

INSPECTION REPORT

BLOFIELD PRIMARY SCHOOL

Blofield, Norwich

LEA area: Norfolk

Unique reference number: 120788

Headteacher: Chris Clements

Lead inspector: Margaret Coussins

Dates of inspection: 23 – 26 February 2004

Inspection number: 260760

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:	4 - 11 years
Gender of pupils:	Mixed
Number on roll:	187
School address:	North Street Blofield Norwich Norfolk
Postcode:	NR13 4RH
Telephone number:	01603 713386
Fax number:	01603 716294
Appropriate authority:	Governing body
Name of chair of governors:	Mrs D Kemp
Date of previous inspection:	12 – 15 October 1998

CHARACTERISTICS OF THE SCHOOL

Blofield is an average size village primary school with 187 boys and girls on roll who come from a generally advantaged white British background. There are no pupils at an early stage of learning English. The number of pupils who are eligible for free school meals and the number with special educational needs are below the national average. When they enter the school children have skills and knowledge that are above the national average. The school has Investors in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16084	Margaret Coussins	Lead inspector	English Geography History Special educational needs
14061	Leonard Shipman	Lay inspector	
30691	Kathleen Yates	Team inspector	Mathematics Art Music Physical education Foundation stage
27698	Gordon Phillips	Team inspector	Science Information and communication technology Design and technology Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Blofield Primary is a **very good** school that provides **very good** value for money. Overall standards in the school are **well above** average and achievement is **very good**. Standards at the end of the reception year and Year 2 are above average and pupils' achievement is good. At the end of Year 6, standards are well above average and achievement is very good. Overall, teaching and learning are **very good**. They are satisfactory in the reception year, good in Years 1 and 2 and very good in Years 3 to 6. The leadership and management of the school are **very good** and parents and pupils are confident and happy with the work of the school.

The school's main strengths and weaknesses are:

- pupils achieve very good standards overall; English, mathematics and science are above national expectations.
- the leadership and management of the headteacher and other key staff are very good.
- governors support the school very effectively and their role in the long-term development and direction of the school is very good.
- performance is monitored very effectively and appropriate action taken in the drive to improve standards.
- all staff have high expectations of standards and behaviour and work well as a team to provide a very good climate for learning.
- teaching and learning are very good overall.
- pupils' attitudes to work and their behaviour are very good across the school.
- the school looks after its pupils very well in all aspects of care, welfare, health and safety.
- some aspects of provision in the reception class are stronger than others.

The school has made **very good** improvement since the last inspection and all the issues have been tackled successfully. Test results and standards in science have improved significantly, with nearly three-quarters of the pupils achieving a higher level than the national average. Teaching ensures that pupils of all abilities achieve very well and their work is interesting and challenging. The behaviour of pupils is very good and this has a positive impact on their learning. The mobile accommodation has been refurbished and, whilst not the ideal or preferred classroom for pupils or teachers, is attractive and safe. There is now direct access from the reception class to an outdoor area, which has fixed climbing equipment.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, standards in the school are **well above** average and pupils' achievement is **very good**. When they join the school, children have skills and knowledge above the expectations for their age. In the reception class by the end of the year the majority will reach the expected standards in all areas of learning and many will exceed them. In Years 1 and 2, pupils achieve well and standards are above average in English, mathematics and science. By Year 6, standards are well above average in these subjects. In science, pupils' achievement is very good in Years 3 to 6 and in mathematics and English achievement is very good in Years 5 and 6. Pupils of all abilities, including the more able and those with special educational needs, are supported effectively, make very good progress and as a result achieve well.

Pupils' attitudes to learning and standards of behaviour are **very good**. Punctuality and levels of attendance are **very good**. The provision for spiritual, moral, social and cultural development is good and has a positive impact on their attitudes to learning.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. The curriculum is **very good** because the school provides a very wide range of opportunities that cater for the needs and interests of all the pupils. The curriculum is enriched with activities outside of lessons, particularly for older pupils, which help to stimulate learning.

