

INSPECTION REPORT

**Preston Church of England
Voluntary Controlled Primary School**

Tasburgh, Norwich

LEA area: Norfolk

Unique reference number: 121061

Headteacher: Mrs D. McKelvey

Lead inspector: Jeff Lemon

Dates of inspection: 24th –27th November 2003

Inspection number: 257224

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 101

School address: Henry Preston Road
Tasburgh
Norwich
Postcode: NR15 1NU

Telephone number: 01508 470454
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Appropriate authority: Governing Body
Name of chair of governors: Mr David T Hughes

Date of previous inspection: 7th September 1998

CHARACTERISTICS OF THE SCHOOL

Preston Church of England Voluntary Controlled Primary School is situated in the village of Tasburgh to the south of Norwich. Pupils are admitted mostly from the village itself although a small number travel from other villages in the area. The number of pupils on roll at the school has increased since the last inspection and there are now 101 pupils, with an equal balance of boys and girls, arranged in four classes. The area served by the school is relatively advantaged in socio-economic terms with a higher than average number of adults having higher educational qualifications and a higher than average percentage of pupils coming from high social class households.

The percentage of pupils who are eligible for free school meals is well below average. Nearly all pupils are of white British origin which is typical of the area served by the school. The number of pupils with English as an Additional Language is very low. The percentage of pupils with special educational needs is below average, and these pupils mostly have moderate learning difficulties although some have behavioural and emotional problems. An average number of pupils have statements of special educational needs. The school has achieved the Investors in People Award. Attainment on entry is wide ranging but on balance it is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21116	Jeff Lemon	Lead inspector	Mathematics, science, information and communication technology, art and design, design and technology, music, physical education, special educational needs.
14061	Leonard Shipman	Lay inspector	
21992	Jean Newing	Team inspector	English, history, geography, religious education, personal, social and health education and citizenship, Foundation Stage, English as an additional language.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	24

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school, which provides a good quality of education. Pupils are taught well and are very well cared for. The school is well led and managed. Standards are high and the school gives good value for money.

The school's main strengths and weaknesses are:

- Teaching overall is good and often very good especially for the reception and Year 1 and Year 2 pupils.
- The leadership of the school by the headteacher and subject leaders is good and the governors of the school provide very good support.
- The school cares for its pupils very well and has a very good partnership with parents and the community.
- Attitudes and behaviour are good overall but sometimes when lessons are not well organised pupils are not focussed and display some inappropriate attitudes.
- Teachers do not always make clear to pupils what they are learning and although assessment procedures are securely implemented, the outcomes are not used to set individual targets effectively.
- The monitoring of achievement in the non-core subjects is not fully established.

The school has made **good improvement** since it was last inspected in 1998. It has maintained a good quality of teaching, and standards in English, mathematics and science have been kept up. The accommodation has improved and with a new library, pupils' library skills have been developed. The monitoring of teaching is now carefully and effectively carried out and registration procedures meet the requirements.

STANDARDS ACHIEVED

Standards are **above average** at the school by the end of both key stages and achievement is **satisfactory** overall. In the foundation stage, children achieve well in all of the areas of learning and reach standards above the expectations for the Early Learning Goals, by the end of the reception year. They do particularly well in developing their personal and social skills and also develop good literacy and numeracy skills. In Years 1 and 2, standards are high and pupils achieve well. They read accurately, their writing is well organised and expresses meaning clearly and they have good number skills. In Years 3-6, standards in English, mathematics and science are above average and achievement is satisfactory. Pupils read fluently and with enthusiasm and their writing shows a range of different styles with clear meaning to the reader. Pupils are very quick with number and many know their tables well. However, higher-attaining pupils could achieve more if the teaching of English and mathematics was improved. Standards and achievement in other subjects are satisfactory with evidence that they are above average in history.

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

The results of the 2003 tests were well above average in English and science and above average in mathematics when compared to all schools. When compared to schools whose pupils start from similar levels, the school reached well above average standards in science, average standards in

English and below average standards in mathematics. However, the number of pupils who took the tests is very small and inspection findings are that standards were above average in all the core subjects.

Pupils' spiritual, moral, social and cultural development is **very good**. The school gives pupils **good** opportunities to develop social skills and promotes cultural development very well. Pupils sometimes work in pairs, sharing ideas and discussing their work and there are visits to museums, theatres, and concerts. The school is very aware that it is a small village school in an area without cultural diversity and is successful in preparing its pupils to appreciate the multi-cultural aspects of our society. Pupils' attitudes and behaviour are **good**. The school's behaviour policy is based on the school's aims of being caring, kind, considerate and courteous and these aims are successfully reached. Attendance is **very good** and pupils arrive on time.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching is **good**. The teaching in the Foundation Stage and Years 1 and 2 is **very good**, as a result pupils learn well and their achievement is good. Teaching assistants throughout the school are well used to help pupils' learning. Teachers are usually good at encouraging pupils and in setting tasks which stimulate and engage them.

The curriculum is lively, interesting and relevant with good links between subjects. The school provides a **very good** inclusive quality of care for all the pupils. The very strong links with the parents are a significant help to the school in ensuring pupils make progress in their learning.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management of the school are **good**. The school is well led by the headteacher, who is very well supported by the assistant headteacher. All teachers have management responsibilities, which they carry out conscientiously and effectively. Governance is **very good**. All the governors are very supportive and have a real interest in the school. The Chair of Governors visits the school very regularly and plays a very active role of supporting the headteacher. The school development plan is a useful working document. It shows clearly how new initiatives are achieved through planning, teaching and monitoring, but it does not have a strong enough focus on raising standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school. No significant issues were raised in the parents' meeting or the questionnaires. Pupils are very positive and say they like school and the teachers. They enjoy their lessons and like being given responsibilities.

