

INSPECTION REPORT

WORSTEAD VC C OF E PRIMARY SCHOOL

Worstead, North Walsham

LEA area: Norfolk

Unique reference number: 121066

Headteacher: Mr James Clayton

Lead inspector: Mr Fred Riches

Dates of inspection: 24th - 26th May 2004

Inspection number: 258514

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 5 - 11
Gender of pupils: Mixed
Number on roll: 93

School address: Lyngate
Worstead
North Walsham
Norfolk
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Telephone number: (01692) 536 309
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Appropriate authority: The governing body
Name of chair of governors: Mr Martin McCarthy

Date of previous inspection: 27th April 1998

CHARACTERISTICS OF THE SCHOOL

Worstead Primary School takes boys and girls from age five to 11. Pupils come from Worstead and the surrounding area. There are currently 93 pupils on roll, with an even balance of boys and girls. There are 13 full-time pupils in the Reception Year. Their socio-economic background is broadly average, but includes a wide range. The proportion of pupils eligible for free school meals is below average. Children's attainment on entry to the school varies from year to year. It has been broadly average in the last two years. The pupil turnover is below average. All pupils are of white UK heritage. Two speak English as an additional language. The proportion of pupils with special educational needs is broadly average. One pupil has a statement of special educational need. The school won a Healthy Schools Award in 2002 and a Well Being Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. Pupils of all abilities achieve very well. Standards are well above average. Leadership, management, curriculum planning, teaching and assessment are all of very good quality and include several excellent features. **The school gives very good value for money.**

The school's main strengths and weaknesses are:

- Pupils of all abilities achieve very well overall, reaching particularly high standards in English, mathematics and science by age 11.
- Very good teaching and assessment, including outstanding practice in the Foundation Stage and Year 1, promote very successful learning.
- Very good leadership and management, supported by very good governance, ensure dedicated teamwork by all staff, give clear educational direction and result in high morale and a very positive school ethos.
- The school's current focus on creativity ensures a stimulating curriculum which is relevant and interesting to pupils of all ages.
- Excellent links with parents and the community contribute strongly to pupils' very good behaviour and positive attitudes to learning.
- Excellent levels of care and guidance stem from the commitment and professionalism of all staff.

The school has made very good improvement since the last inspection. Standards have risen and all aspects of educational provision show improvement or have maintained high quality. The headteacher and deputy have led very good improvements in ICT, curriculum planning and assessment, the key issues from the last inspection.

STANDARDS ACHIEVED

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

Key: A - very high; 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 of all abilities and backgrounds, including those with special educational needs, those with particular gifts and talents and those who are learning English as an additional language achieve very well overall during their time at Worstead. Children's achievement in the Foundation Stage is excellent. All are set to reach the goals expected by the end of the Reception Year and several already exceed these in all six areas of learning. Pupils' achievement in Years 2 to 6 is very good. Standards in the current Year 2 are broadly average in reading, writing and science and above average in mathematics. In 2003 standards were above average in reading and mathematics and well above average in writing. Standards in the current Year 6 are well above average in all aspects of English, mathematics and science. Variations in standards between year groups are common to small schools, where each pupil statistically represents a large percentage score. The table shows that English was below average in 2003. This was because of special needs factors in the year group, but comparison with similar schools shows that the Year 6 pupils had made excellent improvement since the age of seven. The summer 2003 tests showed

standards above those of similar schools in English, well above in science and among the top five per cent in mathematics.

Pupils show very positive personal qualities as a result of the school's very good provision for their personal development. Older pupils show care for younger ones and readily accept responsibility. School council members show a particularly mature approach to their role in the first year of involvement in running the school community. Pupils' attitudes, behaviour and relationships are very good overall, as a result of the positive role models provided by staff, whose care and guidance is clearly recognised by the pupils. Attendance is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Outstanding teaching in the youngest class and very good teaching from Years 2 to 6 promote very successful learning. **Teaching and learning are very good overall.** The school's focus on creativity, currently involving a visiting poet and craftsman and the creation by pupils of a CD-Rom about Worstead, is proving highly successful in stimulating pupils to think actively and express original thoughts and ideas orally and in writing. The curriculum is usually broad and balanced throughout the school, though the drive to help pupils do their best in national tests has restricted breadth for older pupils in recent weeks. Visits and many additional activities enrich the curriculum for all year groups. Accommodation is cramped, but adequate, as staff and pupils make the best use of available accommodation, grounds and facilities. Gymnastics provision is limited, but otherwise pupils receive their full entitlement to the National Curriculum. Improved staff expertise and equipment has ensured good provision for information and communication technology (ICT), the weakest subject at the last inspection. Teachers involve pupils very effectively in assessing their own progress, especially in writing. They mark, set targets and track pupils' progress very effectively. The school provides excellent care, support and guidance for all pupils. Its partnership with parents and links with the community are also excellent. These highly positive aspects of provision contribute significantly to pupils' positive attitudes to school and to their high achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good and include several outstanding elements. The headteacher and deputy motivate staff through their example. The imagination, vision and drive of both the headteacher and deputy ensure a clear educational direction. Inspirational leadership from headteacher and deputy create high staff morale and promote very positive attitudes and high achievement among pupils. Efficient management and excellent day-to-day administration enable teachers to focus on teaching. The school's comprehensive improvement and development planning identifies detailed action to be taken in all aspects of the school's work, though the main priorities for the current year do not stand out clearly. Governors monitor provision effectively, giving very good support and are involved in effective management of the budget and strategic planning, as the school seeks to improve and extend its facilities. All issues from the previous inspection have been fully addressed and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents at the meeting and through questionnaire responses express very positive views about all aspects of the school's work. The inspection fully endorses these. Parents clearly find the headteacher and staff approachable. This openness enables the school to listen and respond effectively to the very small number of parents who express individual concerns. Younger pupils' questionnaire responses express wholehearted enthusiasm for school, but among those aged seven and over around a third are not so keen. The inspection was not able to discern any reason for this, other than a number of pupils feeling it was 'cool' not to appear too enthusiastic. During the inspection, pupils in all classes showed and expressed positive attitudes towards the school and their work.

IMPROVEMENTS NEEDED

The school has no significant weaknesses.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils of all abilities achieve **very well** overall. Achievement is **excellent** in the Reception/Year 1 class and **very good** from Years 2 to 6. Standards reached by pupils currently in the Foundation Stage and Key Stage 1 are **above average** and by Year 6 are **well above average**. Standards at ages seven and 11 have risen faster than the national average since the last inspection.

Main strengths and weaknesses

- Standards in English, mathematics and science in Year 6 are well above average.
- Pupils of all abilities achieve very well and achievement in the Foundation Stage and Year 1 is excellent.
- Examples of high standards, sensitive and thoughtful work in several subjects show very good achievement in the broader curriculum.
- Pupils achieve well in all aspects of physical education (PE) except gymnastics, where limited facilities inhibit progress.

Commentary

1. Children in the Foundation Stage start school with a wide range of abilities. All make excellent progress in all areas of learning and are set to reach the early learning goals expected for children by the end of the Reception Year. Several are already working beyond these goals at the earliest level of the National Curriculum.
2. Standards at the end of Year 2 in 2003 were above average in reading and mathematics and well above average in writing. Results at ages seven and 11 show improvement faster than the national trend since the previous inspection.