Teaching and learning are **very good** overall. Assessment is **very good** overall. Teaching, learning and assessment in the Foundation Stage are satisfactory. In Years 1 and 2, teaching and learning are good and in Years 3 to 6, they are very good. Assessment is very good throughout Years 1 to 6. Teaching in English, science and information and communication technology (ICT) is very good throughout the school. All teachers have high expectations and their enthusiasm and good relationships motivate pupils to work hard and learn well. Teaching assistants provide very good support for pupils and help them achieve well.

Pupils receive **very good** care, support, advice and guidance. They are encouraged to be involved in the school's work and their views are valued. The school has **good** links with parents and the local and wider community. The work of the Parent Teacher Association is **very good** and significantly enhances the quality of education provided.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** and it runs efficiently. The governing body provides **very good** support. The headteacher is an experienced, reflective and purposeful leader who has successfully established a hard-working team of staff who are all committed to school improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally very supportive of the school and feel that it is doing the best for their children. A few were concerned about the quality of information provided, but inspectors found that the range of information given to parents about their children was **good**. Pupils enjoy coming to school and feel secure and happy.

IMPROVEMENTS NEEDED

There are no significant weaknesses and within this positive climate for learning the most important thing the school should do is to ensure that the provision for all areas of learning in the reception class is consistent with the best practice observed and:

- provide sufficient equipment for outdoor play and opportunities to use it.
- provide more opportunities for imaginative and creative work and play.
- develop formal recording systems to inform planning and ensure that the teaching meets all children's needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall standards in the school are **well above average**. In Years 1 and 2, pupils achieve well and standards are above average in English, mathematics and science. By Year 6, standards are well above average in these subjects. Achievement is **very good** overall in Years 1 to 6. In science, pupils' achievement is very good in Years 3 to 6 and in mathematics and English achievement is very good in Years 5 and 6.

Main strengths and weaknesses

- Many pupils in Year 6 reach higher than average levels of attainment in English and mathematics, and in science, the number is particularly high.
- Standards in information and communication technology (ICT) are good across the school.
- Pupils' achievement is very good overall.

Commentary

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

Standards in:	School results	National results
reading	16.7 (16.3)	15.7 (15.8)
writing	14.9 (15.6)	14.6 (14.4)
mathematics	17.4 (17.3)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	29.5 (29.1)	26.8 (27.0)
mathematics	28.6 (27.8)	26.8 (26.7)
science	31.2 (28.3)	28.6 (28.3)

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

1. When children enter the school their skills and knowledge are above the expectations for their age. By the end of the reception year, the majority will reach the expected standards in all areas of learning and many will exceed them.
2. Pupils achieve well and so, by the time they reach the end of Year 2, their overall standards are above national expectations. In Years 3 to 6, their achievement is very good and so, by the end of Year 6, standards are well above average.
3. In Years 3 to 6, pupils' achievement in science is very good, standards are well above average and nearly three quarters of the pupils achieved the higher Level 5 in the 2003 national tests.
4. The drive to improve standards has included all pupils whatever their ability and so those with special educational needs and gifted and talented pupils have all achieved very well.
5. At the end of Year 6, standards have remained consistently high over the last few years with significant improvement in the proportion of pupils attaining higher levels in English, mathematics and science. Although the 2003 test results show that girls outperformed boys in

all areas, this was not the case in lessons seen during the inspection. The school has actively and successfully promoted higher standards in boys' writing and is currently focussing on similar strategies for their reading.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their standards of behaviour are **very good**. Punctuality and levels of attendance are **very good**. The provision for their spiritual, moral, social and cultural development **is good**.

Main strengths and weaknesses

- There are very good relationships between pupils and adults, and between pupils. Pupils respect one another and clearly know the difference between right and wrong.
- Standards of behaviour are very good and linked to the school's behaviour policy.
- Levels of attendance are well above the national average and are due to the very good punctuality of pupils.
- Social and moral development, including taking responsibility, is very good.