IMPROVEMENTS NEEDED

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

- Improve teaching by ensuring a greater focus on sharing with pupils what they will be learning and in giving them more guidance on how they can improve.
- Establish a simple and manageable system for the monitoring of pupils' achievements in non-core subjects.
- Ensure that the success criteria in the school development plan focus more on raising standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement for children in the Foundation Stage and for pupils in Years 1 and 2 is **good**. Achievement in Years 3 to 6 is **satisfactory**. Standards in all the core subjects are above average.

Main strengths and weaknesses

- In the Foundation Stage, children achieve well because of the very well planned, lively and challenging curriculum and because teaching is consistently very good.
- In Key Stage 1, pupils achieve well and standards are high in English, mathematics and science and history. This is because the quality of teaching is often very good.
- In Key Stage 2, although standards are mainly above average some pupils do not achieve as well as they could.

Commentary

1. Pupils enter the school with skills which are above expectations. The Foundation Stage curriculum covers all the areas of learning and links well to the start of the National Curriculum. Pupils achieve very well in personal, social and emotional development and they achieve the early learning goals in communication, language and literacy development and mathematical development before the end of the reception year and begin work at Level 1 of the National Curriculum. Achievement is high in all areas of learning because the teacher has very high expectations of pupils and sets interesting and challenging work.

Key Stage 1

2. In the 2003 national tests for seven year olds, the results were above average in reading, writing and mathematics when compared to all schools and average when compared with similar schools, except in reading where standards were below average. The inspection shows that in the current Year 2, standards in these areas are high. Differences in current performance and test results are due to the fluctuations year on year with small year groups. Many pupils read fluently and accurately and they use their writing skills well in other subjects. Pupils have good numeracy skills and are quick and confident with number facts. Pupils achieve well in science and history because the teachers set practical and interesting activities. All pupils achieve as well as they could in this key stage and there is no difference between the achievement of boys and girls.

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

Standards in:	School results	National results
reading	16.4 (16.4)	15.7 (15.8)
writing	15.3 (15.6)	14.6 (14.4)
mathematics	17.3(16.9)	16.3 (16.5)

There were 20 pupils in the year group. Figures in brackets are for the previous year

3. The results of the national tests for 11 year olds in 2003 showed that overall pupils attained standards which were well above average in English, mathematics and science when compared to all schools. Standards were average compared with those schools that have pupils of the same prior attainment. The inspection found that pupils in the current Year 6 are producing work above the expected levels in reading, writing and in mathematics. Pupils speak

well and have a very quick and accurate grasp of their tables. Pupils, especially higher-attaining pupils are not achieving as well as they could in English and mathematics. This is because teaching does not always set enough challenge and pupils are not clear enough about their targets and how they could improve. The school is particularly good at analysing the data it collects. This is used well to track pupils' progress and to look for areas for general improvements. The analysis is not securely used to set specific targets for improvement and this hinders achievement at Key Stage 2.

Key Stage 2

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

Standards in:	School results	National results
English	28.4(28.6)	26.8(27.0)
mathematics	27.9(28.6)	26.8(26.7)
science	30.9(27.0)	28.6(28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year

- Pupils with special educational needs have individual education plans that are carefully constructed and have suitable small steps to help pupils make progress. The special educational needs co-ordinator works alongside teachers and liaises suitably where necessary with outside agencies to ensure pupils achieve as well as they could. Pupils with English as an additional language achieve satisfactorily because of the caring ethos of the school which helps pupils to be confident and successful learners.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Their personal development is good and their spiritual, moral, social and cultural development is **very good**. Attendance is **very good**.

Main strengths and weaknesses

- The caring ethos of the school permeates all activities and helps to promote pupils' good attitudes.
- Pupils are articulate, confident independent learners.
- Staff are very good role models and pupils quickly understand what is expected of them and behave well.
- Spiritual, moral, social and cultural development is very good.
- Levels of attendance are very good and pupils' punctuality is good.

Commentary

- Pupils listen attentively and enjoy their learning. When lessons are lively and stimulating they respond with enthusiasm. Pupils behave very well in assemblies; they move around the school in an orderly manner and treat visitors courteously. They play well together in the playground and lunchtime is a civilised and social occasion. The school's behaviour policy is based on the school's aims of being caring, kind, considerate and courteous. Notices in the classrooms and corridors on the rights of adults and pupils in the school reinforce these aims. All teachers have consistently high expectations of behaviour. From the time they start school, children learn to listen when someone else is speaking and to take turns to speak.
- Speaking and listening skills are good. Pupils communicate confidently when they share their learning or express their opinions. By Year 6, pupils participate well in a debate, taking it in turns to speak and listen to the opinions of others. The school's focus on independent learning

was seen in all classes. The school gives pupils good opportunities to develop social skills. They sometimes work in pairs, sharing ideas and discussing. They have frequent opportunities to share their opinions. Older pupils sometimes work with younger ones; for example, Year 6 made a guidebook about the local church and took Year 2 pupils on a tour. Residential trips give good opportunities for social development as do the good range of extra-curricular activities.

