

INSPECTION REPORT

HOLT COMMUNITY PRIMARY SCHOOL

Holt

LEA area: Norfolk

Unique reference number: 120821

Headteacher: Mrs B Knowles

Lead inspector: Mrs H Ranger

Dates of inspection: 17 – 20 November 2003

Inspection number: 256474

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
School category:	Community school
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	202
School address:	Norwich Road Holt
Postcode:	NR25 6SG
Telephone number:	01263 713107
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Cleall
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

Holt Community Primary School serves both the small town of Holt and several nearby villages, including some areas of rural deprivation. Pupils come from a wide range of social backgrounds. Almost all come from white British families, although 5 per cent have a range of ethnic minority heritages. One per cent has a home language that is not English. The number of pupils who move into or out of the school other than at the usual times is lower than average. Pupils' attainment on entry to school is below average and is particularly low in language development and their knowledge of the wider world. Eight per cent of the pupils are identified as having special educational needs and these include a relatively high proportion who have a Statement of Special Educational Need.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22223	Mrs H Ranger	Lead inspector	Mathematics, information and communication technology, art and design, design and technology, music, physical education
9652	Mr C Herbert	Lay inspector	
22942	Mrs J Cousins	Team inspector	English as an additional language, Foundation stage, science
32142	Mrs B Richmond	Team inspector	Special educational needs, English, geography, history, religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Holt School provides a sound education for its pupils. Pupils in Years 1 and 2 have improved their attainment in tests at a faster rate than the national trend in recent years. Older pupils have improved in line with national trends. Pupils from all backgrounds in all classes are achieving at least satisfactorily, and often well in relation to their capabilities, because of the sound teaching they receive. The good lead given by the headteacher and governors promotes teamwork among the staff and a commitment to further improvement. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in art and in design and technology are above average.
- Pupils' good attitudes, behaviour and very good relationships make them keen learners.
- Although pupils achieve soundly, standards in Year 6 are below average in the core subjects of English, mathematics and science, and in information and communication technology (ICT).
- Standards in writing are weak in several classes.
- The headteacher and governors lead the school effectively.
- The school provides well for pupils' personal development.
- Pupils are not given enough information about how to improve their work.
- Subject co-ordinators are not rigorous enough in some of the ways they monitor standards and plan for improvement.
- The partnership with parents and the wider community has a positive impact on pupils' learning.
- There is no separate outdoor play area for the children in the reception class.

The school has maintained its strengths and improved further since the last inspection in most respects. The curriculum is planned in greater detail. The provision for ICT is better. Subject leaders are more effective, but now need to be even more rigorous. There has not been enough progress in how teachers mark work and set targets for pupils to improve.

STANDARDS ACHIEVED

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

*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*

Pupils' achievement is satisfactory. In last year's tests, as the table above shows, pupils in Year 6 did not do as well as the national average, but achieved very well in relation to their attainment at the age of seven. The school's targets were exceeded. Children often start the reception class with low levels of attainment. They achieve satisfactorily, but at this stage in the year, are working at below expected levels in language, mathematics, and knowledge and understanding of the world. They are above average in their personal development and average in physical and creative development. Achievement in Years 1 to 6 is generally sound and in Year 2 it is good. By Year 2, standards are average in all the subjects inspected, except English which is below average. By Year 6, standards are below average in the core subjects and ICT. In all other subjects inspected, standards are at least average. They are above average in art and in design and technology. Although standards in key subjects are below average in Year 6, they are better in Years 4 and 5, where the improvements of recent years have had most impact. There are no significant variations in the achievements of

boys compared with girls, of pupils with special educational needs or of those learning English as an additional language.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They have good attitudes and behaviour. Attendance is satisfactory and punctuality is very good.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning are sound overall. They are good in Year 2. Teachers manage behaviour well and promote good relationships. These factors enable pupils to learn in a pleasant atmosphere. Lessons are interesting and pupils are motivated to take part. Explanations are clear and questions used well to extend pupils' thinking. Good links are made across subjects to make work relevant to pupils. Teachers are skilled at teaching personal and social education, design and technology and art. There are occasional weaknesses in how far the higher attaining pupils are challenged, how support staff are deployed and how opportunities for writing are exploited. Improvements are needed in the quality of marking and the involvement of pupils in how to improve their work.

A sound curriculum is enriched by good provision for pupils' personal, social and health education and by a range of visits and visitors. Levels of day-to-day care for pupils are good. There is an effective partnership with parents and very good links with the wider community. These have a beneficial impact on the quality of pupils' life in school. The accommodation is clean and used well, but pupils' toilets need to be refurbished. Children in the reception class do not have a separate play area to assist their access to regular outdoor play.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher and governors give good leadership, promote close teamwork and have a clear vision for the school's continuing development. Administration is efficient and the school complies with legal requirements. Senior staff and subject co-ordinators lead and manage aspects of their areas of responsibility soundly. While the monitoring of subjects has developed in recent years, it is not yet detailed or rigorous enough to secure more rapid improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are mostly very satisfied with the school. Pupils enjoy school, like their teachers and are keen to learn. They feel that any problems are resolved by caring adults in the school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise attainment in writing through the school, and in the core subjects and ICT in Year 6;
- improve the tracking of pupils' progress and how individuals are helped to improve their work;
- enable co-ordinators to monitor their areas of responsibility rigorously and to contribute to the development planning for the school as a whole;
- provide a separate outdoor play area for the reception class.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is mainly **satisfactory** across the school. It is **good** in Year 2. Pupils attain **average** standards in most subjects in most classes, but attainment is **below average** in the important subject of English in several age groups. Attainment in Year 6 is **below average** in all the core subjects and ICT. The school's results are improving in Year 2 at a faster rate than the national trend and in Year 6 are in line with the national improvement.

Main strengths and weaknesses

- From a low starting point, pupils in most year groups reach average levels in most subjects.
- Attainment is above average in art and in design and technology by Year 6.
- Children in the reception class do well in their personal, social and emotional development and this gives them a good start in school.
- Low standards in writing in several classes do not equip pupils well enough to cope with the range of the curriculum.

Commentary

The Foundation Stage (the reception class)

1. When children join the school at the age of four, their attainment is below average overall. It is well below average in writing and in their knowledge and understanding of the world. These children make a sound start generally and they settle into the routines of school well. However, evidence from previous years indicates that they do not meet the levels expected for their age in several key areas of learning by the end of their reception year. Writing remains a particular weakness. Currently, in their first term in school, the children in reception are achieving satisfactorily. They are working at a below average level in language, mathematics and knowledge and understanding of the world. Attainment in creative and physical development is average and their personal and social development is good.

