 6 lesson was the way the teacher accepted all answers, and then worked at those which were incorrect to identify where errors had occurred and then sort out ways to remedy them. Pupils found this both challenging and helpful.
- 85 Very good teaching takes place during the teaching of the main activity. All teachers have a very good grasp of the requirements of the National Numeracy Strategy, and

units of work are well matched to pupils' individual levels of attainment. For example, in a Year 3 lesson the teacher had set up four separate activities to cater for the wide range of ability within the class. The higher attaining pupils were working out how to count down from 501 to 1 in 10 steps using subtraction of near multiples of 10. The least able pupils were learning to add 9 to a two digit number using cubes, number squares and number lines. In Year 6 the top set of pupils were calculating percentages. This was done in small steps with the teacher intervening and reinforcing at each stage of the learning process. Pupils worked with a partner to check their answers using calculators.

- 86 All teachers use the plenary session very well at the end of each lesson to evaluate the learning that has taken place. For example, in a Year 5 lesson, the teacher had set the objective of expressing a quotient as a fraction. At the end of the session she went over the work, selecting pupils from different ability groups to show the work they had done. All pupils listened carefully to the explanations, and the teacher used a range of questions to establish whether pupils had achieved the objective. This also developed the pupils' self reliance.
- 87 Assessment is very thorough, using test results and work in class to identify the strengths and weaknesses of individuals and of curriculum provision. It includes optional SATs⁴ tests and end of unit assessment set by teachers. Evaluation at all stages is very thorough, and therefore the school is likely to maintain its good standards for all pupils and improve further.
- 88 Pupils with special educational needs receive effective support. As pupils are set by ability this allows them to play a full and active part in lessons. They achieve very well in relation to their identified targets.

SCIENCE

- 89 Standards in science, by Year 6, are well above average. However, inspection findings show a significant improvement in standards when compared with the results in 2002, which is supported by the school's own assessment data. Scrutiny of the 2002 results show that the average points score gained by boys exceeded the average points score achieved by girls. The school is well aware of this and is looking at strategies to improve the performance of the girls. All groups of pupils make very good progress in their learning.
- 90 Strengths in the subject are:
- the very good curriculum based on practical activities,
 - the quality of teaching,
 - pupils' attitudes to the subject,
 - excellent leadership of the subject.
- 91 There are no areas for development:
- 92 Pupils in Year 6 show that they have a very good knowledge of living things, materials and physical processes. By the end of Year 6, the majority of pupils have very secure knowledge due to the quality of teaching in the subject and the hard work the teachers put into planning a lively and inspiring curriculum. A very strong feature of all of the lessons was the pupils' very positive attitude to work and their obvious enjoyment of all they did.

⁴ Optional National Tests

- 93 Year 6 pupils' enquiry skills are very well developed. From an early age their understanding of fair testing and their ability to draw simple conclusions are very secure. For example, Year 6 pupils produced some very good work on diet. Their analysis of data, which they had collected from fellow pupils, showed that boys were eating less fat than the girls. The information from these investigations was carefully recorded and presented to a high standard. The youngest pupils, in Year 3, have studied materials. Again, pupils carefully recorded the experimental detail along with an analysis of their results. This consistent approach, the eye for detail and the use of real experiences is ensuring the sequential development of pupils' scientific thinking. Pupils think and act like scientists and find the work challenging and enjoyable. Teachers also make very good use of science lessons to extend pupils' literacy and numeracy skills. Pupils are required to record information in detail to help interpretation and to provide a basis for discussion. They are taught to accumulate and analyse numerical data systematically and thoroughly, and calculations and graphs feature regularly in scientific experiments and investigations.
- 94 The quality of teaching and learning are very good. The teaching seen was never less than good and in three quarters of lessons it was very good or excellent. This makes a significant contribution to the standards that pupils achieve and the considerable improvement to standards of the previous year. The emphasis placed on practical work, together with a lot of discussion between teachers and pupils, enables teachers to provide suitable challenges for all groups of pupils, including the higher attainers and those with special educational needs. Lessons are planned thoroughly and organised effectively. Activities are based on what pupils have experienced previously, and new learning builds logically on what pupils already know and can do. For example, in an excellent Year 6 lesson about sound, the teacher skilfully used questioning to assess what the pupils knew and understood. The pace of the lesson was brisk, and the teacher used a variety of teaching approaches. The pupils were fully engaged in the activities and enjoyed every minute of their learning. In another very good lesson in Year 5, the pupils investigated the life cycle of plants using plant materials grown by the teacher. Pupils then explored the school's millennium garden using microscopes to identify plants at similar stages of development to those they had studied in the classroom. Pupils also used laptop computers to search the web for information about photosynthesis. However, work in investigative and experimental science is difficult to do successfully in some classrooms because of the cramped working conditions and the lack of practical work areas.
- 95 Pupils with special educational needs are fully involved in all activities alongside others. A particularly strong feature in all of the lessons was the way in which pupils supported each other and offered help to those who needed it. In addition, teachers promote the progress of higher attaining pupils effectively by providing work that is particularly challenging, asking them demanding questions and giving them the opportunity to contribute regularly to discussions.
- 96 The monitoring of pupils' performance is very good overall. The procedures for assessing pupils' learning and the tracking of their progress are also very good. Work is marked carefully, and regular tests or other assessments are made as each unit of work is completed. Teachers make very good use of the information these provide to plan future lessons and to guide curriculum planning.