7. All adults who work in the school have consistently high expectations of behaviour so that pupils receive the same message in each lesson in each year group. Teachers treat pupils with respect and pupils soon learn that they are expected to do the same. Class rules agreed between the teacher and the class reinforce these expectations.
8. Assemblies are planned carefully around themes and they always allow time for reflection and make a good contribution to pupils' spiritual development. Although no religious education lessons were observed, pupils' work and discussions with the headteacher and Year 6 pupils, indicates that in these lessons pupils reflect on religious principles, for example, forgiveness. Pupils show empathy with those less fortunate than themselves by becoming involved in giving to charity, for example, 'Christmas Shoebox for a Child'.
9. The school promotes pupils' cultural development very well. There are visits to museums, theatres, and concerts. Pupils take part in musical festivals and concerts. Teachers are very aware that it is a small village school in an area without cultural diversity and make a real effort to prepare pupils to live in a culturally diverse society. Religious education makes a good contribution to cultural development. Pupils study Christianity for one term each year and learn about other world faiths in other terms. The headteacher has collected a wide range of videos, books and artefacts which are used well to enrich this area. Visitors from other faiths talk about their traditions. Major festivals are celebrated. Good displays reinforce pupils' cultural development.

Attendance

10. Pupils arrive at school punctually, many with their parents. Levels of attendance continue to be well above the national averages. There are effective procedures in place to monitor and promote attendance.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.4
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
100		1

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 provided by the school is **good**. The curriculum is well planned and pupils are well taught. The school cares **very well** for its pupils and has **very good** links with parents and the wider community.

Teaching and learning

Teaching and learning are **good**. The teaching in the Foundation Stage and for the Year 1 and 2 pupils is **very good** and for the pupils in Year 3 to 6 it is **good**. Assessment is **good**.

Main strengths and weaknesses

- The teaching in the Foundation Stage and Key Stage 1 is very good. As a result, pupils learn well and their achievement is good.
- Teaching assistants throughout the school are well used to help pupils' learning.
- Assessment procedures are good but are not used effectively to set targets for future learning.
- Teachers plan suitably but at Key Stage 2 pupils do not always understand what they are learning and how they could improve further.
- The particular subject expertise of teachers is used suitably but the timetabling arrangements to support this are sometimes not well managed.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	10 (32%)	11 (35%)	10 (32%)	1 (3%)	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.

11. The quality of teaching for the children in the Foundation Stage and for pupils in Key Stage 1 is very good. Pupils learn well because teachers have very high expectations of them and they build well on the previous learning. The methods chosen by teachers in these classes are very effective and as a result achievement for all pupils is good. The good teaching is characterised by stimulating and interesting whole-class sessions that recap on what pupils know and challenge them to improve. There is a very good focus on practical learning and group activities. The very good support and guidance given to groups by the teaching assistants and the well-developed independence of pupils help this practical approach. Teaching assistants in all classes work closely and effectively with the teachers, they have copies of plans and give support in whole-class sessions, for example by clarifying what is being discussed and then often by directly teaching a group of pupils or an individual pupil.
12. Teaching in Years 3-6 is good especially in music, history and science but some aspects of teaching in English and mathematics lessons need improvement. Teachers throughout the school have good knowledge of their pupils and are usually successful in engaging their interest. In some English and mathematics lessons in Key Stage 2, explanations take too long and questioning does not allow pupils enough time to contribute. Although teachers carefully set out in planning what they want pupils to learn, they do not make this clear enough to pupils who then do not get enough work done. Time allocated to the summing up of a lesson is often too brief or missed altogether so pupils have no chance to reflect on their learning. In some lessons, pupils become restless and do not pay attention, as a result, pupils, especially higher-attaining pupils do not achieve as much as they could.
13. The good resources and accommodation are mainly well used by teachers in lessons but achievement is hindered when these are not well managed. The timetabling arrangements to

use teachers' particular subject strengths are inappropriate. The lack of organised support in some ICT lessons means that pupils may be left unsupervised. This poses a health and safety risk as well as preventing them achieving sufficiently. Pupils in the large Year 3/4 class are unable to fully participate in physical education in the hall, which similarly hinders achievement.

14. Assessment procedures are good for the core subjects. Statutory and other tests are analysed and the assessment books provide teachers with a good understanding of how well pupils are doing. Marking is carried out with care but does not always provide enough guidance to pupils on how to improve and it is sometimes difficult to see whether the pupil has responded to the teacher's comments. There has been a suitable focus on target setting and pupils are aware they have targets. However, the process is not fully effective, as targets are sometimes not based on what the pupils need to do to improve.

The curriculum

The curriculum is **good**. It is relevant and wide-ranging and is enriched **well** by visits and visitors.

Main strengths and weaknesses

- The good use of visits, visitors and events brings the curriculum to life.
- Provision for personal, social, health and citizenship education (PSHCE) is good, although there is no scheme of work.
- This is a very inclusive school committed to ensuring that all individuals have equal access to the curriculum
- Planning, both long term and medium term is secure and very good cross-curricular links have been established.
- The accommodation is good and resources are very good.

