

# INSPECTION REPORT

## **EAST HARLING PRIMARY SCHOOL AND NURSERY**

East Harling, Norwich

LEA area: Norfolk

Unique reference number: 121019

Headteacher: Mr Mark Pickering

Lead inspector: Mr Fred Riches

Dates of inspection: 19 – 21 January 2004

Inspection number: 256019

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:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	218
School address:	Gallants Lane East Harling Norwich, Norfolk
Postcode:	NR16 2NQ
Telephone number:	01953 717221
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Sheena Robson
Date of previous inspection:	28 September – 1 October 1998

## CHARACTERISTICS OF THE SCHOOL

This community primary school takes boys and girls from age three to eleven. Pupils come from East Harling and surrounding villages. There are currently 218 pupils on roll, with a fairly even balance of boys and girls. Twenty-five children attend the nursery part-time and 28 attend full-time in the reception year. The socio-economic background and proportion of pupils eligible for free school meals is within the broadly average band. Children's attainment on entry to the school is wide-ranging within each year group and varies from year to year. Overall it is broadly average, although in two recent year groups it has been below average because of the high proportion of pupils with special educational needs linked to speech and language development. The pupil turnover is low. Almost all pupils are of white United Kingdom heritage, with a very small proportion from European white ethnic backgrounds. All pupils have English as their first language. The number of pupils with special educational needs is broadly average overall, but higher in some year groups than others. Four pupils have statements of special educational need. The school won Schools Achievement Awards in both 2002 and 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23235	Fred Riches	Lead inspector	Foundation Stage Physical education
9779	Suzanne Smith	Lay inspector	
32327	Susan Alton	Team inspector	English Science Geography History Religious education Special educational needs
27698	Gordon Phillips	Team inspector	Mathematics Information and communication technology Art and design Design and technology Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an excellent school.** Pupils of all abilities achieve very successfully. Standards are high. Inspirational leadership, highly efficient management systems, excellent governance and a rich curriculum underpin very high quality teaching. The school gives excellent value for money.

The school's main strengths and weaknesses are:

- Outstanding leadership and management by the headteacher and deputy motivate an efficient, highly committed staff team.
- Very good teaching overall, with several examples of excellence, especially in the Foundation Stage, results in pupils learning enthusiastically and successfully.
- Pupils of all abilities and backgrounds, including those with special educational needs and those with particular gifts and talents, achieve very well in all subjects and areas of learning.
- Standards at age 11 are above or well above average in English, mathematics and science.
- Pupils' attitudes and behaviour are excellent, as a result of very high quality provision for their personal development.
- A rich, broad and well-balanced curriculum is enhanced by many stimulating additional activities.

The school has made excellent improvement since the last inspection in autumn 1998. Standards have risen faster than nationally and all aspects of the school's provision show improvement or have maintained high quality. The headteacher and senior management team show outstanding energy and vision and receive excellent support from staff, governors, parents and the community. There has been excellent improvement in all of the key issues raised by the last inspection; in raising the achievement of higher attainers and improving assessment, monitoring systems, care procedures and the role of governors.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	A	A	B	B
mathematics	B	A	C	B
science	B	A	A	A

*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.*

**Boys and girls of all abilities and from all backgrounds achieve very well.** Tests results show that pupils achieved better in 2003 than their peers in similar schools. Although standards were not as high as in 2002, comparison with the results obtained by the same pupils when in Year 2 in 1999 shows very good achievement by those pupils from Years 3 to 6. In 2003 a much higher proportion of Year 6 pupils had special educational needs than in 2002. Standards at both ages seven and eleven have risen faster than nationally since the last inspection. In 2003, Year 2 contained a high proportion of pupils with special educational needs, including just under half needing extra support with speaking and listening, reading and writing. The average standard in writing and mathematics and the just below average standard in reading reached by this year group represent very good achievement by pupils of all abilities. Within a class where so many pupils required extra support, it is significant that higher attainers did very well, a good proportion of pupils reaching standards above those expected for their age in reading, writing and mathematics.

Children in the current nursery and reception classes, with a wide range of ability on entry, show excellent achievement. Almost all pupils now in Year 1 reached the goals expected by the end of their reception year and several exceeded these in all six areas of learning. Pupils' achievement in Years 1 and 2 and in Years 3 to 6 is very good. Standards in Year 2 are average in mathematics and above average in reading, writing and science. Standards in Year 6 are above average in mathematics and well above average in all aspects of English and science. They are above or well above average in all other subjects. In art and design and physical education, pupils' achievement is excellent, and it is very good in religious education and all other National Curriculum subjects.

**Pupils show very positive personal qualities as a result of the school's very good provision for their spiritual, moral, social and cultural development.** Pupils' attitudes, behaviour and relationships are excellent. All staff provide positive role models and implement agreed procedures consistently. Attendance is very good. Pupils arrive punctually.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is excellent. The quality of teaching and learning is very good overall.** The very good quality of learning by pupils of all abilities and backgrounds is due to the very high quality of teaching and the inclusive ethos of the school, which encourages all to 'do their very, very best'. Excellent teaching and support in the nursery and reception, together with very good teaching in Years 1 to 6, including further examples of excellence, promote very successful learning. Teachers' planning is extremely thorough, with activities and tasks clearly targeted to support and challenge pupils of all abilities. Teaching assistants are very effectively deployed throughout the school and make a significant contribution to pupils' learning, especially in support of pupils with special educational needs. The quality of assessment is excellent. Teachers predict and check pupils' progress very effectively from term to term and year to year. Day-to-day assessment and marking are highly effective. Teachers ensure that pupils and their parents know what to do to help them move on. The school offers a stimulating, broad and balanced curriculum, with excellent enrichment through a range of visits and an outstanding array of additional activities. It provides very good care, support and guidance for all pupils. Its partnership with parents is excellent. These very positive aspects of provision contribute significantly to pupils' positive attitudes to school and to their high achievement.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are excellent.** The governing body fulfils its functions in an exemplary, highly committed manner. The headteacher's vision, energy and drive motivate all staff and pupils, who show a real pride in their school. Strong leadership from the senior management team sustains high staff commitment and promotes a very positive ethos. Subject co-ordinators are highly effective. All staff show outstanding dedication. The school has highly efficient management systems and excellent arrangements for day-to-day administration. Governors are fully involved in all aspects of the school's work. They get to know the school well through an organised series of visits that help them monitor provision and standards. They ensure that all statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils express very positive views about all aspects of the school's life and work. The inspection confirms these. Class teachers and the headteacher are readily approachable. This means that any aspects of concern can be readily discussed. Well over 90 per cent of responses to all but one of the inspection questionnaire statements are positive. A small number (nine per cent) feel the school does not seek or listen to the views of parents sufficiently. This may refer to a lack of formal involvement in school decision-making or possibly to school decisions going against those of the few parents concerned. The inspection was unable to discern any other possible reason. It finds the headteacher and staff very ready to listen and ready to weigh all factors in decision-making. Pupils' views are similarly positive to those of their parents. Almost all like being at school. They feel

they have to work hard, that teachers show them how to make their work better and that lessons are interesting. They find their teachers fair and other children friendly.

### **IMPROVEMENTS NEEDED**

There are no important areas for improvement. Minor aspects for the school to adjust include pulling together its procedures for improvement-planning and seeking the views of pupils and parents as a routine part of this process.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Pupils' achievement overall during their time at the school is very good. Their achievement during the Nursery and Reception years is excellent. Boys and girls of all abilities and from all backgrounds do equally well. Standards reached by the current Year 6 are above or well above average in all subjects.

#### Main strengths and weaknesses

- Pupils of all abilities show very good achievement in a wide range of subjects.
- Achievement in the Foundation Stage is excellent.
- High standards are reached by age eleven.
- In art and design and physical education there are examples of excellence.

#### Commentary

1. The school's results in national tests for seven-year-olds have been rising faster than nationally over the past three years despite the fact that, during the last two years, a high proportion of seven-year-olds have had special educational needs that require extra support in literacy and numeracy. Although standards in reading for pupils aged seven in 2003 were below average and below those of similar schools, the school's records show that pupils of all abilities had made considerable progress. Standards in writing and mathematics were average and records show pupils making very good progress. In 2003, just under half the year group received extra support with speaking and listening, reading and writing. Within this class, the support given to those needing extra help clearly did not prevent teachers challenging higher attainers to meet their potential. An above-average proportion of pupils reached the higher level 3 standard in reading, writing and mathematics.
2. Annual comparative statistics in schools the same size as East Harling reflect variations in each year group's ability. The bald statistics for 11-year-olds in 2003 show lower results than in 2002, but this merely points up the fact that each year group is different in character. The most useful statistics are those comparing this year group's results in Year 6 with the results they achieved as Year 2 pupils. The 1999 standards in reading, writing and mathematics at age seven were considerably lower than any other Year 2 group over the past six years. For these same pupils to reach the national average standard in mathematics and exceed it in English as Year 6 pupils in 2003 was a considerable achievement. Standards at age eleven have also risen faster than nationally since the last inspection.

#### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	27.9 (29.6)	26.8 (27.0)
Mathematics	27.4 (28.5)	26.8 (26.7)
Science	30.0 (31.1)	28.6 (28.3)

*There were 28 pupils in the year group. Figures in brackets are for the previous year*

3. The table shows that the school's performance in tests for 11 year-olds in 2003 was above average in English, average in mathematics and well above average in science. In comparison with schools whose pupils scored similarly in national tests for seven-year-olds in 1999, pupils at East Harling did better than their peers in English and mathematics, and much better in

science. In the previous year, when fewer pupils in Year 6 had special educational needs, standards were well above the national average in all three subjects. Overall the school has stimulated significant improvement in standards since the last inspection, when they were average.

4. The fast improving standards and high achievement are due to consistently strong teaching and support and to the school's inclusive ethos, which stems from the headteacher's leadership. Inspection observations confirm that boys and girls of all abilities and from all backgrounds achieve very well overall in a wide range of subjects during their time at the school.
5. Children in the nursery and reception classes have a very wide range of ability on entry, yet all make excellent progress. Records show children of all abilities achieving very successfully in all areas of learning, and observations of sessions involving personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world confirm excellent achievement in these areas by boys and girls of all abilities. All children except those with identified special educational needs are set to meet the early learning goals in all six areas of learning. The previous year group achieved this and several higher attainers exceeded the goals.
6. Pupils' achievement in Years 1 and 2 and in Years 3 to 6 is very good in all subjects. Standards in Year 2 are average in mathematics and above average in reading, writing and science. Standards in the current Year 6 are above average in mathematics and well above average in English and science.
7. Pupils throughout Years 1 to 6 achieve very well in religious education and more than meet the requirements of the Norfolk agreed syllabus. In geography, history, information and communication technology (ICT) and music, standards seen are above average at age seven and well above average at age eleven. In design and technology, standards are well above average at ages seven and eleven. In art and design and physical education (PE) pupils' achievement is excellent. Standards are outstanding in art and design and in several aspects of PE. This breadth of high achievement is exceptional, reflecting the value the school places on the full range of areas of learning and subjects.
8. Throughout the school pupils with special educational needs make very good progress in all subjects, achieving their targets as quickly as they can. Similarly, pupils with particular gifts and talents are recognised and given the challenges and opportunities that result in their achieving very successfully. The school has noted and acted on differences between boys' and girls' attainment in different year groups, but there is no significant overall difference between the standards reached by boys and girls.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are excellent, as are their relationships with each other and with staff. Provision for their spiritual, moral, social and cultural development is very good. The school's inclusive ethos results in pupils developing excellent personal qualities.

### **Main strengths and weaknesses**

- Pupils' attitudes, behaviour and relationships are excellent.
- Provision for pupils' personal development is very well developed.
- Attendance and punctuality are very good.
- Personal, social and emotional development in the Foundation Stage is excellent.

### **Commentary**

9. Pupils' attitudes and behaviour throughout the school, in lessons, assemblies, at lunchtimes and during breaks, are excellent. These attributes clearly have a very positive effect on pupils' achievement.
10. Both pupils' personal qualities and the school's provision to develop these show good improvement since the last inspection. Consistency among all staff, who follow agreed procedures, drawn up in consultation with teachers, support assistants and midday supervisors, results in all pupils being strongly aware of what is expected of them. The simple code of rewards and sanctions is displayed strategically throughout the school. Both parents' and pupils' questionnaires endorse the positive picture found during the inspection, affirming the school's own view of pupils' positive behaviour.
11. Staff provide excellent role models for all pupils and older pupils set a similarly high standard for younger ones. The school's provision of a wide range of extra activities at lunchtimes and after school, show the commitment of the staff and community to the pupils. The introduction of a school council last year offers genuine opportunity for pupils to become involved in the decision-making processes. Representatives contribute very positively to the development of school grounds, facilities and clubs. They do not yet play a full democratic role during the school's annual review processes but, in the council's first year, representatives show a maturity of thought that is ready for such formal involvement.
12. Provision for pupils' spiritual, moral, social and cultural development is very good overall, and outstanding in respect of their moral and social development. Pupils' relationships with staff and each other are excellent. Pupils of all ages show considerable understanding of the needs and viewpoints of others. Personal, social and emotional development in the nursery and reception classes is outstanding. Children collaborate very well with each other. They are confident in making choices and use equipment and materials with care. They listen carefully and follow instructions well. They show care for those with physical disabilities and any of their classmates who are upset.
13. Pupils and parents feel that the headteacher and staff handle any unacceptable behaviour, including any suggestion of bullying, decisively and extremely effectively. There have been no exclusions in the last few years.
14. Attendance is well above average. The slightly higher than average proportion of unauthorised absence is due to the headteacher's successful strategy in addressing the late arrival of a few pupils. Punctuality in the current year is very good.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.5
National data	5.4	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is excellent. An excellent curriculum and an outstanding range of additional activities support the very high quality of teaching and assessment found throughout the school. Very high quality care and guidance and excellent relationships with parents and the community also underpin the school's overall provision.

**Teaching and learning**

The quality of teaching is very good overall and includes a high proportion that is excellent. As a result of this and the teachers' excellent use of very well developed assessment procedures, pupils of all ages, abilities and backgrounds learn very successfully in all subjects and areas of learning.

### Main strengths and weaknesses

- Teaching is very good overall, resulting in pupils of all abilities learning very successfully.
- Teaching in the Foundation Stage is excellent, giving children an excellent start to school life.
- A mix of excellent and very good teaching in English, mathematics and science results in very high achievement by all pupils in these core subjects.
- Support by teaching assistants and planning for pupils with special educational needs are very good and include examples of excellence.
- The teaching of higher attainers (a weakness at the last inspection) ensures that these pupils are successfully challenged and that those with gifts and talents are recognised and given opportunity to excel.
- Excellent use of well-developed assessment procedures results in pupils and parents knowing what they need to do to make progress.

### Commentary

#### Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8 (24%)	17 (50%)	9 (26%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

15. All lessons observed were of good quality or better, with a very high proportion of very good and excellent lessons. The quality of teaching in the Nursery and Reception classes is consistently very high. The majority of sessions observed in the Foundation Stage were excellent, ensuring that children of all abilities learn as well as they possibly can in a highly encouraging, positive atmosphere. The quality of teaching is very good in Years 1 and 2 and throughout Years 3 to 6.
16. The consistently high quality of teaching includes much that is very good in both key stages and examples of excellent lessons in English and mathematics. This high quality of teaching shows excellent improvement on that seen at the previous inspection, which included only three in ten good lessons and one in ten that was unsatisfactory; the teaching was judged satisfactory overall.
17. Every aspect of teaching in the Foundation Stage is of the highest quality. Extremely thorough preparation and planning underpin every session. The highly structured organisation of resources and daily routines, together with care in the deployment of all staff and volunteers, ensures that all children have regular opportunities to receive focused adult direction and support alongside equally regular opportunities to choose from a range of independent activities. Whether choosing or working under adult direction, children are fully involved in their learning. They sustain interest, share equipment, think hard and put effort into all that they do. The adults in both Nursery and Reception praise the children for what they achieve and the way they go about it. The atmosphere in both indoor and outdoor areas is purposeful. Teachers and assistants continually observe children and note how well they are doing, building up assessment information daily and using this to record each child's development every few weeks. Class teachers track each child's progress and know how to plan activities that will take the learning forward successfully. Teachers foster close relationships with parents through regular daily contact and by providing activities for children to do at home. This effective partnership with parents ensures that children of all abilities have the joint support of home and school, especially in their personal, social and emotional development, their communication, language and literacy and their mathematical development.