Key Stage 1 (Years 1 and 2)

2. In the national tests in reading and writing at the end of Year 2, the school's performance has been below average in most recent years, although it was better in 2002. Over the past five years, the results for this age group have improved faster than the national trend. While an average number of pupils usually reach Level 2, fewer than average attain Level 3, especially in writing. The results in mathematics have been stronger and an average proportion of pupils achieve Level 3.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.4 (16.0)	15.7 (15.8)
writing	14.0 (15.2)	14.6 (14.4)
mathematics	16.6 (17.4)	16.3 (16.5)

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

- The school continues to place a high priority on improving English and maintaining the improvements in mathematics for this age group. Pupils' achievements in this age group are currently good because of skilful and well focused teaching. Standards in Year 2 are average in all the subjects that were inspected, except English where reading and writing are below expected levels.

Key Stage 2 (Years 3 to 6)

- Performance in this key stage has improved in line with the national trend over the last few years. The school has made satisfactory progress since its previous inspection on the key areas for improvement. Although pupils in Year 6 have rarely done as well as the national average in tests in recent years, indications are that the measures taken to improve provision in the school are steadily having a positive impact.

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

Standards in:	School results	National results
English	26.2 (26.6)	26.8 (27.0)
mathematics	26.4 (23.9)	26.8 (26.7)
science	28.1 (26.1)	28.6 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year

- In 2003, the school's results remained below average in all three core subjects, but pupils did very well compared with their results when they were aged seven. Pupils exceeded the targets set for them in English and mathematics. In mathematics and science, they gained above average proportions of Level 5s – the higher than expected level for this age group. Year 6 has a greater level of pupils with special learning needs this year and their attainment remains below average in all three core subjects and in ICT. The school rightly continues to focus on improving their performance. Pupils who are currently in Years 4 and 5 are on course to do much better and this is reflected in the challenging targets set by the school for these groups. They are working at least at average levels. Pupils' achievements in relation to their capabilities are mostly sound in this key stage and sometimes good. Pupils do well in art and in design and technology. These subjects have a high priority in the school and are taught well. In other subjects that were inspected, standards are average.
- In the school as a whole, pupils with special educational needs achieve satisfactorily. The higher attainers achieve satisfactorily, although they could do better in some English and mathematics lessons. The small number of pupils who speak English as an additional language make similar rates of progress to their classmates with the support they receive. The inspection found no substantial variations in the achievement of boys compared with girls. The school has sound procedures to check the relative achievements of all these groups of pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work, their values and personal development are **good**. The provision that the school makes for pupils' personal development is **good**. Attendance is **satisfactory** and similar to the national average.

Main strengths and weaknesses

- Pupils' good attitudes to all aspects of school life enable them to make effective progress in their personal development.
- The good standards of behaviour and respect for school rules and routines make for a safe, happy and harmonious learning environment.

- Relationships between pupils across the school are very good. Pupils show respect for one another irrespective of background, gender or ability.
- The school provides well for pupils' spiritual, moral, social and cultural development.
- Punctuality is very good.

Commentary

7. This aspect of school life has improved since the last inspection. Pupils' attitudes to school are good. Interviews with pupils of all ages show that the vast majority have positive views about all aspects of school life. From the start of the school day, pupils show a marked enthusiasm and eagerness to take part in school activities. In lessons they show good levels of concentration and try very hard. Many are pleased with their achievements and proudly show visitors examples of their work. Most pupils with special educational needs have a positive attitude to their work. They are keen to make progress, eager to please and enjoy succeeding. They usually behave and respond well to the encouragement they receive, which helps to boost their confidence and enables them to take pride in their achievements. Overall, pupils' behaviour is good in all age groups.
8. Relationships across the school are very good. During breaktimes, pupils play well together and there is little or no unkindness. There are good levels of mutual respect. There have been no exclusions of pupils recently. Pupils rate their teachers highly and show them respect in lessons. They say that they are treated fairly by staff. Incidences of bullying are minimal. Pupils feel that occasional bullying is dealt with satisfactorily, but could be handled more firmly. Boys and girls relate very well to each other. Pupils from minority groups, some of whose first language is not English, are effectively integrated into the school and have very positive relationships with others. There is no evidence of racism.
9. The provision for pupils' personal development is effective and this is a significant strength of the school. In the reception class, children are quickly and effectively settled into the routines of school life. In all age groups, pupils' spiritual awareness is well developed by the school through acts of collective worship, religious education and in English lessons. In collective worship, stories are well told and provoke thought and discussion. In English lessons, pupils study inspiring stories such as Chris Bonington's climb to the summit of Everest. Religious education gives pupils time to reflect about others' thoughts.
10. Staff and pupils work together to develop a strong moral framework for the school. Teachers are good role models and pupils understand why some actions are wrong or hurtful. In lessons, teachers refer regularly to the school's code for conduct. An active school council helps pupils to understand the responsibilities of being a member of the wider community. For example, pupils discuss how to improve the school environment. Both social and moral development are well supported by the school's acts of collective worship. Religious education lessons help pupils to learn about moral behaviour effectively.
11. The cultural awareness of pupils is good and is supported through careful curriculum planning in a range of subjects. For instance, history offers pupils many opportunities to learn about British culture such as Victorian, Roman and Elizabethan England. Pupils are satisfactorily prepared for life in a multicultural society and this is an area that the school plans to improve further. Pupils appreciate the differences in people and value their ideas and beliefs. In religious education lessons, pupils learn about Judaism and about Hindu festivals such as Diwali. Art lessons allow pupils to draw in the style of Australian aboriginal art and teach many aspects of European art. Physical education projects enable pupils to learn Indian, Greek and Egyptian dances.
12. Attendance rates remain satisfactory and there has been a reduction in the level of unauthorised absence since the last inspection. Punctuality has improved considerably since the last inspection and is now very good.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.5
National data	5.4

Unauthorised absence	
School data	0.5
National data	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Bangladeshi

No of pupils on roll
191
6
1
1
1
2

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning are **sound** and have **good** features. The curriculum is **satisfactory** and makes **good** provision for pupils' personal development. Day-to-day care for pupils is **good** and underpinned by satisfactory procedures. The school is **well regarded** by parents and pupils and links with the community are **very good**.

Teaching and learning

Teaching and learning are **sound** overall. Teaching is **good** in Year 2. Assessment procedures are **satisfactory**.

Main strengths and weaknesses

- Teachers form good relationships with pupils and have high expectations of behaviour.
- Lessons are interesting and engage pupils' attention.
- Consistently good teaching in Year 2 ensures that pupils achieve well in that class.
- Effective use is made of teachers' areas of expertise.
- Good links are made between subjects.
- Planning and provision for higher attainers is satisfactory, but could be improved in English and mathematics.
- Opportunities for pupils to write are not always taken.
- Teachers do not let pupils know well enough how they are doing and how they can improve.
- The effectiveness of support staff is satisfactory overall, but varies at times between classes.

Commentary

13. Over half the lessons seen were good and two were very good.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	2 (6%)	18 (51%)	15 (43%)	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.