Commentary

15. Overall the school provides a relevant curriculum to meet the needs of all its pupils. A good range of clubs, visits and visitors enriches it. There are sufficient teachers and teaching assistants to provide effective support and challenge for the pupils. There are very good resources which are used effectively to support pupils' learning.
16. Planning for the Foundation Stage is very good in this mixed age class of reception and Year 1 pupils. The teacher successfully provides a curriculum based on the early learning goals for reception children alongside a curriculum based on the National Curriculum for Year 1 pupils. The curriculum for older pupils is firmly anchored on the National Curriculum and the locally agreed syllabus for religious education. Schemes of work that include national guidance have been effectively adapted to meet the needs of this particular school. The school works to a two-year rolling programme because of mixed-age classes. A programme of visits and visitors helps to bring the curriculum alive. On one afternoon each week, pupils work in small mixed-age groups; pupils between five to seven years have a rich experience of art, design and technology and ICT, while pupils in Years 3-6 experience physical education, music and ICT. These activities make a good contribution to pupils' personal development.
17. Provision for PSHCE is good despite the lack of a formal scheme to assist teachers in their planning. The school fulfils its statutory requirements to teach pupils about drug and alcohol abuse and sex and relationships within a broad relevant curriculum. This small school is very committed to inclusion and has taken pupils who have been excluded from or have had severe problems in other schools. All pupils are known by several adults and teachers plan lessons carefully to meet the needs of all pupils including those with special educational needs, and those for whom English is an additional language.

18. The school has successfully improved the curriculum during the past year by focusing on encouraging pupils to be independent learners. A good range of clubs, skipping, chess, football, netball and rounders enrich the curriculum. Matches are arranged with other schools. About a quarter of pupils learn to play an instrument and these pupils perform regularly in assembly as well as in festivals and concerts. All pupils in Year 2 learn to play the recorder, which helps raise standards in music.
19. The accommodation is good. Although the classroom for the youngest children is not as spacious as the school would like, the available space is used very well and does not hinder learning. The school is set in attractive grounds and there are sufficient classrooms as well as a library, computer suite and an additional room used for music and group work. The school has invested well in resources and these are very good in most areas of the curriculum.

Care, guidance and support

The school provides a **very good** inclusive quality of care for all the pupils and involves them **well** in the life of the school. There is **very good** support and guidance, which ensures pupils' personal development.

Main strengths and weaknesses

- The staff know the pupils very well and teach to pupils' strengths and weaknesses with targeted support.
- The provision for child protection, health and safety, including first aid, is very good.
- Procedures to gather the views of the pupils are very good.
- The recording of pupils' achievements is good in English, mathematics and science but is less effective in other subjects.

Commentary

20. Since the previous inspection, the overall quality of care for every pupil has improved. Being a small school with a strong ethos ensures that this is an inclusive school irrespective of the pupils' background. There is good support for those with special education needs, and for pupils with English as an additional language. Staff reassure pupils that they are cared for and this raises their self-esteem.
21. The headteacher is the designated member of staff for child protection. She is fully trained and ensures that every member of staff is involved. There is a governor with child-protection responsibility. Locally agreed procedures form the school's policy and the latest circular resulting from a recent 'child abuse enquiry' was given to each staff member. To ensure that there is no complacency, the headteacher undertakes an annual hypothetical concern exercise. Health and safety, including first aid, is taken seriously by governors and good records are kept.
22. Very good and trusting relationships exist between the pupils and staff. This mutual trust builds confidence. As a result, the views of the pupils are sought and listened to both formally and informally. There is a 'school council' that helps develop the pupils' initiative and responsibility. When pupils leave the school, they complete a questionnaire. Their answers are analysed and help shape the future direction of the school. This high quality of care is a strength of the school and is greatly appreciated by all the parents.
23. There are regular and careful assessments of how pupils are progressing. These are recorded in detail for English, mathematics and science and analysed to determine where improvements need to be made. In other subjects, teachers have secure knowledge of how pupils are achieving and share this with parents in a clear way through annual reports. The

recording of this information is inconsistent and lacks a systematic whole-school approach in order to be surer about standards.

Partnership with parents, other schools and the community

The school has **very good** links with both the parents and the wider community. This is a strength of the school and parents do make a very significant contribution in supporting teaching and learning. Links with other schools and colleges are **good**.

Main strengths and weaknesses

- The parents' views on the school are very good.
- Parents helping in school make a very significant impact in raising standards, especially in reading.
- Strong and well-established links with playgroups and local schools ensure the smooth transition for children into the foundation stage and pupils on to secondary schools.

Commentary

24. The school's links with parents and the wider community are very good and have improved since the previous inspection. The school gathers the views and aspirations of parents in a number of ways, for example, at the well-organised annual governors' meeting. There is mutual trust and open dialogue between parents and staff. The governing body created a parents' suggestion box and any contribution is assessed in a responsible manner.
25. Parents help in the life of the school in many ways. Some come in to help with reading or to run the school bank, where pupils handle money and give change. The 'Friends of the School' holds family orientated activities to raise income to purchase resources or to subsidise outings. Such trips broaden the pupils learning experiences and the resources are put to good use.
26. The school is situated in a cul-de-sac and the increasing number of parents who bring their children to school by car does occasionally cause concern with residents. The school is seeking ways to reduce traffic congestion by working with these local residents. For example, some activities are now held in the Village Hall rather than in school.
27. The school has good and established links with local pre-school groups to ensure a smooth entry into the Foundation Stage. Home visits and a careful induction system ensures new pupils make a confident start to their education. Routine information for parents gives them a clear understanding of how their child is taught or is progressing. Parents whose children require special educational support are fully included in this support. Parents are happy with the quality and quantity of homework. Their input at home supports teaching and learning effectively as they see the improvements in reading. The headteacher and special educational needs co-ordinator attend frequent local cluster school meetings that share good practice. For the older pupils and their parents, there is a good and established induction system into local senior schools. As a result, pupils move onto their next phase of education with confidence.