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

Standards in:	School results	National results
English	25.9 (29.0)	26.8 (27.0)
mathematics	28.6 (27.0)	26.8 (26.7)
science	29.7 (31.0)	28.6 (28.6)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

3. The table shows that standards in mathematics were well above average and in science above average. English was below average in 2003, but this was because of special needs factors in the year group. Comparison with schools where pupils had scored similarly in 1999 shows that the Year 6 pupils had in fact made excellent improvement since the age of seven in all three of these core subjects. The summer 2003 tests showed standards above those of similar schools in English, well above in science and among the top five per cent in mathematics. The school gained recognition of this achievement through a television broadcast celebrating 'the value the school had added' to enable pupils to reach the standards they did.
4. Standards in the current Year 2 are broadly average in reading and above average in writing and mathematics. In Year 6 they are well above average in all aspects of English, mathematics and science. Pupils of all abilities, including those with special educational needs, those with particular gifts and talents and those learning English as an additional

language, achieve very well in these core subjects during their time at the school. Boys and girls do equally well.

5. Pupils achieve well in ICT as a result of improving facilities and teaching expertise in a subject that needed attention following the last inspection. Standards in work seen throughout the school are at least average and mainly above. Standards seen in all other National Curriculum subjects are mainly above average. Some, particularly in art and design and design and technology are well above average, showing considerable thought behind the techniques and processes used to create the finished pieces of work. Standards in religious education (RE) meet the requirements of the Norfolk agreed syllabus and several pieces of work in RE and personal, social and health education (PSHE) show sensitive, mature and thoughtful expression of ideas. These high levels of achievement are the direct result of stimulating and imaginative teaching, with pupils responding enthusiastically to the thoughtfully planned lessons.
6. Standards seen in PE are average. Teachers make the best of the limited facilities, using the field and village hall to make up for the lack of space on site. The school recognises that gymnastics is a weakness because of a lack of equipment, but younger pupils achieve well and older pupils satisfactorily in other aspects of PE despite the limitations.

Pupils' attitudes, values and other personal qualities

Attendance is very good and punctuality is good. Attitudes to learning and behaviour are very good. Aspects of personal development including spiritual, moral, social and cultural development are also very good. This area has been maintained and strengthened since the last inspection.

Main strengths and weaknesses

- Attitudes are very good and pupils feel proud of their school and said it was like 'one big happy family'.
- Behaviour is usually very good both in lessons and around the school.
- The ethos is very positive and the mission statement and school aims are fully reflected in the school's work and practice.
- A huge number of visits and visitors, special multicultural and subjects days and other extra-curricular activities enrich and extend personal development significantly.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.0
National data	5.4	National data	0.4

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

7. The school promotes good attendance and punctuality and achieves very good attendance rates and no unauthorised absence. One third of absence, however, is attributable to holidays taken during term time despite the school's best efforts to discourage this. Most pupils arrive at school on time and timekeeping during the school day is good. Pupils are developing the important life skill of good timekeeping very well.
8. Pupils are very keen to come to school and are enthusiastic about all aspects of school life. Many pupils said how lucky they felt to be at such a good school. They are full of praise for the fun and interesting lessons they enjoy and the wide range of clubs and trips they actively participate in. Pupils have a real desire to learn and succeed. They work hard and feel

exhilarated by achievement and are justly proud of their work. A third of older pupils, in their questionnaire responses, felt less positive than those aged six and under about school and this was investigated. Pupils were genuinely puzzled about this and could only suggest that others were being mischievous and thought it was 'cool' to be negative without any real justification. Older pupils' attitudes and behaviour are good overall, but not quite as positive as those of younger pupils. Pupils with special educational needs respond and behave very well during group work and lessons. Staff work hard to ensure that they enjoy the same very good relationships with adults as all other pupils.

9. Pupils are helpful, friendly and consistently behave very well. Break-times and lunchtimes are lively and pupils amuse themselves well. Pupils show reverence during assemblies, especially during prayer and reflection time. Bullying and other forms of harassment are rare and are simply not tolerated. When any pupil raises a behaviour concern, it is dealt with seriously and pupils are very pleased about this. There have been no recent exclusions.
10. Pupils' personal development is fostered very well. The youngest children achieve very high standards in personal, social and emotional development as a result of the consistently high quality of teaching and care. Spiritual development is very good, especially when pupils explore and reflect on values and beliefs and understand feelings and emotions. Pupils express these elements very well in high quality assemblies, in their poetry and writing, in science and art and in PSHE. Positive reinforcement of the values of respect, care for others, trust, fairness, kindness and high moral standards are real strengths. This helps pupils to be considerate and thoughtful in their approaches to others. Pupils are keen to take on responsibility and are maturing into very confident and sociable young people. Social awareness is promoted very well, especially when pupils raise money for good causes. Pupils' appreciation of their own and other cultural traditions is very good and the rich history and geography of the Worstead area is a popular learning focus. The curriculum is enriched by many different and exciting cultural aspects that enliven learning and broaden pupils' horizons. Pupils have also raised large sums to help build a nursery school in Kenya and the links have enabled an insight into Kenyan pupils' lives. Pupils are particularly proud to be involved in the Worstead Festival and the school has a great reputation for its traditional Morris and Maypole dancing expertise.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very effective** education for its pupils. It offers broad and balanced curriculum, which is often rich and stimulating. Teaching and assessment are **excellent** in Reception and Year 1 and **very good** in all other classes. All staff work extremely well as a team to provide exceptional care, support and guidance for all pupils. The school's partnership with parents and the community is **excellent**. The school is actively engaged in surmounting the only area of difficulty, that of cramped accommodation and grounds.

Teaching and learning

The quality of teaching and learning is very good overall. It is outstanding in the Reception Year and Year 1 and very good in Years 2 to 6. The quality of assessment of pupils' work is similarly excellent for the youngest children and very good in all other classes.

Main strengths and weaknesses

- Very good teaching results in very successful learning overall.
- Outstanding teaching promotes enthusiastic, exciting and effective learning in Reception and Year 1.
- The introduction of common assessment, marking, tracking and target setting procedures is having a very positive impact on teaching and learning.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
6	15	8	0	0	0	0