ART AND DESIGN

- 97 Pupils' attainment by the end of Year 6 is above national expectations. All pupils, including those with special educational needs, show good achievement as they learn a range of techniques and styles in order to communicate their ideas. Pupils study the work of other artists, which inspires them and introduces them to a range of different styles and ways of working. Pupils make good use of sketchbooks to gather together their ideas and to test out new techniques.
- 98 Strengths in the subject are the:
- high quality of observational work,
 - very positive attitude of the pupils,
 - use of the work of other artists as a stimulus,
 - quality of teaching and learning.
- 99 An area for development is :
- assessment in art and design.
- 100 In Year 3, pupils are given the challenging task of drawing human figures using charcoal. They explore the material in their sketchbooks and go on to produce good quality drawings of figures. By the time they are in Year 6, pupils' observational skills are highly developed and their representations of flowers, executed in pastels, are of a very high quality. The art and design curriculum is enhanced throughout the school through studying the work of major artists. For example, the study of Renoir, by Year 5 pupils, leads to work based on 'Fruits from the Midi'. This is of high quality. In the same year group, 'Still life with goldfish', inspired by Matisse, shows the confidence with which the pupils are able to use a range of materials.
- 101 The quality of teaching in art and design is good. Introductions are used well to assess what pupils know and understand and to review previous work, often using pupils' preliminary sketches and plans in their workbooks. When this has happened, pupils are encouraged to spend some time looking at their sketchbooks to refine their plans and ideas. Resources provided for the pupils are of good quality, and during the lessons all the pupils receive good support from the teachers. A significant feature of the art and design lessons was the eagerness of the pupils to embark on their project, and the confidence with which they chose and selected the materials to match the task and the effect they wanted to create.
- 102 Pupils' attitudes to art and design are very good. For example, Year 5 pupils were planning a textile picture, and the pupils were always ready to support and help each other. At one stage one of the boys asked the girl sitting opposite him if she would like him to help her with her drawing. This was done willingly and sympathetically, and is clear example of the quality of relationship that has been developed between the pupils.
- 103 Much of the artwork seen in the school supports the work done in other curriculum areas. The study of the Tudors has generated many examples of drawings and paintings to illustrate various aspects of Tudor life. The Greek enrichment day provided very good opportunities to ignite pupils' interest in Greek art and introduced them to a range of styles and techniques.
- 104 Although introductions to lessons are used very well to assess what pupils know and can do there is no formal assessment of work in art and design and this is an area for future development.

DESIGN AND TECHNOLOGY

105 By the end of Year 6 standards are broadly in line with what is expected nationally. Throughout the school pupils make good progress.

106 Strengths in design and technology are:

- good curriculum coverage showing clear progression
- the way that all processes are seen through from design to evaluation

107 Areas for development:

- to improve subject leadership by the appointment of a coordinator
- to improve links with information and communication technology

108 Pupils experience a good range of design and technology activities by the time they reach Year 6. They develop skills in using a range of tools and become progressively proficient in designing, planning, making and evaluating their own work. For example, Year 3 pupils made biscuits. They evaluated a range of biscuits, developed questionnaires relating to taste, and designed their own biscuits taking into account shape, colour, size and ingredients. Year 5 pupils designed and made a land yacht. They made a base out of wood and fitted suitable wheels. They examined different materials for making sails. The finished models were tested, and pupils evaluated their own work.

