

INSPECTION REPORT

ST. JOHN'S COMMUNITY PRIMARY SCHOOL

Hoveton, Norwich

LEA area: Norfolk

Unique reference number: 120920

Headteacher: Peter Muchlinski

Lead inspector: Colin Henderson

Dates of inspection: 17th – 20th May 2004

Inspection number: 257728

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll;	226
School address:	Horning Road Hoveton Norwich Norfolk
Postcode:	NR12 8NX
Telephone number:	01603 782520
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Robert Harber
Date of previous inspection:	May 1998

CHARACTERISTICS OF THE SCHOOL

St. John's Community Primary is an average-sized primary school. Most pupils come from the local villages of Hoveton and Wroxham, although a large number of pupils come from other surrounding villages. The current Year 6 is the last group to have received a significant number of pupils from a nearby lower school when in Year 4, before reorganisation. Pupils come from a mixture of private and rented housing and a broad range of socio-economic backgrounds. Almost all pupils are of white, United Kingdom ethnic background. There are no pupils for whom English is an additional language. The proportion of pupils entitled to free school meals is below average. Eighteen per cent of pupils have special educational needs, which is broadly average. Their needs are mainly moderate and specific learning difficulties. Attainment on entry is average. The school has established very good links with the local community that contribute well to pupils' learning.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23742	Colin Henderson	Lead inspector	Mathematics; information and communication technology; geography; physical education
14061	Len Shipman	Lay inspector	
22058	Christine Richardson	Team inspector	Science; art and design; design and technology; Foundation Stage; special educational needs
26945	Sylvia Gatehouse	Team inspector	English; history; music; religious education; citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of St. John's Community Primary School is **good**. It is a friendly, caring school with delightful pupils. It is valued highly by its pupils and parents and serves its community very well. Relationships are excellent and pupils behave very well. Pupils make good progress overall, especially in Years 3 to 6 where teaching is consistently good. The school is well led and satisfactorily managed. It gives good value for money.

The school's main strengths and weaknesses are:

- Staff and pupils get on well together to create a happy, harmonious community with an enthusiasm for learning.
- Children in the nursery and reception class make a good start to school life as a result of good teaching.
- Teachers' expectations of more able pupils are not consistently high enough.
- A very good range of activities held outside the school day enriches the curriculum.
- Procedures to identify weaknesses are effective but the school does not follow up rigorously to evaluate if standards are improving.
- Pupils do not use their writing skills enough.
- Its very good care for the well-being of every pupil and its good provision for children who experience learning difficulties.

The school has made satisfactory improvement since the last inspection. It has maintained its good teaching and caring ethos and continues to provide a good curriculum. Most pupils achieve well. Standards in information and communication technology (ICT) have improved as teachers' confidence has increased. Procedures for assessing pupils' achievements have improved. However, the information is not being used consistently to plan work that matches the needs of more able pupils, and to let pupils know what they need to do to improve their work. Pupils' skills in extended writing are not developed fully.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2

Pupils' achievements overall are **good**. Children in the nursery and reception class make good progress in their learning, promoted by good teaching. They achieve the levels expected nationally by the end of the reception year. Pupils' achievement in Years 1 and 2 is satisfactory overall, although older, more able infant pupils are not challenged consistently to achieve as well as they could. Pupils' achievement is good overall in Years 3 to 6. Pupils with special educational needs make good progress towards their learning targets. The work seen during the inspection shows that standards in Year 2 and Year 6 are **average** overall. Both year groups have a high proportion of pupils with special educational needs. Pupils attain above average standards in reading, although pupils' writing standards are not consistently high enough. Standards in mathematics are average. Standards in science and ICT are rising, although they do not yet meet expected levels in Year 6. Pupils in Years 3 to 6 attain above average standards in a good range of subjects, including religious education, physical education, geography, design and technology and art and design.

Pupils' personal development is **very good**. Behaviour is also very good. Pupils are enthusiastic and willing to work hard. They are punctual to lessons and their attendance is satisfactory. Pupils' moral and social development is very good and their spiritual and cultural development is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching and learning are **good** overall. They are consistently good in the Foundation Stage and in Years 3 to 6. Teaching is satisfactory overall in Years 1 and 2, although teachers' expectations are not always high enough, especially of more able pupils. Teachers do not use assessments of pupils' work consistently to guide them on improving its quality. The school provides very good care and support for pupils. The good curriculum is enriched very well by the very good range of clubs and out-of-school activities. Links with parents are good. There are very good links with the local community that enhance pupils' learning very well.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The headteacher provides **good** leadership to the work of the school. He has been very influential in establishing a strong staff team and a positive and caring ethos that successful includes all pupils. Subject leadership and management are committed to improvement but do not focus rigorously enough on pupils' achievements. Governance is good. Governors have a good understanding of the school and support it well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are positive about the school. Their children enjoy school and are making good progress. Parents value the good quality of teaching, the good leadership of the headteacher and the good range of activities. They are kept well informed and are comfortable about approaching the school if they have a concern. Pupils like being at school. Most say that they learn new things in lessons; get help when they are stuck and there is always someone to go to when they are worried or need help. Some were concerned about the behaviour of other children. Inspectors found pupils' behaviour to be very good.

IMPROVEMENTS NEEDED

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

- use assessment information to:
 - a) plan work that challenges more able pupils more consistently;
 - b) let pupils know what they need to do to improve their work;
- apply pupils' writing and presentation skills in a broader range of subjects;
- extend the role of subject co-ordinators to evaluate standards rigorously, identify weaknesses and take action to improve them.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils in Year 2 and Year 6 attain **average** standards. Standards in other years are **above average**. Achievement is **good** in the Foundation Stage and in Years 3 to 6. It is **satisfactory** overall in Years 1 and 2.

Main strengths and weaknesses

- Pupils throughout the school achieve well in reading and attain above average standards.
- The good achievement of children in the Foundation Stage.
- Standards in writing are not consistently high enough.
- Pupils' skills in ICT and scientific investigations are improving well, although they are below expected levels in Year 6.
- More able infant pupils do not attain consistently high enough standards.
- The good achievement of pupils with special educational needs.
- The good achievement of Year 6 pupils is reflected clearly in the above expected standards attained in many areas of the curriculum.

Commentary

1. From an average attainment on entry, children in the nursery achieve well in all the areas of learning as result of the friendly, welcoming atmosphere, the very good teaching and broad range of interesting experiences. The progress of those children who move into the reception class continues to be good. It is sustained by good teaching, a good range of interesting practical activities and detailed records being used to target children's learning well. Children achieve their nationally expected levels by the end of the reception year in all the six areas of learning. Many exceed them in personal, social and emotional development, communication, language and literacy and physical development.
2. Pupils in Years 1 and 2 achieve satisfactorily overall. Their achievement is often good in Year 1, although more able Year 2 pupils are not always challenged enough to achieve as well as they could. Year 2 pupils attain above average standards in reading, average levels in mathematics and information and communication technology (ICT) and below average standards in writing and science. Standards have improved in reading and ICT since the last inspection as a result of improved teachers' confidence and competence. They are similar in mathematics and are lower in writing and science. Standards are lower than the results in last year's tests for seven-year-olds. Almost all pupils achieve the nationally expected Level 2, although too few pupils attain above average levels. Pupils do as well in tests as those in similar schools. The current Year 2 group of pupils has a higher than usual proportion of pupils with special educational needs. Their education was disrupted when they were in Year 1 by a high level of staff change, and this restricted their achievement. Teachers do not maintain a consistent focus on improving pupils' writing skills and extending their use in a broad range of subjects. This limits their achievement.