LEADERSHIP AND MANAGEMENT

Overall the leadership is **good** and the school is **well** managed. The governance is **very good**.

Main strengths and weaknesses

- The pastoral leadership of the headteacher is very good.
- The expertise and contribution of key governors are very good.
- The leadership and management of pupils with special educational needs are very good.
- The school improvement plan does not have a strong enough focus on raising standards.

Commentary

28. The school is well led by the headteacher who has a very high teaching commitment. She is very well supported by the assistant headteacher. All teachers have management responsibilities that they carry out conscientiously and effectively. All adults work as a cohesive team and this sets a good example to the pupils. The headteacher has created a successful team which works very well together to provide good opportunities for pupils to develop into well-rounded, thoughtful, independent learners.
29. The school's aims and objectives are clearly displayed in an attractive manner to give a clear sense of purpose, so that they are understood by teachers, governors, parents and pupils. This is a very inclusive school. Teachers know their pupils very well and their needs are met well. Pupils with special talents, for example, in music are given good opportunities to improve. Pupils with special educational needs are well supported. All pupils are treated with respect.
30. Although the headteacher is responsible for a class for most of the week, she teaches religious education to each class and this gives her the opportunity to get to know all the children. There are opportunities for all staff to undertake professional development to increase their knowledge and expertise.
31. The management of the school is good. There are good procedures in place to enable the school to run smoothly. Governance is very good. All the governors are very supportive. Most are parents, grandparents or people who have a real interest in the school. They fulfil all their roles very well. The chair of governors visits the school very regularly and plays an active role of supporting the headteacher. He makes a very significant contribution in analysing data for the school so that it can see how well it is achieving. The school development plan is a useful working document which shows clearly how new initiatives are achieved through planning, teaching and monitoring. However, it does not have a strong enough focus on raising standards.
32. The curriculum is managed well. It is well planned to cover all subjects of the national curriculum and religious education. All subject coordinators have some non-contact time to carry out their professional duties, including monitoring. The lack of a scheme of work for PSHCE is a weakness that the school is already addressing.
33. The experienced secretaries provide very effective administrative and financial support. They are welcoming to staff, parents and visitors and make a significant contribution to the ethos of the school. Finances are well managed by the headteacher and key governors. The budget is regularly monitored. The balance that has accrued since becoming a primary school is earmarked for further improvement of the accommodation. Recently, substantial amounts of money have been spent on a computer suite and a library. The hardware in the computer suite is giving severe problems and causing much frustration. The principles of best value are applied well.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	292580	Balance from previous year	35568

Total expenditure	260797
Expenditure per pupil	2896

Balance carried forward to the next	31783
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PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**. They are in a mixed class of reception and Year 1 pupils. At the time of the inspection, there were ten reception-aged children in the mornings and one in the afternoon. Insufficient evidence was gathered to make secure judgements about provision in all areas of learning.

The majority of children attend the local playgroup before they start school. Attainment on entry is wide ranging but above expectation. The school has good induction procedures, which enable children to visit the class several times in the term before they start school. Children achieve well because there is a lively relevant curriculum and teaching is consistently very good. The teacher and the teaching assistant work very well together and are excellent role models for the children. The leadership and management by the assistant headteacher are very good and assessment is secure. The accommodation is satisfactory and the available space is used well. Resources are very good. The provision noted in the last inspection has been maintained.

Main strengths and weaknesses

- Pupils achieve very well in personal, social and emotional development.
- Pupils achieve the early learning goals in communication, language and literacy before the end of the year and work at Level 1 of the National Curriculum.
- Very good teaching in all areas of learning enables children to achieve very well.

COMMENTARY

34. **Personal, social and emotional development** is very effectively promoted and children quickly gain an understanding of what is expected of them. These young children come into the classroom confidently, choose their name card from the table and write their name on a list. They listen to the adults and to each other; they share and take turns in the free activity time they have when they arrive in the morning.
35. Children are already displaying very good skills in **communication language and literacy**. They know many initial sounds and high-frequency words which they are beginning to learn to spell and use in their reading and writing.
36. Children achieve well in **mathematical development**. Children recognise numbers to 20 and count confidently to ten. When they are given sets of objects, they show an understanding of more and less. They recognise some coins and use these in their role-play to pay a bus fare. They recognise the most common two-dimensional shapes and make a repeating pattern.
37. The development of pupils' **knowledge and understanding** of the world is good. Children have daily opportunities to use the computer and use a variety of programmes to support learning in other areas. The teaching assistant interacts very well in the role-play and asks questions about what the children might see from the bus developing their knowledge and understanding of the world around them. Religious education is timetabled but no judgements can be made, as this was not seen.
38. Planning shows a good range of activities for **creative development** and for **physical development**. All children have painted a portrait of themselves and the teacher has provided captions to make this display interactive, for example, 'How many girls have long hair?'. Children have frequent opportunities to use the safe secure outside play area and also take part in indoor movement lessons. In all areas of learning, teaching by the class teacher is very

good and pupils achieve well. Their attainment is above that expected for the Early Learning Goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Very good teaching in Year 1 and 2 enables pupils to achieve standards above the national average and to make good progress.
- Parents make a significant contribution to the standards achieved in reading.
- Some lessons in Key Stage 2 do not have clear learning objectives which are shared with pupils at the beginning of the lesson.
- Guided reading is not managed as well as it could be in Years 3-6 and there is no consistent system of record keeping that shows the skills that pupils are acquiring.