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

11. The table shows the consistently high quality of teaching. All lessons observed in the Reception/Year 1 class were of excellent or very good quality. All lessons in the other three classes were of good or very good quality. Work samples from pupils of the full ability range and displays throughout the school confirm that this high quality teaching results in high quality learning throughout the school year. Pupils with special educational needs receive very good and sometimes excellent support from teachers and assistants, who help them focus and learn very successfully in order to meet their individual targets. Assistants make a very strong contribution to the high quality of teaching in all classes. Pupils with particular gifts and talents are recognised and challenged effectively, with additional provision arranged or suggested to help them fulfil their potential. Pupils learning English as an additional language make very good progress as a result of the school's very strong focus on communication skills and imaginative, descriptive oral expression and writing.
12. Teaching in the Foundation Stage is excellent. In Key Stages 1 and 2 it is very good. Teaching is strongest in English and mathematics, including the teaching of literacy and numeracy in many contexts in other subjects. Pupils learn especially successfully in writing because they apply their literacy skills for a wide range of purposes, using instructional and persuasive writing as well as creating imaginative and descriptive pieces. Teachers ensure that pupils use their numeracy skills regularly in the context of science and design and technology. While the latest ICT equipment is not fully bedded in, teaching expertise has improved greatly in this subject since the last inspection and pupils now learn successfully in all strands of the ICT curriculum, using computers effectively for word processing, spread-sheets and control technology. The current making of a CD-Rom about the Worstead wool industry is an example of the school's excellent use of *Creative Partnerships* to explore innovative teaching approaches. Staff have involved pupils in thoughtful oral expression, creating a recording studio to produce a radio broadcast for example.
13. The involvement of a visiting poet and sculptor, through the Norfolk *Creative Partnerships* initiative, shows a further example of the school's focus on the introduction of imaginative teaching styles. Year 4 pupils' thoughtful explanations of their abstract paintings after a visit to an exhibition show adventurous and expressive use of vocabulary. Clay models and tiles in all classes and poems and stories from a high proportion of pupils show sensitivity and a high level of focus during pupils' learning.
14. The consistent use of 'learning intentions' and 'success criteria', expressions used and understood by all pupils, at the outset of each lesson involves pupils effectively in purposeful learning and helps them develop a picture of how well they are doing. Occasionally plenary sessions are rushed because teachers have not managed time sufficiently well, taking too much time on initial discussion and not stipulating time limits for recording tasks, for example. In most instances, however, pupils focus quickly and maintain interest in the lessons because teachers involve them through probing questioning and sustain a brisk pace. In the oldest class, the teacher makes particularly effective use of pupils' comments and answers, giving them clear recognition and thereby building pupils' confidence and self-esteem so that the depth and range of pupil comment is mature and thoughtful.
15. The marking of writing is particularly effective. Pupils and teachers use 'marking ladders' to show how well pupils have understood and used aspects of grammar, presentation, content or

expression in particular forms of writing. Teachers throughout the school make very good use of assessment. They know their pupils' abilities very well, ensure that they and their parents know how well they are doing and give very good support and challenge, both in school and through regular, well-considered homework pursuits.

The curriculum

The school provides a very rich, broad and well-balanced curriculum enlivened by visits, visitors, clubs and practical activities. It is very well staffed and makes very good use of its restricted accommodation.

Main strengths and weaknesses

- The school provides an excellent curriculum for children in the Foundation Stage.
- Planning puts strong emphasis on literacy and numeracy.
- Staff make very good use of community links, visits, visitors and the exciting creative arts projects.
- This very inclusive school ensures that all pupils, including those with special educational needs, enjoy equality of access and opportunity.
- The school deploys its high level of staff very effectively.
- Staff work very hard to overcome the restrictions of its accommodation.

Commentary

16. Planning in the Foundation Stage is excellent and is firmly based on national guidance. Staff plan a stimulating and imaginative range of themed activities for children under five. These excite, engage and interest them.
17. Since the last inspection the school has used national guidance very well and has developed a very good curriculum for pupils from Years 1 to 6 based on the requirements of the National Curriculum. It meets the requirements for RE and PSHE effectively, providing very well for both of these subjects. Documentation is now in place for all subject areas. The school has addressed a major concern of the last inspection by improving provision for ICT.
18. Teachers make very good use of the National Strategies for Literacy and Numeracy as the basis for planning. Ability grouping in lessons meets the needs of all pupils very well. This includes the gifted and talented, those with special educational needs and the different age groups in some classes. Catch-up programmes and extension activities in English and mathematics help to meet pupils' specific needs very well. There is a regular review of the very well written and managed individual action plans that clearly highlight the specific needs of pupils with special educational needs. This ensures that they are very well supported in accessing the same curriculum as their peers. This very inclusive school achieves equality of access and opportunity for all its pupils.
19. An annual review of the curriculum map enables the curriculum to be adapted to meet the needs of the different age groups and maintains the development of subject skills. The themed approach supports the identification and development of links between subjects very well. Although often centred on one subject area such as geography or history, great care is taken to ensure that the identity and skills of specific subjects are not lost. This is a clear strength of the curriculum. There is a very strong programme of regular visits and visitors and very good use is made of the locality. Practical activities are very well used to provide stimulating starting points across all subjects. This develops pupils' breadth of understanding and ensures that learning is relevant and interesting. The teaching of French to older pupils and the regular development of younger pupils' awareness of foreign languages during registration adds to pupils' knowledge of languages and promotes their cultural awareness effectively. The very carefully planned curriculum prepares pupils very well for transition to the next stage of learning.

20. The school is continuing to develop a more innovative curriculum, balancing excellence with enjoyment in line with national guidance. For example, there is a current focus on developing pupils' speaking and listening skills through the *Creative Partnerships* initiative. This includes work with a local poet and sculptor and the creation of a CD Rom about Worstead village.
21. The school is very well staffed with well-qualified and experienced teachers and teaching assistants. They are very well deployed to ensure best use is made of their wide expertise. In the Foundation Stage this arrangement is excellent. Accommodation is satisfactory overall. The school makes very good use of its restricted space. Staff have tried to find imaginative ways to meet the needs of its growing roll and minimise constraints on the curriculum and their efforts are fully recognised and appreciated by parents. However, the daily need to turn the Reception/Year 1 room into a dining hall, limited outdoor and indoor space for PE and the varying size and quality of classrooms means that the school is in urgent need of additional accommodation. The local authority is aware of this and a number of possible solutions are being explored.
22. Sufficient resources are in place to meet the needs of the curriculum in almost all subjects. Those for literacy, numeracy, science and ICT in particular have all been improved since the last inspection. This has addressed issues raised then. However, the lack of large gymnastic equipment restricts the PE curriculum, particularly for older pupils and some of the musical instruments would benefit from replacement.

Care, guidance and support

Arrangements for the care and welfare of pupils and for their health and safety are outstanding. The school provides very good support, advice and guidance for pupils based on the monitoring of their achievement and personal development. Pupils' views are valued and form part of school improvement. The school has improved this aspect since the last inspection.

Main strengths and weaknesses

- The care and guidance provided are key strengths of the school and this helps pupils achieve their best.
- Pupils confirmed strongly how much they valued the excellent relationships they develop with all staff.
- An active school council helps to gauge pupils' opinions and gives them a 'voice' in the school.
- The youngest children are inducted in an exemplary way and have an excellent start to their education.

Commentary

23. The school has a fully inclusive approach to helping others in a very supportive and caring community. Pupils feel that they would always have someone to turn to if they were ever worried or troubled. Highly effective academic and personal development monitoring enables any underperformance or unhappiness to be detected quickly. Those pupils are helped to resolve issues, improve their work and manage themselves better. This helps to boost pupils' confidence and self-esteem and improves the quality of their school life.
24. Pupils receive very good support and guidance in their work because teachers make effective use of assessment information. Marking is helpful and the advice that teachers give encourages improvement. Pupils are helped to be aware of their learning targets and know what to do to achieve them. The headteacher and staff are very alert to the needs of individuals. Pupils with special educational and other needs are identified very early in their school lives. There is excellent provision for them in Reception and they continue to receive very good support throughout the school. Individual learning plans are reviewed and updated regularly. Teachers and support staff keep a very close watch on progress. They know these pupils very well and have a very clear view of their strengths and weaknesses.