14. Further evidence of the quality of teaching and learning was taken from looking at pupils' previous work and teachers' planning, and from talking to pupils and teachers. Teaching is especially successful in Year 2. Here, lessons move at a brisk pace and are skilfully focused on clear objectives for the full range of attainment. Pupils are encouraged to be independent and they apply themselves with good concentration. The teacher constantly assesses how well pupils are doing and gives them regular feedback on their achievements.
15. Teaching and learning in the subjects that were inspected are detailed later in this report, but several aspects apply to the school as a whole. Teachers and other staff promote good relationships in all classes. The teachers' positive approach in the reception class means that children who are very shy when they start at school grow in confidence. This continues throughout the school. Pupils get on very well with each other and behave well in lessons. They are treated kindly and fairly by adults and their views are respected. Pupils of all capabilities are included in all activities. Teachers work hard and successfully to provide interesting lessons and pupils are motivated by these to learn. They explain tasks clearly and use questioning well with pupils to extend their learning. Good links are made across subjects that help pupils to see the relevance of their work. These are particularly effective in history and art. The expertise of teachers with particular skills and interests is used effectively. This has an impact especially in music, art, design and technology and ICT.
16. The development of writing continues to have a high priority because the school recognises its importance in raising pupils' attainment across the curriculum. Pupils learn satisfactorily. However, teachers do not always exploit opportunities to encourage pupils' writing skills. This is noticeable in the reception class and in subjects such as religious education where the amounts of written work are low.
17. Teachers' written planning has improved since the previous inspection when it was a key area for development. It is often good. However, activities do not always meet the needs of higher attainers, especially in English and mathematics. Sometimes these pupils do not have work planned for them that is challenging enough. Sometimes they are required to complete too many routine tasks before moving on to extension activities. Learning support assistants give valued help in many lessons. In some classes, this is of high quality and enables pupils to make good progress. Occasionally the assistants are underused in the introductions to lessons. They do not, for example, note those who do not contribute or assess the contributions of others. At times, in group work, they give too much help to lower attaining pupils and do not encourage them to be independent or to retain their learning.
18. The previous inspection identified a weakness in the way teachers mark work and set targets for pupils to improve. This has improved, but has not been remedied sufficiently to raise standards more rapidly. Pupils are often told if they have done well in lessons and their books are marked. In some classes pupils are given clear indications of how to improve, while in others there are only brief comments. In some lessons, the final session is used well to assess what pupils have learned, but this is not always the case. There are too few opportunities for pupils to assess themselves at this point of the lesson and give feedback to the teacher on how they think they have done. Some general targets are set for the class as a whole and for individuals on their annual reports. They are used much less for groups or

individuals on a day-to-day basis. There are pockets of good practice, such as the personal targets set in Year 2, but these are not widespread.

19. The teaching of pupils with special educational needs is satisfactory. This is because pupils have been accurately assessed and their individual education plans are targeted carefully to help them learn. Most teachers use a range of successful strategies to motivate, involve and challenge pupils, and regularly monitor the progress pupils are making towards achieving their targets.
20. Pupils who speak English as an additional language receive satisfactory teaching. The teachers' positive approach and their effective organisational skills enable them to take a full part in lessons. Teachers place high emphasis on explaining the meaning of special vocabulary which might not be easily understood.
21. Assessment procedures are good in the reception class. In Years 1 to 6, teachers have clear assessment information in the core subjects on what pupils know, understand and can do. This information is built up as pupils move through the school and supplemented with data from national and other tests. However, in some classes this information is not used effectively to ensure that targets for improvement are appropriate and that pupils are consistently tracked as they get older. The school has identified that more work needs to be done on, for example, assessing writing against National Curriculum levels, so that all teachers are fully confident about assessing this work. Progress books have recently been introduced for all pupils, which will help with tracking achievement and with target setting.

The curriculum

The curriculum is **satisfactory** overall. The provision for personal education is **good**. The school provides a broad range of worthwhile experiences that meet the requirements of the National Curriculum and of the locally agreed syllabus for religious education. The curriculum for children in the Foundation Stage is **satisfactory**. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- Provision for pupils' personal, social and health education is good.
- There is no designated outside play area for children in the reception class.
- The time available for teaching older pupils is below average at present.
- The pupils' toilets are in need of refurbishment.

Commentary

22. The curriculum for children in the reception class is satisfactory. Planning focuses regularly on all six areas of learning. A high emphasis is placed on children learning through play and practical activities. Activities are carefully targeted to each child's needs because of teachers' effective use of assessment.
23. From Years 1 to 6, pupils benefit from a broad and balanced curriculum. Teachers make effective use of programmes of work that ensure that all aspects of the National Curriculum are covered in a sequential manner. This is an improvement since the last inspection when schemes of work were lacking. The school has policies for all aspects of school provision and has agreed a policy to promote racial equality. Teaching time is below average currently for pupils in Years 3 to 6, but the school intends to extend this when the current building programme is completed.
24. A notable strength is the consistently high quality of personal, social and health education. Well developed discussion sessions are used to debate all types of issues. Sex and drugs education are covered in science topics. There is an active school council that gives pupils the

chance to have a positive role in the routine life of the school, encouraging pupils to take responsibility and show initiative. For example, pupils chose which charities they will support this year.

25. The school makes a clear commitment to equality of opportunity. Pupils who are learning to speak English as an additional language are provided for soundly. They are identified early and external agencies are notified and involved as required. Pupils from other backgrounds and those from minority ethnic groups are integrated into all aspects of the curriculum. The provision for pupils with special educational is satisfactory. The extra adult support they receive enables them to succeed. In addition, some teachers plan easier tasks for these pupils that they can complete on their own and consequently improve their ability to work independently. However, in some lessons, they are asked to do a similar task to other pupils and sometimes struggle. The provision outlined in pupils' Statements of Special Educational Need is fully in place and is reviewed correctly. Good systems ensure that these pupils are fully included in all aspects of school life. The school works effectively with a wide range of external agencies, including specialists, to support these pupils.
26. The curriculum is enhanced satisfactorily through extra-curricular activities and links with the local community. Activities include a choir, a reading club and football sessions. Parent helpers support learning in some lessons and the curriculum is extended through a wide range of visits and visitors that effectively enliven pupils' appreciation of the arts. Year 6 pupils spent a day in Victorian costume when they visited a local study centre. A school drama production called 'Witnesses' further enhanced pupils' participation in the arts. Links with pre-school groups are satisfactory and ensure that children settle quickly in school. The school has satisfactory links with local high schools and pupils are adequately prepared for the next stage of their education. Provision for gifted and talented pupils is satisfactory and a current focus for further improvement.
27. The school has a satisfactory range of well-qualified teachers and support assistants to meet the needs of the National Curriculum. The accommodation is sufficient and currently being improved. Attractive displays enhance many areas of the school, although the hall remains a rather stark and uninspiring area. While children in the reception class have regular opportunities to play in the playground, the lack of a separate and secure outdoor space for this age group makes it difficult for staff to integrate play activities fully into the routines of the day. This is an area for improvement. The pupils' toilets need to be refurbished. In spite of the best efforts of the cleaning staff, unpleasant smells linger. Several pupils and parents commented that this is the poorest feature of the school building and the inspection team agrees.

Care, guidance and support

The school provides a **high level of care** for the physical and emotional needs of its pupils. Procedures for checking pupils' progress and providing support and guidance for pupils are **satisfactory**. The school takes pupils' views into account **well**.