109 Overall teaching is good. Examination of pupils' work in books and on display indicates that overall the pupils' learning is good. Strengths of the teaching seen included good management of pupils, high expectations and effective teaching methods. For example in a Year 3 lesson the teacher very effectively kept pupils on task during the last lesson of the day by making the work fun and interesting. Pupils examined different types of books produced for young children and discussed with each other the common factors. They used simple evaluation sheets to highlight similarities and differences. This helped them to come to some generalisations about books for the very young in preparation for producing their own books. In a Year 5 lesson on making sandwiches, pupils were given the opportunity to examine different types of bread. The teacher continually reinforced the fact that they needed to make decisions based on the criteria and not be too influenced by others or their own personal taste. The lesson was well paced with several opportunities to reinforce what they had learnt earlier. By the end of the lesson all pupils had successfully completed evaluation sheets, scoring each type of bread against a series of criteria.

110 Design and technology is well established in the curriculum and pupils have the opportunity to undertake two or three projects each year. However, the school has been without a coordinator for some time. The appointment of a new coordinator will enhance the status of the subject and provide the opportunity to assess and reorganise resources and improve links with information and communication technology, particularly in the area of control mechanisms.

GEOGRAPHY

- 111 At the end of Year 6, pupils attain above average standards in geography and make good progress. Pupils with special educational needs make similar progress to their classmates.
- 112 Strengths are the:
- well balanced curriculum with good opportunities for field work
 - good cross curricular links with other subjects
- 113 The quality of teaching and learning is good. Attitudes to learning were very good: pupils are eager to participate in the activities, and they cooperate very well. This is due to the teachers' very high expectations of work and behaviour of all groups of pupils, including those with special educational needs. All pupils have work that is well matched to their individual needs, and they participate fully in lessons. The higher attainers are challenged well with questions that make them think hard. There are no significant differences between the achievement of boys and girls.
- 114 The curriculum is of good quality. The subject is divided into topics, which are allocated across the year groups. Year teachers plan together, and this enables expertise to be shared and for pupils to receive a similar curriculum. Good attention is paid to covering the content of geography in the National Curriculum and the development of geographical skills. Teachers plan good opportunities to develop pupils' literacy skills in geography and there are frequent chances for extended writing, whilst numeracy skills are developed when studying temperature, through graph work on population density and climate, and through the use of scale in mapping activities. A particularly good feature is the range of fieldwork undertaken, which supports a good range of local studies in each year group.
- 115 Teachers plan interesting lessons for the pupils and try to make the acquisition of geographical skills relevant to their local environment. Pupils of all ages use the local area for some aspect of geographical study. Year 3 pupils study the local area and its land usage. They study maps of Norfolk, locate it within the United Kingdom and are able to recognise the distinctive shape of the coastline. Many already understand the significance of keys for interpreting and locating simple features. Year 4 pupils can accurately use coordinates to locate features on a map, and use these skills to study the Norfolk coastline, its sea defences and physical features. Year 5 pupils have a good understanding of simple hydrology, and can accurately use terms such as water cycle, spring, channel, deposition and estuary. This enables pupils to grasp that landscapes are constantly changing, albeit very slowly.
- 116 By surveying their own environment, pupils are able to appreciate that geographical factors influence everyone. For example, pupils in Year 6 are surveying public opinion by proposing improvements to the local community. They are designing their own questionnaire using their information and communication technology skills. From this they have come to realise that decisions about the environment are not always straightforward, and there may be strong arguments both for and against proposals. Such activities are helping pupils to become thoughtful individuals and are doing much for their personal development. Pupils' attitudes to the subject and their behaviour in lessons are generally very good.

HISTORY

117 By the end of Year 6, pupils achieve standards that are above those expected nationally for pupils aged 11 years. All groups of pupils make good progress.