Commentary

6. Pupils arrive at school punctually, most accompanied by their parents. They are met by teaching staff in the playground and this provides parents with the opportunity to discuss any concerns.
7. Pupils have very good attitudes to learning both in lessons and around the school. This is a consequence of consistently stimulating teaching. Pupils are cheerful and eager to talk with adults. As a result, their speaking and listening skills develop well, for example, two girls identified and closely examined a daffodil growing in the garden and talked at length and with clarity about what they were observing. Pupils are well mannered and courteous to visitors and clearly know the difference between right and wrong.
8. Pupils behave very well in lessons as a result of good teaching and classroom management. Consequently, they are very capable of both independent work and shared collaborative work. Pupils with special educational or behavioural needs are supported effectively and make good progress. All pupils are fully included in activities.
9. Relationships and behaviour around the school and during play are consistently very good. Older pupils care for the younger ones. All reasonable steps have been taken to reduce all forms of bullying or racism. No pupil has been excluded in recent years.
10. The school is very effective in promoting pupils' awareness of others and the natural world around them, for example, in an assembly they were asked to think about little creatures living in winter. Following a study of water shortages in Africa, pupils arranged a 'Bring and Buy' sale to raise money for those needy communities.
11. Pupils are encouraged to take responsibility with a minimum of supervision, for example, setting out the hall in readiness for assembly. The school and class councils are working with staff and governors to develop the school's future. For example, pupils in Year 6 are writing to companies and businesses seeking sponsorship for their proposed new wildlife garden. Once complete, it will support research in science. Older pupils communicate by email with schools in New Zealand.
12. There is a good range of sporting and other activity clubs after school. Traditional religious festivals are recognised and celebrated. The school is aware that this is a mono-cultural area. To reflect cultural diversity pupils are taught about other faiths and cultures. For example,

'African Dances' were performed, and displays in the school library celebrate other religions. Members of the Sikh community assisted with assembly and lessons in design and technology.

13. Levels of attendance remain very good. There are very effective procedures for monitoring and promoting attendance. The headteacher strongly discourages parents from taking children on holiday during term. Registration is taken swiftly and efficiently and provides a very good start to the day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9%	School data	0.1%
National data	5.4%	National data	0.4%

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**.

Teaching and learning

Teaching and learning are **very good** overall. Assessment is very good overall. Teaching, learning and assessment in the Foundation Stage are satisfactory. In Years 1 and 2, teaching and learning are good and in Years 3 to 6, they are very good. Assessment is very good throughout Years 1 to 6.

Main strengths and weaknesses

- Teaching in English, science and ICT is very good.
- The expertise and skills of teachers in Years 5 and 6 are very good.
- All teachers have high expectations.
- Teaching assistants support pupils very well.
- Assessment is very good.
- Teaching in the Foundation Stage is at least satisfactory but in some areas lacks challenge for more able children and presents too few opportunities for children to develop creatively.

Commentary

14. Teaching, learning and assessment are very good, which is an improvement since the last inspection. Teachers' planning and marking of work before the inspection and pupils' ability to demonstrate how well they have acquired skills, knowledge and understanding support the judgement. Lessons are very well planned so that work is very well matched to pupils' abilities, including pupils with special educational needs and more able pupils.
15. Teachers and teaching assistants have very high expectations of pupils' work and behaviour in lessons and pupils respond positively to this by working hard and concentrating well.
16. Teaching is very good in science because stimulating activities are provided to capture the imagination and enthusiasm of the pupils, who, as a result, achieve very well and standards are very high. Teachers' expertise in the use of ICT for learning in other subjects results in good achievement and standards, which are above average. ICT teaching benefits from the expert support of the ICT technician.
17. In Years 5 and 6, the teachers work extremely well as a team and many lessons in humanities, and creative, aesthetic, practical and physical subjects are delivered jointly. Pupils benefit from

individual teacher expertise and subject knowledge and achieve very well, and the result of this organisation is very positive in promoting the very good standards in these classes.