Main strengths and weaknesses

- All pupils are looked after well.
- Adults are trusted by pupils and form very good relationships with them.
- The school listens to its pupils.
- There is effective care for those with special learning or behavioural needs.

Commentary

28. The provision of care has improved since the last inspection. Pupils are cared for well on a day-to-day basis. They appreciate the care that adults give them and find them approachable. The pupils who spoke to inspectors all said they had at least one adult that they could trust if

they had a problem. The governing body takes its responsibility for health, safety and child protection seriously. The school maintains good records for all aspects of health and safety. An example of the commitment to the care of its pupils is that 24 adults have recently become qualified in first aid. The procedures for child protection are effective. Adults and pupils carried out a fire evacuation drill during the inspection that had been triggered by a false alarm. This was completed speedily and efficiently.

29. Pupils are encouraged by adults to look after each other well. For example, when the infants make their way to the dining hall, they are looked after well by older pupils who are placed at strategic points on their route. They ensure their safety while the current building work takes place. The school listens well to its pupils and values their views. Pupils enjoy being class representatives on the school council and taking on the additional responsibilities that it provides.
30. Pupils' academic performance and personal development are monitored satisfactorily. An area for improvement is the extent to which pupils are involved by staff in their own learning, as outlined earlier in this report.
31. The school cares well for pupils with special educational needs. Their work is regularly monitored to ensure that they are making progress towards the targets set for them. The school uses a wide range of assessment tools to ensure that pupils' needs are correctly identified and met. Pupils who do not speak English as their first language are cared for well and make good progress in their personal development.

Partnership with parents, other schools and the community

Links with parents and other schools are **good**. Links with the community are **very good**.

Main strengths and weaknesses

- The majority of parents have very positive views about the school.
- Parents are very supportive of school functions.
- There are very strong community links.
- Good links exist with other primary schools and high schools.

Commentary

32. The school promotes itself very well to its parents. Those who responded to the inspection questionnaire, who attended the pre-inspection meeting or who were spoken to in school had many very positive views about all aspects of school life. In particular, they consider that they are well informed about school affairs and the progress of their children. Although 14 per cent of responses to the questionnaire indicated that the school did not seek or take account of their views, the inspection team found no evidence of this during its time in school.
33. A small number of parents help out in school on a regular basis and there is never any shortage of parents to help out on visits into the community. Parents from all parts of the community are also very supportive of the fund-raising events that the school runs. The school values all this help and it has a positive impact on pupils' learning.
34. Community links are very strong. The school is proud of its town heritage and plays an active part in many events, such as the annual carnival. The links are mutually beneficial as many organisations within Holt use school facilities during the evening or during holidays. A number of visitors are welcomed into school, including representatives from local churches, storytellers, African drummers and Indian dancers. Additionally, pupils enjoy visits to such places as Blakeney Point and the Anne Frank exhibition in Norwich. Older pupils have the opportunity to visit France and this has a good impact on their understanding of cultures other

than their own. There are good links with partner institutions such as other primary schools, the local high school to which the majority of Year 6 pupils transfer, and a local independent school.

35. The school informs parents well when planning work for pupils with special educational needs. Teachers invite parents into school to discuss pupils' individual education plans. The school invites parents to all reviews. Links between home and school are regular and constructive so that parents are aware of what they can do to help their child make good progress.
36. Effective links are established between the school and parents whose children are learning English as an additional language. Regular meetings with teachers, the co-ordinator and parents mean that everyone is kept well informed about progress.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher provides a **good** lead and a sense of purpose for the school. The leadership of other key staff is **satisfactory**. The effectiveness of management overall is **satisfactory**. The governance of the school is **good** and statutory requirements are met.

Main strengths and weaknesses

- The headteacher gives clear and respected leadership that encourages a positive school ethos, good team spirit and the commitment needed to improve standards.
- The governing body is actively involved in shaping the vision and direction of the school.
- Governors have a good understanding of the strengths and weaknesses of the school.
- The school has reviewed performance data and taken effective action to improve standards.
- The management of special educational needs is good.
- Financial management and day-to-day administration are efficient.
- There is a strong commitment to the induction of new staff and governors and to the continuing professional development of all staff.
- Long-term planning for the school and for individual subjects is not communicated well.
- The effectiveness of subject co-ordination varies.

Commentary

37. The headteacher has a clear vision of how she wants the school to develop in the future. She values her staff highly and is committed to their continuing professional development. She promotes teamwork well throughout the school. Effective systems for the performance management of staff have been established. The headteacher is committed to raising standards and is well supported by staff and governors. Most initiatives for improvement have had a positive impact on raising achievement. Standards have mostly improved year on year since the time of the last inspection, with the school receiving an Achievement Award in 2001. However, the school recognises that there is still more work to be done, particularly in raising standards in English. There is a clearer emphasis now in the school's aims on achieving high standards.
38. There is a clear and relevant school improvement plan, but it only covers four terms and does not have a useful strategic view of the longer-term development of the school. This was identified as a weakness at the time of the last inspection and has not been remedied. In discussions, the headteacher and governors have a clear vision for the future, but this is not communicated well in writing. Action planning for subjects is inconsistent. While some subject leaders have a clear view of how they can improve their areas of responsibility and act effectively to do so, some do not. Monitoring of teaching and learning at first hand has improved and is raising standards, for example, in mathematics. It is not yet rigorous enough to secure more rapid improvements in some subjects and some key co-ordinators are not yet

fully involved in this aspect of their work. For example, there has not yet been a focus on monitoring how work is planned for pupils of different prior attainments, although this is a stated priority for the school. The day-to-day management and organisation of subjects is satisfactory. However, not all subject leaders have a sufficiently well informed view of the whole school's provision in their subjects because there are separate co-ordinators for the infants and for the juniors in many subjects.

39. The special educational needs co-ordinator provides good leadership. She ensures that all pupils have been accurately assessed and that pupils have relevant achievable targets. The school has reviewed its policy to make sure that it reflects the 2001 Code of Practice for Special Educational Needs. The school provides a very good level of resources, especially staffing, to meet the needs of this group of pupils.
40. The leadership and management of provision for pupils who speak English as an additional language are satisfactory. The co-ordinator has a good understanding of the needs of these pupils and works well with the staff to ensure that they make at least satisfactory progress.
41. The school is managed satisfactorily. Administrative systems are established well and enable teachers to concentrate on pupils' learning. Financial management is good. Costs are in line with average expenditure for the area for each pupil. A relatively high figure has been carried forward in the previous two financial years. The use of this is allocated to maintain staffing levels and to carry out planned improvements. It is likely that this amount will reduce considerably by the end of the current year. The efficient office staff support the headteacher effectively in financial matters. The principles of best value are being steadily implemented by staff and governors. Office administration is of a high order and the school runs smoothly on a day-to-day basis.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	540,330
Total expenditure	529,425
Expenditure per pupil	2,384

Balances (£)	
Balance from previous year	82,530
Balance carried forward to the next	93,435