25. The arrangements for child protection are very good and all the requirements are met. Pupils with a range of medical needs are catered for very well. When pupils are ill or injured they receive a high level of care and attention. All the risk assessments and routine checking systems for health and safety throughout the school are thorough and are very good. The security arrangements are also good.
26. The arrangements for inducting pupils into the Reception class are outstanding. Individual arrangements are made to insure that all settle quickly and happily. The teacher makes everything seem exciting and inspires children to really enjoy learning and the routines of each day. Mid-term arrivals such as children from military families are well catered for and pupils are assigned buddies who help the newcomers master school routines and establish friendships.
27. Pupils can raise issues and share ideas with their class council before their class representatives channel these to the full school council. The school is keen to listen and act upon suggestions like the improvements to the tuck shop, school uniform and toilets. Pupils also like sharing their thoughts in circle time and feel that they can talk to their teachers and classmates easily and openly.

Partnership with parents, other schools and the community

The links with parents are excellent. The school is held in very high regard and is oversubscribed. Links with the local community are outstanding and links with other schools are very good. This aspect is even stronger than it was at the last inspection.

Main strengths and weaknesses

- There is a very strong partnership with parents, who are warmly welcomed into school as an important part of the school community.
- The school works very closely with parents to support learning, ensure pupil happiness and deal with any issues in a very effective way.
- The quality of information provided for parents is superb.
- The school is very much at the heart of a close knit rural community.

Commentary

28. Parental support for pupils' learning and for the wide range of school activities is excellent. Parents feel a very strong sense of partnership based on excellent two-way communications and mutual trust. All parents who responded to the questionnaire and the many spoken to during the inspection feel great confidence in the school across all aspects. Parents praised the literacy, numeracy and brain gym meetings and the spin-offs they gained for their children's learning.
29. School reports are very good and arrangements for consultation are outstanding, with 100 per cent attendance. The prospectus and governors' annual report are exemplary. They are full and very well written. Curriculum information, class letters, newsletters, web site information and daily opportunities to talk to staff keep parents fully in touch with school activities and their children's learning. Parents of pupils with special educational needs are fully involved in the process of reviewing and agreeing their action plans. They are invited to the frequent regular reviews of their children's progress and support them in achieving their targets. Many parents are voluntary helpers in school and provide good quality support for reading and other practical activities and school trips. The Friends of Worstead School is very active, providing for a busy social calendar and very useful funds. Parents' views are regularly surveyed formally and informally and form an important part of continuous school improvement. Parents very much appreciate this aspect.
30. Links with the local community are excellent. There are particularly strong links for music, sports, PSHE and dance activities and with the local parishes. The clergy are regular and

welcome visitors to the school and enrich pupils' personal development. The school hosts the ATC (Air Training Cadets) for the very successful Worstead Festival and, in return, the school receives large community donations, one of which funded the new reading scheme last year. The village hall is used for PE, school productions, assemblies and concerts and the locality is a valuable learning resource. The *Creative Partnerships* initiative has enhanced pupils' creative education through their involvement with local artists and performers. Pupils were fascinated with the tree stump sculpture taking shape during the inspection and recently enjoyed pottery classes.

31. Links with the feeder pre-school groups are very good, providing a happy and effective transfer to school. Links with local primary schools enable very useful sharing of resources and good practice. There are very good links with receiving secondary schools and these ensure pupils' transfers go smoothly. The taster days and bridging work in core subjects are helpful in this regard. The main high school tracks pupils' progress in Year 7 and there is clear evidence that pupils settle quickly and are well prepared for the next phase of their education. Links with the University of East Anglia are also good and the students who come for initial teacher training have very good and worthwhile teaching experience.

LEADERSHIP AND MANAGEMENT

Both leadership and management are **very good** and include several **outstanding** elements. They are supported by **very good** governance.

Main strengths and weaknesses

- The headteacher and deputy show outstanding vision and are inspirational role models.
- The high quality of leadership motivates staff, who in turn show high aspirations for all pupils.
- Highly efficient management systems and training arrangements promote professional development for teachers and support staff.
- Governors monitor the school's provision very well and involve themselves fully and effectively in strategic planning.
- Day-to-day administration is excellent.
- The school's improvement and development plan is comprehensive but lacks a clear statement of main priorities.

Commentary

32. The headteacher and deputy motivate staff through their energetic and imaginative example. This inspirational leadership results in high staff morale and promotes very positive attitudes and high achievement among pupils. The vision and drive of both the headteacher and deputy ensure a clear educational direction.
33. Efficient management and excellent day-to-day administration enable teachers to focus on teaching. Performance management procedures are fully in place for all staff, who make full use of training opportunities both for their professional development and for the benefit of the whole school. The school's current management of its *Creative Partnerships* project shows clear benefits for both pupils and staff.
34. Management of the school's provision for special educational needs is very good. The headteacher co-ordinates and manages provision very well. He supports colleagues effectively by assisting them in formulating and reviewing learning plans and helping them achieve pupils' current targets. Management of the Foundation Stage is excellent. Outstanding links with parents and very good liaison with pre-school providers, together with a skilfully planned curriculum, very well deployed staffing and thoughtful class organisation, provide an excellent framework for the teaching. The stimulating displays and careful

management of resources offer children a highly enjoyable and effective series of opportunities for learning in their first year at school.

35. The senior management team's monitoring and evaluation procedures are highly effective. The school's improvement and development document reviews action taken over the previous year and details action scheduled for all aspects of the school's work over the coming year, with an outline of action planned for three years. The document is full and thorough, involving everyone with management responsibility and subject leadership, but it does not offer governors, parents, pupils and the community a simple summary of the main improvement priorities, which would add clarity and focus for all involved.
36. Governors monitor provision effectively, visiting classes, attending collective worship and discussing subject provision with subject co-ordinators, who have a very clear view of their subjects and whose roles have been very well developed. Governors offer the school very good support and question appropriately the strategies put forward by senior management. They manage the budget effectively, though possible procedures for measuring the effectiveness of major expenditure decisions, such as the upgrade of ICT equipment, have not been fully explored. Governors are highly involved in strategic planning, especially in the light of the school's rising roll and the need to improve accommodation and facilities. Together with the senior management team they explore fully with the local education authority and local community the range of options available. The school has addressed all issues from the previous inspection. Governors have ensured that the school meets all statutory requirements.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	305,429
Total expenditure	297,285
Expenditure per pupil	3,303

Balances (£)	
Balance from previous year	16,125
Balance carried forward to the next year	24,269

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in all six areas of learning is **excellent**. Children of all abilities make excellent progress in all areas of learning. All meet the early learning goals by the end of the Reception Year and several exceed these and begin work on the earliest stages of the National Curriculum.

Main strengths and weaknesses

- Children of all abilities make excellent progress during their Reception Year in all six areas of learning.
- The quality of teaching and assessment in all areas of learning is outstanding.
- Planning is exemplary, linking all areas of learning through stimulating, purposeful activities and offering a careful mix of choice and direction.
- Excellent initial links with parents result in lasting home/school partnerships.

