

INSPECTION REPORT

CARLETON RODE CofE VA PRIMARY SCHOOL

Carleton Rode, Norwich

LEA area: Norfolk

Unique reference number: 121110

Headteacher: Mr David Street

Lead inspector: Ray Morris

Dates of inspection: 5th – 7th July 2004

Inspection number: 255715

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	56
School address:	Church Road Carleton Rode Norwich Norfolk
Postcode:	NR16 1RW
Telephone number:	01953 789384
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Appropriate authority:	The governing body
Name of chair of governors:	Miss Christine Brundle

Date of previous inspection: 18th January 1999

CHARACTERISTICS OF THE SCHOOL

Carleton Rode CofE Voluntary Aided Primary School is a small village school serving a rural area south of the city of Norwich. There are currently 58 boys and girls aged 4 to 11 on roll. Pupils are taught in three mixed-age classes and there are 6 children aged under five in the youngest class. The majority of pupils live locally in a mix of rented and privately owned housing. The school serves families from a range of social circumstances but, taken together, these are similar to those found nationally. The percentage of pupils known to be eligible for free school meals is below average. Almost all pupils are from a White British background and no pupils are learning English as an additional language. When they start school, pupils' social and physical development, and their literacy and numeracy skills are broadly average. The percentage of pupils with special educational needs is above average, although none have a statement outlining particular learning needs. The school achieved the national Silver Artsmark in 2002 and, this year, the Gold Activemark which recognise that the school provides a particularly effective curriculum for the arts and physical education.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11982	Ray Morris	Lead inspector	English, art, design and technology, information and communication technology, music, physical education, Special Educational Needs
19653	Elizabeth Dickson	Lay inspector	
33240	Susan Quirk	Team inspector	Foundation Stage, mathematics, science, personal social and health education, geography, history

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Carleton Rode is a satisfactory school with good features. A family atmosphere ensures a caring environment in which all pupils are well known to staff. Extensive involvement in local activities and events, and a wide range of educational visits make significant contributions to pupils' learning. Teaching is often good, but this is not consistent in all subjects. As a result, although pupils achieve well in science and art, and very well in physical education, achievement is satisfactory in English, mathematics and information communication technology so that, overall, their achievement is satisfactory. The school is satisfactorily led and managed and provides satisfactory value for money.

The school's main strengths and weaknesses are

- The headteacher provides good leadership
- A broad curriculum is enriched with a very good range of additional activities
- Pupils achieve very well in physical education, and some reach very high standards
- Information about pupils' progress is not used rigorously enough to raise standards further, particularly in English and mathematics
- Provision is good for children of reception age and for pupils with special educational needs

Matters identified for improvement in the last inspection have been effectively dealt with. The school now meets all its statutory responsibilities for child protection and the management of staff performance. The curriculum is well planned. Procedures for checking and improving the quality of teaching have been established and are proving useful, although some variation in teaching still exists. Systems for assessing pupils' progress have been introduced, but are not yet well established. Existing strengths have been maintained so **improvement has been satisfactory**. The headteacher's good leadership, and the increasingly effective support being provided by the governing body, are a firm foundation for further improvement.

STANDARDS ACHIEVED

Note: Caution is needed in interpreting this data as there were only eight children in the year group and so the performance of a single pupil could significantly change the school's grade.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	D	E	C	E
Mathematics	D	E	B	D
Science	D	D	C	E

Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.

Inspection evidence shows that **pupils' achievement is satisfactory**. Even though they are not taught separately, children of reception age achieve well in most areas of their learning. Almost all attain the goals children are expected to reach by the end of their reception year and some exceed them, especially in their social and physical development, and their knowledge and understanding of the world. Pupils' achievement is satisfactory in Years 1 and 2 and, by the end of Year 2, standards are average in English and mathematics, and above average in science and physical education. They continue to make satisfactory progress so that by Year 6, standards are also average in English, mathematics, information and communication technology, geography and history, above average in science and art, and well-above average

in physical education. Pupils with special educational needs achieve well because they benefit from the effective, well-planned support of teaching assistants.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Behaviour is generally good, especially in the playground where pupils behave very well. Pupils concentrate well in most lessons, but the behaviour of a small minority deteriorates when teaching does not engage their interest. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory.

Lessons were often well and, sometimes, very well taught during the inspection because all pupils were fully occupied in learning and their progress was good. However, **teaching and learning are satisfactory** overall because some aspects of other lessons, such as the management of pupils' behaviour, were not always as effective and pupils' progress slowed as a result. In addition, teachers do not yet analyse pupils' work well enough to identify the next steps in their learning, so few pupils have a clear idea about what they need to do next to improve their work.

The school plans the curriculum effectively so that work in one subject is linked with that in others. An emphasis on the environment, for example, runs through science, geography and art, making learning more meaningful and enjoyable. Staff devote much time to organising additional activities to promote pupils' learning. After-school clubs feature strongly in its work so that pupils' achievement is significantly enhanced in physical education, for example, where some compete successfully at County level in tennis.

Pupils are well cared for. Very good arrangements are made for settling children into school and effective links with the high school also help ensure a smooth transfer. The school forges effective links with parents. Extensive involvement in local activities and events, and a wide range of educational visits, make a significant contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides good leadership. During his two years at the school he has secured the confidence of staff, governors and parents, and, with their support, has established a stimulating curriculum and a very good range of after-school activities. The need for improvements in teaching and more effective checks on pupils' progress have already been identified and the first steps taken to effect these. The work of the governing body is satisfactory and all their statutory duties are fully carried out. They now work closely with the headteacher in identifying priorities for improvement and recognise the need to develop their role as 'critical friends'. The management of the school is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The great majority of parents express positive views of the school and feel their children make good progress. A small minority have concerns about pupils' behaviour and inspectors agree that there are weaknesses when teaching is less effective. Pupils enjoy taking part in activities and are keen to come to school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Improve less effective aspects of teaching to ensure that pupils' learning is consistently good in all subjects
- Ensure that information about pupils' progress is systematically gathered and used to set pupils' targets for improvement

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory and they attain average standards in most subjects by the time they leave the school.