42. The governing body is very well organised and has a full complement of members. There is a good programme to induct the several new governors. Governors are offered and take up appropriate training to enable them to do their job well. They are well informed, evaluate their work regularly and actively seek ways to improve. They are fully involved in all self-evaluation exercises carried out by the school and actively seek the views of parents and pupils on specific issues. There are very good relationships between the members of the governing body and the headteacher and staff. Governors provide loyal support to the school and are carrying out their statutory duties. They ask challenging questions which lead the school to consider its planning and practices carefully.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**. The co-ordinator has carried out recent evaluations of provision and has a clear vision for developments for this age group. The children make satisfactory progress and achieve soundly in many areas of learning. They achieve well in their social and language development and in their knowledge and understanding of the world. However, because children start school from such a low starting point, attainment is below average. There are significant numbers of children who, while making good progress in relation to their attainment on admission, do not attain the expected goals at the end of the Foundation Stage in communication, language and literacy, mathematical development and knowledge and understanding of the world. Since the last inspection, there have been satisfactory improvements in provision for this age group. Developing a more imaginative use of play has led to enriched opportunities for children to learn. Teaching encourages children to develop logical thinking and learn to make decisions. ICT is used well to teach children in many subjects as well as in basic computer skills.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Teachers have very high expectations for children to be independent in their learning and in decision-making.
- Teachers quickly establish very supportive relationships with children.

Commentary

43. Children are attaining above average standards of personal, social and emotional development by the end of their first term in school. Teaching in this area is good and children achieve well. The children have only been in school a few weeks and are already confident in speaking to the adults they know and to other children. Teachers' high expectations and effective organisation means that children independently select which materials they will use in their work, such as making a model house. Teachers work very successfully to develop positive relationships with children so that they are happy to discuss their learning and any problems they have. The majority of children show a good level of interest in their learning. For instance, they are keen to show paintings they have created. They settle quickly to their tasks and concentrate effectively for short periods of time. Most children behave well because of teachers' very high standards of discipline and effective management.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Teachers use assessment effectively to ensure that all children are extended in their learning in language and reading skills.
- Teachers have a good understanding of how children learn and use very effective methods.
- Teachers do not exploit enough opportunities for children to develop their writing.

Commentary

44. Standards of language, literacy and communication are below average because of children's low starting point. Assessment is used well to make regular checks of children's progress and already, after less than a term in school, many children can read a few simple words. Children achieve well and make good progress in acquiring language and reading skills because of effective teaching. Teachers interest children with 'Big Books' so that they learn to listen and concentrate well on learning to read. The teachers plan a wide range of opportunities for children to talk to adults and each other. They discuss moral issues such as being fair and sharing things. Very good methods were used when children discussed their model vehicles. This was because the teacher used questioning very effectively such as '*How does the driver drive this car?*' Children enter school with very basic writing skills. Very few children can yet write their names recognisably. Teachers plan suitable writing activities in literacy sessions but do not sufficiently encourage the children to develop their writing through other activities.

MATHEMATICAL DEVELOPMENT

Provision for children's mathematical development is **good**.

Main strengths and weaknesses

- Resources, including ICT, are used well.
- Questioning is used particularly effectively to develop children's understanding.

Commentary

45. Standards of mathematical development are below average overall because of children's low starting point. Children make effective progress in learning as a result of good teaching. The teachers plan a good range of practical activities to promote children's mathematical development. Very good links with other subjects mean that children develop numeracy skills and ICT at the same time. For example, pupils learn to recognise shapes such as a cone or a sphere in pictures of everyday scenes. Every opportunity is taken by the teachers to reinforce children's number skills and check their mathematical understanding through well-directed questions and assessment activities such as "*How did you know it was a sphere?*" They allow children time to think about their answers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for children's development of knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Very effective use of resources brings learning to life.
- Teachers do not always have their detailed planning available for all staff to refer to during lessons.

Commentary

46. Children's knowledge and understanding of the world develops well because the teaching of this area is good. Although children achieve well, standards are below average in this area of learning because they enter school with very limited experiences. Children learn about the properties of materials such as sand, water and paint by handling and working with them regularly. They learn how to attach materials together working, for example, with glue and paper. Resources were very effectively used when children investigated how to create different types of homes out of straw, twigs and plastic bricks. Teachers' good knowledge means that children quickly learn to use the computer to extend their learning. Teachers' planning is

effective. However, the plans are not usually readily available for the teaching assistant and any visiting adults to study, so the adults are not as clear as they might be about the focus of learning.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **satisfactory**.

Main strengths and weaknesses

- Teachers have a good understanding of how children learn and so their expectations are high.
- More imaginative play resources and activities are needed for the outside play area.

Commentary

47. The majority of children's physical development meets national expectations because of satisfactory teaching. Children handle equipment such as pencils, scissors and brushes at an average level. They enjoy regular opportunities to be active in physical education lessons. Teachers' good revision of previous lessons allows children to learn to link their previous knowledge of body movements. The teachers have high expectations of children, challenging them to find different ways to travel over or under apparatus such as benches and boxes. They achieve well and make good progress when they learn to demonstrate their movements to others. Children do not have satisfactory opportunities for outdoor play because there is no separate secure playground for this age group. The range of equipment they use is limited and teachers take too few opportunities to plan imaginative activities for outside play areas.

CREATIVE DEVELOPMENT

Provision for children's creative development is **satisfactory**.

Main strengths and weaknesses

- A good range of activities is planned for the classroom which enables children to develop their creative skills well indoors.

Commentary

48. Children's creative development is average. The majority of children are on target to reach nationally expected levels during their time in the reception class. The children enjoy listening to music and learning songs. They confidently paint and create models. For instance, children explore colouring and painting well when they create jungle scenes with animals they have drawn. Children learn to play percussion instruments correctly. Inside the classroom, teachers ensure that a good range of activities is planned for children's creative development. Activity corners in the reception classes are used well. ICT is used effectively to develop children's imaginative play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Attainment in reading and writing is below average in Year 2 and Year 6.
- Teaching is effective in helping pupils achieve satisfactorily overall, but work is not always planned to take account of pupils' prior attainment, particularly for the higher attaining pupils.
- The school is raising standards in writing in Years 1 and 2.
- Pupils' attitudes and behaviour are good and classroom management is effective.
- Activities interest and motivate pupils.
- Pupils' knowledge of how to tackle unknown words is weak in Year 2.
- The tracking of pupils' progress and the setting of targets in 'pupil friendly' language are not rigorous enough.
- Marking does not always show pupils how to improve.