18. Teachers and teaching assistants have very good relationships with pupils and are good role models. Teaching assistants work very well with pupils so that they can make good progress and achieve well in class and in extra support sessions.
19. Pupils apply themselves to their work very well and work productively as individuals and in groups where they co-operate with and support each other. Older pupils are encouraged to develop and extend work at home, which they do very well. This has a positive impact on their learning.
20. Assessment is very good because the systems in place track pupils' progress very carefully and individual marking tells them how to improve their work. Pupils know what their targets are and how to achieve them. Children in the reception class are assessed informally through observations of their achievements. However, these assessments are used insufficiently to plan activities which will ensure greater progression for individual children, and therefore, some children are not sufficiently challenged.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	13(34%)	21(55%)	3(8%)	0(0%)	0(0%)	0(0%)

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

The curriculum

Provision is **satisfactory** for children in the Foundation Stage. For pupils from Years 1 to 6 it is **very good**. They receive a very broad and balanced curriculum, which promotes good learning and high standards.

Main strengths and weaknesses

- There is good planning to ensure that all groups of pupils make good progress.
- Accommodation and staffing levels have improved.
- There is a good range of activities, which enhance the curriculum.
- There are insufficient opportunities for development in some areas for the reception children.
- Very good links are forged with other schools.
- Staff-room accommodation is inadequate for the number of staff.

Commentary

21. Planning of the curriculum is good and ensures that all pupils make good and sometimes very good progress. Teachers know all their pupils well and set work which gives them equal access to the curriculum. Higher attaining pupils, including the gifted and talented, have a curriculum that challenges them well. Lower attaining pupils, and those with special educational needs, are given good support and very good encouragement.
22. Accommodation and staffing have improved. Accommodation for the reception class children has been extended and improved since the last inspection and now provides sufficient space for a range of learning activities. The entrance to the classroom is now easily accessible for all pupils, including those in wheelchairs. The vibrant Parent Teacher Association has contributed well to the funding of the outdoor play area, a library, extensions to the reception class, the Millennium Garden and ICT suite alterations. The school enjoys its own swimming pool where all pupils are taught to swim. The ICT suite is very well used and a mini-suite is being installed

which will allow small groups of children to enhance their learning. An increase in the number of teaching assistants who are committed and efficiently deployed is helping the school to reach and maintain high standards.

23. A good range of activities, visitors and visits enhance the curriculum. There is a wide range of extra-curricular activities for junior children, but there is less on offer to younger pupils. Residential trips to York and How Hill enable all pupils from Years 5 and 6 to be actively involved in their learning, and contribute well to their social development. Many visits by theatre groups, authors, artists, and sports personnel enhance learning opportunities.
24. In the reception year, there are insufficient opportunities and resources to develop creative and physical skills. Play opportunities to develop new language and social and mathematical skills are limited.
25. Very good links and transfer arrangements are made with schools to which pupils transfer. The Cluster Liaison Teacher facilitates the smooth transition between phases and enables Year 6 pupils to make positive relationships by participating in the many extra-curricular activities organised for them. Bridging modules of work are set in English and mathematics to ease transition. Good liaison also exists with the Blofield playgroup with opportunities planned throughout the year for an exchange of visits.
26. Staff-room accommodation is inadequate for the number of staff. The current room is far too small and does not provide an appropriate setting in which all staff may meet. Plans have been drawn up and funding has been agreed to extend the staff-room during the summer term 2004.

Care, guidance and support

The provision for the pupils' welfare, including child protection, health and safety is **very good**. The school involves pupils in its work and their views are valued.

Main strengths and weaknesses

- Procedures for monitoring and promoting child protection, health and safety, including Internet safety, are very good.
- The overall provision of support, guidance and advice based on monitoring is very good.
- The pupils' views are listened to and help shape the future direction of the school.