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

Standards in:	School results	National results
reading	16.4 (17.8)	15.7 (15.8)
writing	15.6 (15.3)	14.6 (14.4)
mathematics	17.3 (18.1)	16.3 (16.5)

There were 25 pupils in the year group. Figures in brackets are for the previous year

3. Year 6 pupils attain average standards in English and mathematics. They are below average in science and ICT. Standards in reading are better than in the last inspection in English, but lower in writing. Good teaching extends pupils' reading skills well and they attain above average levels. Their writing skills are not extended so well and are below average levels. Standards are lower in mathematics and science and remain below expected levels in ICT. The results of national tests for eleven-year-olds over the last three years show that standards fluctuate significantly from one year to the next, reflecting the changes in different year groups. The overall improvement trend was similar to the national trend. The current group of Year 6 pupils is the last year group in the school to receive a large number of pupils transferring from a local lower school at the start of Year 4. This year group, together with last year's group, has a higher than usual proportion of lower achieving pupils and those with special educational needs. The school is likely to achieve its targets of 72 per cent in English and 75 per cent in mathematics for the proportion of pupils to attain the nationally expected Level 4. These are likely to be higher than last year's test results, as shown in the following table, and are broadly in line with national averages.

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

Standards in:	School results	National results
English	25.9 (28.7)	26.8 (27.0)
mathematics	26.1 (28.5)	26.8 (26.7)
science	27.1 (29.6)	28.6 (28.3)

There were 51 pupils in the year group. Figures in brackets are for the previous year

4. Pupils in Year 3 to Year 6 achieve well. Many pupils in Years 3, 4 and 5 attain standards that are above those expected for their age. Overall boys achieve as well as girls. Good teaching, improved resources and a good range of interesting activities are promoting good achievement. The current Year 6 has not had enough opportunities to benefit fully from the improved provision in ICT and the increased focus on practical investigations in science. Standards are improving, although those in Year 6 are not in line with nationally expected levels. Year 2 pupils attain average standards in all other subjects. Year 6 pupils attain above average standards in religious education, physical education, geography, art and design and design and technology. Good teaching and an effective use of interesting visits, visitors and other resources contribute well to pupils' achievement. Standards in music and history meet expected levels.
5. Pupils with special educational needs make good progress towards the targets on their individual education plans because of the good teaching. They gain in confidence and self-esteem. The school makes good use of assessment information and observations to identify pupils with special educational needs at an early stage in their learning. Tasks are matched well to pupils' abilities. Pupils often attain well for their abilities in national tests because of the good support they are given.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their moral and social development is **very good**. Pupils' spiritual and cultural development is **good**. Attendance is **satisfactory**. Punctuality is **good**.

Main strengths and weaknesses

- The school promotes excellent relationships and racial harmony.
- Pupils take responsibility well and are successfully involved within the community.
- Pupils behave well because staff have high expectations of them to do so.
- Pupils arrive at school punctually and are keen to learn.

Commentary

6. Since the last inspection, the school has maintained the very high standards of behaviour, pupils' attitudes to learning and their personal qualities. Attendance fell but improved procedures are resulting in rising levels.
7. Pupils attend school punctually and many run into the playground with a sense of excitement. The pupils' behaviour and attitudes to learning are consistently very good from the nursery to Year 6. Relationships between pupils and with teaching staff are excellent. Any form of racism or bullying is dealt with swiftly and effectively. Pupils with specific behavioural needs are supported well and included successfully in the full range of activities. Midday supervisors are trained in aspects of behaviour and playtime management. As a result, pupils play safely. This reflects the views of most parents that children's behaviour is good and they mature and take responsibility well. No pupil has been excluded.
8. Pupils' spiritual, moral, social and cultural development is very good overall, particularly their social and moral development. Six world faiths are taught and a strong sense of helping disadvantaged children is evident. Pupils recently raised a large sum for children with leukaemia. They clearly know right from wrong and respect their school and property. Either through the school council or 'yellow cap buddies', pupils perform a number of roles within school, with increasing responsibility as they get older. For example, older ones read with the younger ones and this helps improve standards in literacy. Pupils' personal development and their knowledge of the local area are enriched by a wide range of extra-curricular clubs, visits and visitors.
9. Levels of attendance have fallen since the last inspection. Following an audit by the local education authority, the school has tightened procedures and raised with parents the need for better attendance. As a result, those levels have passed the school's target of 94.2 per cent and are now in line with the national average. Registrations are quickly and efficiently completed. Most teachers make good use of the time to grasp pupils' attention and promote their learning. For example, many teachers require them to apply their mental arithmetic skills to calculate the number present in class after any absentees have been noted.

Attendance in the latest complete reporting year (93.9%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.4
National data	5.4	National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	199
White – Irish	2
White – any other White background	2
No ethnic group recorded	1

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching is good. The school provides a good curriculum, enriched by a very good range of extra-curricular activities. The school provides very good levels of care. Links with parents are good. They are very good with the local community.

Teaching and learning

Teaching and learning are good overall. They are good and often very good in the Foundation Stage and in Years 3 to 6. They are satisfactory overall in Years 1 and 2. The use of assessment is satisfactory overall, although it is not used consistently to match work to the needs of more able pupils.

Main strengths and weaknesses

- Very good teaching in the nursery and good teaching in the reception class help children to settle in quickly and happily, and achieve well.
- Most lessons in Years 3 to 6 are well-paced, taught well and help pupils to make good progress in their learning.
- The use of assessment information and target setting is not consistent.
- Teachers work well with teaching assistants to provide good support and promote learning.

Commentary

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	14 (29%)	27 (56%)	5 (10%)	2 (4%)	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.

10. Teaching has been maintained at the good level reported in the last inspection. It has improved in Years 3 to 6. New staff have contributed well to maintaining the good quality. There were examples of good practice in each year group, although teachers' expectations of more able infant pupils were not consistently high enough. The good quality of teaching reflected the views of parents and pupils. Parents in all the questionnaires valued the good teaching.
11. The staff in the nursery and reception class ensure that children settle quickly into school life. Very good teaching and a very good range of interesting experiences enable children in the nursery to achieve well in all the areas of learning. Those who move into the reception class are prepared well for the change. The reception teacher uses the detailed assessments provided by nursery staff to plan work that is matched well to children's needs. Good teaching and a good programme of activities enable children to continue to learn well.
12. All teachers maintain very good control of their classes and have excellent relationships with their pupils. Teachers expect high standards in pupils' behaviour and their attitudes to work. As a result, pupils sustain their interest and are keen to succeed. Teachers' expectations of how pupils use their writing skills to present their work are not consistent throughout the school. Analysis of pupils' work shows that this results in variations in the quality of work in books and in folders. Teachers in Years 3 to 6 use resources well to grasp pupils' attention, for example in science and geography. They ask questions effectively to include all pupils in class discussions. Many teachers use 'talking partners' well to promote pupils' speaking skills and increase their confidence, although this strategy is not used consistently in all classes. Where teachers use a good range of questions to challenge pupils to use their knowledge and understanding, this results in a higher than expected level of answers, for example in mental mathematical activities in Years 5 and 6. However, too often teachers use the same level of

questioning for the whole class. This does not ensure that pupils, especially the more able, are challenged to achieve a high standard.

13. Teachers in Years 3 to 6 maintain a brisk pace to lessons. They share the learning objective with their class so pupils know exactly what they are trying to achieve. Teachers in Years 4 and 5 involve pupils in evaluating their own progress towards these objectives and use this information to guide their teaching plans. This helps pupils to gain a clearer understanding of how well they are achieving. Teachers use their good subject knowledge, for example in ICT and history, to encourage pupils' interest and extend their learning.
14. The teaching for pupils with special educational needs is good. The co-ordinator plans very carefully for pupils with special educational needs and additional support programmes promote the learning of lower attaining pupils effectively. Teaching by the special needs co-ordinator and teaching assistants is of high quality, and helps pupils with special educational needs and those of lower attainment to achieve well. Teaching assistants work very successfully with class teachers to provide good support to these pupils in whole class activities. They ensure that all are included fully, for example, by contributing their ideas in end-of-lesson feedback sessions. Their contributions are valued and this results in increased self-esteem and a positive attitude to their work.
15. Staff have established secure and thorough procedures for assessment and record keeping. Pupils are assessed regularly. Assessments are recorded in detail and teachers are developing group targets, although this is not consistent throughout the school. Teachers talk to pupils about their work, but this is not always supported by teachers marking pupils' work constructively. Many pupils are not clear about what they actually need to focus on to improve the standard of their work. Analysis of pupils' work shows inconsistencies in teachers' use of assessment information to match work to pupils' needs, especially more able infant pupils. For example, too often all Year 2 pupils are given the same worksheet. Lower attaining pupils and those with special educational needs are supported well to help them to achieve. However, teaching is unsatisfactory in a very small number of lessons when more able pupils are not extended enough to attain above average standards.