Commentary

49. Pupils start Year 1 with standards in English below those expected for their age. Standards in reading and writing in Year 2 as shown by test results have been below average in most recent years when compared with schools nationally. However, over the past few years, standards have improved in this age group faster than the national trend. The school met its targets for reading and writing in 2003, although the results dipped because there were few able pupils in the year group. Standards in English in Year 6 are below average. In the 2003 tests, the number of pupils attaining Level 4 was above the national average, but very few pupils achieved a Level 5. However, the school exceeded its targets and pupils showed very good progress in comparison to their attainment at age 7. This is an improving picture overall, but higher attaining pupils are not yet achieving as well as they could in Year 6. In some year groups, particularly Years 4 and 5, standards are better.
50. The quality of teaching has improved since the last inspection. The teaching seen was at least satisfactory and sometimes good. Written lesson planning is based on a common format and usually contains sufficient detail of how the needs of all pupils will be addressed. In a few lessons, however, teachers did not in practice include enough challenge in the activities that took place, especially for the higher attainers. Pupils with special educational needs and those with English as an additional language received satisfactory support and their work was usually challenging enough. Most teachers have high expectations of behaviour and achievement and, consequently, in the lessons observed pupils made at least satisfactory progress. Teachers use a good range of well-prepared materials and resources for lessons. In some lessons, teachers write the lesson objectives on the class board, share these expectations well with pupils and check that pupils understand what they mean, but not all teachers are doing this. Pupils' targets are not part of their everyday work and consequently they are not sure of them and how to achieve them. Marking is regular, but does not always indicate clearly enough what pupils need to do to improve.
51. Standards in speaking and listening are average throughout the school. Teachers work satisfactorily to try to improve attainment in this aspect. The younger pupils often have very short concentration spans but they soon learn to pay attention and listen well. Teachers do not plan enough good opportunities in other subjects to improve pupils' speaking and listening skills. For instance, pupils are not given many opportunities to discuss answers in pairs to teachers' questions. Teachers usually question pupils well and give good examples of how language can be used, but not all teachers write or display the key vocabulary in the classroom so that pupils can make the link between written and spoken language. Some final sections of

lessons are used well to encourage pupils to reflect on what they have learned and explain what has been successful and why. However, in some lessons this time is not used well enough. There is no action plan to develop this aspect of English.

52. The school has recognised that reading is a priority area for development. Guided reading groups have recently been set up throughout the school, but it is too soon to evaluate the impact of this initiative. The school recognises that there are not enough sets of challenging books for the higher attaining infant pupils and is seeking to redress this situation. There is a good emphasis on infant pupils knowing the correspondence between letters and sounds, but pupils in Year 2 do not know enough different ways to help themselves read unknown words. Pupils are encouraged well to read regularly at home. There is a home link book that shows the books that the pupils have read and their response to them. The school library has been significantly improved since the time of the last inspection. It is very well stocked with a range of books in good condition. Visits from authors contribute well to this part of the curriculum.
53. Pupils enter Year 1 with poor writing skills. They are not sufficiently used to writing with a pencil and many find it difficult to apply their knowledge of letters and their sounds to writing. The school has identified that an improvement in this area is a high priority. Infant pupils, particularly in Year 2, are now achieving well and have made good progress in their writing since the beginning of the school year. However, throughout the school many pupils are using the same planning strategies and starting points for their writing, irrespective of their prior attainment. Usually this means that the higher attaining pupils are not sufficiently challenged. Teachers give pupils opportunities to plan their work on writing 'frames', in drafting books and on white boards, but there is often little evidence of the teacher's or the pupil's initial response to this work. The quality of marking is not consistent and consequently some pupils are not getting enough detailed feedback to help them improve. Presentation of work and handwriting varies between classes, from very good to satisfactory. In some classes pupils are learning spellings according to their needs. In others, all generally learn the same spellings and this is not supporting their progress as well.
54. There are two subject leaders for English for the two key stages. Consequently there is no one with the whole-school view of the subject. Most aspects of the subject are led and managed satisfactorily because the initiatives undertaken have led to an improvement in standards. There is no strategic action plan for English. However, action plans have been written for particular areas that are the focus for improvement, such as guided reading. The lack of an overall strategy is contributing to the fact that the monitoring of the subject is not as good as it should be. Analysis of National Curriculum test results is used satisfactorily to target areas that pupils find difficult. However, the tracking of pupils' progress and the setting of pupils' targets are not sufficiently rigorous.

Language and literacy across the curriculum

55. There is good practice in aspects of science and history in particular. However, pupils' language and literacy skills are not being consistently developed through other subjects across the school. Although some teachers take opportunities to develop these skills, there is no overall plan for this.

MATHEMATICS

Provision in mathematics is **satisfactory** and improving.

Main strengths and weaknesses

- Attainment is below average in Year 6, but at least average in the other year groups. Pupils' achievement is satisfactory.

- Action to improve the subject and extensive staff training are having a positive impact on standards.
- Teachers' written planning and their evaluation of lessons have improved since the last inspection and are now good.
- Lower attaining pupils learn well in lessons, but do not retain their understanding in the longer-term and the use of support staff with these pupils is variable.
- Pupils are not involved enough in improving their own learning.

Commentary

56. At the time of the previous inspection, mathematics was one of the main weaknesses in the school. The school has acted successfully to improve its provision and the standards achieved by pupils. All staff have received intensive training, lessons have been monitored and there has been a concerted effort across the school to improve teachers' planning and assessment systems.
57. The school's results in the 2003 National Curriculum tests show that pupils in Year 2 attained average standards. Performance in Year 6 remained below the national average, but the pupils did very well compared to their results at age 7. The picture in the school during the inspection was similar. Teachers' records show that pupils are now making at least satisfactory progress over time. In some classes, most notably Years 2 and 5, the progress seen in lessons was good and, at times, very good.
58. Teaching and learning are satisfactory and have good features. Teachers' written plans are clear and detailed. Activities are interesting and pupils are keen and attentive. Teachers plan for the full range of the class. At times, the planning for higher attainers would be more effective if these pupils did not have to complete some routine tasks before tackling the more complex activities that are planned for them. The planning for lower attainers is detailed and relevant to their needs. However, the work in the books of these pupils compared with the results of later assessments shows that they do not retain their understanding of the subject well enough. This is an area that the school needs to investigate further. Teachers mark work regularly and tell the class in general how well they have done. Too often, marking is not informative enough in helping individual pupils to improve. The use of target-setting for pupils and classes is not developed well. Pupils are not involved effectively enough in knowing how well they have done and how they can improve. The use of support staff is variable in its effectiveness. In the best examples, the support assistant promotes pupils' learning and independence and is used well throughout the lesson. Provision is less effective when the assistant spends too much of the lesson only listening to the teacher's input or when she does not encourage pupils to learn independently.
59. Most aspects of the leadership and management of the subject are good. The co-ordinators work closely with the headteacher in analysing pupils' performance and in monitoring lessons and pupils' work. This has contributed to the improvements in recent years. Some of the monitoring is not rigorous enough and does not identify areas of weakness for further investigation.

Mathematics across the curriculum

60. The use of mathematics in other subjects is satisfactory and improving, particularly as pupils use ICT more widely to construct tables and graphs. There are good examples of data handling in science, such as line graphs to show changes in temperature. Graphs are used well in subjects such as design and technology and geography. Careful measuring contributes to good quality products in design and technology, such as models and recipes. Constructing timelines in history practises pupils' numeracy skills and contributes to their understanding of chronology.