Main strengths and weaknesses

- Standards are above average in science and art, and well above average in physical education
- Although standards in English and mathematics are broadly average, more able pupils do not always achieve as well as they might in these subjects
- Pupils with special educational needs achieve well

Commentary

1. When children join the school at age four their language and mathematical skills are broadly average. Although the school does not have separate facilities with which to cater for the learning needs of the youngest children, provision for them is effective because the teacher has a good understanding of how young children learn and a commitment to providing their entitlement to a Foundation Stage curriculum, even in a mixed-age class. This ensures that most reach the goals in language and mathematics that children are expected to reach by the end of reception. Many exceed these goals in their social development, knowledge and understanding of the world and, in particular, their physical development. They continue to make satisfactory progress throughout the school so that, by the time they leave, standards are average in English, mathematics and information and communication technology, but above average in science and art, and well above average in physical education (PE). This represents satisfactory achievement overall. Pupils with special learning needs achieve well because they are well supported by teaching assistants.
2. Pupils take national tests at Year 2 and Year 6, and each school's results compared with the performance of schools nationally. However, in a small school with less than ten pupils in a year group, the grades given need to be interpreted with caution. In last year's national tests at Year 2, the results of the seven pupils were broadly average in reading and writing, although only one pupil achieved the higher Level 3, and their achievement was satisfactory. Results, and achievement, in mathematics were better because all pupils attained at least an average standard and several achieved Level 3. Assessments carried out by teachers indicate that performance in science was very high compared with that found nationally because all pupils, including those with special educational needs, achieved at least average standards and many exceeded them.
3. Results of the eight pupils in last year's national tests at Year 6 were average in English and science, but above average in mathematics because three pupils achieved the higher Level 5. However, when compared with similar schools (those whose pupils had achieved a similar standard when they were in Year 2), pupils' progress was below that found in those schools in mathematics, and well below that found in English and science.
4. Although girls performed better than boys in the Year 2 and Year 6 tests in the previous three years, this was partly due to a higher proportion of boys having special learning needs, particularly in reading and writing, and partly due to the disproportionate difference that one pupil can make in such a small year group. However, the school has identified this difference as a priority for improvement and is taking steps to redress the balance. Evidence from the inspection indicates that the gap is reducing, but the school has insufficiently detailed

information about the progress of individual pupils which will help them accelerate this development.

5. Inspection evidence shows standards to be above average in science and art, and well above average in physical education. These higher standards have been achieved because the school provides a particularly rich curriculum in these subjects and they are often taught by staff with specialist knowledge. However, in other subjects, pupils are not given sufficient guidance on how to improve their work and thus raise their achievement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work, their behaviour and personal development are good. Attendance has improved since the last inspection and is now above average, and pupils arrive at school on time.

Main strengths and weaknesses

- Pupils enjoy coming to school and are encouraged to become mature and sensible
- Relationships throughout the school are good
- Art and sport are used well to promote pupils' personal development
- When teaching is less effective, the behaviour of some pupils deteriorates

Commentary

6. Pupils' attitudes to school are good. They attend regularly and on time, and are keen to take part in activities. The school monitors attendance carefully and is quick to follow up any unexplained absences. As a result, there has been no unauthorised absence this year, and the rate of attendance is higher than the national average.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.7%
National data	5.4%

Unauthorised absence	
School data	0.4%
National data	0.4%

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

7. Behaviour in and around the school is good. It is especially good in the playground because a good range of activities and equipment is available, and because older pupils are encouraged to take an active interest in the welfare of the youngest. Pupils have been involved in drawing up their own class rules, and consider them to be fair. There have been no exclusions in the past year. Most pupils settle quickly to their lessons, respond well to their teachers, concentrate and work hard. Where the teaching is good and captures their interest, they are enthusiastic and keen to do well. They particularly enjoy subjects such as art, physical education and science where activities are often challenging and stimulating and involve pupils in first-hand learning. However, on occasions when teaching lacks pace and does not engage their interest sufficiently, a few pupils lose concentration and their behaviour deteriorates as a result. A small number of parents expressed concern about the behaviour of some pupils in lessons.
8. Relationships between pupils and with staff are good, and are fostered by the family atmosphere of the school. During break times pupils play well together in an atmosphere free from bullying. They value the friendships they have in school, and older pupils can often be seen helping younger ones, and joining them in the playground. Pupils show respect for one another, and for school property. They willingly take responsibility for small jobs around the school and enjoy any duties which involve taking care of the school environment.
9. Pupils' personal development, including their spiritual, moral, social and cultural development, are good. Spiritual and moral education are actively fostered through the school's strong focus on caring for the environment. Pupils are encouraged to respect the world in which they live and to consider the moral implications of recycling resources. Staff, with the full involvement of pupils and parents, have made significant improvements to the school grounds to provide areas for quiet reflection and which are valued by the whole school community. In lessons there are some opportunities for spiritual development, for example, when pupils in the youngest class watched in wonder at the movements of the school tortoise. Moral development is supported through class and school rules and pupils clearly understand the importance of these. Pupils' social development is enhanced by the range of visits they undertake, the

visitors to school they meet and the well supported extra-curricular activities in which they participate. Involvement in the numerous sporting fixtures against other schools provides valuable opportunities for pupils to develop their social skills and self-confidence. Cultural development is well promoted through a varied programme of visits to theatres, art galleries and places of interest such as Norwich Castle, and through their work in subjects such as geography, history and art. Pupils' understanding and appreciation of other peoples' cultures and beliefs is promoted through their studies in religious education and art, and when the school regularly plays host to visitors from other countries such as Egypt.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The school cares well for pupils and provides a carefully-planned and stimulating curriculum. However, the quality of teaching is not consistent enough for all pupils to benefit from good teaching in all their lessons, and the school does not yet assess pupils' progress rigorously enough to promote better achievement and secure higher standards in English and mathematics.

Teaching and learning

Teaching and learning are satisfactory. Because the arrangements for assessing pupils' progress were introduced relatively recently, their impact on pupils' learning is currently unsatisfactory.