Commentary

39. Standards reached by the end of Key Stage 1 are above average. The consistently very good teaching in Years 1 and 2 ensures that pupils build on the good start given in the Foundation Stage and continue to make good progress. The very good teaching of phonics along with the learning of high-frequency words, ensure that pupils are quickly acquiring the basic skills of reading and writing. By Year 2, pupils read fluently and with expression and understanding. They have a good understanding of the features of story writing and as a result of the visit of a local author and illustrator last term are still using these characters in their stories.
40. Standards have improved since the last inspection at Key Stage 1 and by Year 6, pupils still achieve standards that are above the national average. Inspection evidence suggests that pupils do not always make as much progress in Years 3-6 as they did in previous years. Overall, the teaching of literacy in Years 3-6 is satisfactory. All teachers use good strategies to manage pupils and as a result behaviour is good. Good relationships exist and teachers and pupils treat each other with mutual respect. However, some lessons are not sufficiently stimulating and pupils are not fully engaged and do not work as hard as they could. Sometimes, the tasks do not match accurately with what pupils already know, and this restricts the progress they make. Teachers do not share learning objectives with pupils at the beginning of the lesson and review them at the end so that pupils can take some responsibility for their own learning. Although pupils have literacy targets these are sometimes not sufficiently focused for pupils to know what they must do to improve. Some good evaluative marking was seen, but there is no indication that pupils take any notice of the teacher's comments.
41. Spelling is taught very well in Year 1 and 2. Pupils have good phonic knowledge which enables them to read words they have not met before and to spell many words accurately in their writing. The teaching of spelling is not so secure in Years 3-6 where work is not sufficiently matched to the different needs of pupils in mixed-age classes. There is no clear policy that ensures that pupils will learn spelling rules systematically through these years.
42. Parents make a very significant contribution to the standards achieved in reading. Many parents come into school to hear pupils read and home/school reading diaries show that pupils throughout the school read regularly at home. Reading is effectively taught in the reception class and Years 1 and 2 and although pupils have varied opportunities to read in Years 3-6, guided reading is not managed as well as it could be and some pupils do not achieve as well

as they could. There are no clear expectations of the skills pupils should be developing or records to show the skills pupils are acquiring.

Language and literacy across the curriculum

43. Literacy is very well used across the curriculum and many displays around the school bear evidence of this. Year 1 pupils write captions to accompany vehicles they have made in design and technology lessons, pupils in Years 3 and 4 write a detailed plan and recipe and then an evaluation of their cooking. Work in books shows good use of literacy in science and history.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The teaching in Key Stage 1 is very good.
- Pupils do well in the national tests at age seven and 11.
- Pupils throughout the school have good numeracy skills.
- Data analysis is carried out effectively but is not fully used to set individual targets.
- Higher-attaining pupils in Key Stage 2 are not always sufficiently challenged.
- Lessons have clear objectives but in Key Stage 2 pupils are less sure about what they have to do to improve.

Commentary

44. In the 2003 National tests for seven-year-olds and 11-year-olds pupils attained standards which were above average. When compared to similar schools, the results for seven-year-olds were above average and for 11-year-olds they were below average. These results must be regarded with great caution because the size of the year group was very small. Inspection findings are that standards are high in both key stages, pupils achieve well at Key Stage 1 and satisfactorily at Key Stage 2. Pupils are very confident in counting and many know their tables well, they have been encouraged to try out different mental strategies and are keen to explain their thinking.
45. The good achievement in Key Stage 1 is because the teaching is very good. Teachers have high expectations and build on the good number skills the pupils have. Teachers set challenging and stimulating work, which engages pupils' interest and helps them learn. Teachers use real resources well, for example, when teaching about money, they use the correct mathematical language and also make good use of classroom assistants to make things clearer to pupils or to assess how well they do. Teachers are very conversant with the requirements of the numeracy strategy and do not insist on too much recording and use of worksheets preferring to encourage explanation or the pupils' own way of recording to consolidate learning. The small numbers of pupils who have special educational needs are well supported through work that is set to match their needs and through extra support from teachers or teaching assistants.
46. The achievement of pupils in Key Stage 2 is satisfactory but some pupils especially higher-attaining pupils could do better. In work seen and lessons observed, teachers do not always set challenging or stimulating work and rely on individual responses to their questions instead of involving more pupils through greater use of paired or group responses. In these lessons, pupils who are keen on mathematics tend to let their attention wander and they take too little part in the lesson. In many lessons, what the pupils are trying to learn is planned for but is not shared with the pupils. As a result, they do not apply themselves as productively as they could. Teaching is satisfactory. Teachers give plenty of praise and encouragement but marking and

verbal feedback do not always give clear guidance on what to do to get better. Plenary sessions are sometimes missed out, or rushed so that key learning is not reinforced.