SCIENCE

Provision in science is **satisfactory** overall. All aspects of the curriculum are covered satisfactorily throughout the school.

Main strengths and weaknesses

- In 2003, above average numbers of Year 6 pupils achieved Level 5 grades in National Curriculum tests.
- Throughout the school standards of investigation have improved and they are above average in Year 2.
- Teaching and learning in Years 1 and 2 are good which means that pupils achieve well.
- Pupils' progress in science is not tracked through the school, so less able pupils who do not have special educational needs are not monitored enough to ensure that they make suitable progress.
- Teachers' oral and written feedback is not consistently useful in helping pupils to improve their work.

COMMENTARY

61. In the 2003 National Curriculum tests, Year 6 standards were below average overall. However, nearly half the year group attained the above average Level 5 grades. The number of pupils who achieved above average grades has improved considerably since the last inspection. Inspection evidence demonstrates that, in Years 5 and 6, investigation skills are developed satisfactorily. Pupils learn to draw line and bar graphs effectively and draw conclusions using scientific knowledge and understanding. Year 6 pupils planned their own investigations well when they learned about the difference between growth and germination.
62. Since the last inspection there has been satisfactory improvement in science. The school has improved pupils' investigative skills. In Year 2, standards of investigation are above average. Teaching in Year 2 is very good. For instance, the teacher used resources very effectively when pupils investigated how to make a fair test. In Year 1 the teacher's good revision of the previous lesson allowed pupils to link prior knowledge and build on their understanding. Questions were challenging. The teacher valued every pupil's response so that their self-esteem and confidence improved.
63. Assessment procedures are satisfactory. However, the school does not monitor pupils' progress regularly enough over time to check that pupils are on target to achieve satisfactory levels for their capabilities. Inspection findings are that standards are below average in Year 6 for life processes and living things, materials and physical processes. Teaching for pupils in Years 3 to 6 is satisfactory. Pupils with special educational needs are satisfactorily supported by teachers and make sound progress. Some teachers do not consistently check at the ends of lessons on pupils' achievements and do not give them oral or written feedback on what they have done well or could do to develop their work further.
64. Leadership and management are satisfactory in most respects. Two co-ordinators share the management of this subject and support colleagues. Neither of the two co-ordinators, however, has a clear picture of provision across the school as a whole. Observations of teaching have been carried out recently in classes up to Year 2 and pupils' books have been analysed. Teaching in Years 3 to 6 has not been rigorously monitored recently. ICT provision has been developed since the last inspection and pupils now use computer programmes satisfactorily to develop science skills. Literacy skills are used satisfactorily to support science understanding and this is seen when pupils write predictions and conclusions with reasons. Numeracy skills are well used to develop and extend pupils' science skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** and has improved well since the previous inspection

Main strengths and weaknesses

- The priority given to the subject and the resources provided have improved greatly in recent years.
- Standards are improving, although the Year 6 pupils are not yet working at the level seen in most schools.
- Activities are often planned well to fit in with topics studied in other subjects.
- Pupils are keen and well-behaved.
- The subject co-ordinator is well-informed and effective.

Commentary

65. At the time of the previous inspection, pupils achieved satisfactory standards in the ICT activities they covered. However, important parts of the required curriculum were not taught and resources were limited. Improvement in provision was a key area for action. The school has acted effectively and pupils in all age groups are now achieving satisfactorily across the full curriculum. The oldest pupils have not quite made up sufficient ground, but the activities that are planned for them enable them to build systematically on their previous skills.
66. Teaching and learning are satisfactory and have good features. In the activities observed during the inspection, teachers demonstrated sound knowledge of the subject. The teachers and support staff have received up-to-date training and this is having a good impact on the planning and delivery of lessons. Resources have been improved so that the computers in all classes are of a similar type and on the same network, so that pupils are familiar with how they work. There are good plans to set up a 'laptop room' in the near future to extend resources further. The school's computerised projection facilities are being used well. All year groups now benefit from whole-class weekly sessions in the hall where basic skills can be taught efficiently. A good example was seen of pupils in Year 2 practising their 'drawing' skills as a class group by creating masks which were projected on a large screen. Activities are interesting and engage pupils' attention. Year 3 pupils enjoyed making a 'flying duck' simulation in a lesson that was seen.
67. The subject co-ordinator has a keen interest in improving provision further and the capability to do so. His subject knowledge is good and he supports colleagues well on a day-to-day basis. He has a clear vision for how the subject can be developed.

Information and communication technology across the curriculum

68. ICT is used satisfactorily across the curriculum. There are strengths in English and mathematics where computers are used to display and enhance work, such as 'The Holt Times' in Year 6 and work on data handling in Year 5. Pupils' science books show good use of graphs to record findings from experiments. Good examples were seen of previous work linked to literacy and history following a visit to Baconsthorpe. A geography lesson about mountains used the Internet well to show the view from a webcam on Snowdon. A current design project in Year 6 has used graphs and charts to record data about improving the playground. In art, pupils experiment with computerised programs, such as the good 'Skyline' pictures produced by Years 1 and 2. Digital camera images are used widely around the school to record and enhance pupils' work.

HUMANITIES

69. **History and geography** were not a main focus of the inspection. One lesson was seen in geography and two lessons seen in history. It is therefore not possible to form an overall judgement about provision and standards in these subjects across the school. An inspector looked at samples of pupils' work, at displays around the school and talked to pupils in Year 6. Standards in this limited evidence were average in both key stages. This means that pupils have **achieved well** from a low starting point.
70. There is no overall judgement about the teaching and learning of **history** in the school as a whole. However, the teaching and learning in the two lessons seen were good because the teachers had good subject knowledge and provided the pupils with interesting and challenging activities that led to good learning. Pupils were able to demonstrate that they had learned well during the course of the topics they had been studying. The two subject co-ordinators have worked hard to bring about a good improvement in all the planning stages for history. There is an action plan for history that identifies improving the use of ICT and the planning of work for pupils' differing needs. From the scrutiny of work, it is evident that there are successful links with other subjects and pupils' literacy skills are being developed satisfactorily. Discussions with pupils show that they enjoy this subject very much. They like the way that it is brought alive for them through visits and visitors. They use the Internet and the school library resources on a regular basis to research for information. This subject contributes well to the pupils' cultural development.
71. There is no overall judgement about the teaching and learning in **geography** as only one lesson was observed. However, teaching and learning in this lesson were good. In particular, the teacher used the Internet very well to link to the web cameras on Snowdon. The pupils could not only see what the weather conditions were like, but also extracted information on temperature patterns. From discussions with pupils, it is clear that they enjoy this subject. This is because the subject is brought alive through interesting activities and visits. The main co-ordinator, currently on leave, has improved the planning of this subject and also ensured that there are sufficient resources to teach each unit of work. She has monitored the teaching and learning in all classes and given useful feedback. Pupils study units about Mexico, India and Africa, which contribute well to their cultural development.

Religious education

Provision in the subject is **satisfactory**.

Strengths and weaknesses

- Visits and visitors enrich the curriculum well.