Commentary

37. Children start school with a wide range of abilities. Teachers identify their needs and talents early through discussions with parents and pre-school providers and through observational assessments. The school has staffed the youngest class with high levels of support. The 13 children in the Foundation Stage, who share the class with 12 Year 1 pupils, follow a curriculum firmly structured on the six areas of learning.
38. All sessions observed, whether led by the teacher or one of the assistants, were of very good or excellent quality, the majority being excellent. As a result of this consistently high quality of teaching, children of all abilities achieve as well as they can and thoroughly enjoy the activities they pursue. Both provision and achievement show very good improvement since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

39. Children's personal, social and emotional development is fostered by all staff, who know the children and their families very well, keep excellent observational records of their developing personal skills and encourage independence and collaboration equally. Children settle very quickly into the exciting, well-ordered classroom environment and the structure of daily routines. They learn quickly, from the examples of the Year 1 pupils and from the staff role models, to care for each other and their environment, choosing equipment and using it sensibly and tidying away efficiently. In circle times and during class discussions, teacher and assistants encourage children to express their views with confidence by listening and welcoming their contributions positively. Children take turns and soon feel secure in this warm, receptive setting. Close home-school relationships are fostered through early contact with parents before children start school and the teacher-parent partnership begun and fostered in the Reception Year benefits pupils and families throughout the school.

COMMUNICATION, LANGUAGE AND LITERACY

40. Children develop their communication, language and literacy skills through daily focused sessions in this area of learning, through drama and puppet sessions and also through a continuous focus on communication through speaking and listening in all sessions. Often the teacher changes places with children, putting a child in the position of asking questions and talking to everyone from the teacher's chair, while the teacher joins the class or group on the floor. The teacher and assistants stimulate children's imaginations, taking them into a story world that links areas of learning throughout the day. Children enjoy books and stories and

gain confidence in the skills of reading and writing through regular participation in phonics, rhyming and spelling games and genuine opportunities to write labels, sentences and even short descriptions, rhymes and tales. They recite known poems, songs and nursery rhymes and create their own. The teacher engages their senses in imagining the scenes in stories, encouraging them to feel the emotions of the snail entering the giant's castle for example.

MATHEMATICAL DEVELOPMENT

41. Similarly enjoyable activities promote children's mathematical development. For example, Nora, sitting on the end of a pointer, whispers questions and comments to the teacher, who takes the children into a magical relationship with the number puppet, through which children tell Nora all the number facts they can about her favourite number. Later in this lesson, children found the lost giant snail and played a dice game on his numbered back, being challenged to recognise numbers to 20 and count on accurately. When they reported to the class on their activity, they used a wide range of mathematical vocabulary in response to the teacher's carefully phrased, probing questions, which she had selected, through her close knowledge of each child's ability, to build their self-esteem. Homework activities are particularly effective in this area of learning, with a range of interesting and enjoyable activities sent home for children and parents to share.

CREATIVE DEVELOPMENT

42. In a creative development session, the assistant made excellent use of instruments in the school's front garden, first enabling children to listen to the sounds of the environment and then choose instruments to interpret them. After children had thought of phrases to chant, they put together the instrumental sounds of the wind, birds and passing cars with repeating chants of 'Whoosh, whoosh - have you seen the giant snail?' and 'Come back snail - come back snail' to form a full composition. As they performed this to Year 1, their classmates added another layer of sound with a rap. This exemplifies the high level of teamwork in the class, where reception children benefit from the staff's imaginative approaches and ability to respond quickly to each other's development of the lesson plans and children's ideas. Children enjoy regular role-play, in the estate agents' office for example and use paint, dough and clay along with a range of materials to experiment as creative artists.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

43. Children develop excellent knowledge and understanding of the world, including creative use of ICT, through activities such as creating a CD Rom about the Worstead weaving industry and turning an area of the classroom into a recording studio to make a radio broadcast. Within the contexts of such relevant and exciting activities as these, children learn enthusiastically about the history and geography of their local area. The school makes excellent use of the local church and is supported very well by local clergy, as children discover about the Christian religion through active dramatic participation in ceremonies such as baptism and marriage. Children learn about the customs and practices of other religions in equally exciting ways, meeting the requirements of the locally agreed syllabus for religious education. They develop early knowledge, understanding and skills in aspects of science and design and technology through practical pursuits, growing plants under different conditions, using construction kits and finding as many ways as possible of folding, bending, cutting and punching paper to create models.

PHYSICAL DEVELOPMENT

44. Staff offer children excellent opportunities for physical development both inside and outdoors, making the most of the school's resources. Children develop fine motor skills through modelling with malleable materials, writing and painting. They enjoy regular physical exercise either indoors, when they have to clear their classroom and transform it into a dance floor, or outside, where they make very good use of hoops, bats, balls and a large parachute. Staff

challenge children to feel the change in their pulse rate and children respond with energetic effort, developing skills very well as staff provide running commentaries and involve children in demonstrating, helping others refine their skills.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils of all abilities achieve very well and standards in Year 6 are well above average.
- Results have improved faster than nationally over recent years at ages seven and 11.
- Very good teaching includes some excellent application of literacy and oracy skills in a range of subjects.
- Very good involvement of parents in pupils' reading promotes pupils' interest and improves their skills.
- The school offers an excellent range of writing opportunities, including an excellent stimulus from a visiting poet.
- The school does not make full use of the library to stimulate pupils' interest in and knowledge about books.

Commentary

45. Pupils of all abilities, including those with special educational needs, those who are gifted and talented and those learning English as an additional language, achieve very well in all aspects of English during their time at the school. Results of national tests at ages seven and 11 have improved faster than nationally since the last inspection. Standards in the current Year 6 are well above average in all aspects of the subject. Pupils are articulate in discussion, read expressively and with understanding and write very effectively for a wide range of purposes. In summer 2003, when the Year 6 class contained a high proportion of pupils with special educational needs, the results showed very good improvement in English, the most challenging subject for these pupils, over the period since they took the national tests at age seven. Standards at the end of Year 2 in 2003 were well above the national average in both reading and writing. The school's records show how closely teachers have tracked pupils' progress throughout the school and the challenging targets that teachers and pupils together have set and met. The school has made excellent improvement in all aspects of English since the last inspection.
46. The school's thorough approach to marking, assessment and target setting has added to the quality of teaching and ensured that pupils of all abilities are challenged and supported very well. As a result, all learn very effectively and are gaining a very clear picture of what they need to do in order to improve. For example, pupils in Year 2, many of whom began school with reading, speaking and listening skills below average, have made very good progress. As a result, their standards in reading, speaking and listening are already broadly average and in writing above average. Two talented Year 2 pupils, acting as Frog and Elephant, put on a puppet play for the Reception and Year 1 children, conducting the whole session confidently, developing the drama spontaneously and holding their audience spellbound with a mixture of humour and suspense.
47. The very good quality of teaching throughout the school results in articulate discussion, fluent reading and imaginative writing. The stimulus of turning an area into a studio and making a radio programme involves some of the youngest pupils in exciting learning with a genuine purpose and audience. Pupils' writing ability is particularly strong, with pupils using vocabulary in an adventurous way in their descriptive recounts, stories and poems. They show a good

grasp of the rules of spelling and punctuation and the structures of grammar in their instructional writing and reporting, often in the context of other subjects such as history and science.