18. Pupils of all abilities, including those with special educational needs and those with particular gifts and talents, learn very successfully in Years 1 to 6. There are no weak subjects. The high, and sometimes very high, standards reached show the effort put in by the pupils and the skills, knowledge and understanding they have acquired across the full range of National Curriculum subjects and religious education.
19. Teachers' planning for all subjects is extremely thorough. All teachers show very good, and sometimes excellent, subject knowledge and deploy assistants and volunteer adults very effectively, particularly in support of pupils with special educational needs. Teachers' relationships with their classes are excellent, with the result that no time is wasted on behaviour control. Pupils know what their teachers expect and do their best. They know when they are expected to get on independently and when to collaborate with a partner or in a group. Because teachers make their expectations clear and praise pupils' achievement, boys and girls, whatever their ability, tackle each form of learning equally enthusiastically. Just occasionally initial introductions are a little long or tasks are not fully clear to each ability group, but these occasions are rare, because teachers know their pupils well and prepare tasks that support and challenge them well.
20. All lessons begin with a clear explanation of what pupils are expected to learn and close with a review of what has been learnt. All teachers make their lessons interesting by involving pupils in question and answer sessions, by using their voices expressively, by encouraging pupils to comment and listening to what they have to say, and by keeping a brisk pace to the lessons. In many of the very good and excellent lessons seen, teachers' imaginative presentation of the lesson material stimulated pupils' involvement and made learning thoroughly enjoyable.
21. The teaching of pupils with special educational needs is very good. Pupils' work is clearly matched to their abilities and teachers plan sensitively when and how to support by deploying an assistant or using specific resources. This careful planning and matching of work to pupils' ability and previous learning enables pupils to take part actively in all lessons and to learn as effectively as their peers. Support staff are very well deployed and know the pupils well. Teachers are sensitive to pupils' needs. They encourage effort and set targets that are additional to those set for all pupils in literacy and numeracy. Parents and pupils are aware of these and are involved in regular progress reviews. Pupils' progress is carefully assessed and tracked and their support is continually kept under review.
22. The previous inspection found insufficient attention was given to higher attainers. The school has fully addressed this, as is shown by the much higher proportion of pupils reaching the higher level 3 at age seven and the higher level 5 at age eleven. Pupils with particular gifts and talents are recognised through the school's close assessment systems and teachers ensure that the school seeks ways of extending their skills, knowledge and understanding, often through participation in inter-school events or at activities organised by the local secondary school.
23. Assessment procedures throughout the school are excellent. From observational assessments used to keep track of pupils' progress in the Nursery and Reception years and through the series of tests and teacher assessments administered each year, all teachers play their part in keeping close track of pupils' progress. Through this tracking process, class teachers and senior management decide together who needs extra support and who needs further challenge. Class teachers share targets with pupils and their parents, so that all involved in each pupil's learning know what needs to be done to move forward in English and mathematics. Each year, the school agrees targets in these subjects, in line with National Curriculum level statements, for each pupil. Records show pupils achieving very successfully as a result of very good teaching and shared awareness of how well they are progressing towards their targets. Teachers also keep good records of how well pupils are achieving in other subjects, using a manageable system to show who achieves what is expected, who achieves beyond this and who needs more help.

## The curriculum

The school provides an excellent curriculum that enables boys and girls of all abilities to achieve very well.

### Main strengths and weaknesses

- The school provides an exceptionally rich and varied range of learning activities.
- Provision in all subjects is at least good, and very good in most.
- Provision in the Foundation Stage is excellent.
- Provision for pupils with special educational needs and for the gifted and talented is very good.
- Links between subjects are imaginative and very well managed.
- The range of enriching and stimulating extra-curricular activities is outstanding.
- Accommodation and resources contribute very well to learning, and pupils' work is expertly and attractively displayed.

### Commentary

24. The quality of the curriculum is excellent. The drive of the senior management team and the commitment of all subject leaders to review and develop their subjects and leadership roles have resulted in this huge improvement in quality since the last inspection, when it was judged satisfactory.
25. Topics covered often involve several curriculum areas and yet all subjects are covered in depth. Provision in the core subjects of English, mathematics and science is consistently very good and these subjects take up a good proportion of curriculum time. This is not, however, to the detriment of the aesthetic and creative parts of the curriculum or the humanities. Standards in these areas are uniformly high. ICT is well used in every subject. The school is not complacent, despite the impressive provision at present, and is introducing a range of activities and approaches to further develop pupils' thinking skills and creativity.
26. Curriculum planning for the six areas of learning in the Foundation Stage is exemplary, involving all staff working in the Nursery and Reception areas in a carefully structured pattern involving regular sessional routines, times when the whole class comes together, directed learning in small groups and extremely well organised opportunities for learning through play, using a wide range of accessible equipment and materials. Learning in all six areas stems from the clearly defined roles played by all adults in the two settings, both staff and volunteers. They observe the children following chosen areas of learning or act as partners in small group activities such as role play, and make written assessments, which, when analysed by the two teachers, inform further planning for each individual.
27. Staff give excellent attention to children's creative and physical development and to enabling them to improve their knowledge and understanding of the world. Learning in these areas contributes significantly to children's personal, emotional and social development, to their communication, language and literacy skills and to their mathematical development because of the way the teachers plan links across each area of learning. The continuous use of stories, rhymes and songs in the Nursery develops children's language, including the language of mathematics. The use of outdoor equipment, including the parachute, stimulates conversation alongside play. The involvement of children in using percussion instruments to bring a story to life develops listening skills and children's understanding of feelings and emotions.
28. The extra-curricular provision provided for pupils shows both the school's determination to enrich the lives of pupils and the shared commitment of staff to include every child. In the last year twenty-five such clubs have been organised, covering virtually every curriculum area, including science, nature, all sports, design and technology, library, ICT, and various forms of

music and drama. In a school with quite a small staff this is a most impressive commitment. The school's determination that all should benefit can be seen in the provision of a 'Challenge Club' for gifted and talented pupils and of the many opportunities to play musical instruments. The headteacher obtained funding to purchase a very good set of woodwind instruments and the tuition is provided free, so giving every pupil the opportunity to benefit, whatever their background. The school also makes very good use of visits and visitors. For example, people of different faiths talk about their religions and also deepen pupils' understanding of the multi-ethnic nature of United Kingdom society.

29. At the time of the last inspection, provision for pupils with special educational needs was good, but sometimes the withdrawal of pupils from lessons, for support, restricted access to the curriculum. Provision is now very good. Teachers plan carefully to ensure that activities are matched to pupils' needs, prior attainment and learning. Support staff are very well briefed and deployed. They contribute extremely effectively to the very good progress made by pupils. Occasionally pupils are withdrawn for specific work, but withdrawal is now carefully timetabled within the group activities of the literacy hour.
30. Accommodation and resources are very good, made even more impressive by the imaginative use to which they are put. The play areas are excellent and spacious; the field includes sports areas, a conservation area and an amphitheatre. The inside areas of the school are attractive and made even more so by the excellent standard of display. The extremely clean and tidy appearance of the school is also a real credit to the caretaker and cleaning staff.

### **Care, guidance and support**

The care, the guidance and the support provided for pupils are all very good. Teaching and support staff know pupils well. High levels of mutual respect ensure pupils feel confident and secure. Individual guidance to support pupils' personal development and to ensure individual learning needs are met is given highest priority. Staff and governors are vigilant to ensure that child protection and health and safety requirements are met. In practice they meet these high standards, although full procedures for risk assessment in all circumstances are not yet fully recorded. Pupils know that their views are sought and valued by the school.

### **Main strengths and weaknesses**

- Pupils understand how well they're doing and what they need to do to improve.
- Teachers know pupils very well, enabling high levels of support for their achievement and personal development.
- The very good practice to ensure health and safety needs are met is not always recorded.
- Pupils know their views are valued and considered in planning.

### **Commentary**

31. Relationships between staff and pupils are excellent, ensuring high levels of mutual respect. Teachers have a comprehensive understanding of how well individual pupils are doing and what they need to do to improve. This is effectively communicated, ensuring pupils are very well informed about their learning, progress and targets for further development. Work is regularly marked and agreed marking systems provide effective guidance on how it can be improved. Homework is well planned to extend classroom learning. Pupils' personal development is monitored effectively and recorded in annual progress reports to parents. Parents comment very favourably on the way teachers share information on targets with them and their children throughout the year, thus involving them effectively in a partnership in their children's learning.
32. All staff provide high standards of supervision and care. They know individual pupils very well, enabling them to respond to their needs promptly. All classroom staff are fully aware of child protection procedures and are regularly updated about what to do in the event of concern. The

school makes prompt contact with social services where needed. The school has suitable first aid procedures.