Main strengths and weaknesses

- Teaching in PE and science is consistently good so pupils' are interested and they achieve well as a result
- Procedures for assessing pupils' progress, and for marking their work, are not yet effective enough to identify the next steps in their learning and so pupils are not clear about how to improve
- In some lessons, the balance of activities does not secure the interest of a minority of pupils
- Teaching assistants are well trained; they provide good support for pupils with special learning needs so that these pupils achieve well in lessons

Commentary

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	7	9	0	0	0

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

10. There has been satisfactory improvement in teaching and learning since the last inspection because lessons are now better planned, with a clear focus on what pupils are to learn. Teaching observed in half the lessons during the inspection, often in subjects where the teachers have specialist knowledge, was good and it was very good in two lessons. The headteacher has introduced a programme for observing lessons and advising teachers on how to improve.
11. In the most effective lessons, especially in PE and science, pupils were actively engaged in learning from the outset. A carefully planned sequence of activities provided a good level of challenge and secured their interest. These qualities were also evident in a very good Year 5 and 6 geography lesson where pupils were expected to consider and discuss ideas about renewable energy. From the outset, the teacher had high expectations of pupils so that they were required to articulate what they had previously learnt, before promptly embarking on well-

prepared activities such as researching a specific internet website. It was made clear to pupils that they were individually responsible for a particular aspect of the work, and the teacher provided regular time checks to keep them focussed on their task. As a result, all pupils, including those with special learning needs who were well-supported by a teaching assistant, concentrated throughout the lesson, made very good progress and successfully completed the work.

12. Another feature of the good teaching was the extent to which teachers explained what pupils were going to learn at the outset, reminded them of this throughout the lesson and discussed their success at the end. In a Year 1 and 2 English lesson, for example, the teacher explained that the pupils would be learning to find information from books using the table of contents and the index. She carefully linked this to what pupils already knew and understood, and constantly referred them back to the purpose as they carried out different activities. In the final part of the lesson, the pupils' learning was evident because they were expected to discuss what they achieved in the context of what they had set out to do. Not only was the teaching effective, but pupils also enjoyed knowing that they were achieving well.
13. Teaching was less effective when the pace was slow and pupils were expected to sit and listen passively for too long. This also sometimes resulted in some pupils becoming restless and the subsequent deterioration in their behaviour was not dealt with effectively by the teacher. At the start of a Year 3 and 4 lesson about poetry, for example, the teacher allocated too much time to explaining the meaning of terms such as stanza and rhyme. This led to some pupils becoming restless and talkative, which slowed their learning. However, as soon as they had the opportunity to relate these words to, and read, actual poems, they became more attentive and their learning improved. Occasional misbehaviour is not dealt with consistently by all staff. It was dealt with effectively when the teacher firmly, but calmly, emphasised the behaviour that was expected, but pupils did not respond as readily when the emphasis was placed on what they were doing wrong without giving a clear indication of what they were *expected* to be doing.
14. The school now tracks pupils' progress as they move through the school, and sets targets for their performance at the end of each year in writing and mathematics. This is good practice. However, teachers do not yet place enough emphasis on the series of steps that pupils need to take to achieve the targets. The school has a policy that provides constructive advice on how to mark pupils' work but this is not yet adhered to by all staff so that, although pupils are rightly praised for good effort, they are not given clear guidance on what they need to do next to improve.
15. The progress of pupils with particular learning needs is regularly checked by the special educational needs co-ordinator. A detailed description of each pupil's difficulties is used to create an individual plan aimed at improving their learning through specific tasks which are often carried out in lessons by a teaching assistant. The plans are discussed with the pupils, who sign them, and their parents. They are reviewed regularly, but the targets for improvement are not always as precise as they might be in order that progress can be measured. For example, a target to "Improve sentence structure and vocabulary" did not make it clear exactly which elements were to be improved. However, another was precise and measurable because it stated that the pupil would "Recognise and order numbers up to 12". All teaching assistants have had specific training, and their support during lessons ensures that pupils with special educational needs make good progress.

The curriculum

The curriculum is good. Very good opportunities for enrichment are provided through a range of

clubs and other activities. Although the school's accommodation is satisfactory, it is used well to promote pupils' learning.

Main strengths

- The curriculum is well planned so that connections are made between subjects and these help promote effective learning
- It provides particularly well for the development of pupils' physical skills and their understanding of the environment
- After school clubs, outside visits and visitors to school considerably enrich the curriculum
- The school actively identifies pupils with special talents so that these can be further developed

Commentary

16. There has been good improvement in the curriculum since the last inspection. The school has consolidated the strengths so that extra-curricular clubs and links with the community continue to enrich the curriculum and have raised standards in physical education. It now plans the curriculum in greater detail and the increased emphasis on practical investigations in science has raised pupils' achievement in the subject.
17. The school has planned the curriculum carefully to identify links between subjects. This helps pupils apply learning from one lesson to what they do in another, and helps emphasise how what they learn in school is related to real life. Pupils with special learning needs are well supported by teaching assistants and benefit fully from all the curriculum has to offer. A consistent thread relating to the school's local environment, and wider environmental issues, runs through the curriculum. Work in geography and science, for example, is linked through consideration of the environment and sustainable development. A notable feature is the school's involvement in a countywide project to reduce waste. This provides a practical opportunity for pupils to learn about and develop their own ways for recycling waste material. Uneaten food from lunches is disposed of by feeding it to worms that convert it into usable compost for use in the school garden, which is also tended by a group of pupils in their own time. This also provides opportunities for the practical application of mathematics and science skills when pupils measure amounts and carry out a variety of calculations to record what they have done. The theme of conservation of the natural world is further emphasised in art, for example, where pupils' work frequently aims to draw attention to endangered species and, in one particularly good example, was actually produced on recycled paper.
18. Particularly effective use is made of people from outside the school who have a special expertise in subjects such as art and music. Pupils work with real artists and this provides them with the experience of using different materials under expert guidance. A good example of this is the large mural on the side of the building which is not only attractive, but also enhances facilities for children's play. The school's good provision for the arts has been acknowledged by the award of the nationally recognised Silver Artsmark.
19. Staff give generously of their time to running after-school clubs and activities and this also enriches and extends the curriculum for pupils. This is significant as the school assiduously identifies pupils who have a special talent and seeks to develop these, often through this part of its work. As well as art, drama and ICT, a particularly good example is the range and quality of extra-curricular sport. Tuition in rugby and cricket is provided by qualified coaches. It is also available in tennis, in which the school is under-9s county champions, and a Year 6 pupil recently produced the fastest serve at Wimbledon for a child of her age. The quality of the physical education curriculum, and of extra-curricular provision, has been recognised through the award of the national Gold Activemark.

20. Visits to local places of interest, such as a Victorian village school, also help to bring pupils' learning to life. The many benefits pupils accrued during a residential Year 5 and 6 visit to York are evidenced by the displays of photographs and pupils' work. All parents express positive views about these and other aspects of the curriculum, because they help pupils mature and prepare them well for secondary school. Inspectors agree with these views.

Care, guidance and support

The school takes good care of its pupils, who settle well at school and feel safe. Pupils are listened to and their views are taken seriously by the school.