47. The school makes effective use of regular assessment and the information gained. Targets are generated from the data and a start has been made on sharing individual targets or group targets with the pupils, for example, by putting them into the front of exercise books or onto target sheets but practice is not fully embedded and sometimes the targets are not specific enough to help the pupils make gains in their learning that they understand. The co-ordinator is knowledgeable and committed. She monitors standards effectively through the data analysis. She has identified some areas for improvement through classroom monitoring, for example the need to focus on developing thinking skills and the use and application of mathematics skills not just completing exercises and getting correct answers. The school has been successful in maintaining the standards reached in the last inspection.

Mathematics across the curriculum

48. Pupils use their mathematical skills suitably in most other subjects. They measure length accurately when designing and are aware of the need to record accurately in their science experiments. They understand how to arrange and change shapes when linking art work to ICT.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The teaching of science is good at both key stages and pupils achieve well as a result.
- Pupils have very good attitudes to science.
- There is a very good focus on scientific enquiry and an attempt to engage pupils in investigations.
- Assessment procedures are good.

Commentary

49. The subject is well managed and there is a focus on raising standards. Results achieved by pupils at age 11 in the national tests in the years 2000-2002 were well below average. The school focussed on improving the planning of science and in giving it more importance. This has been successful, as in the 2003 Key Stage 2 national tests standards were well above average. Teacher assessment at Key Stage 1 indicated that in 2003 standards were below expectation although the number of pupils reaching the higher levels was above average. Inspection findings show that standards are currently above average at both key stages. The school has been successful in maintaining the high standards seen at the last inspection.
50. Pupils' work is well presented in a variety of forms often giving them the chance to use their initiative and independence rather than the mundane completion of worksheets. As a result, pupils are proud of their work and talk about what they have done knowledgeably, demonstrating they recognise feeding relationships when studying food chains. Assessment procedures are good, assessment books show that there is regular assessment and the work is accurately given a National Curriculum level. This assessment is used suitably to plan the next stage of the work. Marking is carried out carefully but it is not always clear how pupils have responded to the teacher's comments and sometimes comments do not give sufficient advice on how to improve.
51. All lessons seen are well planned and teachers have good subject knowledge. They have high expectations of the pupils and set interesting and challenging work which engage the pupils in experiments or investigations, for example when exploring the school grounds or in

determining the best material for an umbrella. Because the pupils are engaged, they are enthusiastic and want to learn so they follow instructions carefully and produce good responses. Teachers are good at asking questions to get pupils to think about what they see and to predict what may happen next. Pupils are developing good understanding of what fair testing means and were confident in explaining what the variables were. Teachers also use the correct scientific language throughout the school which helps pupils achieve well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The school is committed to improving provision and staff and pupils have a positive and enthusiastic attitude to using ICT.
- The procedures for managing ICT lessons are not always followed carefully and lessons are ineffective as a result.
- Although improving, the resources available are not totally reliable leading to frustration for staff and pupils and achievement which could be better.
- Information and communication technology is well planned and used in other subjects.

Commentary

52. Pupils are developing satisfactory skills in ICT and reach standards which meet national expectations. Throughout the school, they have opportunities to use a range of equipment including computers, calculators, digital cameras and programmable robots. Pupils use a mouse skilfully in Key Stage 1 and they know how to save and retrieve their work at Key Stage 2. Pupils at Key Stage 2 all have their own file space on the network which they confidently access. Many pupils are skilled in entering information and editing it and also they know how to spell check their work. When working on the computers, pupils concentrate well and help each other if they run into problems.
53. There have been good improvements to the resources for ICT since the last inspection. A number of laptop computers have been bought and these are starting to be used widely. The ICT suite is suitably equipped although it is rather cramped and will not accommodate a whole class. Resources were used effectively when the teacher enlisted other adult support and was able to use the ICT and the classroom to develop pupils' history work in producing a question and answer tree based on the wives of Henry VIII. Pupils knew what to do but were frustrated when the equipment did not operate as it should have done. This slows learning and pupils do not achieve as well they could. Similarly, although the Internet has been used to get information and to send and receive e-mails, notably when a teacher from the school was in Australia, it is presently not working efficiently and hinders learning. The school has worked hard and done all it can to remedy this situation which hampers achievement at present.
54. Teachers have secure knowledge and are confident in teaching ICT but some management procedures are unsatisfactory. Arrangements, when significant numbers of pupils are left unsupervised, are inappropriate and constitute a health and safety risk. Learning is hindered as the task set did not challenge pupils sufficiently and they were unproductive and resorted to unacceptable behaviour.

Information and communication technology across the curriculum

55. The clear curriculum map identifies areas where ICT can be used in other subjects and the school effectively keeps this under review and seeks to make greater use of ICT as new resources are bought. Pupils make good use of graphics software to produce artwork. They use programs in mathematics to reinforce skills and have used an electronic microscope to help them with close observation in science.

HUMANITIES

56. Insufficient evidence was gathered to be able to make secure judgements about provision in **geography** and **religious education**. No lessons were seen at either key stage but pupils' work and teachers' planning was seen. Planning shows these subjects are allocated time in line with national guidance. Subject co-ordinators report that resources are good for each subject. The scheme of work for geography uses the national guidance and religious education follows the locally agreed syllabus and includes national guidance.
57. Discussion with the headteacher, who teaches **religious education** to all classes, reveals her passion for the subject and her determination to make it relevant. Discussion with pupils reveals that they study Christianity for one term each year and cover other world faiths in the other two terms. They have a very clear idea of what it means to 'Love your neighbour' and relate this to their own lives. Year 6 pupils organised a 'Bring and Buy' sale as a demonstration of this concept. Forgiveness is another topic they talked about articulately and cited Mr Wilson, whose daughter was killed in Enniskillen, as an example for us to follow. From the evidence available, standards in religious education meet the expectations of the locally agreed syllabus.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Pupils reach higher standards than those expected nationally.
- An investigative approach is used to teach history so that pupils develop historical skills as well as knowledge.
- Good links have been established with other curriculum areas, such as literacy, ICT, music and art.