33. No health and safety concerns were identified during the inspection. Governors inspect the premises very conscientiously each year, identifying any hazards, which are suitably prioritised for action, but this inspection is not currently carried out against an assessment of risk. Risk assessments relating to trips and visits are thorough but not recorded. Appropriate arrangements are in place to maintain the safety of equipment and appliances used in the school. Pupils and staff practise evacuation procedures regularly, so that all understand what to do in an emergency.
34. The school council provides a very effective means for all pupils to express their views. They record these in booklets provided for each class. Issues on which they have been consulted and had considerable impact include the development of the grounds and play facilities and the range of extra-curricular activities. Still in its first year, under the guidance of the deputy headteacher, the council has not yet participated formally in reviews of the school's life and work. Class representatives fulfil their roles responsibly and older pupils in particular value the school council highly. Recently, few items have been raised for class representatives to debate and they feel this needs addressing. Current systems for obtaining views and suggestions from classes are largely informal. Class teachers take individual pupils' views into account during regular circle times held for each class. These cover all aspects of personal, social and health education and encourage all pupils to listen and have regard for the views of those who feel differently from themselves.

### **Partnership with parents, other schools and the community**

The quality of the school's partnership with parents is excellent. The school works very well with parents, who hold its work in high esteem and value the access they have to teachers. They are kept very well informed about how their children are doing and what needs to be done for them to improve. Parents' support for the work of the school and their children's learning has a very positive impact on standards achieved. Resources within the local community are used as well as possible to extend and enhance classroom learning.

### **Main strengths and weaknesses**

- Parents hold the school in very high esteem.
- There are high levels of parental support in classrooms and for school trips.
- Parents are very interested in their children's learning.
- Teachers are accessible and respond well to parents' concerns.
- Parents are very well informed about progress in English, mathematics and science.
- Extensive links with the community extend classroom learning.
- Parents feel able to share views, but consultation is informal.



## Commentary

35. There is a highly effective working partnership between the school and parents. It is based on high levels of confidence and supports pupils' learning well. Parents provide excellent support for the school by their presence in classrooms and in the help they offer for the wide range of trips, visits and clubs their children enjoy. The Parent Teacher Association is very effective in the social and fundraising events it organises. Communication from school to parents through the regular newsletters, governors' annual report and prospectus is very clear and supplemented very effectively by frequent additional letters. There are ample opportunities for parents to meet teachers informally both before and after school. Parents are comfortable about approaching staff to discuss concerns. They are confident these will be dealt with well and have no concerns about the lack of formal arrangements for regular consultation. The open evenings each term enable them to see their children's work, raise concerns and discuss progress. Annual progress reports provide very good information about what their children know, understand and can do, their progress and what needs to be done to improve in English, mathematics and science. Teachers set out well defined targets for individual pupils and these, together with regular homework, ensure parents have every opportunity to support their children's learning.
36. The school uses resources within the local community very well to extend and enhance classroom learning. These are particularly effective in supporting personal development, through, for example, links with the police, local fire brigade, visits to theatres and museums, residential visits and opportunities that enable pupils to extend their horizons, involving work for charities and links with the elderly.
37. Arrangements to support the smooth transition of pupils from Year 6 to the next stage of their education are very well planned. They ensure the effective transfer of relevant information about all pupils. Pupils are given every opportunity to become familiar with their new school and their teachers before starting in Year 7.
38. The school successfully involves parents whose children have special educational needs. They receive a booklet explaining the school's provision. When individual education plans are reviewed, parents are fully consulted. The school works very well with a range of outside agencies, including educational psychologists, speech and language specialists and the LEA support team.

## LEADERSHIP AND MANAGEMENT

The quality of leadership and management is outstanding. Leadership, management and governance are highly effective in ensuring excellence in the quality of education provided by the school overall and an excellent school ethos in which boys and girls of all ages, backgrounds and abilities enjoy equality of opportunity and achieve as well as they can.

### Main strengths and weaknesses

- Outstanding leadership by the headteacher, with full support from the deputy and senior management team, gives clear educational direction and ensures commitment, dedication and teamwork from all involved at the school.
- Subject leader roles are very well developed.
- The smooth, efficient management systems keep the quality of teaching, pupils' achievement and the nature of provision in every subject under well-organised review.
- Governors fulfil the role of critical friend of the school in an exemplary manner.

## Commentary

39. The headteacher's leadership is outstanding. His drive and enthusiasm inspire dedication in the whole staff team. The strong emphasis on teamwork, emanating from the headteacher, deputy and senior management team, creates an inclusive and caring ethos, where staff and pupil aspirations are high. Subject leaders have a clear overview of standards and provision in their subjects and receive, in turn, well-organised opportunities to monitor these. Each subject leader has a clear action plan. The school has a series of highly efficient management procedures that ensure thorough review of standards, teaching quality, curriculum provision and care and guidance arrangements. Governors provide excellent support, debating proposed developments, standards and budgetary considerations in depth. Aspects of leadership, management and governance that required attention following the last inspection have been thoroughly addressed. The school has made excellent improvement.
40. The senior management team functions as a highly effective unit. Training in subject leadership has resulted in all class teachers fulfilling these roles knowledgeably and enthusiastically. All subject action plans give clear direction for the current year. Reviews of English and mathematics annually and each other subject in turn give full attention to the quality of the curriculum offered and the standards reached in each subject. The school's agreed focus on creativity and thinking skills has led to a broadening of teaching strategies, developing imaginative approaches to teaching and learning, linking subjects and improving the quality of pupils' thinking and expression throughout the school. The joint leadership of the Foundation Stage by the Nursery and Reception teachers shows excellent knowledge of the needs of young children and strong commitment to observational assessment as the means to check children's progress in all areas of learning and help them achieve as well as they can. The teachers establish an early working partnership with parents that benefits the whole school.
41. The school's efficient and effective staff development and performance management systems stimulate all staff to improve their own skills and work together on agreed school priorities. The school has not yet developed formal appraisal systems for all staff, but organises regular review meetings for teaching assistants and midday supervisory staff that benefit all and improve efficiency. The deputy headteacher's excellent management of assessment procedures and their use, through careful analysis of standards and pupils' progress, results in the setting of challenging, but realistic targets for pupils of all abilities.
42. The leadership and management of special educational needs are very good. The co-ordinator advises and supports staff, and organises professional development. Her action plan is based on a careful audit of provision, carried out with the help of pupils, parents, governors and other staff. This year, a survey of parents of pupils with special educational needs led to the school identifying the need to simplify targets to improve pupils' understanding of what they need to do in order to improve.
43. The governor with responsibility for special educational needs works closely with the co-ordinator and is a regular visitor. She knows the pupils well and is involved in planning and auditing the provision. Governor and co-ordinator monitor the effectiveness of budget use together, including deployment of staff and resources. A strength of the school is the value placed on individual needs and the flexibility of its responses. An example of this is the recent admission of a pupil with cerebral palsy. Staff training was a priority and significant alterations were made to the premises, while the use of space in the nursery and reception areas was reviewed.
44. The governing body fulfils its role with enthusiasm and skill. Governors visit regularly, using a monitoring programme agreed with staff. Performance management targets for the headteacher are clearly linked to priorities for school development. Procedures for meetings of the full body and committees are efficient. The school meets all statutory requirements. Governors are fully involved in budget planning and monitoring. They apply the principles of

best value by keeping standards under review, working in partnership with the headteacher and staff as they challenge themselves to improve provision and raise standards, consulting widely in major spending decisions and looking for competitive prices. Current reserves are set aside appropriately for the further development of disabled access and facilities, development of ICT provision and to cushion the reduction in staffing caused by the reduction in the size of the Nursery.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	533465
Total expenditure	523695
Expenditure per pupil	2295

Balances (£)	
Balance from previous year	49296
Balance carried forward to the next	59092

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The quality of education provided for children in the Foundation Stage, in both Nursery and Reception classes is excellent. The curriculum is planned in fine detail and provides excellent breadth and balance across all six areas of learning. It is imaginatively presented and wholly relevant to children's needs and interests. All staff working in the Foundation Stage contribute to the outstanding levels of care, assessment and teaching, which in turn lead to boys and girls of all abilities and from all backgrounds, including those with statements of special educational need, achieving as well as they possibly can. The rich indoor and outdoor environment is attractively displayed, very well resourced and each area is clearly defined to stimulate children's participation. The leadership and management shown by the two teachers over the past two to three years is outstanding. Current action plans and the recent adaptations of the areas to meet the needs of a newly arrived disabled child, show that the school is forward thinking and continuing to improve on arrangements that are already outstanding. The school has made excellent improvement since the last inspection, when provision and achievement were judged good.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **excellent**.

#### **Main strengths and weaknesses**

- The teaching is excellent.
- Children develop personal qualities of confidence, independence, concentration and awareness of others and quickly learn class routines.
- Excellent planning gives a balance of opportunities to choose independently or to work or play under adult direction.