The curriculum

The school provides a **good** curriculum for all pupils. It is very good in the nursery. The range of extra-curricular activities is very good. Accommodation and resources are good.

Main strengths and weaknesses

- The enrichment of the curriculum beyond lessons is very good.
- The provision for pupils' personal, social and health development is very good.
- Teachers and their support staff share lesson planning.
- The curriculum for more able infant pupils is not sufficiently challenging.
- Co-ordinators are not evaluating the quality of the curriculum often enough.

Commentary

16. The school teaches all subjects of the National Curriculum, personal, social and health education, and elements of citizenship. It meets all statutory requirements and has been maintained at the good level reported in the last inspection. The governing body monitors the curriculum successfully through its link governors. The school is aware that the current teaching time for Years 3 to 6 is one hour less than the national average and is reviewing the organisation of its timetable.
17. The school is alive with many popular clubs that significantly enhance the work pupils do in lessons. These include needlework, modelling, computer studies, sporting and musical activities. Events such as Book Week, visits to local places of interest like Norwich Castle and Cathedral, and visitors of note such as the Bishop of Norwich, the local Member of Parliament,

and an international endurance athlete also contribute to the richness of what pupils learn. The annual residential visit for Year 6 pupils to How Hill provides a breadth of experience in history, geography and science as well as opening their eyes to the precious beauty of the natural environment in which they live.

18. The school's emphasis on developing pupils' personal, social and health education ensures that they behave very well in lessons and have positive attitudes in lessons. The curriculum for pupils with special educational needs is good because it meets their needs well, and pupils are included very well in the life of the school. Additional support programmes are carried out effectively and teachers ensure that pupils have experience of all subjects of the curriculum. However, the same is not true for more able pupils, especially in the infants. Studying teachers' planning, looking at pupils' work from the past year, and observing what they are doing in lessons reveal that, too often, the needs of these pupils, especially in Year 2, are not being met consistently.
19. The roles of subject co-ordinators in monitoring the curriculum are not developed fully. They do not evaluate often enough the quality of the curriculum provided to meet the full range of pupils' needs, leading to some fragmentation in provision. For example, in English and mathematics, subject co-ordinators do not ensure that the work is sufficiently fine-tuned in teachers' lesson planning to match pupils' needs, especially those of the more able, and drive their learning on.
20. The accommodation is good and very well maintained. It is very good for the Foundation Stage. Some classrooms are very cramped, making it difficult to teach some aspects of practical subjects such as design and technology. The outdoor environment is very good with many features that enhance the pupils' work in physical education, science and geography as well as the arts. Resources are good overall. They have been improved since the last inspection, for example in ICT, and this enhances the range of learning activities.

Care, guidance and support

The school's very caring ethos ensures that the care and welfare of the pupils is **very good**. The advice and guidance given to pupils is **satisfactory**. The involvement of pupils through seeking their views is **good**.

Main strengths and weaknesses

- All aspects of child protection, including health and safety, are very good.
- Excellent relationships with adults mean that pupils are consistently well cared for and supported.
- Pupils' views are listened to and acted upon. They help to shape the future direction of the school.
- The school has good records of pupils' progress as they move through the school but this information is not used sufficiently to guide pupils towards their next steps in learning.

Commentary

21. Since the previous inspection, the school has made good improvement in the overall quality of care. This is greatly appreciated by the parents and carers.
22. There are two designated members of staff for child protection. Locally agreed procedures are in place and all members of staff have been suitably trained. Health and safety, including first aid, is very effective throughout the school. All the maintenance and risk assessment records are in place and regularly reviewed.
23. The school has worked hard to maintain pupils' very good behaviour. Staff provide good, calm role models for the pupils to emulate. Midday supervisors have been trained in playground behaviour and play activities. Buddies and older pupils care for the younger ones well. As a result, all forms of bullying or racism are eliminated as far as possible. For those pupils with

particular behavioural needs, there is extra support, so all pupils are included in all activities. The pupils play happily and carefree. Teaching staff are very sure of their pupils' personal development. Pupils' views are gathered in a number of ways. The school council and 'buddies' meet and discuss concerns with staff. The 'Gold Book' highlights good deeds. In addition, through circle time and regular staff meetings, any concern of the pupils' welfare would be quickly noticed and remedies put into place. Pupils value greatly the support given to them by staff.

24. The school is aware of a few parental concerns regarding the size of playground and increased numbers using it. Following an idea from the midday supervisors, pupils in Years 5 and 6 now use the spacious fields all year at lunchtime. As a result, there is a greater degree of safety in the playground.
25. Teachers and support staff know the pupils well. They are sensitive to the pupils' needs and provide good support and satisfactory guidance. The excellent relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. There is good liaison with outside agencies for pupils with special educational needs. There are good procedures for checking how well pupils do in English, mathematics and science and there has been useful analysis of weaker areas in these subjects. The school is now using this information to give pupils targets in English and mathematics. These are not used widely enough, supported by good, constructive marking, to give pupils clear indications of what they need to learn next or how to improve their work. Pupils with special educational needs achieve well because they have clear and achievable targets based effectively on previous assessments, and they get good quality support for their learning.

Partnership with parents, other schools and the community

The school has **very good** links with the community. Links with parents, schools and colleges are **good**.

Main strengths and weaknesses

- The very good links with the community enrich pupils' understanding of their heritage and of the attractions of their local area.
- Good support from parent helpers and from the Parents' Association provides valuable help and much needed resources.
- There are good and established links with other local schools, the City College in Norwich and other local colleges.
- Pupils' annual progress reports do not always inform parents and pupils of clear targets for academic improvement.

Commentary

26. Since the last inspection the school has maintained the very good links with the community and the good links with the parents. During the inspection, the overwhelming majority of parents expressed full confidence in the school.
27. Nearly all pupils enter school through the nursery, where there is a very good induction system for both pupils and parents. Pupils then transfer with confidence into the reception class. There is a member of staff to greet parents in the playground and the school ensures that there is an 'open door' policy for all parents. The warm, friendly atmosphere in the nursery is very successful in encouraging parental involvement with the school.
28. The views of parents are gathered in a number of ways, such as questionnaires. Their views or suggestions are listened to and many are acted upon. A few parents would like to see a proper 'turning circle' car park for parents, within the spacious grounds. This has been evaluated as part of the ongoing 'risk assessment'. Routine information, such as newsletters, is of good quality. Annual reports are specific to each child but do not always contain clear targets for

improvement. They do not provide information to help parents and pupils compare how well they are doing, for example, through attainment levels. There is no opportunity for pupils to record their own personal targets or what they like doing best. Overall, parents are happy with the quality and quantity of homework. Inspection evidence confirmed that homework is used consistently in most classes to support teaching and learning well.

29. Parents help in and around school in a number of ways, such as the Library Club, which encourages reading and research. The dedicated St. John's Association holds fund raising events to provide resources to support the curriculum, for example, mathematics games or developing the wildlife area to support science exploration. Parents of pupils with special educational needs are fully involved in discussions of their child's needs, and they value this. Parents and older pupils contribute to annual reviews. Parents praised and valued teachers' efforts to work with them and improve their children's learning
30. Links with the wider community to broaden the pupils' understanding of the wider world are very good. The local vicar assists with assemblies and the pupils visit the nearby Parish Church for Christian festivals. There are a large number of extra-curricular clubs and sporting events, including inter-school competitions. Visits to Norwich Castle and museum support history and research, and links with local organisations, such as Wroxham Barns, illustrate to pupils many rural and craft skills.
31. The headteacher is part of a local cluster group of primary headteachers. This ensures there is effective continuity of the curriculum or special educational needs support into the local high school. As a result, Year 6 pupils transfer onto their next stage of their education with confidence. Parents are fully involved in this process. Students from Norwich City College and from other local colleges and schools gain learning experience by helping in the nursery. The very good use of additional adult support helps to promote pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The leadership of the headteacher is good. There is a strong team commitment to school improvement but it is not focused sufficiently on pupils' achievements. The school is well governed.