Commentary

58. Standards are above average at the end of Year 2 and Year 6. Pupils have an in depth knowledge of the period they are studying, and that they enjoy their learning in history. Some good links are made with other subjects and the Year 2 lesson on Florence Nightingale made good links with geography when pupils identified England, Florence and Scutari on a map. Pupils use their literacy skills well, for example, when they role played an interview with Florence Nightingale, sequenced pictures of her life, wrote captions for them and made them into an attractive booklet. Pupils in Years 3 and 4 develop good enquiry skills as they carefully observe features of Tudor building and begin to classify them. The oldest pupils have used ICT to find out about the Victorian period. They talk confidently about life for the rich and poor in Victorian times, the social reformers and the development of transport. Pupils are involved in learning through taking part in debates, for example, on the proposal to build a railway line from London to Norwich and on to Cromer. They expressed the views of the villagers, factory owners' and hotel owners and gave valid arguments from each perspective.
59. Teaching and learning in history are good throughout the school and as a result, standards in history have improved since the last inspection. The subject is well led and managed, except that the lack of a simple record of pupils' achievements means that the school is not secure about the progress pupils are making in the development of history skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

60. Music, art and physical education were sampled and no overall judgements are made about provision in these subjects.
61. Two lessons were seen in **music** and these were of very good quality. The teaching was stimulating and showed very good knowledge. Pupils were enthusiastic and tried hard for example when singing ascending and descending scales. Resources for music are very good with a good room for music and a very wide range of instruments. A significant number of pupils have instrumental lessons and the school has been very successful in participating in the Norfolk Music Festival, regularly receiving high commendations.
62. Only one **physical education** lesson was seen. The teacher showed very good knowledge of gymnastics and pupils when involved showed good control of balance and in putting together a sequence of movements. The class was too large for the hall, which meant that half the class were not involved. Although they behaved well and were encouraged to evaluate the performance of the other half of the class, the accommodation was not used effectively and timetabling arrangements reduce the opportunity for pupils to achieve as well they could.
63. One **art and design** lesson was observed and in this lesson, pupils were producing work using the techniques inspired by Monet. They showed good skills in mixing colours and knew how to achieve different tones. Art is used well to develop independence by encouraging pupils to take responsibility for getting out and clearing away materials. It also helps in developing personal skills, for example when pupils paint pictures depicting their relationships, for example "Fishing with Dad". Resources are good and are well used to create art in lots of different ways, both two- and three-dimensional. Art is well linked to other subjects for example when pupils compose music inspired by artists or they create pictures using graphics software on the computer.

DESIGN AND TECHNOLOGY

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

Main strengths and weaknesses

- The subject has been a priority area and as a result standards are improving.
 - Pupils have a very good understanding of the stages of designing and making.
64. This subject has been a priority area on the school development plan. Inset has been undertaken using the adviser from the local education authority. The teaching seen in lessons at both key stages was satisfactory, with a good focus on the processes involved. For example, pupils were asked regularly how they could improve their work. Displays around the school show some work of good quality, such as the biscuit making project and model cars, which have skilfully made use of ICT to label them. The displays also reinforce the design process, for example, setting out the need for information gathering, the making of step-by-step plans and then showed how pupils had overcome the "crumbly" biscuit problem once the product had been made. Pupils show good understanding and complete the cycle by explaining how they evaluate their work. Pupils achieve satisfactorily and standards are in line with expectations.
 65. Leadership and management are good, staff work together well to identify how design and make tasks fit into the overall curriculum plan. Lessons have been monitored and support given to ensure that there is a consistent approach across the school. Assessment is

satisfactory but there is no simple system for recording the achievements of pupils in order to monitor standards or identify area for improvement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

Provision for personal, social, health and citizenship education is **good**.

Main strengths and weaknesses

- Pupils show a good understanding of how they can support each other.
- The lack of a scheme of work makes the task of teaching PSHCE harder than it need be.

Commentary

66. PSHCE provides suitable opportunities for pupils to learn about drug and alcohol abuse and sex and relationships. The whole subject is planned on a two year rolling programme so that teachers know what they have to teach each term. However, the lack of a clear scheme of work means that teachers do not get sufficient support with planning and it is not clear how skills will be taught progressively as pupils move through the school. The one lesson seen was very good and enabled Year 2 pupils to consider the qualities of friendship.
67. Pupils are well involved in discussion about their rights and teachers' rights. The use of attractive posters saying

'We all have a right to dignity'
'We all have a right to teach'
'We all have the right to learn'
'We all have the right to feel safe'

promotes this aspect well and teaches pupils that they all have responsibilities. Discussion with pupils show that they like 'Circle Time', when they discuss various issues which concern them, often to do with managing their emotions. The oldest pupils have been trained as peer mentors and support pupils with personal problems and look for solutions. Provision for this area has improved since the last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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