#### **Commentary**

45. The quality of teaching and learning is excellent. By the end of the reception year, all children except those with special educational needs have met the goals expected for their age and several show a maturity beyond this. In both the Nursery and Reception classes, teachers and assistants make children and their parents fully welcome. They introduce children to the carefully planned routines and structures of each session so that children soon know how to behave, how to work alongside or together with each other. They listen well to their teacher and take turns in talking or using equipment. When offered an array of activities, they choose well and sustain involvement at their selected activities. They care for each other and show an appreciation of the particular needs of some. Teachers help children at all stages of development to be as independent as possible in eating, dressing and using and clearing away equipment and materials. All adults encourage and praise children for positive behaviour and attempts to develop skills. They act as play partners alongside children to engage in conversation that helps children learn about themselves and each other. They use circle times and snack times to encourage children to listen to each other and respond to each other's comments and feelings. Children participate eagerly in a wide range of indoor and outdoor pursuits, trying out new activities because they have developed trust in the support of the adults in their class.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **excellent**.

### Main strengths and weaknesses

- Teaching is excellent.
- Children of all abilities have plenty of opportunity to develop their communication skills.
- Opportunities for developing a knowledge and love of books and stories are integral to the daily routines.
- Carefully structured opportunities for using writing and drawing materials develop children's early writing skills very successfully.

### Commentary

46. Teaching and learning in all aspects of this area of learning in both Nursery and Reception classes are excellent. Children of all abilities, including several with speech difficulties, make excellent progress. By the end of the reception year, only a very small number of children with special educational needs are still working towards the goals expected for their age. The others have reached these. Numbers reaching the goals early vary year on year. By summer 2003, around a quarter were already working within early levels of the National Curriculum in reading and writing.
47. Most children in the Nursery demonstrate communication skills typical of their age. The teacher and nursery nurse make excellent use of national guidance materials to help children develop their speaking and listening skills. Reception children progress very well towards the early learning goals. Teachers and assistants in both classes assess children closely, tracking their progress against statements in the national assessment booklet. The excellent quality of planning ensures that adults note children's development particularly carefully in this area of learning.
48. In all directed pursuits the adult's clear brief is to engage children in thinking, trying things out, making decisions, expressing their thoughts and listening to each other. Teachers read stories and rhymes regularly and children have daily opportunities to look at books, joining in happily and enthusiastically with well known rhymes, songs and stories. Children in the Nursery learn to recognise their names and initial letter sounds. In Reception, they read labels, recognise letters in rhyming patterns and begin to read simple texts. Displays in both Nursery and Reception areas include labels of common words and words related to the themes planned, stimulating children to ask about these and recognise words and letter shapes. Structured areas, such as an office or shop, offer regular opportunities for children to develop early pencil-grip and mark-making skills during purposeful play activities. Teachers and assistants work closely with groups of children in ability groups to help them form letters and begin to communicate through writing and drawing.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **excellent**.

### Main strengths and weaknesses

- Teaching is excellent as a result of detailed planning and preparation.
- Practical activities and conversation ensure excellent learning.
- Teachers provide a very attractively displayed mathematical environment.

## Commentary

49. Teaching and learning are excellent. Children of all abilities achieve as well as they possibly can as a result of the excellent provision. By the end of the Reception year all children, except those with special educational needs, have reached the early learning goals expected for their age and a few already show levels of understanding at the early level of the National Curriculum.
50. Children in the Nursery say numbers to 20, begin to count objects and name two-dimensional shapes. The adults use mathematical vocabulary and help children to do so, recognising, for example, what is 'one more than...'. In both Nursery and Reception classes children develop very good early understanding of numeracy through counting rhymes and songs and through an array of sorting activities linked to the class themes. Most Reception children count successfully to ten and form their numbers correctly. Higher attainers show good ability at putting a selection of twelve numbers between 1 and 20 into the correct order. During registration, several recognised that '17 is more than 6', when comparing the number having sandwiches and the number having a school lunch. The organisation of the classroom helps children match one to one and note when there is 'one less' or 'one left', as they take one peg from the set of pegs showing the quantity of places available in the activity of their choice. A kite display in the Reception class asks children to recognise corners, sides and shapes and to count the numbered tags on the kite tails to see if they are in the right order. Children in both classes benefit greatly from an environment that is structured to help them talk about numbers, shapes and measurements naturally.
51. The mathematical development lesson observed in the Reception class exemplified why children achieve so well, as the teacher engaged everyone in a thoughtfully planned and imaginatively prepared activity:

### Example of outstanding practice

**The teaching in this Reception class lesson illustrates how to make the acquisition of early numeracy vocabulary and concepts efficient, effective and fun.**

The teacher's brisk demonstration and question-and-answer session, using a number line and individual fans introduced the concepts that '*the number after*' is '*one more*' and '*the number before*' is '*one less*'. The instruction '*Show me, don't tell me*' set clear expectations and ensured a quick few minutes of focused, active calculation. The teacher's clear re-statement '*One less is the same as the number before*' helped children explain that '*four is one less than five because it's the one before*'. Children's faces lit up as the teacher introduced her visual aid: '*This is Lily the ladybird. She has lost all her legs. We're going to help her find them.*' Everyone agreed she needed six, one child drew a large 6 and all counted and showed six fingers. The teacher then developed children's understanding of partitioning and related counting to addition by placing five legs one side and one the other and asking '*Is Lily happy now?*' The teacher's careful preparation and expressive presentation resulted in children of all abilities actively manipulating numbers and using mathematical sentences as they tried to help Lily out of her misery. Behind the outstanding success of this short session lay the teacher's ability to enter the young children's world, engaging their interest through the use of a simple, alliterative story line and illustration.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **excellent**.

### Main strengths and weaknesses

- Teaching is excellent in both classes.
- The breadth of achievement through exploration, investigation and discussion is excellent.
- The availability and accessibility of a range of equipment and materials linked to class themes promotes excellent learning.

## Commentary

52. Teaching and learning in the various aspects of this area of learning are excellent. Children make excellent progress in their use of ICT, and in finding out about the past, their surroundings, how things work and the ways different groups of people dress, eat and celebrate.
53. Children in the Nursery compare themselves as three- and four-year-olds with themselves as babies, discussing differences and similarities with their teacher, who acts as secretary to note their comments before presenting them to the whole class. Children use the well-resourced baby clinic and a selection of dolls and baths to act out their understanding of how to meet babies' needs. They discover about Chinese New Year, working collaboratively to create a dragon or their dance. In the Reception class, children use the garage till, the air and petrol pumps, they drive the bus from East Harling to Attleborough, recognising names on the passenger list, they smooth out hills in the sand and drive up and down them. They write short descriptions of vehicles they have chosen, for example 'It has flashing lights. It has wheels. What is it?' After making boats from different materials to see which float, in specific scientific investigations they observe what floats, what sinks and whether you can make a floater sink or a sinker float. Staff record their observations and comments. Reception children work together as a class to sort things in the home that can be turned on and off, placing them in groups and rooms, explaining why they have put them there and how they are used. Children in both settings show good understanding of how to use ICT equipment.

## PHYSICAL DEVELOPMENT

Provision in physical development is **excellent**.

### Main strengths and weaknesses

- Achievement, teaching and learning are excellent.
- A wide range of activities helps children develop skills in using tools and equipment.
- A well-planned series of activities help children move, balance, climb and use space and equipment with improving body and limb control.

## Commentary

54. Children meet the early learning goals set for their age in physical development unless they have special educational needs that restrict their capacity to reach these. The quality of teaching is outstanding, based on thorough planning and preparation, together with clear instructions, demonstration and high expectations in class lessons.
55. In both Nursery and Reception classes, children have daily access to malleable materials, brushes, writing implements, sand, water, jigsaws, construction equipment and collage materials that promote their manipulative skills, while developing their creative and early writing skills. Staff keep careful track of children's use of the various types of equipment and encourage experimentation while using the vocabulary of moulding, constructing and manipulating alongside the activities. No class physical development session was observed in the Nursery, but it is clear from the teacher's planning that regular use of small games equipment, trikes and small vehicles, together with dance, action songs and the use of the parachute provide daily physical development opportunities. A similar range of pursuits in the Reception class is further enriched by effective use of the sports hall for short lessons. Children show highly developed skills in getting out equipment, travelling forwards, backwards and sideways with control at different speeds, balancing on different points or areas of their bodies and creating shapes with their bodies that can balance.

## CREATIVE DEVELOPMENT

Provision in creative development is **excellent**.