Main strengths and weaknesses

- The school is a caring community and staff show concern for pupils' welfare
- Procedures for monitoring pupils' progress do not give them a clear idea about what they can do to improve their work
- There are very effective arrangements to help new pupils settle into school

Commentary

21. The school provides a well maintained and stimulating learning environment. The buildings and grounds are well cared for. There are appropriate policies and procedures relating to health and safety, and regular risk assessments are carried out. The requirements for child protection are now met, which is an improvement from the last inspection when it was a key issue to be addressed. Staff understand how to deal with any child protection concerns. Awareness of healthy living is promoted well by the school. Pupils are taught the importance of exercise and learn about the types of food which are good for their health.
22. There is a strong ethos of care and pupils are well supported in their daily school life. All staff know them well and are familiar with their background and circumstances. They are sensitive to any changes in attitudes, behaviour and performance. Pupils feel safe in school and confirm they feel confident they can talk to teachers and teaching assistants if they have any problems. Parents are pleased with the care their children receive and feel their children are treated fairly. They particularly value the wide range of activities and visits which their children find interesting and enjoyable. Pupils with special educational needs are well cared for and are fully integrated into the school.
23. The induction arrangements for children entering the reception year are very good. There is a very close partnership between the kindergarten based on site and the village playgroup, and so children are used to the environment and the people before they join the school. Parents are particularly pleased that the school is flexible about when a child is able to start school full-time. The school acknowledges pupils' efforts and achievements, both in and out of school, at a weekly celebration assembly. Pupils feel they can turn to an adult if they need help and the school provides effective support for a number of pupils who have particular emotional needs. Teachers do not yet analyse pupils' work well enough to identify the next steps in learning and consequently few pupils have a clear idea about what they need to do next to improve their work. A new system for providing individual targets to help their learning has been introduced this year but has not yet had time to make an impact on raising pupils' attainment.
24. The school involves pupils in determining school rules, and seeks their views, informally, through class discussions and assemblies. They were consulted, for example, on the development of the school playground, and the selection of names for the house system. Although they are not given a formal role in influencing the work of the school, pupils spoken to during the inspection said they felt confident and comfortable in expressing their views, at any time, to members of staff. They value the range of clubs they may join and the visits and

residential journeys they undertake. All this helps them to develop a strong sense of involvement and participation.

Partnership with parents, other schools and the community

Partnership with parents, other schools and the community is good. The school has established good links with parents and very good links with the community. Links with other schools are good.

Main strengths

- Pupils gain a great deal from their involvement in the village and wider community
- Parents are supportive of their children's education and are involved well in school life
- Pupils are prepared well for secondary education and transfer procedures are good

Commentary

25. The great majority of parents are positive about the work of the school, and feel their children make good progress. They appreciate the genuine 'open door' policy and take advantage of this to talk to staff on an informal basis. They find the school approachable and most feel their suggestions and concerns are taken seriously, although the school does not formally seek parents' views in any systematic way.
26. Parents are provided with good information in the form of a regular newsletter, the 'Carleton Chronicle' which gives details of school activities and information about forthcoming events. Pupils' annual reports provide parents with a clear picture of the progress their child is making, and the best examples give helpful information on how pupils can improve.
27. A significant number of parents help on educational visits and in providing transport to sports matches and other events. Parents' consultation meetings are well attended, and there is strong support for school events such as the annual drama production. A hard-working and active Friends Association regularly holds popular fundraising and social events. Funds raised are used to improve the school environment and resources, and to subsidise school trips and other events.
28. The school has very good links with the local community. It is an integral part of the village, which helps pupils develop a sense of belonging to a community. Pupils visit the local church for services, and the vicar takes assemblies in school. The village hall is regularly used as a venue for school productions, to which people from the village are invited, and the school takes part in local events. Recently, the school held an art exhibition where pupils' work was displayed, and three of the paintings were chosen to be presented to the Norfolk and Norwich University Hospital's children's ward. Every year local elderly people are invited to the school for a Harvest Lunch when pupils serve them with soup and bread which they have made themselves. Pupils benefit greatly from the many visits and trips within the immediate and wider community.
29. The school has good links with other schools through its membership of the local primary schools cluster group. Pupils take part in sporting fixtures with other schools, and other primary schools are invited to attend professional theatre productions held at Carleton Rode. There are strong links with the local secondary school to which the majority of pupils transfer. The school has developed good transition arrangements, particularly for pupils with special learning needs, and including the transfer of information relating to pupils' academic and social skills. Pupils benefit from an induction day at the secondary school, and secondary school staff take assemblies at Carleton Rode. As a result, pupils are well prepared for the next phase of education when they leave.

LEADERSHIP AND MANAGEMENT

The leadership of the school is satisfactory overall. The leadership of the headteacher is good and he has already identified priorities for improvement. Day-to-day management of the school is satisfactory. The school governors contribute satisfactorily by ensuring that the school fulfils its statutory duties and is improving.

Main strengths and weaknesses

- The headteacher's good leadership has brought about significant improvement, and has built a staff team committed to further improvement
- Governors are taking an increasingly effective role in school improvement
- The use of information about pupils' progress is not yet rigorous enough, and priorities in the school improvement plan are not sufficiently focussed on raising achievement in English and mathematics
- Provision for pupils with special learning needs is managed effectively so they achieve well

Commentary

30. Leadership overall is satisfactory but the leadership of the headteacher is good. His collaborative style of leadership has secured the commitment of the staff. He provides a good role model and clearly communicates his own values of celebrating achievement in all areas, not just in academic subjects. During his time at the school there has been significant development; in particular, he has worked hard to secure the good behaviour seen around the school and has raised pupils' achievement in science and physical education. He has recognised the need to improve consistency in the quality of teaching and, with the chair of governors and the English subject leader, he has introduced observations of lessons to advise teachers on improvement.
31. The school has a plan that sets out priorities for improvement. However, these are not sufficiently clear to bring about improvement and raise achievement, particularly in English and mathematics, because they do not make explicit what is to be achieved and how success will be measured. For example, strategies identified to raise attainment in boys' writing are to "provide additional computer software" and to "give individual support". The plan does not specify exactly where the weaknesses lie, or how much improvement it would be realistic to aim for and how this will be measured.
32. Governors fulfil their statutory duties and give freely of their time. Many are newly appointed and all are enthusiastic and keen to provide active support. The chair of governors works effectively with the headteacher and meets with him weekly, as well as observing lessons and discussing these with him. As a result, she is very well informed about the work of the school. All governors receive regular information from the headteacher and they are aware of the school's achievements. As the school is now beginning to analyse pupils' performance in more detail, they are developing an increasing awareness of what the school needs to do to improve. Governors are aware of their responsibility to act as a critical friend to the headteacher and have indicated they wish to have a specific role in evaluating the School Improvement Plan. They are well placed to help the school improve further.
33. The school day and arrangements for the administration of the school's finances are managed efficiently and effectively. Expenditure is carefully planned so that savings can be used to offset anticipated shortfalls and, for example, maintain staffing levels as has been necessary during the last school year. Systems for managing staff performance are in place so that staff training needs are identified, although these are not always linked as closely as they might be to priorities in the school improvement plan. The newly established procedures for assessing pupils' progress are not yet providing sufficient information to accelerate improvements in English and mathematics.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	Balances (£)
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Total income	180,885
Total expenditure	203,795
Expenditure per pupil	3,639