Main strengths and weaknesses

- The school is a well-ordered, harmonious community in which all staff are clear about their roles and promote the school's aims well.
- Governors know the school well and work in an effective partnership with the headteacher and staff.
- The school has good procedures to evaluate its own strengths and weaknesses but follow-up actions are not rigorous enough.
- Detailed information is used to monitor pupils' performance, although it is not used consistently to target improvement.
- The school manages provision for pupils with special educational needs successfully.

Commentary

32. The headteacher continues to provide good leadership to the school. This is valued highly by parents, as reflected in 92 per cent of the questionnaires and many verbal and written comments. The headteacher has a very good knowledge of the school and the community it serves. He provides a clear vision, focused strongly on developing a caring and supportive school community. He has established an effective staff team. They work well together to create a harmonious and well-ordered community that offers all of its pupils a good range of learning activities and promotes pupil inclusion well. The headteacher has established good procedures for managing the performance of staff. They know their roles and responsibilities and carry them out conscientiously. The headteacher, working closely with his senior management team and advisers from the local education authority, monitors teaching

effectively. They identify strengths and areas for development, although these are not always linked closely to pupils' achievements. This does not ensure that improvements lead consistently to higher standards of attainment.

33. The school has developed good self-evaluation procedures. Staff with subject responsibilities complete a detailed yearly analysis of how successful their courses have been. They identify areas for improvement and draw up action plans. These contribute to a very detailed, comprehensive school improvement and development plan in which staff and governors are closely involved in developing. Some action plans show clearly how they will target standards of attainment, but this is not consistent. There is a very broad range of issues and some inconsistencies in evaluating what is happening as a result of the efforts made by subject co-ordinators and staff. This does maintain a consistent and rigorous focus on gaining evidence to evaluate how progress on key priorities will raise standards. The headteacher and assessment co-ordinator collect a great deal of information to track how well pupils are doing. This information is used to set school attainment targets, particularly at the end of Year 2 and Year 6. It is being used by class teachers to inform their teaching and to set group improvement targets in Years 1 and 2. The assessment information is not being used consistently throughout the school to identify areas for improvement and then evaluate how effective teaching is in improving them. Subject co-ordinators do not have a clear understanding of how to check that their actions are raising standards.
34. The management of the provision for pupils with special educational needs is good. The co-ordinator is highly regarded by parents and staff and is very effective in the teaching of groups of pupils with special educational needs. The school uses funding carefully to ensure that there are sufficient resources to meet pupils' needs.
35. The governing body fulfils its role well. Governors are knowledgeable about the school's strengths, weaknesses and current priorities, and support the school effectively. They use their time and personal expertise to support and challenge the headteacher, staff and pupils and to guide the school's work. They take an active role in the school's development, both formally through governors' committees, and informally through regular contact with parents, staff and pupils. Most governors visit the school regularly to observe lessons. Governors in the curriculum group are kept well informed about standards by the headteacher. They ensure that the school meets its statutory responsibilities.
36. Governors have established good financial procedures and manage the school's funds efficiently. They receive good support from the finance officer from the local education authority, and the school's secretary. This enables them to receive up-to-date financial information and compare their spending levels and standards of attainment with those of similar schools in the local education authority. This information helps governors to use the principles of best value consistently to evaluate the school's effectiveness. The governors have a small budget surplus that they have dedicated to maintaining current staffing levels.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	636,063
Total expenditure	589,967
Expenditure per pupil	2,368

Balances (£)	
Balance from previous year	48,501
Balance carried forward to the next	46,196

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Provision for children in the Foundation Stage is **good** overall. It is **very good** in the nursery. There are 51 children in the purpose-built nursery, 26 attending in the morning and 25 in the afternoon. There are 22 children in reception and almost all attended the nursery in the previous year. Attainment on entry to the nursery is broadly average and covers the full range of attainment. Parents are pleased with the good links with local playgroups and very good arrangements for home visits before children enter the nursery. Children achieve well in all the areas of learning and develop their skills well because of the warm, welcoming atmosphere, the very good teaching and extremely wide range of interesting experiences.
38. Approximately half the children transfer to the reception class. They are very well prepared for the move to reception and continue to do well because teaching is good and there is a good range of activities. Children's achievements are recorded consistently and used well to plan work at the correct level for all children. The overall provision is managed well and very good records are kept of children's progress. The provision has improved since the last inspection because of the high quality of teaching and the good use of records of children's progress when they move to reception.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Nursery children learn from exciting experiences and grow in confidence because they feel safe and secure.
- Children in reception exceed the standards expected for their age because of the good teaching and planning.

Commentary

39. From their first days in nursery children are expected to take on responsibility. They clear up after singing their 'Tidy up' song and show concern for anyone who is unwell or sad. The teacher chooses a 'Special Person of the Day'. Children sit around the table at snack time, commenting on what they like about the special person. This security of routine builds children's confidence quickly. Relationships are excellent and, within the well planned and ordered environment, children work very sensibly with adults or groups of other children. Some newer children still need adult support but tears quickly change to smiles when they are diverted to an activity and begin to understand the routines.
40. This area is given a strong emphasis and children achieve well so that their attainment is above that expected at the end of the reception year. Children take on responsibility for giving out equipment and clearing away. They get ready for physical education lessons very sensibly and follow instructions well in lessons. Behaviour is very good. Staff plan a good range of experiences that encourage sustained interest and concentration. This prepares them well for Year 1 and helps them to learn effectively.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Skills of reading and writing are taught in an enjoyable way, making children want to learn.
- Opportunities for children to develop their speaking and listening skills are planned into every activity in the nursery.

Commentary

41. Activities are planned thoroughly so that nursery children develop their speaking and listening skills when playing indoors and outdoors. They discuss their mixing of colours with the nursery nurse, and talk eagerly about the life cycle of a butterfly whilst making a plaster cocoon with the teacher. Children listen very well to stories and join in with familiar parts. They look forward to sharing books with an adult. Children enjoy writing the letters of their name on segments of a card caterpillar. In a dance lesson they joined in happily with rhymes as they carried out warm up exercises, enjoying the rhythm of the language.
42. Most children in reception are on course to exceed the expected goals by the end of reception. Higher attaining children will exceed this level. All children achieve well because they are encouraged to listen carefully to questions and think about their answers. The staff prompt children well when they need additional time to respond and give higher attaining children more challenging questions. All children work hard with their writing so that, by the end of the year, many are writing simple sentences with little support. They spell some words correctly by sounding out each letter. Children use this skill of breaking down words well when reading. They take home reading books and words to learn regularly. This gives parents an opportunity to share in their children's progress.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good, with a strong emphasis on practical activities.
- Mathematical skills are used in all areas of learning, helping children to learn well.

Commentary

43. Adults find many opportunities to develop children's mathematical skills. They question them whilst they are collecting things from the shop, check on the number of children present each session and encourage children to match numbers on the number line. Children learn to sequence the days of the week and activities of the day, and enjoy the range of number games outside.
44. In reception, children make good progress in number recognition. They are on course to achieve the expected levels at the end of reception, and more able children will exceed the learning goals because of the good teaching. Children realise that they cannot count more than ten on their fingers 'because there aren't enough of them.' Children are interested in shapes. They prepare well for their movement lesson on circles by discussing items that are circular. They compare the size of items well. Children have a good understanding of 'more' and 'less' and answer questions confidently in a range of activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Skilful questioning encourages children to extend their thinking and answers.
- First hand experiences mean children enjoy finding out for themselves.