Commentary

27. Since the last inspection the school has maintained a very high level of care for each pupil with which parents expressed their satisfaction in questionnaires and interviews.
28. The headteacher is the designated member of staff for child protection. He has recently attended a refresher course and his deputy is due for training. All members of staff have been trained. Locally agreed procedures are in place. There are also systems in place to prevent unsuitable material being accessed from the Internet. There is a designated member of staff for first aid and accidents are properly recorded. Health and safety records are maintained, such as electrical apparatus checks. Health and safety are emphasised within school, for example, in assembly, pupils were warned about creating slides on the icy playground.
29. For those pupils who require additional support there are established links with outside agencies. To make playtime more creative and to reduce tension, 'Playwell' trained staff improve play for the pupils. As a consequence, and linked to the revised behaviour policy 'groundings' for pupils who misbehave have been reduced by two thirds. All pupils are included equally and harmonious relationships are developing.

30. Through the school council, class council or circle time pupils' views are having a positive effect on the school's future development. Many proposals are evaluated and acted upon. For example, there is a joint working party with Year 6, pupils, governors and staff to develop a wildlife garden. This will provide a valuable resource to support science; for example, studying mini-beasts. There is a 'Merit Award Winners' board to celebrate achievement. This raises pupils' self-esteem and encourages endeavour.
31. Nearly all pupils enter school from the local playgroup. Over the years strong links have developed between the two and curriculum information is shared. The reception teacher is thus provided with a very good base for identifying pupils' strengths and weaknesses.

Partnership with parents, other schools and the community

The school's links with other colleges and schools is **very good**. The input from the Parent Teacher Association is **very good** and makes a significant contribution to the quality of education provided. The school's links with parents and the wider community are **good**.

Main strengths and weaknesses

- The established links with the village pre-school playgroup and the senior schools are very good.
- The Parent Teacher Association works very hard at fund raising and provides much needed resources.
- Links with the wider community and local businesses are good.
- Links with the parents are good overall.

Commentary

32. Since the last inspection the school has maintained many positive links with parents and the community. However, there are still a small but significant number of parents who expressed a wide range of concerns. A few would like better information about the progress of their children. The school is aware of these concerns and is already taking steps to address them. However, the evidence gathered by inspectors does not support these concerns.
33. Most pupils join the school from the local playgroup. Every summer there is an induction 'Welcome Day' that ensures parents and pupils are aware of school routines and gives them the opportunity to meet the class teacher and other pupils. As a result, pupils have a confident start in their new school.
34. The views of the parents are gathered in a number of ways. For example, newsletter surveys on specific topics are sent to every parent. There are workshops to explain teaching methods. Parents are invited to meet the new class teacher every year, so that topics, homework or curriculum areas can be explained. There are parent evenings mid-way through the academic year so that any concerns can be discussed. Parents are welcome to monitor their children's work or see any member of staff quickly by appointment. The parent governors and very active Parent Teacher Association and supporters provide a further tier of communication between the school and parents.
35. Routine information in newsletters or the annual report is of high quality. The report is specific to each child and parents can easily gauge progress and make comparisons with national trends. Homework and the homework diaries are used effectively and support teaching and learning. Parents whose children require special needs are fully involved in the reviews and thus included in their children's education.
36. Parents are welcome in school and make a significant contribution to the quality of their children's education. Volunteers help with shared reading to develop higher standards in literacy. Grandparents and villagers come in and speak about their childhood. Other parents

use their skills or business connections in a variety of ways, for example, advertising in the annual fete programme. The Parent Teacher Association through its links with business holds many fund raising events. Each year quite remarkable sums enable the purchase of much needed resources, such as computers, televisions, video recorders, computer software and books. Substantial sums have also contributed to improving the swimming pool and the accommodation.

37. Despite the school being in a rural area, there has been some success in receiving sponsorship or donations from large companies. For example, British Sugar has given donations. The local parish church is used to celebrate Easter. The local 'Over 55's Club' attends the annual Harvest Festival service in school. Student teachers from the nearby university are welcomed into school to gain experience. Other students on work experience from City College frequently have periods of attachment. Visiting groups such as African Dance and the Shakespeare Theatre Group enrich the pupils' learning.
38. The school is part of a local cluster of six local primaries. As a result, good practice is shared. Schools within this cluster teach compatible curriculum topics in readiness for when pupils in Year 6 transfer to the high schools. There is a liaison teacher from Year 7 who assists pupils and parents with the induction process. Because of the very good links with senior schools, pupils move onto their next stage of education with confidence.