118 Strengths in the subject are:

- the quality of teaching and learning in the subject
- the attitudes, enthusiasm and response of the pupils
- activities to enrich the curriculum

119 Pupils' attitude to their work is very good, and achievement is good in all aspects of the subject. By the end of Year 6 pupils have a good knowledge of past times and cultures and how they are different from life today. Their historical skills are well developed. Their work and the quality of their discussions show that pupils have a clear understanding of the chronology of different historical periods. They are able to compare the way people lived in Victorian times with life in the 21st century and recognise both the similarities and differences. Pupils have a good knowledge of significant historical figures. They confidently use the internet for research, scrutinise sources of first hand evidence including maps and photographs, and investigate the local environment for historical evidence. By the age of 11, pupils are able to make links as to how ways of life in the past relate to their lives today.

120 The quality of teaching is good overall. Teachers are confident and have a good knowledge of the subject, so that lessons are lively and interesting. As a result, pupils are very interested in the subject. Teachers provide good opportunities for pupils to develop literacy skills in history, through activities such as writing a letter home from a Roman soldier or information writing on the Egyptians using a range of source material. Numeracy skills are also developed through history, using graphs to show population rise during the Victorian era and floor plans of Victorian schools. Information and communication technology is now being used well for research using CD-ROMs and the internet. Work is diligently and constructively marked, and the presentation of work is of a very good quality

INFORMATION AND COMMUNICATION TECHNOLOGY

121 By the end of Year 6, pupils achieve standards that are in line with those expected nationally for pupils aged 11 years. All groups of pupils are making satisfactory progress. Previously, the lack of sufficient computers of good quality had reduced the opportunities for the pupils to practise their skills regularly, which has reduced the rate at which all groups of pupils are able to learn. Pupils with special education needs achieve at the same rate as other groups. There is no significant difference in the attainments of boys and girls.

122 Strengths in the subject are:

- the provision of new laptop computers and a wireless network
- revision of planning to include a wider range of information and communication technology skills
- the introduction of information and communication technology lessons each week for all classes to develop skill and competencies

123 An area for improvement is:

- the consistency of information and communication technology experience across all classes

- 124 The school is very aware of this deficiency and effective action has been taken. A class set of laptop computers has recently been purchased along with a wireless network so that pupils in the temporary classroom have equal access to the computers support work during lessons and for research on the internet. However, this initiative has not had long enough to impact on the standards achieved across all classes. Teachers are now using these resources well, and subject coordinators have identified opportunities for information and communication technology within their subject planning. Pupils are now making rapid progress as a result of these improvements, and standards in some aspects of the subject are above national expectations. For example, the oldest pupils are achieving good standards when using industry standard software such as PowerPoint.
- 125 The quality of teaching and learning seen during the inspection was good overall, and pupils now show good achievement during lessons. The teachers' very good subject knowledge enables them to lead the activities with confidence, giving clear instructions to the class and skilfully ensuring that all pupils are involved. The pupils respond very well to the teachers' high expectations of their work and behaviour. They respond very positively to challenges, answer questions enthusiastically and concentrate very well on the tasks. The teaching methods used are effective, and information and communication technology is now being used well to support other areas of the curriculum such as science, mathematics and history.
- 126 Opportunities for information and communication technology are now being identified in English, mathematics and science, as well as the foundation subjects⁵. The range of activities offered to all pupils is now good. For example, they are using spreadsheets to collect and interpret data in mathematics, and to control events such as the traffic lights. A good scheme of work has been introduced which is based on nationally recommended guidelines. This is supported by satisfactory procedures for checking pupils' progress. Teachers keep careful records of what pupils can do, and are using this information to support pupils' learning and plan subsequent work for them.
- 127 In English, pupils use word processing skills to present their writing. Pupils know how to change the size of fonts and alter the quality of text, for example by selecting "bold". Older pupils can check text for accuracy, redraft their work, and merge graphics to illustrate their writing. In mathematics and science, they have used spreadsheets to manage information and to improve their arithmetic.
- 128 Internet access, and the use of the Internet have increased since the introduction of the new laptops, and the skills in using and adapting the information have also improved. Pupils now eagerly use the internet to research information for projects, for example in geography and history.
- 129 Leadership and management of the subject are good. The need to build on current good practice and provide additional training to increase teachers' confidence at using the new equipment and software to ensure consistency across all classes is clearly understood. This has already been recognised in the School Improvement Plan. The school subscribes to the local education authority filtering service designed to block any internet material that is undesirable for children. However, the governors are yet to adopt

⁵ These are subjects other than English, mathematics and science.

formally the school policy to protect pupils from offensive materials on the internet and from undesirable external contacts, for example through email.