### **Main strengths and weaknesses**

- Excellent teaching develops children's skills and their enthusiasm for learning.
- A wide range of activities to promote imaginative and creative thinking and exploration in art, drama and music.

### **Commentary**

56. Teaching and learning are excellent. Almost all children reach the goals expected for their age by the end of the Reception year and several do better. Art folders for both Nursery and Reception children show samples of a wide range of artistic pursuits, including printing, painting, marbling, puppet-making, observational drawing. Staff make equipment and materials readily available indoors and outdoors. Children show excellent application to their chosen pursuits, donning aprons, chalking and painting at the easels, using a range of colours, before clearing away and moving to another activity. Children in the Reception class have recently experimented with bubble printing, exploring the colours and shapes they can create. Collaborative ventures, such as the making of the dragon in the Nursery, require the support of adults, who lead conversation about colour and texture and the effect created. Children experiment with materials, using them in interesting ways and producing results that they find pleasing. Adults in both classes encourage them and talk about what they have done. Staff set up role-play opportunities in every session and children are clearly at home using their imagination as they travel in the bus, write and post letters, and bath babies. Regular singing and the use of musical instruments are features of both Nursery and Reception sessions.
57. In a particularly impressive session in the Nursery, children used percussion instruments to act out the roles of musicians in a story:

### **Example of outstanding practice**

**This session demonstrates excellent creative development and personal, social and emotional development alongside stimulating provision for communication, language and literacy.**

The teacher organised 25 nursery children into shakers, scrapers and tappers, congratulating each group on their good watching and playing as they started and stopped to a hand signal. She won the children's participation and concentration with two positive sentences: *'Now I need your help with this story'* and *'Well done, I can see N... is ready'*. All sat up eagerly with eyes on their teacher as she read and told the story *'The Magical Musical Box'* highly expressively, involving each group playing when the story indicated and stopping as soon as the teacher, playing the king, waved an arm. Excited looks of expectation and disbelief showed when the teacher read that *'he loved it best when they all played together'* and *'it was really noisy'*. Everyone burst into a gleeful percussive crescendo before the king's hand signal effectively silenced the full orchestra. After gathering sounds into his box, when the king opened the lid slightly to check, everyone played quietly; when he closed the lid, they stopped; when he took it right off, he found it too noisy. Every child thoroughly enjoyed listening for the moment to join in, varying the dynamics and stopping on cue. The class sense of achievement and pleasure reflected that of the king, as he used slight lifting of the lid to help him sleep. The teacher's high and clearly shared expectations, thorough preparation, efficient organisation of groups and resources and underpinning all, her choice of an excellent story vehicle, made this an excellent lesson.



## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Standards are well above average by age eleven.
- Pupils achieve very well in all aspects of English throughout the school.
- Subject leadership is very good.
- All teachers show very good subject knowledge.
- Pupils make good use of English in other curriculum areas.

#### Commentary

58. Pupils' achievement is very good throughout the school. Standards at age 11 have risen from average in 1997 to above average in 2003. Standards in Year 2 were average in writing and below average in reading in 2003, but analysis of pupils' progress since their attainment on entry to the school shows that these pupils made very good progress to achieve these results. Higher attainers do better than those in similar schools, with a higher proportion reaching level 3. This success is built upon in Key Stage 2. The number of pupils achieving higher levels in Years 5 and 6 is above average. The current Year 6 class is working at well above average levels and is on track to achieve the school's target.
59. Overall there are no significant differences between the performance of boys and girls. Any differences are related to the composition of individual year groups. Pupils with special educational needs achieve very well because of the good teaching and support they receive.
60. Speaking and listening skills are very good. Pupils ask relevant and sensible questions and listen very well in all lessons. Pupils use technical vocabulary and teachers build on this in their lessons. Teachers make very good use of 'talking partners' in all subject areas. Pupils listen and respond very well to each other's suggestions and ideas.
61. Standards in reading are well above average in Year 6 and above average in Year 2. Pupils make good progress and they show a good understanding of how to tackle new and unknown words. There are well-stocked book areas in each room and pupils enjoy borrowing from these as well as the equally well-stocked library. This year, the school's focus on raising standards in reading has led to improved standards across the school.
62. By the end of Year 2, standards in writing are in line with those expected nationally and show good progress since pupils' arrival at the school. By the end of Year 6, standards in writing are above what is expected nationally. This is the result of stimulating teaching and a wide range of approaches across the school. Imagery is widely used and pupils' use of poetical language is developing very well, as exemplified in the sensitive poems by Year 5 pupils after reading Kit Wright's poem, the 'Magic Box'.
63. Work is usually carefully presented with most pupils able to use a carefully joined script by Year 4, showing an improvement since the last inspection.
64. Teaching and learning are very good and have improved since the last inspection. Very good planning ensures that lessons are based on previous learning. Teachers make clear to pupils what they are to learn in lessons and check at the end of lessons what pupils have achieved. Teachers ensure that pupils have tasks they can achieve and build on their strengths. Lessons have a very good pace. Teachers make their lessons interesting and stimulating by using a

range of strategies including whiteboards, question and answer, research, debate and a balance of individual, group and class work. Activities reinforce reading and writing skills systematically. Marking is always up to date and reinforces what pupils need to do in order to improve. Teachers' expectations of what pupils can achieve and how well they can apply themselves are high. Pupils are taught to review and revise their own work and in Year 6 they do this spontaneously. They listen well to suggestions for improvement, from their peers, which are sensitive and perceptive and reflect the emphasis teachers put on self-review and independent working.

65. The subject is very well led and managed by the co-ordinator and very good systems are in place for monitoring teaching and learning and pupils' progress. Very good support is given to new teachers and all staff are focused on raising attainment. Over the last year, the co-ordinator has led the staff to produce a portfolio of exemplars of National Curriculum levels to support all teachers in assessing pupils' work accurately. She analyses test results and the results of assessment are very well used in planning. The co-ordinator for the library is enthusiastic and involves parents and children in planning for improvement. This has led to the redecoration of the library and new furniture.

### **Language and literacy across the curriculum**

66. All staff plan thoughtfully to develop pupils' skills in language and literacy in all curriculum subjects. In the humanities, teachers develop subject-specific vocabulary in a structured way and pupils produce interesting and accurate written accounts in history. For example, following a visit from an actor, Year 3 pupils wrote lively accounts of the diary of a Roman soldier. They described getting up in the morning, breakfasts, attitudes to training, care of equipment and enjoyment of leisure activities. Pupils make books in a number of subjects. Discussions are encouraged. For example, in a very good Year 5 religious education lesson on the five precepts of Buddhist life, pupils took the roles of Devadarta and Siddhatha and were interrogated over their reasons for killing a swan. Pupils' questions were sensitive and searching and the replies were equally thoughtful and perceptive.
67. Information and communication technology is used widely and effectively in English. Examples include creating diagrams, word processing, leaflet writing and research. Pupils in Year 6 use the Internet confidently to find out information and answer questions

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards have been at or above the national average for the past three years.
- Pupils achieve very well.
- Teaching is very good.
- The monitoring of the subject is very good.
- Mathematics is developed very well in a range of curriculum areas.

### **Commentary**

68. Although the ability of pupils in mathematics differs in year groups, over the past three years standards have been in line with the national average at age seven and above at age eleven. Careful tracking by the school of the progress of pupils and evidence from all the lessons seen during the inspection show that pupils of all ability levels achieve very well. This progress is a result of very careful planning and teaching that ensures challenge for all ability groups.

69. All the teaching seen during the inspection was good or better, with two thirds very good or excellent. Some of the features, which contribute to this high quality, are:
- lessons which proceed at a brisk and stimulating pace;
  - extremely well matched work for those of all abilities;
  - excellent relationships created by care, knowledge of individual need and good humour;
  - consistent working patterns within and between classes;
  - good subject knowledge, high expectations and skilful questioning;
  - very good links between subjects so that numeracy skills are constantly being placed in real contexts.
70. Teachers assess the needs of their pupils not only through marking and testing but also by very good continuous assessment. Pupils with special educational needs are very well supported both by fully-informed teaching assistants and materials well matched to their ability. Gifted and talented pupils are also challenged to achieve their potential. A very impressive 'Challenge' club gives these pupils the opportunity to work at a high level. In lessons teachers also utilise activities planned for older pupils. These measures have resulted in higher than average numbers of pupils reaching the level above that expected for their age in tests at ages seven and eleven.
71. The subject leader works closely with teachers, monitoring teaching and planning, and involves all in reviewing progress and identifying need. She analyses work and test results to highlight weaknesses and refocus the curriculum. For example, a number of lessons seen during the inspection concentrated on using mathematics to answer story or word problems, an area the subject leader identified as being weak in recent tests. This focus could be seen in Year 1, where pupils had to make sentences out of number challenges, in Year 3, where pupils had more formal problems to solve and in Year 6, where pupils displayed that consistent methods for approaching such problems had been established. It is this consistency of approach, allied to very good teaching, that underlines the success of the leadership and management of the subject and leads to the impressive level of pupil achievement.