Balance from previous year	24,472
Balance carried forward to the next	1,562

34. The school manages the retention of staff well. All staff benefit from appropriate training, they enjoy working within the ethos of a small school and teaching assistants are used well to make teachers' work more effective. This is particularly noticeable for pupils' who have special learning needs. The headteacher and special educational needs co-ordinator manage the team of teaching assistants well. Regular discussions with them about pupils' progress and individual learning plans, ensures that pupils are supported well during lessons and make good progress. The school makes a good contribution to initial teacher training.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good.

Very good, flexible induction procedures give children a good start to their time in school. Children, often the youngest, who find the transition from home to school difficult can attend part time until they become more confident. During their Reception year most children achieve the goals they are expected to in all areas of their learning, with many exceeding them in their personal and social development, their knowledge and understanding of the world and, particularly, their physical development.

Teaching and learning are good. Teachers continuously observe children while they are engaged in their daily activities, assembling useful information on what the children can do. Observations were most effective when used to identify the next steps children need to take so that, when children were given tasks that were closely matched to their ability, their learning was good.

Leadership and management of the Foundation Stage are good. The Foundation Stage teacher has a good understanding of how young children learn and a commitment to ensuring they receive their entitlement to an appropriate curriculum even when taught in a mixed-age class. She has also made arrangements with the on-site kindergarten so that children benefit from more spacious accommodation for part of the week.

Improvement since the last inspection is good. The school now has an outdoor area which is used well to promote learning across all areas of the curriculum and has resulted in many children achieving very well in their physical development. Children's knowledge and understanding of the world, and their personal and social development have also improved and are now good.

Personal, social and emotional development

Provision in personal, social and emotional development is good.

Main strengths

- Teachers know the children and their families well and relationships with them are good
- There are carefully planned opportunities throughout the day for children to engage in play, and to develop their personal and social skills
- Children are caring towards each other and towards living things

Commentary

35. Because there are few children in the year group, adults know them well and are sensitive to their individual needs. The school has a very good partnership with the on-site kindergarten and uses this provision in a creative way in order to ensure the children have opportunities to play and to choose activities for themselves. Children play well together, taking turns. They learn to concentrate well, are confident and develop good attitudes to learning. Adults insist children say "please" and "thank you" and children soon learn to do this without prompting - most of the time!
36. Teachers and other adults act as good role models. In one very good lesson, children were engrossed in watching a child's pet tortoise. There was a real sense of awe and wonder as they watched its head emerge from its shell and walk slowly across the grass. Children followed the adult's behaviour in talking quietly and moving slowly so as not to frighten it.

37. Children are caring towards each other. They offer to help carry books and boxes for the teacher and comfort each other if they are hurt.

Communication, language and literacy

Provision in communication, language and literacy is satisfactory.

Main strengths and weaknesses

- Teachers are skilled at linking the development of literacy with other areas of learning
- Phonics and letter formation are taught well
- When taught in whole class lessons with Years 1 and 2, tasks are not always well matched to children's abilities
- Teachers sometimes expect children to spend too long sitting on the carpet during a lesson

Commentary

38. Links are made with other areas of learning to help children develop their literacy skills. Children have access to a wide range of books and during the inspection used information books to identify different types of snails and shells when learning about animals. Children have many opportunities for speaking and listening and talk confidently to each other and to adults. More-able children are catered for well. As they become more capable and know their sounds well, they often work with the older children. Phonics and letter formation are taught effectively; children are encouraged to sing middle vowel sounds and most children are able to identify these and write their first names accurately. Teaching assistants provide good support for children's learning.
39. When the children join in literacy lessons with the older pupils, they are sometimes expected to sit on the carpet for too long with the result that they become restless. During these whole class sessions, tasks are not always matched well enough to their needs. For example, when children had listened to a story about an emperor penguin's egg, they were not given the opportunity to retell the story in their own words or to write some facts for themselves. Instead, they were asked to fill in missing words in sentences that had previously been written out for them, providing the more capable children with insufficient challenge.

Mathematical development

Provision in mathematical development is satisfactory.

Main strengths and weaknesses

- A good range of practical activities helps to develop mathematical skills
- Children learn to count accurately
- Opportunities are sometimes missed to promote mathematical development in other areas of learning
- Children are sometimes expected to spend too long sitting on the carpet during a lesson

Commentary

40. Children attain standards that are in line with national expectations. They enjoy singing number rhymes and count their fingers accurately when singing songs such as "One, two, three, four, five." Teachers provide a good range of practical activities which help to develop mathematical skills. For example, children play skittles to help them understand subtraction and lay shells out in pairs when counting in twos. This makes learning effective because children are involved, active and having fun.
41. Opportunities to develop mathematical skills are sometimes not used. For example, when children were observing shells they were not encouraged to sort them or describe their shapes.
42. When children are expected to sit and listen for too long during lessons with the older pupils, they lose concentration and become fidgety and restless and so do not learn as effectively as they might.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is good.

Main strengths

- Children are given a wide range of first hand experiences which develop their natural curiosity
- Resources are good and used effectively to promote learning

Commentary

43. Teachers make good use of the school and its grounds to extend children's knowledge. Children are given a wide range of opportunities to investigate objects and materials by using all their senses. For example, when handling clay, they are encouraged to describe how it feels and to compare it to *Playdough™*. Children examine the detail on snails and shells using magnifying glasses. Children know they must handle shells gently because they are fragile. They enjoy building with construction toys and concentrate well whether they are working on their own or with other children. Occasionally, there are missed opportunities to extend children's learning when children's own observations are not followed up. For example, when a child wrongly described the tortoise as hibernating, his misunderstanding of the word was not identified and corrected. All children are meeting the expected standards in this area and many are exceeding them.