48. Teachers consistently introduce lessons by involving pupils in understanding the 'learning intentions' and the 'success criteria' that will show whether they have learnt what they should. Pupils know these terms and also understand the 'marking ladders' that teachers share with them to help them focus on the various aspects of their tasks and assess themselves how well they are doing. This exciting approach to assessment and marking is a direct result of teachers' enthusiasm following attendance at a course developing assessment skills.
49. Occasionally, teachers allow the introductory or discussion part of the lesson to overrun or do not stipulate sufficiently clearly the time frame for writing tasks. In these instances time is not managed sufficiently well to ensure that pupils use the final plenary session to give examples or explain what they have achieved. This is an area for attention in what is otherwise a very strong picture.
50. The subject is exceptionally well led and managed. The school's focus on assessment has resulted in all staff fully adopting new and effective procedures. Teaching is very well monitored and the introduction of the focus on creativity is addressing pupils' ability to think and put their thoughts into words both spoken and written. The imaginative explanations of Year 4 pupils' abstract art are a very successful example of this. The subject is well resourced, but the library, though timetabled for regular use and well run by an assistant, does not add as much as it could to pupils' knowledge and skills. Library displays, for example, are not linked to reading and pupils are not involved in organising and running it.

Language and literacy across the curriculum

51. The school ensures that pupils make excellent use of their literacy skills in other subjects. They write descriptively in history and geography and explain their work clearly and logically in science and design and technology. They make good use of books and ICT for research. The school's improved ICT provision has greatly assisted pupils from Reception through to Year 6 in finding, sorting, arranging and using information.

Example of outstanding practice

Two Year 2 pupils entertain a Reception/Year 1 class to an adlibbed puppet show, encouraging independence, creative thinking and the ability to improvise and present to an audience.

Staff give the most able Year 2 pupils regular opportunities to lead drama lessons for the youngest children. In this lesson two pupils mounted a puppet show, having planned it and gathered their own resources - largely unaided - to tell a story. The audience was excited at the prospect and when the show began all children listened avidly and there was a buzz of expectation. Some good banter ensued between the two main characters, a frog and an elephant, about their health, as the elephant had a cold and hiccups. The Year 2 pupils made the story up as they went along and there was much hilarity as the story unfolded. More puppets arrived: a lamb, a cockerel, a kangaroo and different scenarios emerged: a disco, tap dancing, a walk to Africa and a nap (with snoring) on the way home. At no time did the pupils run out of ideas or things to say. The show was so much fun that the audience listened agog for a full 20 minutes. It ended to spontaneous applause.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The improvement in standards since the last inspection.
- Pupils achieve very well because of very good teaching and learning.

- The very effective leadership of the subject.
- The strong emphasis placed on the development of pupils' numeracy skills and their application to practical everyday situations.
- The increasing use made of ICT to support learning in the subject.

Commentary

52. Standards are above average in Year 2 and well above average in Year 6. Pupils achieve very well and clearly make very good progress. The targets set for pupils and the school's own tracking records confirm these judgements. This is an improvement on the position found by the last inspection. As a result of the very good support they receive, all pupils, including higher attainers and those with special needs, achieve equally well. Boys and girls make similar progress.
53. By Year 2 all pupils are working at least at the level expected for their age and a number well above. When compared with their attainment on entry, this indicates that levels of achievement are very good. Pupils have a good knowledge and understanding of basic number, shape and measurement and are beginning to make good use of these to solve problems and present information. This was evident when pupils in Year 1 ordered and counted coins and Year 2 worked with co-ordinates.
54. Pupils in Years 3, 4 and 5 make very good progress. All pupils in the current Year 6, including those with special educational needs, are reaching at least the expected level and many go well beyond this. For example, pupils in Years 5/6 create algebraic formulae to solve problems. Year 6 pupils confidently and accurately use mental and written methods to carry out calculations, involving large numbers and decimals. They deal very competently with fractions, ratios and percentages, angles, area and volume. Numeracy skills are well used in practical situations and problem solving activities. Investigations provide excellent opportunities to extend pupils further, for example the identification of number patterns seen in Years 3/4.
55. Teaching and learning are consistently very good. Teachers make very good use of the National Numeracy Strategy to plan for the different ages and abilities. They prepare thoroughly, have very good subject knowledge and give very clear explanations. They refer to strengths and weaknesses in pupils' previous work so that pupils know how to make improvements. However, the review stage of a lesson is sometimes brief and does not fully revisit the purpose of the lesson. Very well briefed teaching assistants provide very good support to pupils so they achieve as well as their classmates. The very brisk pace to learning and wide range of activities make pupils eager to succeed. In some lessons, teachers help pupils to focus on important aspects of their work by reminding them of the time available.
56. Rigorous and well-established systems are in place to assess, track and compare pupils' progress. Marking is accurate, supportive and encouraging. Good use is made of ICT to support work in the subject. Pupils in Year 6 made good use of calculators to investigate the effect of different multiples and Year 2 pupils indicated answers on a number track with a floor robot. Increasingly, teachers take opportunities to use ICT.
57. Leadership and management of the subject are very good. The very knowledgeable co-ordinator supports colleagues well and maintains a very clear overview of the subject through monitoring of teaching and learning. Analysis of test results and tracking of pupils' progress have been very well used to improve provision. There is a very clear focus on raising standards.

Mathematics across the curriculum

58. Pupils are given frequent opportunities to use mathematics as part of their work in other subjects. They apply their skills very successfully in a range of contexts. These include the

development of measuring skills and the analysis of data in subjects such as science, design and technology and geography.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The recent improvement in standards.
- The very good teaching and learning that enable pupils to achieve very well.
- The strong focus on investigations and practical activities and on developing pupils' recording skills alongside use of the correct terminology.
- The very good leadership and management of the subject.
- The increasing use being made of ICT to support learning.