### **Mathematics across the curriculum**

72. As noted above, mathematics skills and knowledge are very well developed in a number of curriculum areas. For example graphs are used to display findings in science, history and geography and the measurement of angles is reinforced in ICT work with the 'Roamer'.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards in Year 6 are well above average.
- Teaching and learning are very good.
- The curriculum is broad, balanced, relevant and also provides for depth of study.
- Very good use of resources, including the local and wider environment and other institutions, support the teaching of science.
- The subject is very well co-ordinated.

## Commentary

73. Standards in Year 6 are well above average. Lesson observations and work samples show pupils of all abilities throughout the school making very good progress. This is an improvement from the last inspection when standards were average and progress was satisfactory. Teaching and learning are very good in all year groups. Pupils' achievement, through their development of investigative skills and their knowledge and understanding of science, is very good. Test results are carefully analysed and, as a result, the school has identified a current need to support girls in developing investigative skills.
74. Standards of work and pupils' responses in lessons are very good. All pupils, including those with special educational needs and those who are higher attainers, do well in relation to their capabilities, building successfully on their previous learning.
75. Pupils enjoy science and participate in frequent opportunities for investigation and research. Pupils record their investigations and findings regularly and by Year 5 pupils are able to select appropriate recording formats. Presentation is very good. Work in Year 6 shows a good depth of study and very good work attitudes. Pupils recall details of and talk about experimental work and what a fair test means. They use scientific vocabulary and explain results. For example, in a Year 6 lesson on mixing materials causing physical and chemical changes, pupils could explain that vinegar and lemon juice had the same effect on washing soda because they are both an acid.
76. The quality of teaching and learning is very good and has improved since the last inspection. Imaginative planning captures pupils' interests, encouraging active and collaborative methods of learning. This is an improvement since the last inspection where activities were seen to be too teacher-directed. Matching of work to pupils' capabilities is very good. Recorded work shows good coverage of the full curriculum. Teachers ensure that pupils make good use of literacy and numeracy skills, and of information and communication technology in their investigation and recording.
77. The co-ordinator has very good subject knowledge and understanding and is very enthusiastic. She works closely with the assigned governor for science. They have revised the action plan and updated the policy. An audit of resources has identified the needs of topics and this has led to a costed purchase plan. The co-ordinator has established links with the University of East Anglia to support the teaching of knowledge, understanding and creativity in science. This has led to a scientist being assigned to the school.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

### Main strengths and weaknesses

- There has been recent improvement in resources, staff expertise and pupil achievement.
- Teaching is very good.
- ICT is used in all curriculum areas and contributes to virtually every display area.

## Commentary

78. Throughout the school standards in ICT are above average. This is a substantial improvement since the last inspection and has come about as a result of an improvement in resources, especially the ICT suite and an increase in teacher expertise and confidence. The achievement of pupils is now good and basic skills are well established. Pupils in Years 1 and 2 are already proficient in basic procedures, logging on independently and opening programmes.

79. In Years 3 to 6 pupils further develop their word-processing skills. They create charts to illustrate work in a range of subjects and produce very attractive pictures using a range of 'draw' and 'paint' programmes. Older pupils access the Internet for research but they have not had opportunities to use e-mail recently because of difficulties in the server system. Pupils in Years 5 and 6 are extremely competent at accessing a range of files in which their work is saved.
80. Teaching is very good. All teachers systematically introduce new skills and procedures. They are aware of pupils wanting to work very quickly and keep stressing the need to be systematic.
81. A significant strength is the use of ICT to accompany displays of work in all curriculum areas. Pupils have produced excellent brochures to illustrate their understanding in a range of subjects. Amongst those on display at the time of the inspection were newspaper articles about aspects of history, pilgrimage leaflets in religious education, graphs in ICT and geography and information from websites about Kenya. The ICT work to support the excellent art on display is also very impressive.
82. The subject co-ordinator has only recently taken on the role but she has made a good start and has a clear idea of the software and hardware needed to increase further the opportunities for pupils. The subject benefits from a well-attended club that has an older pupil as one of its 'teachers'.

### **Information and communication technology across the curriculum**

83. As noted above, pupils regularly make very good use of computers in virtually every curriculum area.

### **HUMANITIES**

Although it is not possible to make robust judgements on provision in history and geography, as very few lessons were observed, work on display and in pupils' books shows high standards throughout the school and teachers' planning shows very good provision.

### **GEOGRAPHY**

Strengths in geography include:

- teaching and learning;
- displays around the school are of a very high standard;
- very good use of the environment, both locally and further afield;
- very good subject leadership.

84. Standards in geography are above average by the end of Year 2 and well above average by Year 6. An example of teachers' high expectations was observed in Year 2, where pupils learned about co-ordinates and how to use them in creating and reading maps. This lesson was carefully planned to match the previous learning and needs of the pupils. It included a range of practical and map study activities to stimulate understanding, so that all pupils, including those with special needs, achieved the learning objective.
85. Pupils enjoy geography because teaching is consistently good. Teachers are enthusiastic, have a very good knowledge of the subject and transmit their own enthusiasm to the pupils in well-prepared lessons. Resources are very good and purposeful visits are made both locally and further afield. Teachers plan good links with other subjects. For example, in a very good Year 5 lesson on the climate in Kenya, pupils used their mathematical knowledge to select and plot climate information using a variety of graph formats.

86. Resources are good and very good use is made of the school environment as well as visits further afield, including an annual residential experience in the Lake District. Pupils are involved in recycling and caring for the environment. For example, after making hedgehog-shaped biscuits in the science club, pupils used proceeds from the biscuit sale to purchase a hedgehog shelter for the grounds.
87. Subject leadership is very good. The co-ordinator is enthusiastic and knowledgeable. She has opportunities to monitor teaching and learning and provide feedback. She is using geography topics to encourage thinking skills through brainstorming techniques and devising topic webs with the children. The school is working towards including more global and multicultural issues.
88. At the time of the last inspection pupils made good progress in both key stages. Pupils' achievement is now very good. Teaching then was satisfactory with many good features. Teaching is now very good. The weakness in the last inspection was in planning, because it did not consistently identify what was to be taught. This is no longer the case. Planning in geography is very good.

## **History**

Strengths in history include:

- very good depth of detail in pupils' knowledge and understanding of events, people and changes in the past;
- very good breadth and depth;
- very good subject leadership;
- very good use of visits and visitors to enhance the curriculum;
- displays around the school are of a very high standard.

## **Commentary**

89. No history lessons were seen during the inspection. However, from an analysis of work and talking to pupils and staff, standards are judged to be above average at age seven and well above average at age eleven. Pupils of all abilities, including those with special educational needs, achieve very well.
90. Pupils enjoy history and use a wide range of resources to support their learning. Visits and re-enactment days are very well used. Pupils use information from their own reading and experience and write extended pieces of work in detail. All aspects of the history curriculum are well covered. Pupils use their ICT skills very well in research, word-processing and presentation of work.
91. Leadership and management of the subject are very good. The co-ordinator is enthusiastic and knowledgeable. She actively seeks ways to enhance and improve the curriculum and this has led to high standards and shared staff/pupil enthusiasm across the school for the subject. After pupils approached the co-ordinator requesting a history club, she quickly surveyed all pupils to gauge interest and over 80 pupils responded. A termly history workshop is planned, involving pupils, families and the local community, with a focus this term on heraldry. The co-ordinator has a clear vision for the subject and consults staff and pupils to inform future planning. A recent audit led to a review of programme delivery and learning, and identified areas for development. The main challenge is to maintain the high profile and interest in the subject with visits and visitors. The last inspection identified the good use made of first hand experience and this has been maintained and developed across the school.

## **Religious education**

Provision in religious education is **very good**.

### **Main strengths and weaknesses**

- Achievement is very good and standards at eleven are well above those required by the agreed syllabus
- Pupils are enthusiastic about the subject.
- Teaching and learning are very good.
- The subject leader is knowledgeable and enthusiastic.