Physical development

Provision in physical development is very good.

Main strengths

- Children are given a very good range of opportunities to develop their skills
- Consistently good teaching combined with a whole school focus on physical education and a wealth of opportunities to refine and practise their skills means children achieve very well in this area

Commentary

44. Children in the Reception year benefit from facilities provided for children in the kindergarten where they are given opportunities for large-scale play involving both indoor and outdoor equipment. During playtimes they ride their bikes around the playground confidently yet carefully. Children show very good control when bowling hoops in a PE lesson. They throw beanbags into a hoop with a good degree of accuracy and can throw a ball in the air and often catch it when it comes down. Children are given the opportunity to learn tennis and this early start is a major contributory factor in the school's success in this area. Children also have opportunities to practise more fine motor skills; they glue and stick carefully and handle delicate objects with care. This was demonstrated when two boys persevered and succeeded in constructing a fence for the farm, a task which required a high degree of dexterity. There has been very good improvement in this area since the last inspection and standards are well above average.

Creative development

45. There was not enough time to gather sufficient evidence during the inspection to make an overall judgement on provision in creative development.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- Pupils are given good opportunities to develop their speaking and listening skills
- Pupils' progress is not systematically assessed so that the information can be used to help them improve
- Good opportunities are provided for pupils to practise their writing, and to support their learning, in other subjects
- Pupils with special learning needs are fully included in lessons because they are well supported by teaching assistants

Commentary

46. Standards overall are average at the end of Years 2 and 6, and pupils' achievement is satisfactory.
47. Teaching is satisfactory overall. In the most effective lessons, pupils make good progress because the teacher provides clear and concise explanations, activities are matched to pupils' abilities, and those with special learning needs are well supported by a teaching assistant. In a good Year 1 and 2 lesson, a brisk introduction focussed on what pupils had already learnt in previous lessons, and then took them systematically through the objective for this one – to use an index and other textual features to get information from a book. Using a special 'big book' the teacher was able to demonstrate very clearly how to do this. Pupils then moved on to activities to practise doing it for themselves. While lower attaining pupils had a carefully structured task, more able pupils were provided with greater challenge, including searching an internet site, to engage their interest and extend their skill. The teaching assistant ensured the least able pupils had help to complete their work successfully. In lessons where teaching is less effective, too much time is spent explaining factual information to pupils without inviting their questions or contributions, particularly at the beginning of the lesson.
48. The school provides many opportunities for pupils to develop their skills in speaking and listening. They concentrate and listen with interest when teachers explain detailed information in a clear way. This was seen in a good Year 3 and 4 design technology lesson in which pupils gave detailed reasons for using some materials and not others, and when a Year 6 boy linked the teacher's lucid explanation of nutrition in a science lesson to the idea of teamwork which had been discussed in that morning's assembly. Effective questioning by teachers helps pupils give clear and considered responses, as when a Year 2 pupil was helped to link cause and effect in his explanation of how song thrushes may be killed after eating slugs poisoned by a gardener. A strong emphasis is placed on drama, and video evidence of the school's performance of Cinderella demonstrated pupils' ability to speak clearly and in a manner appropriate for the audience.
49. Pupils enjoy reading and talk confidently about what they read. The school's assessments, and judgements made during the inspection, indicate that most pupils are reading at a level appropriate for their ability. In addition to the daily literacy lesson, all classes allocate a specific time for reading, during which groups read particular texts and are guided by an adult. Careful notes are kept by the teacher of Years 1 and 2 that show the range of books being read and the progress made by pupils together with helpful comments on what they can and need to do. Notes are not as comprehensive in other classes and so they are less useful in helping teachers to match books to pupils' interests and abilities.

50. Pupils' writing is satisfactory and opportunities are provided for them to write in a range of situations. Many write at length in their history work, describing how it felt to be a child in a Victorian school, or an account of Queen Victoria's funeral. Good practice is evident in Year 1 and 2 where all pupils write about the science investigations they have carried out, and do not need the support of commercial worksheets. Teachers have recently begun to assess pupils' writing but this is not yet done on a regular basis, nor is it done thoroughly enough to give teachers, and the pupils themselves, a clear understanding of what they need to do to improve. Although some targets for improvement have been set for pupils, many are too general to give clear guidance to the pupil or to allow the teacher to measure any progress made.
51. Leadership and management are satisfactory. Lessons are now observed on a regular basis, and the subject leader has begun to check samples of pupils' work. Reading is tested regularly and pupils' progress in writing is now being assessed annually with national tests. However, the strategies specified in the school improvement plan to raise attainment in mathematics are not sufficiently detailed and do not make it clear how progress will be measured. Although space is tight, the school has a small, but properly classified, library and an adequate range of appropriate resources. Strengths identified at the last inspection have been maintained and improvement has been satisfactory.

Language and literacy across the curriculum

52. Good use is made of language and literacy across the curriculum. Many opportunities are provided, as indicated above, for pupils to write about and discuss what they are learning in other subjects, and pupils turn readily to written material to research information.

MATHEMATICS

Provision in mathematics is satisfactory.

Main strengths and weaknesses

- Good opportunities are provided for pupils to develop their mathematics skills in other subjects
- Pupils with special learning needs are supported well in lessons
- The school has not identified clear strategies to raise attainment in mathematics

Commentary

53. Standards in mathematics are average and pupils' achievement is satisfactory. Pupils with special educational needs achieve well because they are well supported by teaching assistants who have been well briefed on what they need to do.
54. The quality of teaching is satisfactory overall. Teaching is most successful when pupils are actively involved, and given work that is suitably challenging. Younger pupils responded enthusiastically to a mental arithmetic game when they had to identify pairs of numbers that totalled 20. They responded instantly with the correct answer of 13 to the teacher's prompt "I say 7, you say –?" and as the game continued, they demonstrated that their knowledge of numbers that add up to 20 was secure. Older pupils working on ratio and proportion enjoyed working in pairs to solve problems such as finding the cost of 425g of chocolate drops if £1.20 will buy 100g. The teacher's clear explanations and high expectations meant pupils concentrated hard, worked effectively together and achieved well. Where teaching was less successful, teachers spent too much time talking to the whole class and so there was not enough opportunity for pupils to get on and practise their skills. When this happened, pupils became restless and lost concentration and their progress slowed as a result.
55. Leadership and management of mathematics are satisfactory. The subject leader observes lessons to check the quality of teaching and advise teachers on how to improve, and has

ensured that staff receive appropriate training. The school has begun tracking pupils' progress each year but assessment is not used effectively to plan the learning for subsequent lessons. Although pupils now have targets for improvement, they are newly introduced and, as yet, few pupils understand exactly what it is they have to do next to improve. The procedures introduced for checking the quality of teaching and greater use of mathematics in other subjects indicate that the school has made satisfactory improvement since the last inspection.