MUSIC

130 By Year 6 standards in music are similar to those of most pupils of this age. Their skills in composing are above what is usually seen. All pupils make consistently good progress throughout the school. Pupils with special educational needs receive good quality help within lessons. This ensures they make equally good progress across the school.

131 Strengths in the subject are:

- the quality of composing and performing skills
- the consistently good quality teaching and learning
- pupils' enthusiasm, enjoyment and positive response to music
- the rich and varied curriculum
- the knowledge and enthusiasm of both subject leaders

132 Areas for development are:

- standards in singing
- pupils' enthusiasm for singing

133 By Year 6, most pupils perform pieces of music from memory and from written notation. They are confident enough to perform to the whole school. For example, pupils play recorders and keyboards in assemblies. All pupils, including those with special educational needs, make good progress in lessons. They are fully engaged and involved in making and listening to music. The teachers make sure that pupils know what they are expected to achieve and build carefully on pupils' previous skills. This ensures that most pupils achieve well in identifying musical terms, such as dynamics, and in composing music. These achievements reflect the enthusiastic and skilful teaching. However, teachers sometimes do not allow enough time in lessons for pupils to listen to and discuss each other's performances. This restricts pupils' ability to consolidate and think hard about what they have learned. For example, Year 4 pupils work well on their compositions and create effective sound pictures, but do not get the chance to evaluate each other's work fully.

134 The teachers build on pupils' knowledge as they move to Year 5. This increases the pupils' enjoyment of making music. They discuss moral issues, such as the effect on communities of building supermarkets, roads and car parks as a result of listening to protest songs. Skilful teaching ensures that pupils continue to improve their ability to use tuned instruments in their compositions. For example, the oldest pupils are able to improvise on the theme from Mussorgsky's 'Promenade'.

135 The quality of teaching is consistently good and, as a result, pupils make good progress in their learning. Lessons are effectively planned and teachers ensure that all pupils cover the requirements of the National Curriculum. Pupils respond very positively because the teachers give them ample opportunities to make and perform live music. The teachers ensure that pupils want to achieve well by consistently praising and rewarding good behaviour and work. Both subject leaders provide a suitably wide and relevant programme of work to ensure that pupils listen to, play and sing a wide range of music. This includes music from places such as Africa as well as western music, which increases the pupils' understanding of how music making is common across

different cultures. The school provides opportunities for pupils to have instrumental lessons to extend their playing skills and techniques including lunchtime recorder clubs, and this gives an effective level of support to work done in lessons.

136 All pupils have the chance to join in school productions and concerts. This makes a valuable contribution to the pupils' personal, social and cultural development. The school takes every opportunity to provide its pupils with a range of good quality music through visits and visitors. For example, pupils go to Norwich to perform in concerts. The use of information and communication technology to increase pupils' awareness of different composition styles is developing, and pupils use the internet effectively to research the lives of composers. Progress is enhanced by the specifically designated music room which gives immediate access to instruments.

PHYSICAL EDUCATION

137 Standards are above national expectations by the end of Year 6, and all groups of pupils' achieve well. It was only possible to see the direct teaching of games and athletics. Other judgments were based on a wide range of evidence supplied by the school, including video footage, photographs and performance data collected by teachers. There is equality of access and opportunity for all pupils, including those with special educational needs. There are no significant differences between the standards achieved by boys and girls.

138 Strengths:

- the quality of teaching and learning
- pupils' behaviour and attitudes
- the range of facilities

139 By the end of Year 6 pupils show enthusiasm for all aspects of physical education. Pupils have developed skills in dance, games, gymnastics, athletics and swimming. Year 6 pupils are able to develop their skills effectively. Nearly all of the pupils in Year 6 are able to swim 25 metres and have achieved good levels in personal survival skills. The high standards achieved in sport are as a result of the very good teaching of basic skills and encouragement from staff, parents and other members of the community.