Commentary

59. Standards are average in Year 2 and well above average in Year 6. Pupils' achievement is very good especially when related to their initial starting points. There is no difference in the performance of boys and girls. By Year 6, all pupils, including those with special educational needs, achieve or exceed the expected level, a very good improvement since the last inspection.
60. There is a strong emphasis on developing pupils' investigative skills progressively through a wide range of practical activities. Teachers encourage the correct terminology and use imaginative methods to develop and extend pupils' knowledge and understanding. Year 1 pupils made predictive drawings of how plants deprived of light or water would appear before observing what had really happened. Year 6 pupils investigated the speeds at which different types of sugar dissolved in water. They designed their own experiments into the effect of heat, time and agitation on the process. Pupils worked very well together, were careful to ensure a 'fair' test, precisely recorded results and suggested reasons for what they felt they had observed.
61. Practical activities allow pupils to apply literacy and numeracy skills as they record experiments and make use of measurements, graphs and tables. However, teachers are careful to provide some scientific activities and recording methods that are not entirely dependent on these skills. This allows pupils to focus on the scientific strand of the task and is particularly useful for younger pupils or those with learning difficulties. ICT is being used increasingly to support learning. More able pupils in Year 2 combined digital photos with text when comparing the development of babies and toddlers. Year 6 pupils recalled using sensor logging and interpreting data from their plant survey. The new technology equipment should allow greater and more regular use of ICT in the subject.
62. The quality of teaching and learning is consistently very good. Teachers' have good subject knowledge and plan and prepare lessons that build on pupils' previous experience. In Year 2, pupils recalled a baby visiting their class as a starting point for work on human development and the different needs of toddlers and babies. Questioning, discussion and review of work are very well used to focus pupils' thinking, as seen in the Year 1 lesson. By Year 6, pupils are used to the idea of hypothesising, designing tests and reaching conclusions. Pupils with special educational needs are very well supported by the very capable and well-briefed teaching assistants so that they succeed equally well in tasks.
63. The knowledgeable and enthusiastic co-ordinator leads and manages the science curriculum well. Assessment is very well used to plan for the next stages of learning and ensure a good level of challenge. She has developed provision very well by emphasising the importance of scientific enquiry and providing a very good role model.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Improvements in resources, staff confidence and expertise since the last inspection.
- The very good teaching and learning of ICT skills throughout the school.
- Good opportunities being created for pupils' to use ICT in other subjects.
- The very good leadership and management of the subject.
- Problems with equipment and the layout of the building which have restricted subject development.

Commentary

64. It is not possible to reach secure judgements about standards at ages seven and 11 from the one lesson seen. Examples of pupils' work and observations of the use of ICT by groups and individuals show confident, competent work at the expected levels and often above throughout the school. The quantity and quality of resources have improved. Further recent additions mean that the subject is now well resourced. National funding has been used well to increase teachers' confidence and expertise. National guidance has been well used to plan work and ensure all the expected strands are covered. The co-ordinator and headteacher have managed developments very well. Concerns of the last inspection have been fully addressed.
65. Although the network is new and there are problems with the software, teachers are already making good use of new equipment. The shape of classrooms and position of PCs often make it difficult for all pupils to see the screen. In spite of this, teachers make good regular use of whole class sessions to introduce ICT and develop pupils' skills. They plan thoroughly and are well prepared. Pupils in Year 1 use digital photographs to record work, learn to enter text and create images. By Year 2 they save images and text on their own disks and combine different media.
66. Skills are developed progressively and by Year 6 pupils combine text with graphics and use hyperlinks to create their own web sites. They use spreadsheets to record, order and present data. Teachers make good use of pupils' previous learning to develop skills. In a very good Years 5/6 lesson, pupils used previous knowledge of listing commands to write a control sequence for traffic lights. They extended this by varying the commands to achieve different outcomes. Very clear explanations and very good examples ensured all pupils were able to access the task. Very well briefed teaching assistants, one an ICT specialist, provided high quality support. All pupils, including those with special educational needs, made very good progress and achieved very well. Pupils are enthusiastic and interested.
67. The co-ordinator's positive attitude supports and enhances learning very well. There is good technical support. This creates a supportive climate for staff who work hard to overcome the limitations of the accommodation. There are plans to improve provision when funds permit.

Information and communication technology across the curriculum

68. Good use is made of ICT to support learning in other subjects. Text work and word processing are used to good effect in literacy, as are data handling in mathematics and science. Digital photography, CD-Rom and Internet research enhance work in geography, history and science. The creative arts project to design and produce a CD-Rom about Worstead is a very good example of multi-subject use.

HUMANITIES

History, Geography and Religious education

Commentary

69. During the inspection work was sampled in humanities. It is not possible to reach overall judgements about standards in history, geography or religious education, although there is every indication that pupils are working at least at the expected level and often higher. These subjects were not a main focus for the inspection. Standards seen are mainly good and provision appears good throughout the school. Very good use is made of exciting activities, visits and visitors to make learning in these subjects interesting and relevant.
70. There is a strong focus on developing pupils' **historical** knowledge. Teachers often use pupils' own experience as the starting point for comparing past and present. Year 2 pupils noted the differences between a modern hospital and nursing care at the time of Florence Nightingale and considered Samuel Pepys' account of the Great Fire. Pupils in Years 3/4 visited Norwich Castle museum and their written work about the ancient Egyptians clearly reflected their enthusiasm and interest. In Years 5/6 pupils learning about key events of World War II tried to imagine what it would be like to have been a child then.
71. A similar practical approach in **geography** ensures pupils learn about their immediate locality and the wider world. Pupils are taught to identify the names of places, physical features and to recognise and compare patterns of land use. Good use is made of pupils' own experience as the starting point for learning. In a good lesson, Year 2 pupils discussed European holidays before looking in detail at travel brochures and a map of Europe. Well-focused questioning and a good range of resources supported this effectively. Pupils had already considered their own area, compared a village with a town and looked at landscape features. Years 3/4 pupils have looked at climatic regions and the similarities and differences between Kenya and their local area. In Years 5/6 pupils have looked at physical and social features of the Caribbean and considered man's impact on the environment when looking at the use and abuse of rivers and traffic problems in their village.
72. In **religious education**, teachers involve pupils in Years 1 and 2 in imaginative use of the local church, involving local clergy in role-play of baptisms and weddings, as well as discovering about the church layout, artefacts and symbols. Younger pupils discover through artefacts and occasional visitors about practices in other religions, mainly focusing on Judaism in the early years. Teachers plan according to the local agreed syllabus, ensuring that pupils develop a good understanding of religions other than Christianity in an area that is some distance from other faith communities. Pupils in Years 3 and 4 discover about the practices of Sikhism, using a range of artefacts brought in by staff and making good use of homework and the Internet to locate signs of Sikhism in Norfolk. Pupils in Years 5 and 6 show mature reflection in their writings about the Christian understanding of Pentecost, explaining and presenting their thinking very logically. Their books show understanding of the five basic pillars of Islam and Muslim practices. They also explain very clearly how Christians believe that their faith influences their actions and look at how people have expressed their faith and understanding creatively, through art and music.
73. In all three subjects there are good examples of ICT being used for research, to record information and to handle data. Good, meaningful links are also made to other subjects when appropriate. The headteacher provides very effective leadership of the subjects and carefully monitors and develops provision. Planning and manageable assessment procedures are in place for all three subjects. Resources are sufficient and staff supplement these when studying particular themes.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education

Provision in physical education (PE) is **satisfactory**.

Main strengths and weaknesses

- Very good teaching of younger pupils in outdoor lessons promotes enjoyable learning and very good achievement.
- A very good range of additional activities gives rich opportunities for many pupils to enjoy sport and dance and to extend their skills.
- The lack of gymnastics facilities restricts provision and inhibits achievement in this aspect of the curriculum, particularly for older pupils.
- The school site has insufficient space indoors or outdoors for older pupils' PE, but makes good use of the village hall and field facilities.