Mathematics across the curriculum

56. The use of mathematics to support pupils' learning in other subjects is good. A higher-attaining pupil in a Year 2 English lesson, for example, after researching facts about penguins quickly calculated that it would need three penguins weighing 30Kg to balance a 90Kg man on a see-saw. In a geography lesson, also in Years 1 and 2, pupils discussed fractions of turns and knew they needed to make a quarter turn from North to East. Pupils use mathematics in science and geography to organise and present information clearly, and to use this information to draw conclusions. This was demonstrated when more-able pupils in Year 6 drew accurate line graphs to demonstrate the stretch of an elastic band.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- Pupils achieve well because of the strong focus on learning through practical first hand activities
- Teachers know the subject well so new ideas are clearly explained and pupils learn effectively
- Marking does not identify what pupils need to do next to improve

Commentary

57. By the end of Years 2 and 6 standards in science are above average and pupils' achievement is good. Pupils achieve well because there is a strong focus on learning through first hand experiences and practical investigations. Work on the environment means pupils learn about issues that are made relevant and important to them and the school grounds are used imaginatively for work on plants and animals. There are good links with other subjects, especially geography and mathematics.
58. By the end of Year 2, pupils carry out simple investigations and record their results in a table. They make predictions and more-able pupils are beginning to draw conclusions from their work. By the end of Year 6, pupils plan investigations, carry them out methodically and draw conclusions. They have a clear understanding of the concept of fair testing. Pupils, especially those who are more able, apply the knowledge they have learned. For example, having separated salt from water, they suggest how other mixtures can be separated.
59. The quality of teaching and learning is good. The subject leader has good subject knowledge and explains concepts and new ideas clearly so that, overall, pupils acquire good knowledge and skills. The school lays appropriate emphasis on developing skills of scientific enquiry through practical work that is well matched to pupils' abilities. Whilst Year 2 pupils drew flow charts to show the effect of slug pellets on the life cycle of a song thrush, Year 1 children thoroughly enjoyed making a "hotel" for wildlife. They knew that cardboard tubes would be suitable habitats for snails and slugs because they would prefer dark places that would provide shade and shelter. This lesson was successful because it built on prior learning and interested and involved the pupils in practical activity. Pupils use scientific vocabulary accurately; Year 6 pupils understand the difference between nutrients and nutrition and those in Years 1 and 2 describe terms such as "dormant" and explain what is meant by a force. Pupils take pride in

their work and present it carefully. Diagrams are carefully drawn and accurately labelled. Although work is regularly marked, marking is confined to ticks and encouraging comments and does not identify what pupils must do in order to improve.

60. Leadership and management of the subject are good. The subject leader teaches two classes and observes and advises on teaching in the third. As a result, he is able to ensure that all pupils achieve well. Improvement since the last inspection has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY

It is not possible to make a judgement on the provision in information and communication technology (ICT) because no complete lessons were observed during the inspection. Judgements have been supported, therefore, by evidence from pupils' written and printed work, their use of ICT in other lessons, teaching plans and discussions with staff.

Main strength and weakness

- Pupils use computers effectively for their work in other subjects
- All aspects of the subject are taught, although some are covered in less depth than others

Commentary

61. Standards by the end of Years 2 and 6 are average and pupils' achievement is satisfactory. Satisfactory improvement has been made since the last inspection. Although standards then were similar, the school has improved its resources, particularly with the addition of a set of wireless laptop computers, and pupils use them with confidence.
62. Pupils use computers to produce attractively presented writing. They use different fonts, import pictures into their documents and present their work in a variety of forms, such as a Christmas newspaper. They are beginning to communicate using e-mail and, although this is an aspect of ICT that is less well developed, the planning of work in other subjects rightly emphasises its use. Plans for geography in Years 3 and 4, for example, require pupils to e-mail pertinent questions about the environment to government agencies.
63. Computers are used effectively to develop pupils' research skills. For example, in a Year 1 and 2 English lesson which focussed on ways of obtaining factual information from books, more-able pupils successfully searched an internet site to answer questions about penguins. Older pupils also use them to analyse and present data. Work in science and mathematics was linked, for example, when Year 5 and 6 pupils collected and drew conclusions from information about the nutritional value of breakfast cereals which had been presented and printed in graphs and charts.
64. Pupils in Years 1 and 2 control a programmable robot as it navigates around the floor, and older pupils learn to program a 'turtle' to describe manoeuvres and draw shapes on a computer screen. Older pupils also combine text, graphics and sound to model scenes from Macbeth. However, the school recognises that controlling events and collecting information about them are two aspects of the subject that pupils need to experience in greater depth.
65. Leadership and management are satisfactory. The subject leader checks standards of work and has identified aspects of the subject that need to be developed further. This is carried out informally and so, because samples of pupils' work are not systematically collected and assessed, the school does not have a clear written plan for improvement. However, pupils in Years 3 and 4 have begun to evaluate their own work using a checklist and this is a useful way for the school to begin to evaluate pupils' progress.

Information and communication technology across the curriculum

66. During the inspection, the information about pupils' work in ICT was drawn from examples of its use in other subjects, indicating that its use in supporting pupils' learning across the curriculum is satisfactory.

HUMANITIES

Insufficient time was available during the inspection to make detailed judgements on provision in geography and history, and so these subjects were sampled. Religious Education was inspected separately by a representative of the Diocese and is not reported here.