140 Pupils' attitudes to physical education are very good. They participate enthusiastically, listen carefully to what teachers are saying to them and try hard to improve, using the clear guidance they are given. They cooperate very well, share ideas constructively and show appreciation for the skills of others. Many of these very positive characteristics are linked to the consistently very good teaching that pupils receive. Good techniques, such as warming up thoroughly, practising key skills to improve performance and evaluating performance to identify strengths and weaknesses, are taught consistently in all areas of physical education. Lessons are very well planned, and this helps to ensure that all pupils, irrespective of their level of attainment, can participate fully and maintain a good rate of progress. For example, in a Year 5 athletics lesson where the pupils were practicing standing jumps, the teacher carefully explained the task and had high expectation that all would improve by the end of the lesson. During the plenary session, pupils measured their improvements, which were set against national standards.

141 Pupils also benefit from teachers' specialist knowledge and coaching skills. For example, during a Year 6 athletics lesson, pupils were able to improve their sprinting skills by working on improvements to their running style. The teachers had skilfully identified areas for individual improvement, and used praise and encouragement very

well to motivate pupils, whatever their ability. All pupils are suitably dressed for physical activities, and no time is lost when changing.

142 The school has a large playing field and hall that are well used. The curriculum is of good quality, and offers a well balanced programme of activities to ensure that pupils develop a good range of skills and abilities. It is extended well with a good range of extra curricular activities. The school is very successful in local leagues and sporting competitions, and is recognised as a centre of excellence by a national sports organisation.

RELIGIOUS EDUCATION

143 At the end of Year 6, pupils' attainment is well above the requirements of the Locally Agreed Syllabus. This is because of consistently high quality teaching and the well planned curriculum. Throughout the school all groups of pupils make very good progress.

144 Strengths in the subject are:

- the good quality of teaching and learning
- pupils' knowledge and understanding of what they have been taught
- the strong links that are made in lessons with other areas of the curriculum
- the relationships between the teachers and the pupils

145 There are no areas for development.

146 The quality of teaching is very good overall. At the beginning of each lesson, teachers make very good use of introductions to establish how much the pupils know and understand from previous lessons. For example, in a Year 5 lesson looking at the impact of Guru Granth Sahib on the Sikh way of life, the session began with the teacher skilfully questioning the pupils about Sacred Texts. The pupils responded in a confident manner to the well focused discussion, and showed that they had retained a remarkable amount of knowledge about different Sacred Texts from their previous lessons. Year 4 pupils felt sufficiently confident in their relationship with their teacher to share their thoughts on their own particular 'special places'. In turn the teacher shared her thoughts on the very special place she had played in as a child, which was a measure of the high degree of mutual trust that had developed between the adults and the pupils. At a later stage in the lesson, the teacher skilfully asked them if they could remember any stories in literature where secret places featured in the plot. They recalled an extensive list including, for example 'The Lion, the Witch and the Wardrobe'. A strong feature of the work in religious education is the way in which lessons link to other aspects of school life, enabling pupils to consolidate and extend their knowledge and understanding over a broad range of issues.

147 Pupils are enthusiastic about their work in religious education and their attitudes towards the subject are very good. They work hard in lessons, and are eager and confident at making contributions to class discussion. The teachers continually encourage the pupils to use their own ideas and thoughts, and Year 6 pupils are particularly reflective before answering questions or contributing their own ideas. These activities provide very good opportunities for pupils to reflect on their own values and beliefs, and their relationships with others. Pupils' personal and social development is very good because these activities help them to find their own strategies for dealing with difficult issues rather than being taught them.

- 148 The school uses a very good range of strategies to bring the subject to life. For example, pupils in Year 4 take part in a Passover meal, and Year 3 pupils work with a Hindu lady who teaches them to dance and to make Rangoli patterns. Year 5 teachers use role play very effectively to guide pupils in exploring the ritual of the Gurdwara. Pupils also visit the cathedral and local churches and make use of the internet to access other places of worship.
- 149 The newly revised curriculum is based on recent nationally recommended guidelines and meets the requirements of the Locally Agreed Syllabus. The subject is also supported through links with the programme for personal, social and health education, to enable pupils to explore issues of concern. The sequence of topics for assemblies has been well chosen to widen pupils' understanding of other faiths and their experience of worship. The school has strong contacts with the church and the life of the parish. Overall, religious education makes a good contribution to pupils' personal development and the ethos of the school.