Commentary

45. Children in the nursery learn how tadpoles develop into frogs by observing them in the play area. They learn that seven baby birds emerge from seven eggs in a bird's nest when they examine a nest. Children learn how to change ingredients into delicious butterfly biscuits and 'bandages' into a plaster cocoon. They develop knowledge of the characteristics of different materials through play with sand, water, shaving foam and play dough. Children have ample opportunities to use construction materials very purposefully.
46. Good teaching and planning ensure that children achieve well and are on course to attain the expected levels by the end of reception. Adults ask challenging questions to develop children's understanding. For example, children answered questions very thoughtfully about how their boats could be balanced and why they sailed well across the water. Children behave and contribute well when in assemblies and make very attractive pictures about stories from the Bible. They build imaginatively with bricks, and compare shapes and heights of towers enthusiastically.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children achieve well and are on course to exceed the goals expected by the end of reception because there are many opportunities to develop their skills.
- Activities are challenging and enjoyable.

Commentary

47. Children have many very good opportunities within and outside the nursery to develop their coordination. The attractive range of outdoor equipment is used for children to climb, balance and slide. There are stepping stones for stretching and hopping. Children ride large wheeled toys skilfully and confidently around the very attractive road area. They develop their manipulative skills and widen their vocabulary as they squeeze water from sand, roll dough and use small equipment, brushes and tools competently.
48. Children in reception control balls well and improve their use of space in lessons in the hall. They move thoughtfully to music and develop a sequence of large and small circular movements well in the hall because the teacher has prepared them well for what they are to do in the lesson. Skills in handling small tools are above the expected level because of the focus on developing these well.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There are good opportunities to learn from direct teaching and through play.
- There are stimulating and interesting activities that enrich children's learning.

Commentary

49. Children achieve well because of the very good teaching in the nursery. They experiment as they mix paints to produce tones of green to paint leaves, and paint with brushes of many different sizes. They play imaginatively in the shop, in the 'swamp' with dinosaurs, or flutter around the room as fragile butterflies. Children look forward to singing rhymes because they have many very attractive toys to accompany their counting. They move well to the music in dance and use their hands expressively.

50. Most children achieve the early learning goals by the end of the reception year because there are many opportunities for them to work with a range of paints, crayons and other materials. They paint with clear brush strokes and improve their ability to draw features on portraits. Children relish opportunities for imaginative play. They act out the story of Goldilocks and use suitable voices for each of the characters with great enthusiasm.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in reading throughout the school are above average.
- Standards in writing are not high enough in Years 2 and 6.
- Opportunities for speaking and listening are not consistent between classes.
- Pupils with special educational needs achieve well but more able pupils underachieve.
- The role of the co-ordinator is not sufficiently focused on standards.

Commentary

51. Standards in English in Years 2 and 6 are in line with the national average. Each year group has a significant number of pupils with special educational needs and a large proportion of pupils in Year 6 moved into the school at Year 4. Standards are similar to those in the last inspection. Pupils achieve satisfactorily in Years 1 and 2. They achieve well in Years 3 to 6, promoted by good teaching, although teachers do not maintain a consistent focus on extending pupils' writing skills.
52. At the end of Years 2 and 6, standards of attainment are above average in reading but below the nationally expected level in writing, and the proportion of pupils reaching above the expected levels is average. Pupils' achievement in Year 2 is satisfactory and, in Year 6, pupils achieve well. These achievements are due to more stability in teaching and consistently good support from teaching assistants for pupils with special educational needs and those of lower ability.
53. Standards in speaking and listening are average. There are particularly good opportunities for the development of these skills in drama lessons. For example, Year 6 pupils re-enact a familiar story in assembly to an attentive audience, speaking their lines clearly. The school has recently focused on promoting pupils' speaking and listening skills, for example by model lessons taught by the subject co-ordinator. These have encouraged teachers in some year groups to provide good opportunities for pupils to discuss ideas with 'talking partners'. However, this practice is not sufficiently widespread to raise standards overall.
54. Pupils throughout the school enjoy both fiction and non-fiction books, and read fluently, with interest and expression. The teaching of reading is good. Teachers are enthusiastic and have good levels of expertise. They value the help that many parents regularly give at home in reading. Although the library is small and its resources are only satisfactory, pupils make good use of it. They enjoy the lunchtime library club that is run by parents, and develop their library skills well through interesting activities.
55. The school is facing up to the fall in writing standards, but its strategies have yet to bite fully because they have not been evaluated thoroughly enough. Although teachers plan some opportunities to extend pupils' writing skills, either in creative composition or in other subjects, these are not yet frequent enough in all year groups or are hindered by over-use of worksheets. Presentation of work, including pupils' handwriting, also varies considerably. Teachers do not require pupils to check consistently on the accuracy of their handwriting and the way in which they present their work. Spellings are set for homework and most pupils make reasonable attempts at unfamiliar words. Teachers provide good strategies to help them. For instance, in

Year 1, pupils looked closely at the shape of the word *witch* and all wrote it correctly from memory. Pupils with special educational needs are supported well, and make good progress in writing, but the more able pupils are underachieving. This is because they are not being consistently challenged by more demanding tasks. This is particularly the case in Years 2 and 6, so too few attain above average levels.

56. The quality of teaching is good overall. It is good in Years 3 to 6, but there are occasional elements of satisfactory and unsatisfactory teaching in Years 1 and 2. These include issues relating to pupil and time management, and work that is not demanding enough for the more able pupils. For instance, teachers do not always focus on the more able pupils for long enough to drive forward their progress. Too much work is done on worksheets that are not dated and not used to show how pupils are making progress in their learning. Tracking progress over time is therefore hampered. In all other years the quality of teaching is consistently good or better, with clear learning objectives, a strong sense of purpose, and planned work to match the needs of pupils. Teachers have higher expectations of pupils' response and good questioning skills. Lessons end with a strong feeling of achievement. Very good support by teaching assistants and good use of laptop computers contribute significantly to the good quality of teaching. However, teachers' assessment of pupils' work is only satisfactory. Few teachers indicate clearly, either through marking or the use of targets, what pupils need to do next.
57. Leadership and management of the subject are satisfactory. The new co-ordinator has begun monitoring teaching to focus on sharing good practice. Group targets for pupils are now in place and there is a useful folder of pupils' assessed work. However, evaluations of teaching and attainment have not yet been fully established. The subject action plan is very comprehensive but lacks clearly prioritised targets, especially with regard to the consistent development of writing skills across the curriculum and the attainment of more able pupils.

Literacy across the curriculum

58. The use of literacy skills across the curriculum is satisfactory overall. Not all pupils are being given opportunities to use their speaking and listening skills. There are, however, instances of good practice, such as in Year 4, where pupils work in pairs, discussing their findings about Aztec civilisation before reporting back to the whole class. Some pupils are beginning to combine their literacy skills well with ICT, for example when Year 5 pupils composed very good newspaper reports using eye-catching headlines. Most pupils make good use of their reading skills in other subjects, for example, when getting information for history and geography topics.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils have good mental mathematical skills.
- Pupils have an above average knowledge and understanding of mathematical shapes and their properties and of handling data.
- More able pupils do not apply their skills and knowledge consistently to solve difficult, challenging problems.
- Good teaching, particularly in Years 3 to 6, and good use of support programmes help pupils to achieve well.
- Pupils do not apply their numeracy skills enough in other subjects.

Commentary

59. Year 6 pupils attain average standards. This reflects the overall trend in the results of national tests for pupils in Year 6 over the last three years. Standards are below those reported at the last inspection, although current Year 6 pupils have a higher than usual proportion of lower attaining pupils and pupils with special educational needs. Pupils in Years 3 to 6 achieve well overall, helped by consistently good teaching. Standards achieved by junior pupils are rising.

Pupils achieve very well in Years 4 and 5 where standards are well above those expected of their age. These year groups have a high proportion of pupils with average and above average ability. They are challenged very well to extend their skills and knowledge.