Commentary

74. Inspectors made insufficient observation of lessons with older pupils to make a judgement on teaching, learning and achievement at age 11. They were able to gather more evidence about Key Stage 1. The very good teaching of pupils in Years 1 and 2, together with the well-planned curriculum for older pupils, enable the school to overcome the limitations imposed by the facilities and make satisfactory provision overall.
75. The strengths in teaching are clarity of instruction, the brisk pace of each activity and the very good use teachers make of demonstration and praise to encourage all pupils to refine and improve their work. Pupils in Years 1 and 2 respond enthusiastically to their teachers' high expectations, focusing fully on the activities and skills and putting considerable effort into their exertions. They clearly recognise the effect of exercise on their pulse rate. A brief observation of the start of a Years 5/6 lesson showed pupils well organised and supervised for their visit to the village hall field, where they warmed up by jogging before working in pairs to develop throwing and batting skills. Records show that the school enables almost all pupils to swim 25 metres before they leave and many exceed this.
76. The subject is very well led. Staff are making very good use of new curriculum guidance to improve what the school can offer through its regular timetable within the current limitations in resources and accommodation. The school has maintained provision at a satisfactory level despite a significant rise in pupil numbers over recent years, which has increased pressure on limited accommodation and grounds. For younger pupils, the school makes use of its largest classroom for indoor dance and floor-based gymnastics, creating smaller teaching groups to make best use of the space. The tarmac area and field on the school site are adequate for games activities for younger pupils, but too small for the older pupils. Parents and community have developed a small 'trim trail' at the end of the small school field and the school has negotiated use of the village hall and adjacent field, ten minutes walk away, for limited floor and bench gymnastics and outdoor games for older pupils. It also makes good use of a local swimming pool and of residential visits for adventurous outdoor activities. Additional activities such as Morris and Maypole dancing, cross-country, netball, football and cricket offer pupils a wide range of pursuits that many take up and enjoy. Headteacher and governors are actively exploring ways of improving the facilities and grounds.

Art and design, Design and technology and Music

Commentary

77. Aspects of provision and achievement seen in these subjects include much that is very good. They were not a focus for the inspection, but work sampled was often of a higher quality than that expected for the ages of the pupils.
78. Only one lesson in **design and technology** was seen during the inspection, but a wealth of evidence in art and in design and technology was gained from viewing examples of pupils' work and talking to pupils. It is not possible to make a secure judgement about standards at ages seven and 11 or about the quality of teaching, but provision and standards seen show good improvement on the position found by the last inspection. Pupils' work shows how they are gaining a broad experience of the expected subject skills through interesting and varied activities that involve using a range of materials and techniques. Finished work in both subjects is at least at the expected level and often much better.
79. In **art and design**, standards of thought and technique in the abstract paintings created by pupils following a visit to a 'Surface Tensions' exhibition show considerable depth and creativity. Year 4 pupils use brushwork and colour highly imaginatively. Written comments alongside their work reveal the purposeful reflection behind it. Many of the clay tiles and models on display in all classrooms show that pupils have benefited greatly from the master craftsman/apprentice teaching style of the sculptor in residence. Pupils show good skill in moulding clay carefully and using modelling tools sensitively to create textures. Sketchbooks appear underused, but older pupils' observational sketches show close detail and carefully created shading contrasts in their enlargements.
80. In design and technology, very good attention is paid to designing and assembling. Pupils in Year 2, for example, used patterns to make glove puppets, researched fastenings for Joseph's coat and used ICT to label diagrams of vehicles. Pupils plan and refine their ideas thoughtfully. This leads to very well finished products, for example, the purses displayed in the Years 3/4 classroom. The quality of workmanship and detail improves as pupils move through the school, aided by the strong emphasis on evaluation and improvement. In Years 5 and 6 the displayed cam movement toys show a high quality of finish as a result of careful measurement and assembly. They are clearly developed from pupils' earlier work on siege engines. There is very good attention to safety. Pupils are encouraged to consider the purpose of design and to research similar products before selecting components for their own design. This was evident in the very good lesson seen in Years 3 and 4. Pupils sampled and recorded their thoughts and preferences on a wide range of bread products, spreads and fillings in preparation for sandwich making. This built well on science work on a healthy diet.
81. Resources are adequate for both subjects. The use of ICT to support learning is at an early stage, especially in the context of planning, modelling or control in design and technology. The subjects are very well led and managed. Planning based on and adapted from national guidelines ensures that pupils develop skills and experience incrementally year on year. Teachers stimulate pupils' interest through excellent use of visits and visitors, including parental expertise and the Worstead Festival offers annual opportunity for artistic activities in particular. The creation of an art gallery of pupils' work last autumn resulted in a highly successful exhibition visited by community and parents. The current focus on creativity and thinking skills is proving particularly beneficial to teachers and pupils in deepening the quality of thought and reflection and in raising the standard of finished compositions in these subjects.
82. Work sampled in **music**, which included the observation of lessons, singing during collective worship and discussions with staff and pupils, reveals that the school makes good provision. The inspection did not make a judgement on standards at ages seven and 11, but teaching and learning in the two lessons observed were of good quality. Pupils sing tunefully, but in the assembly observed, older pupils did not give a strong lead. Singing was more assured when

accompanied by the piano. In the lessons seen, pupils achieved well. Year 2 pupils developed sounds to use in a class composition and used symbols to change the sounds. Pupils in Years 5 and 6 maintained a steady pulse and introduced offbeat, repeating rhythmic patterns, while three pupils, challenged in only their second opportunity to use the instruments, sustained a repeating melody on keyboards. In both lessons the teaching set clear expectations; pupils responded well and met the learning intentions. Resources were well organised and well used. Pupils of all abilities were fully involved. A brisk pace was maintained in one lesson, but was an area for improvement in the other.

83. The co-ordinator is knowledgeable and gives a supportive lead to the staff. Productions such as 'Scrooge' offer pupils the chance to develop and perform their own compositions. Occasional visiting ensembles raise the profile of the subject. Staff use a scheme of work that involves pupils in listening to and performing a range of styles of music from various cultures. The use of ICT to support work in the subject is planned, but still at an early stage. Resources are satisfactory, but some equipment is old and in need of replacement. Participation in local music and multicultural festivals and the involvement of pupils in school concerts contribute positively to pupils' social and cultural development. The school does not make provision for pupils to learn to play a musical instrument other than during class lessons with percussion and keyboard, but it does make opportunities for pupils who play an instrument to perform for the school. The school has maintained and further developed the good quality of provision found at the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in personal, social and health education (PSHE) is **good**.

Main strengths and weaknesses

- Regular use of circle times for sharing views and respecting those of others.
- Good introduction of democratic procedures through class and school council.
- Excellent use of teachers' records.

Commentary

84. The school has made very good improvement in PSHE since the last inspection. Work on display shows pupils thinking about attitudes and showing respect for various viewpoints, while presenting their own views persuasively. Very good examples of this are the writings by pupils in Years 5 and 6 on the subject 'Should women be valued as much as men in our society?'. The school introduces pupils in all classes to the processes of democracy and the importance of citizenship through the workings of the school council. Elected members take their responsibilities seriously, taking ideas from class councils to the school council and reporting back to their classes. The school involves pupils and the whole community in thought and action on world citizenship, raising funds for overseas initiatives, including the funding of a school building in Kenya. The school pays good attention to healthy eating through its fruit tuck shop run by pupils and to sex and relationships education and drugs awareness through its well-planned programme. In circle time lessons, pupils listen to each other's views, respecting the rule that each speaks in turn. Staff keep excellent records of children's personal development, building on the initial description gathered on entry and noting particular achievements and developments.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	2
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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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