Commentary

72. Standards of attainment seen during the inspection remain in line with the expectations of the locally agreed syllabus, as they were at the time of the last inspection. Only one lesson was observed and, as lessons often contain an extensive discussion element, there was limited written work to examine for the younger pupils. However, an analysis of work of the older pupils and discussions with Year 6 pupils, indicate that pupils' achievement is sound throughout the school.
73. In the lesson seen, teaching was satisfactory. Pupils learned about the story of Rama and Sita well. The teacher used some interesting resources to bring the story alive and interest the pupils. However, the subsequent written task did not provide sufficient challenge in terms of writing for all pupils. In discussions with Year 6 pupils, they were able to talk extensively about their current work on Judaism and the stories of Moses. They know why the Ten

Commandments are important and can relate them to their lives today. There are strong links with the churches in Holt, both for visits by pupils and in terms of support to the school in assemblies. There is very little contact with people of other faiths.

74. There are two co-ordinators for this subject, one being responsible for the infants and the other for the juniors. They have rightly identified the use of ICT and planning for pupils' differing needs as areas for development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. The inspection did not focus sufficiently on **music** or **physical education** to make firm judgements about the overall quality of provision. A small sample of lessons was observed in these subjects and inspectors spoke to the co-ordinators.
76. The lessons that were seen in **music** were taught well. Both were led by the co-ordinator who works with other teachers to share her expertise. This was effective and led to good achievement by the pupils. The singing in assemblies was tuneful. The co-ordinator also leads a choir and these pupils sing well. There is a satisfactory programme of work planned for all age groups and resources are adequate. Several pupils benefit from specialist violin tuition.
77. The lessons seen in **physical education** were satisfactory. They covered aspects of gymnastics and games at levels suited to the pupils' ages. The older pupils take part in swimming lessons and teachers' records indicate that almost all reach the standard required by the National Curriculum before they leave the school. Pupils behaved well and showed attention to safety during the lessons seen. They enjoy lessons and are keen to improve. The school has a large hall, a spacious outdoor site and an additional playing field, although outdoor activities have been somewhat constrained during the current building programme.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Good teaching of interesting activities enables pupils to enjoy their work and achieve well.
- The older pupils attain standards that are above average.
- Pupils' work with textiles is well above average.
- Pupils learn about a wide range of famous artists and craftspeople.
- Effective links are made with work in other subjects.
- The management of the subject lacks a whole-school perspective.

Commentary

78. Pupils' good work can be seen in a wide range of displays across the school. All age groups cover a wide range of interesting topics that enable pupils to work with a wide variety of media and techniques. Pupils have regular opportunities to complete work in both two and three dimensions, with clay and paint used particularly well. Several teachers have a great interest in art and their influence is evident across the school. A striking feature of many displays is the very good use of textiles. Pupils have exciting opportunities to practise techniques such as weaving, sewing and collage. The new library is decorated with high quality panels made by Years 5 and 6 retelling the stories of 'The Mousehole Cat' and 'The Ice Palace'. These were completed as group projects by pupils and this co-operative working is another strong feature of the provision. The school is given valuable assistance in its textile work by a volunteer helper who has supported the teachers and pupils well for several years.

79. Teaching and learning are good. Lessons are well organised and resourced. Teachers explain new ideas and techniques well and encourage pupils to discuss the content of lessons and their ideas. In a Year 2 lesson, pupils commented imaginatively on the sculpture of Barbara Hepworth and Henry Moore. They have made their own clay figures that reflect the shapes and subjects of the work of these famous sculptors. In a Year 5 lesson, pupils were encouraged to use their imagination and independence in their drawing of a still life, while maintaining their close observation of the subject. Throughout the school, pupils learn about the life and work of artists and practise their techniques and ideas for themselves. Lessons often link effectively to work in other subjects. A topic about the village of Baconsthorpe, for example, resulted in some very good observational drawings that showed a mature understanding of perspective and scale.
80. Leadership and management are satisfactory. Two co-ordinators share responsibility for the subject. They support their colleagues on a day-to-day basis, but neither has a secure grasp of how the subject progresses across the school as a whole. The planning of lessons is based well on agreed units of work. Assessment is satisfactory. A good feature is the ongoing record of pupils' progress in life drawing. The school exhibits and celebrates pupils' work locally, for example, in a local gallery and the church. The overall provision makes a valuable contribution to pupils' cultural development.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Pupils in Year 6 reach above average standards.
- Good teaching enables the oldest pupils to work efficiently and independently.
- A wide range of interesting activities is provided and these engage pupils' interest.
- The written recording of pupils' projects is good.

Commentary

81. It was not possible to see any lessons in Years 1 or 2 during the inspection. Examples of pupils' previous work were seen and teachers' planning examined from all age groups. Two lessons were seen in Year 3 and Year 6. This evidence shows that pupils cover the required curriculum well. Provision for the younger pupils is at least satisfactory. Those currently in Year 2 have completed wheeled vehicles with wooden wheels and axles, using suitable tools and techniques to assemble and join their materials. In Year 3, the class was working on one of the food technology units of work that are covered across the school. Pupils generated ideas for a pizza and produced labelled drawings. Pupils in Year 5 have worked on bridge building, studying structures and types of bridges and completing detailed design briefs and labelled diagrams. Conversations with pupils showed that they enjoy the activities that teachers provide and they take pride in their work.
82. By Year 6, pupils' attainment is above that seen in most schools. Pupils work with a high level of independence and their books show that they have considered all the main aspects of the subject well. The good teaching in this class ensured that pupils of all capabilities were making toys using multiple cams, with confidence and assurance. The teacher was on hand to advise if needed, but pupils designed and built their models with minimal help. Their books showed that they have investigated how cams work and recorded in detail each step of their design, making and evaluation processes.
83. The management of the subject is satisfactory. The joint co-ordinators support colleagues on a day-to-day basis, but have not monitored the quality of provision in lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. The provision for personal, social and health education is **good**. Teaching is effective in developing very positive relationships between pupils, and between pupils and staff. Lessons develop pupils' citizenship skills and understanding of local issues. Standards are above average because teachers use sessions well. Weekly lessons are well established. Open-ended questioning is used very well. For instance, a Year 5 teacher used questioning effectively when she developed pupils' understanding of how we can solve problems. This meant that pupils appreciated how difficult it is to sort out some challenges. Effective learning methods were used when two pupils led the class council session so that they learned how to manage discussions. The teacher's high expectations enabled pupils to choose two developments that are the most important to them. They learned to prioritise and make responsible decisions. Paired discussion work means that pupils learn to explain their ideas orally before they speak to the class. Teaching assistants rarely record assessments of pupils' personal development formally in the first or last part of lessons and so miss a useful opportunity for monitoring pupils' progress.
85. The Year 2 teacher is currently trialling lessons to improve pupils' general learning skills. The lesson that was seen was conducted well and encouraged desirable attitudes and behaviour in the pupils, who responded enthusiastically and sensibly. This aspect of the school's provision makes a good contribution to pupils' overall personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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