### **Commentary**

92. Currently all religious education in the school is taught by the co-ordinator and the quality of both teaching and learning is very good. For example, in a Year 5 lesson about the five precepts of Buddhist life, pupils debated whether small creatures are as important as large creatures. They listened to the story of Davadarta and Siddatha. Two pupils took on the role of these characters and were interrogated by the class. Questions from their peers about their actions in the story were sensitive and searching. The written work that followed showed a clear sense of the moral issue of killing for sport, as well as how this would affect a Buddhist. The curriculum carefully follows the guidance of the locally agreed syllabus. As a result, pupils develop very good levels of understanding in all of the following aspects of the subject:
- they have an understanding of what religion is;
  - they can identify key aspects of religions covered;
  - they know that specific religions have things in common and similarities in belief;
  - they understand that the United Kingdom has resident members of all these religions.
93. The curriculum covers a broad range of faiths and customs. Pupils enjoy lessons and they approach the subject with respect and sensitivity. For example, pupils discuss what they have learnt about enlightenment and meditation. One pupil said, 'You don't give into temptation when you are enlightened. You don't want or need any personal belongings'. Pupils could relate this to Christianity and Hinduism.
94. Leadership and management of the subject are very good. The co-ordinator is enthusiastic and knowledgeable and inspires pupils in her teaching. She uses a range of strategies including debate, stories, drama, ICT and visitors. She is developing a programme of visits to further support studies, particularly into other faiths. She keeps abreast of developments in religious education through personal study and courses and has purchased and organised a very good set of multi-faith resources. She plans to create story sacks to support the curriculum and to devise a religious education portfolio.
95. At the time of the last inspection, standards were satisfactory and pupils' attitudes positive. Resources were good. Teaching was sound with some good examples. There was a minority of unsatisfactory lessons. Teachers planned religious education carefully and co-ordination was effective. The school has made substantial improvement. Teaching is now consistently good or very good. Leadership and resources are very good. As a result, standards are high and pupils' achievement and attitudes are very good.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education was inspected in detail. Other subjects were sampled. One lesson per subject was seen in art and design, design and technology and music. Although it is not therefore possible to make complete judgements about provision in these three subjects, work on display and in pupils' books shows standards are high and that these areas are strengths.

### Commentary

96. Although only one lesson, which was well taught, was seen in **design and technology**, the large amount of work in this subject throughout the school shows that provision and achievement are very good. Standards are well above average at ages seven and eleven. Pupils are systematically taught to plan, design and evaluate their work and the many examples on display are of high quality. Much of the work seen relates to topics studied in a range of subjects. For example, pupils made shelters after studying Anderson and Morrison shelters in their work on the Second World War. Pupils are given good opportunity to reflect on the success of their creations and on how they might have improved them. The subject leader has clear ambitions for developing the subject and was recently successful in involving the school in the 'Architects in Schools Project', one of only five schools in the county to be chosen.
97. The **artwork** on display around the school is excellent. Although only one lesson, which was judged to be very good, was seen, it is clear from the results achieved that all teachers are skilled in this area. Standards at ages seven and eleven are very high. As with all subjects there are links with other curriculum areas studied. For example wallpaper designs based on William Morris ideas link with the historical study of Victorians and Year 3 pupils learn weaving techniques to produce very attractive tapestries as part of their work on Anglo Saxons. Although all the work seen showed at least very good achievement, some examples show outstanding practice. The work based around the paintings of Paul Klee by Year 2 pupils achieved excellent effects, especially the use of 'hot' and 'cold' colours. Year 4 pupils' knowledge of the paintings of Turner, Monet and Seurat resulted in excellent paintings of their own, demonstrating a strong awareness of style and technique. The range and quality of work on display in Year 6 is outstanding. Pupils are given good opportunities to reflect on their work, one pupil writing, 'Getting the colours of the rabbits was incredibly difficult'. Overall the quality of work and the way it is displayed enriches the lives of all who work in the school.
98. In **music**, one very good lesson was seen in which pupils developed recorder skills to a high standard for their age. An extra-curricular session was also seen and pupils were heard singing very well in assembly. Their ability to convey an emotional effect in singing through changes of dynamics and their clarity of delivery achieved through well-practised breathing and diction, reflected high standards that can only result from excellent teaching and learning. The school's determination that all should benefit from its curriculum can be seen in the opportunity for all pupils to play musical instruments. The headteacher obtained funding to purchase a very good set of woodwind instruments and the tuition is provided free, thus giving every pupil the opportunity to benefit, whatever their background. The school band and other groups are used regularly for school events and the subject benefits from extra-curricular clubs and visits from bands and orchestras.

### Physical education

Provision in physical education is **excellent**.

### Main strengths and weaknesses

- Pupils' achievement is excellent; they reach very high standards.
- Very good teaching, with excellent staff subject expertise and enthusiasm, promotes very good learning.



- The curriculum is very well planned.
- The school provides excellent opportunities for pupils to develop their skills, interests and talents further.

## Commentary

99. Standards are above average at age seven and well above average at age eleven. The achievement of pupils of all abilities, both boys and girls, in all aspects of the subject, is outstanding. This is due to the consistently high quality of teaching and learning in lessons and to the extraordinary levels of commitment by staff, parents and volunteers in enabling very large numbers of pupils to participate in additional club and inter-school competitive activities.
100. The previous inspection found satisfactory teaching and progress, with standards average. Provision is now excellent. Very good teaching and excellent additional opportunities combine to produce very high standards and excellent achievement by pupils of all abilities, including those with special educational needs. The school has made excellent improvement since the last inspection.
101. Elements of dance observed in Year 1 show very high focus, balance, movement, interpretation and body control at a very early age. In a Year 2 gymnastics lesson, pupils showed high levels of concentration and effort during their warm-up session, as well as throughout the ensuing lesson, in which they travelled in curved, zig-zag and straight lines, balancing and stretching, using each other's demonstrations to improve their own performance and, finally, very effectively worked in pairs to find contrasting balancing positions. Year 6 pupils have developed partner work to a very high level, creating impressive sequences through synchronised jumping, landing, rolling and finishing.
102. In the lessons seen, teaching was very good. Instructions are clear. Pupils learn very successfully because teachers set out the aims of the lessons, make their expectations clear and challenge all pupils to do their best. They ensure that all pupils support each other by recognising what is best about their efforts and maintain a brisk pace that makes pupils feel and know they have put in considerable effort. The teaching shows excellent knowledge of the subject and of individual pupils' abilities. This leads to pupils putting in their best effort and performing as well as they can. The teachers' role models result in pupils praising each other, recognising each other's strengths and showing genuine appreciation and encouragement when those of lower ability perform as well as they can.
103. Close assessment in all aspects of the subject ensures that pupils with particular gifts and talents are recognised and the school goes to considerable lengths to find further challenge for these pupils through club and inter-school activities or by finding additional opportunities for development beyond school.
104. From the results achieved by pupils in swimming, athletics, cross country, inter-school football, netball and cricket, it is clear that standards in many aspects of the subject that were not seen during this inspection are very high. All pupils except those with specific special educational needs swim well by the end of Year 4. School teams have won local area competitions regularly over the past two years. Both teams and individuals perform to very high standards in competitions and events.
105. Very high quality of provision stems from the outstanding subject leadership provided by the headteacher. All aspects of the subject are very well planned, including the outdoor adventure pursuits that form an integral part of the annual field week. Pupils' attitudes to the subject in lessons and their enthusiasm for the additional activities contribute clearly to the high standards reached. The range of activities and the staff's high expectations promote pupils' personal development significantly, focusing on their understanding of sportsmanship and how to work as part of a team. The subject makes an excellent contribution to the ethos of the school. A

new scheme of work is being introduced, showing that the school is never content to stand still, even in this, one of its strongest areas.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

#### **Commentary**

106. No lessons were observed, but planning shows that the school has clear arrangements in place, which are being further developed for all aspects of this subject. Several lessons take the form of circle times, where pupils accept the rule that each speaks in turn and all respect the speaker's views. Such lessons have been particularly effective in developing the school's focus on thinking skills and creativity. Year 5 pupils, for example, have to make choices from a series of dilemmas presented. Teachers work together to share the skills needed for leading circle times and the co-ordinator is drawing together strengths with a view to using these as the school sets up a series of discrete sessions for each year group. The school gives pupils from Year 2 to Year 6 an introduction to the workings of democracy and the importance of citizenship, through the school council. Elected members from all classes take their responsibilities seriously and have contributed significantly to the school's grounds development and to the breadth of after-school clubs. The programmes of study covered include aspects of health education, including the required provision for drugs awareness and sex and relationships education. The co-ordinator has a very good action plan to develop the subject further.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>1</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	1
Value for money provided by the school	1
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>1</b>
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>1</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	1
How well the curriculum meets pupils needs	1
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	1
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>1</b>
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

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