60. Year 2 pupils attain average standards. These are similar to those reported at the last inspection, although lower than the results of national tests for Year 2 pupils over the last three years. The current Year 2 group of pupils was affected by a high level of staff change when they were in Year 1. The group has a higher than usual proportion of pupils with special educational needs. Analysis of Year 2 pupils' work shows that more able pupils do not use their mathematical skills and knowledge enough to solve challenging problems in order to attain above average levels. Teachers are successful in enabling almost all Year 2 pupils to attain average levels but too few attain above average standards.
61. Teaching is consistently good in Years 3 to 6. All teachers help pupils to develop their mental number skills well. Most teachers use well-organised introductory activities to require pupils to apply their mental skills. Teachers use good questioning skills to ensure that all pupils are included fully in class activities. However, they do not always target more difficult questions to more able pupils to help them extend their skills. Teachers in Years 3 to 6 have high expectations of pupils' work presentation, although they do not always expect pupils to show their working out. This limits achievement as it is not clear to the teacher which strategy pupils have used. Teaching in Years 1 and 2 is satisfactory overall. It was good in the lessons observed, although an analysis of pupils' work shows that it varies significantly between Years 1 and 2. A good range of activities helps Year 1 pupils to achieve very well, with some more able pupils attaining standards that are well above those expected for their age. In Year 2, teachers do not always use a broad enough range of work to ensure that more able pupils attain above average levels. Too often, pupils are given worksheets in class activities and for homework that do not require them enough to apply their knowledge and understanding of number. They complete them quickly. Most of the follow-up activities are similar to what they have already completed rather than requiring them to extend their knowledge. This limits their achievement.
62. Teaching to promote pupils' knowledge and understanding of mathematical shapes and their properties is consistently good. Teachers use a good range of activities, many of which are practical and require pupils to use their knowledge to create particular shapes. Pupils have a good understanding of how to gather mathematical data and use it well to present a good range of graphs, supported well by ICT, particularly in Years 4 and 5. Year 6 pupils extend their learning well by explaining their findings and using terms such as 'mode', 'median' and 'range' accurately. This was an area of weakness in the last inspection and has been improved considerably.
63. Teachers work successfully with teaching assistants to provide good support for those groups of pupils and individuals who are identified as needing extra support in mathematics. Good communication between the class teacher and the teaching assistant helps them to ensure that all pupils contribute well in class activities and are supported well in group activities. This helps them make good progress in their learning. Teaching assistants make a very valuable contribution by providing high quality support to small groups of pupils through teaching mathematical booster activities very well. This makes a significant contribution to raising standards, and increasing pupils' confidence and their enthusiasm for mathematics.
64. The subject is led and managed satisfactorily. The subject co-ordinator uses assessment information successfully to track pupils' achievements throughout the school. She uses the information well to identify strengths and areas for development and to inform class teachers of pupils who need further support. The co-ordinator has had some opportunities to monitor pupils' work and assess the accuracy of assessments. She has supported other teachers in teaching mathematics and has introduced group numeracy targets in Years 1 and 2. However, procedures to focus on raising standards are not rigorous enough. The co-ordinator does not

evaluate how well teachers are using the information she provides to focus strongly on improving pupils' knowledge and skills.

Mathematics across the curriculum

65. There was some evidence of pupils using their mathematical skills well in registration time and of measuring accurately and recording their results in science and design and technology. Teachers do not consistently identify links with other subjects in their planning. This does not ensure that pupils are required regularly to apply their mathematical skills or contribute to raising standards.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are below average by the end of Year 2 and Year 6 but pupils achieve well because of the good teaching.
- Pupils enjoy the strong attention given to investigation and practical experiments, giving good support to their understanding.
- An interesting range of visits and visitors enhances pupils' scientific experiences.
- Teachers do not always tell pupils what they have to do to improve their work and develop their scientific thinking.

Commentary

66. Standards seen in science are below average in both Year 2 and Year 6 because of the unique nature of both groups, as outlined in earlier paragraphs. Achievement is good in Years 1 and 2 and in Years 3 to 6 because of the good teaching, and this more closely reflects the findings of the previous inspection when standards were higher. The effect of the good amount of practical work that pupils do is to enthuse them and support their understanding rather than build their practical skills in isolation from their knowledge.
67. Teachers throughout the school encourage pupils to investigate and think about science in an enquiring way. Pupils enjoy the subject and this helps them remember what they have done, even when they have limited written work. For example, pupils in Year 1 remembered work done previously on 'pushes and pulls'. This helped them accelerate their learning in the lesson because they moved quickly on to how vehicles move faster without being pushed or pulled. Most written work is presented well and it is clear that pupils learn how to spell scientific words correctly and consistently.
68. The emphasis on first-hand learning is also evident in activities when visitors come to teach specific aspects of science. A visiting scientist brought excellent resources to teach pupils in Year 6 about microbes and bacteria. As a result of the teaching and involvement in the activities, pupils were enthralled by the topic and their recall about it is very good. Visitors make important contributions to the learning about food chains and space. Residential visits and trips provide good opportunities for studying geographical/scientific subjects such as soil erosion and rocks.
69. Teaching and learning are good because teachers share a vision of the importance of enquiry in the nature of science. However, although their questioning skills are good, teachers sometimes miss opportunities to encourage pupils to formulate their own questions. Pupils do not explain the questions they ask themselves when they are, for example, sorting materials, or say what they want to find out about topics such as electricity. They do not always extend their scientific thinking because they often think that there is only one conclusion to reach. Pupils do not appreciate that scientists learn as much from hypotheses that are wrong as those that are correct.
70. Leadership of the subject is good and analysis of assessments has been used well to identify and correct weaknesses. For example, use and interpretation of graphs has improved significantly in Year 2 to Year 6. However, curriculum management is satisfactory rather than

good because monitoring of teaching and pupils' work needs to be extended to identify and share best practice. There is some helpful marking in pupils' books but pupils are not always clear about how well they are doing or what they should be aiming for in the longer term. Pupils do have lesson objectives and they understand them. Teachers and teaching assistants pay good attention to meeting the needs of pupils of differing abilities.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers in Years 3 to 6 make good use of improved resources to enthuse pupils and raise standards.
- Improved teachers' confidence and knowledge help pupils to apply and extend their skills.
- A lack of suitable resources is limiting pupils' skills in control technology.

Commentary

71. Pupils in Year 2 attain standards that meet nationally expected levels. Year 6 attain standards that are below those expected nationally. Standards for Year 6 pupils are similar to those at the last inspection. They are higher for Year 2 because pupils are benefiting from increased teachers' knowledge and confidence and better resources. Standards are improving throughout the school, especially in Years 4 and 5, and pupils attain consistently the standards expected of their age. Pupils achieve satisfactorily overall. Achievement is often good in Years 4 and 5. Pupils in the current Year 6 have not benefited enough from the new laptop resources in order to meet expected levels. They have made considerable progress in improving and extending their skills and knowledge, although they are below expected standards in control technology and multi-media aspects because they have not yet had the opportunities to extend these skills.
72. The school has improved ICT resources considerably since the last inspection, for example, to establish a 'mobile suite' of laptop computers. This is used very well in each classroom to provide more opportunities for pupils to apply their skills and knowledge. Teachers have benefited from further training and are more confident in their planning and teaching. Staff changes have also improved the level of ICT knowledge and this is raising standards, especially in Years 4, 5 and 6. Teachers provide a good range of work. They plan well to encourage pupils to apply their improving ICT skills in a good range of subjects. Discussions with pupils show that they greatly enjoy and value the new resources. Some Year 6 pupils talked enthusiastically about getting information from Internet websites to help them with their history topic on 'The Blitz'. Infant pupils develop their ICT skills satisfactorily, for example, when they improve their word-processing skills and make good use of word banks to help the accuracy and detail of their language work. Most know how to load and get information from a CD Rom. They use the menu well to locate the information they need. These skills are built on well in Years 3 to 6 to enable pupils to achieve well. For example, they extend their research skills with increasing confidence to use search engines to gain information from the Internet. Pupils use these research skills well, together with their improving word processing skills to produce detailed, well presented topic work, for example when Year 5 complete booklets on deserts. Pupils with special educational needs, and some lower attaining pupils, make good use of their improving ICT skills to improve their English and mathematical skills, for example in their reading and understanding of words.
73. Teaching is satisfactory overall. It is often good, especially in Years 4 and 5, when teachers use their good knowledge and a very good range of questions to extend pupils' skills. Teachers in Years 1 and 2 give clear demonstrations of key skills, for example, in extending pupils' research skills. They plan carefully and organise their classes well to help pupils to apply these skills satisfactorily. Teachers in Years 3 to 6 use national guidance well to provide a good range of work. They are particularly effective at linking the development of key ICT skills to other basic skills. For example, Year 5 pupils extended their knowledge and use of language effectively by

designing a question form and survey sheet as part of their data handling work. The teacher's good use of questions ensured that all pupils knew what they had to achieve and how to save their work and locate it for the next lesson.