67. Only one **geography** lesson was observed during the inspection. However, evidence from pupils' work, both in their books and on display, indicates that national curriculum requirements are being met and that standards are in line with those expected nationally.
68. The school has developed very effective cross-curricular links in geography. Improving the environment has a high profile in the school and pupils know about waste management and recycling. The school Waste Action Club analysed the contents of rubbish bins and developed a scheme to reduce waste. This involved building a wormery, a compost bin and recycling plastic bottles. Pupils learned about recycling paper, which has resulted in them shredding all the school's waste paper for sale as pet bedding, and enjoyed the challenge of bringing a "waste free lunch" to school. The Year 5 and 6 class has considered issues of renewable energy and more-able pupils understand the advantages and disadvantages surrounding these.
69. Geography is promoted through art, for example, when work is based on themes such as endangered species. As part of their literacy lessons, younger pupils learn about Antarctica when reading "The Emperor's Egg." Older pupils learn about climates in contrasting localities and present their work in the form of tables and charts. They use these to draw conclusions about the wettest, driest, coldest and warmest months. Younger pupils learn about their immediate locality. They study their own village, make maps of their journeys to school and begin to use geographical vocabulary when talking about directions. They know the area called "*Flaxlands*" is so called because flax was grown there. They also learn about localities that contrast with their own, such as a sheep farm in Wales.
70. No **history** lessons were seen during the inspection. However there is evidence from pupils' work and photographic evidence, that the requirements of the national curriculum are being met and standards are in line with those expected nationally.
71. Teachers are keen to make history come alive. Visits outside school, including school residential trips, enrich the curriculum. Photographs show that pupils on a residential visit learned what it was like to live in World War 2. They dressed up in period clothes and handled artefacts. Pupils learn about their own school's history and enjoy the insights the log book gives. Older pupils extend their literacy skills by writing stories set in Victorian times. They show empathy when reflecting on what it was like to be a pupil on their first day at a Victorian school. Pupils in Years 3 and 4 attempted writing copperplate script and made a Victorian doll's house.
72. Younger pupils learn about changes in their lives by looking at artefacts from long ago and other sources of information such as diaries and pictures. They learn about famous people from the past such as King Harold and William the Conqueror in their work on castles. Pupils in Years 5 and 6 have researched famous Victorian people such as Charles Dickens. They are able to describe some of the changes, events and people of Victorian times, although they are not yet encouraged to evaluate how the sources of information may influence their accuracy.
73. Pupils take pride in their work and it is well presented although, when it is marked, written comments are confined to encouraging remarks and do not indicate what pupils could do to improve.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was not possible to gather sufficient evidence on design technology and music during the inspection to make a judgement on provision in these subjects. However, scrutiny of planning and discussions with teachers indicate that the requirements of the national curriculum are being met.

Art and design

Provision in art is good.

Main strengths

- Pupils achieve above average standards
- Good use is made of artists in the local community to enhance pupils' experience of art

Commentary

74. Although only one art and design lesson was seen during the inspection, additional evidence from pupils' work, and from talking to pupils and staff, indicates that pupils reach above average standards because they experience a wide range of activities, including the use of ICT to create images, and these are supplemented by an after-school art and craft club. Local artists are regular visitors to the school, when they work with pupils to produce work, often on a large scale, such as wall friezes and murals.
75. Although they do not use a sketch-book in which to practise and refine their drawing technique, and record the development of their skills, pupils have completed careful close observational drawings and paintings. Work is displayed very well, particularly in the school's annual art exhibition, so that all achievement can be celebrated. Pupils in Years 1 and 2 have drawn pencil portraits, and have experimented with colour when developing the portraits in paint. They have mixed colours to paint animals in an attractive 'web of life'. Older pupils learn about different artistic traditions, so that they produce attractive pictures of ripples on water when they paint in the style of Georgia O'Keefe, and abstract designs based on those of Kandinsky. Pupils use clay, papier-mâché and other materials to produce their own models and these, too, are displayed well so that all can enjoy them. Pupils have printed their own fabric on which they have sewn pictures to create an attractive quilt to be displayed locally.
76. The subject is well led and managed. As a result, there has been good improvement since the last inspection. The school has also been awarded the nationally recognised Silver Artsmark which recognises the good quality of its curriculum.

Physical education

Provision in physical education is very good.

Main strengths

- Teaching is consistently good throughout the school
- A wide range of after-school activities, led by knowledgeable staff, make a significant contribution to pupils' achievement

Commentary

77. Standards are well above average because teaching is consistently good, the school has created good facilities within its accommodation and the curriculum is supplemented with good quality after-school activities.
78. Pupils in Years 1 and 2 made good progress in a lesson to improve their ball skills because, after appropriate warm-up activities when they were encouraged to consider the effect of exercise on their bodies, they were kept fully involved in relevant tasks that developed these skills. The teacher expected high standards, so the level of challenge kept pupils interested and they co-operated well with each other. As a result, they enjoyed the activities and were determined to improve. Significantly, a Year 1 pupil, whose physical skills were less well developed than those of others of his age, achieved well to be able to dribble a football around cones. A very good lesson for Year 5 and 6 pupils also involved them in continuous, and progressively challenging, activity. Expectations were raised and met because the teacher provided explicit coaching on how pupils' technique for hurdling could be improved. As a result, all pupils concentrated throughout the lesson and their very good progress was evident when their efforts were timed and compared with previous bests.
79. After-school football, rugby and cricket are provided and taught by qualified coaches. A regular tennis club is also provided by a knowledgeable member of staff and pupils from the school have won the Norfolk under-9s tennis championship.
80. Leadership and management are very good and have resulted in the award of the nationally recognised Gold Activemark for the quality of the school's provision. Improvement since the last inspection has been very good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Insufficient time was available during the inspection to make detailed judgements on provision in personal, social and health education and so, as no direct teaching was observed, this subject was sampled.

81. The school's ethos of care, together with its links with the church, underpins **personal, social and health education**. The youngest pupils learn the importance of keeping to rules and begin to understand that everyone has a right to be heard politely. They begin to learn about the effect of exercise on health and how medicines help us stay healthy if used properly. As pupils move through the school, these ideas are widened to consider the implications for living within a community and the need for individuals to take responsibility for their own actions and for the welfare of others. Older pupils play an active role in the care of the youngest, looking after them in the playground and at lunch time.
82. Through science lessons and day-to-day routines pupils are taught the importance of, and ways to, keep themselves healthy and safe. Respect and responsibility for the environment is encouraged throughout the school, starting when the youngest pupils learn to look after pets and continuing with older pupils reflecting on how our own actions affect the world.
83. Responses in their questionnaires, and discussions with inspectors, indicate that virtually all parents consider this aspect of the school's work to be one of its strengths.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).