74. The subject is led and managed satisfactorily. The subject co-ordinator has provided good leadership to improve resources and to encourage staff to use them consistently. He supports teachers well when they introduce new software, although he has not established procedures to evaluate its impact on pupils' learning. Teachers evaluate how well each class has done at the end of each unit of work. However, procedures to assess pupils' achievement are not established. This does not ensure that teachers build effectively on prior learning or help pupils to make consistent progress in their learning.

Information and communication technology across the curriculum

75. Teachers make satisfactory use of ICT to support pupils' work in other subjects. It is often good, especially in Years 3 to 6. Teachers promote pupils' skills well for gathering and presenting information, in using CD's and the Internet in science, history and geography. Some make good use of word-processing skills to extend pupils' language skills, for example when Year 6 produced some high quality introductions to their stories in English. Where teachers identify clearly in their planning where ICT is to be used, this enhances pupils' learning. However, this is not done consistently in each class. The variation in the frequency of opportunities for pupils to extend their skills results in some inconsistencies in pupils' achievements.

HUMANITIES

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- The co-ordinator has very good subject knowledge.
- There are good links with other subjects.
- There is a rich and broad scheme of work.
- The presentation and assessment of pupils' work are inconsistent.

Commentary

76. Lessons in Years 2 and 6 were observed during the inspection. Evidence from these, discussions with staff and pupils, looking at documentation, pupils' work and displays have been used to judge standards of attainment. Standards are good between Years 3 and 6 and better than at the time of the last inspection. Pupils are reaching the expected standard in Years 1 and 2.
77. Pupils' work shows that they make progress and achieve well. Conversations with Year 2 pupils indicate a lively interest in religious education with secure knowledge of the key events in the life of Jesus and the meaning Christians attach to symbols and special places. Pupils are less certain about the features of other faiths, although they know that Muslims worship in mosques and Jews worship in synagogues.
78. Teaching in lessons observed is good in Year 2 and satisfactory in Year 6. Teachers have secure knowledge and follow the school's scheme of work closely. They use questioning well and encourage pupils to express their opinions, for instance about special places and what sort of house God might live in. Teachers make good links with other subjects such as art and design, ICT and history, and classrooms are alive with bright displays reflecting pupils' work on Buddhism and Hinduism. For example, Year 3 pupils use their art skills very effectively to depict Hindu deities, and their computer skills to write descriptive captions.

79. However, the presentation of work and the quality of teachers' assessments vary from year to year. The best work provides pupils with good opportunities to express themselves in writing and drawing. Teachers' assessments include encouraging remarks or evaluative stamps, but rarely indicate how pupils could improve their work further. In Year 2 there is an over-use of photocopied worksheets, hindering opportunities for pupils to make use of their writing skills. In Year 6, the more able pupils are not being sufficiently challenged to improve the quality and presentation of their writing, and there are few opportunities for discussion in lessons.
80. Pupils' experience and learning are enriched very well through invitations to speakers such as the Bishop of Norwich and visits to places in the locality such as Norwich Cathedral and the local church for services. Pupils value these visits. For example, younger pupils enjoy experiencing a range of different scented ointments brought in by a visitor to illustrate a story.
81. The co-ordinator is dynamic and well organised. To support colleagues, she has put her good knowledge of religious education to good use in drawing up a clear, detailed programme of work that embraces the locally agreed syllabus. She demonstrates her own good practice when leading assemblies. Resources are good, well organised and carefully maintained.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils have a very good knowledge and understanding of the Broadlands area.
- The school's 'Geography in Action' week extended pupils' skills and knowledge very well.
- More able pupils do not use their geographical knowledge and understanding enough to explain their findings.

Commentary

82. Year 6 pupils attain above nationally expected standards. Year 2 pupils attain standards that meet those expected nationally. They are lower than those at the last inspection. The school no longer has specialist geography teaching in Years 5 and 6 and an increased focus has been given to literacy and numeracy. Pupils achieve satisfactorily in Years 1 and 2. They make good progress in their knowledge of their own local area and in developing their early mapping skills. Their knowledge and understanding of localities beyond their own are satisfactory, although too few more able pupils use their knowledge to explain some of the similarities and differences. Pupils achieve well in Years 3 to 6. Their knowledge and understanding of the geographical and environmental features of their own locality are very good. They extend their mapping skills well, for example in fieldwork studies. Pupils in Year 5 show a good understanding of the key geographical features of deserts and polar regions, although the knowledge of pupils in other years about contrasting locations is not always developed enough.
83. Year 1 pupils use their good understanding of their local village to develop their early mapping skills well by illustrating a map of the routes from the village to the school. Pupils build on these skills satisfactorily in Year 2 when they use mapping key and aerial maps. They are extended well in Year 6, when they apply their skills in fieldwork activities during their residential trip to How Hill. Pupils throughout the school have a very good knowledge of their own area. They benefited significantly from the 'Geography in Action' week, organised by the co-ordinator during the autumn term. The school used its very good links with the local community and with parents to bring in experts and a very good range of artefacts. They proved fascinating to the pupils, for example, the work of the local marshman, and greatly increased their understanding of the key environmental factors affecting the Broadlands. Pupils, many with the help of their parents, produced high quality posters of their own villages and showed a very good grasp of the many attractions.

84. Teaching is good. Many teachers have good geographical knowledge and use it well to promote pupils' learning. For example, in a good Year 3 lesson, the teacher used resources and questions effectively to improve pupils' understanding of how the Broads were formed. Teachers use a good range of strategies to enable pupils to share and discuss their ideas, for example when talking about life in an African village. They use questions well to check on understanding, for example of climates in the different parts of the world, although they do not consistently require pupils to explain how geographical and environmental differences affect people's lives. As a result, more able pupils do not always attain the standards of which they are capable.
85. The leadership and management of the subject are good. The enthusiastic co-ordinator promotes and monitors the subject well. She very successfully organised a week's activities focused on geography, resulting in considerable improvements in pupils' skills and knowledge. Her responsibilities in the nursery limit her evaluation of teaching and learning, especially for older pupils.

History

Provision in history is **good**.

Main strengths and weaknesses

- The majority of children have positive attitudes and clearly enjoy the subject.
- History is brought to life by very good use of visits to places of interest.
- There are good links with other subjects.
- The co-ordinator has not yet fully evaluated the quality of teaching and learning.

Commentary

86. Standards are above expected levels throughout the school and have been maintained since the last inspection. Pupils' achievement is good overall as a result of good teaching and their enthusiasm for learning.
87. Teachers' planning, displays of work around the school and pupils' work indicate that enough time is allocated to history, and that very good use is made of the locality to enrich pupils' learning. A good programme of work includes a broad range of topics that gain pupils' interest well and encourage them to gather information keenly.
88. Standards of teaching and learning in the lessons seen ranged from very good to satisfactory. Teachers make good links with other subjects such as English. For instance, the teacher encouraged Year 4 pupils to work in small groups to study various aspects of Aztec culture. They made very good use of their speaking and listening skills as they discussed their investigations and exchanged opinions, wrote notes, and presented their findings to the rest of the class in turn. In Year 6, the teacher led a discussion and plotted events since 1939 along a timeline, making good use of pupils' homework.
89. Most pupils make good progress and achieve well. Pupils with special educational needs make good progress and achieve well because they are supported well in lessons. Their positive attitudes to history are reflected by good standards in their work, and concentration and effort in lessons. Their drawings, plans and diagrams are good and they write in a lively style about events such as the Battle of Hastings, and how to make flour. Teachers' planning includes a range of motivating tasks such as making information books about the Normans or Tudors, or making copies of the Bayeux Tapestry. Teachers make very good use of resources, such as a model of how the Broads were formed.
90. The leadership and management of history are satisfactory. The co-ordinator has good knowledge of history but has not yet had the opportunity to evaluate the standards in her subject. Resources and the use of ICT are satisfactory. Very good use is made of the local

area to enrich the curriculum and extend pupils' knowledge, such as visits to Norwich Cathedral and Castle.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Pupils enjoy art because they learn about the work of a wide range of different artists.
- Pupils achieve well because they are taught skills systematically and use them effectively in other subjects.

Commentary

91. Standards are in line with expectations by the end of Year 2 and are above expectations by the end of Year 6. Work in the style of other artists is a particular strength of the school. Pupils achieve well because of the good teaching and emphasis on the different techniques that pupils can use in their work. There is some very good work in Year 1, where pupils paint in the style of Kandinsky, Van Gogh and Jason Pollock. They have sketched and painted with different types of brush strokes and paint, or used charcoal, very effectively.
92. Sketchbooks are used effectively to practise skills and ideas and there are many eye-catching and pleasing displays of children's work around the school. Pupils use computers to make pictures and patterns that they display attractively in classrooms. The development of three-dimensional skills is seen in models and masks of mythical creatures made with papier-mâché. The creatures have character and are made well. The making of the masks is linked well with work in literacy and history. Pupils in Year 2 make a textured sample of the Bayeux tapestry to extend their learning about the Normans. There are many examples of art used to support learning in religious education.
93. Pupils in an enjoyable lesson in Year 3 showed a good understanding of mixing and blending colours before dabbing paint in the style of Monet. 'It's cool how he does the water', commented one pupil as they expressed their appreciation of Monet's work. Pupils look at each other's work and think how it could be improved in the next lesson. Pupils in Year 6 listened with interest as the teacher arranged a group of stringed instruments and sheet music for them to draw in the style of Braque. They learned how the artist seeks to show all sides of the objects at once. As a result, pupils drew very good sketches of the instruments and developed an awareness of 'Cubism.'
94. The new subject co-ordinator supports staff well and is extending the range of resources for teaching. Standards remain high, although are not quite as high as reported at the previous inspection. There are, however, examples of well above average work in the school.

Design and technology

95. Only one lesson in **design and technology** was seen. This was in Year 4 and was a very good example of the way in which pupils plan, design and make items in a carefully structured series of lessons. The teacher asked pupils to discuss with their partners what they had previously found out about 'pneumatics'. They gave several very good answers. After a very clear demonstration of the use of syringes, pupils attempted to put these together and worked out quickly how they could use them with their models. Pupils were keen to go on to the next stage. Work in sketchbooks, photographs of pupils at work and displays show good evaluations at the end of tasks. Finished products are of a high standard. They indicate that standards are in line with expectations by the end of Year 2 and above expectations by the end of Year 6. This

is an improvement on the findings of the previous inspection. Pupils in Year 5 benefit from additional sessions at a local secondary school. They plan work in food technology at school and carry out the practical activities in purpose-built accommodation with a teacher from the secondary school. Pupils also participate successfully in the K'nex Challenge. The co-ordinator is new to the responsibility for the subject but is already clear about areas that could be developed further to build on existing strengths.

Music

Provision for music is **satisfactory**.

Main strengths and weaknesses

- Pupils behave well in lessons and have positive attitudes.
- The curriculum is enriched by activities outside lesson time.
- The co-ordinator has not yet evaluated the subject thoroughly.

Commentary

96. During the inspection it was possible to observe only a few music lessons, together with lessons conducted by members of the peripatetic music service, assemblies, hymn practice, choir and recorder clubs. Very little work was found in samples of pupils' work. Standards of attainment are in line with national expectations at both Year 2 and Year 6. They are the same for Year 2 as the last inspection. They are lower for Year 6, although the school no longer has the same level of staff musical expertise.
97. Some aspects of the curriculum were not evident, for example composition and appraisal. Pupils' performance in singing is satisfactory. They sing clearly and in tune, but they have not yet fully mastered dynamics to provide contrast and meaning. Very little performing on instruments was observed. Several pupils were invited to play the pulse using tambourines as others sang. Most kept the beat steadily but their playing technique was not refined and the instruments were struck rather than played.
98. In lessons, the quality of teaching ranged from satisfactory to good. In Year 2, pupils follow the music accurately while a taped song is performed. They play a range of percussion instruments satisfactorily to portray what African villagers do, such as collecting sticks or pounding grain. In Year 4 they pay close attention to complex rhythmic patterns. They successfully maintain two different patterns as an accompaniment to a song following a graphic score. Pupils are beginning to understand that different sounds and rhythms can be recorded using symbols and standard musical notation.
99. Many extra activities enrich the curriculum, such as recorder groups and choir. A school band rehearses regularly and a choral speaking group took part in the Norwich Music Festival. The choir perform carols in the neighbourhood and there is an annual production involving every class.
100. The leadership and management of the subject are both satisfactory. The co-ordinator promotes the subject well but has not had opportunities to evaluate the quality of teaching and learning fully.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- A very good range of activities encourages pupils' enthusiastic involvement and extends their skills and co-ordination very well.
- Good teaching in Years 3 to 6 improves pupils' skills and knowledge.

- Good subject leadership promotes the subject very well and helps pupils use their skills successfully in a good range of sporting competitions.

Commentary

101. Standards are above expected levels in Year 6. They have been maintained at the good level reported in the last inspection. Pupils' games skills are particularly good. Pupils experience a very good range of activities that is enriched by a very good extra-curricular programme.
102. Pupils in Years 3 to 6 achieve well because of good teaching and their positive approach to physical activities. Teachers make good use of the school's very good outdoor facilities and good resources. They organise their lessons well and demonstrate techniques and skills clearly. As a result, pupils try hard to achieve good standards. Teachers maintain very good control of their classes. This enables them to stop activities quickly, where needed, to give out further instructions or demonstrate a particular skill. The good pace to lessons is maintained and pupils improve their performance. During the inspection, the focus was on extending pupils' games skills. Year 4 pupils improved their batting and bowling skills as a result of good teacher intervention, for example to demonstrate the correct position of the feet. These were built on very well in Year 5, for example, when the teacher focused on how to use both hands correctly when catching a ball. By Year 6, pupils extend their skills well to work with a group or in a team in a competitive activity. Where teachers required pupils to evaluate how successful they had been in improving their performance, this resulted in key points being identified for future practice. However, teaching was less effective where pupils were not required to use their evaluation skills. This did not enable pupils to identify how they could improve. No lessons in Years 1 and 2 were observed, so no overall judgement on teaching was made. Discussions with staff and pupils and observations of extra-curricular activities show that Year 2 pupils attain standards that are similar to those at the last inspection. They meet levels expected for their age.
103. The headteacher, in his role as physical education co-ordinator, is very enthusiastic and gives a clear lead to developing the subject. He monitors and evaluates teaching and learning well and improves the quality of teaching in any aspects where teachers feel less confident, for example dance. He encourages teachers, teaching assistants and parent volunteers to contribute to a very broad extra-curricular programme of sporting activities and residential experiences. The school is involved fully in the local school's sporting competitions, with considerable success, especially in football and netball. The co-ordinator encourages a large number of pupils to participate in all activities. For example, the school introduced girls' football and three pupils have represented the local area. The school's very good links with the community have included organising the St John's Challenge Distance Run and a Summer Duathlon, involving cycling and running.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The school has taken a strong stance on this aspect of pupils' learning.
- The co-ordinator is dynamic and committed.
- Pupils' behaviour and attitudes are good.

Commentary

104. Pupils develop a strong sense of right and wrong through the example set by staff and discussions in personal, social and health education lessons and circle times. The co-ordinator has good knowledge of the subject and is well organised. Relationships amongst adults and pupils are very good and the school is a harmonious and happy community. Younger pupils are taught about the importance of having respect for others as well as caring for themselves. The arrangements for sex education and drugs' awareness are secure and the school welcomes parental involvement in these programmes of study. Pupils have good opportunities through the school council to make suggestions about how the school and the environment could be improved.

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	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
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	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
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).