LEADERSHIP AND MANAGEMENT

The school is led and managed **very well** by the headteacher, deputy and other staff with key co-ordination roles. The governing body provides very good support.

Main strengths and weaknesses

- The headteacher is an experienced, reflective and purposeful leader who has successfully established a cohesive team of staff who are all committed to school improvement.
- A great deal of information, gathered through monitoring and the analysis of performance data has been used to improve the quality of teaching and raise standards.
- Governors have a clear view of their role in the long-term development of the school and provide very good support.

Commentary

39. The headteacher is an experienced, reflective and purposeful leader who has successfully inspired the staff to work with him to improve the school consistently over a long period. His clarity of vision has ensured that standards in core subjects have consistently improved without affecting the ability of the school to provide a broad and balanced curriculum. There is now a very effective group of teachers who the headteacher has been able to form into a cohesive team of individuals, all committed and constructively self-critical in their attempts to improve the quality of education further. Effective leadership and very good subject co-ordination, especially in mathematics and ICT, have been key factors in the improvement in standards.
40. Alongside the very effective leadership, very good management has been equally important in raising standards, since it has led to a detailed understanding of the school's work. The creation of effective teams to monitor performance is a particular strength of the school. The headteacher and all subject leaders regularly monitor lessons, teachers' planning and pupils' work. The analysis of assessment data is particularly thorough, and subject co-ordinators are becoming increasingly involved in this valuable exercise. The school, through the senior management team, has analysed progress very thoroughly and has produced information relating to improvement, which is exemplary. This is giving teachers precise knowledge that they can use in their lesson planning to make a real difference to pupils' learning.

41. The governors are very effective in carrying out their statutory duties. They have a good working relationship with the headteacher and receive detailed information on the work of the school. They are clear about their role to ensure that pupils receive the best education they can offer and that all decisions must be judged according to the impact they have on pupils' achievement. In this aspect of their work they have been successful. They are involved effectively in shaping the direction of the school's work and they monitor finances closely, helped by the very good systems maintained by the school secretary.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	458,374
Total expenditure	451,715
Expenditure per pupil	2,258

Balances (£)	
Balance from previous year	28,085
Balance carried forward to the next	21,476

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in reception is **satisfactory**.

42. Twenty-one children are taught in the reception classroom, which has been considerably extended and improved since the time of the previous inspection. On entry to school the attainment of the majority of children is above the expected level. By the end of the year, it is likely that the majority will reach the expected standards in all areas of learning and that many will exceed them.
43. Overall, teaching and learning are satisfactory. Although assessment is carried out informally, no clear records are compiled of children's achievement in order to plan for greater progression in individual learning. Day-to-day planning does not have a clear focus on how small steps in learning are to be made. Management and leadership are satisfactory and there are good induction procedures for children starting school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults and children enjoy very good relationships.
- Attitudes and behaviour are very good.

Commentary

44. Teaching and learning are good and children achieve well. The very good relationships, teamwork and quiet manner of the staff ensure that all children are provided with a warm and caring environment where they settle quickly and engage enthusiastically in the activities set. They have very good attitudes to learning and are very well behaved. They cooperate well in joint activities, share resources sensibly and are confident to tackle activities independently. The school values parents as partners in children's education and parents support children well both with homework and as helpers in the class.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Adults question children well.

Commentary

45. Teaching and learning are good and children achieve well. Most are particularly articulate for their age and can hold mature conversations, which contain detailed descriptions. In small groups, adults sensibly give lower attaining children time to organise, sequence and clarify their thoughts before they confidently take turns to relate the events of their weekend. Staff model handwriting clearly and children are learning to form letters correctly. When discussing their reading books, higher attaining children understand the term 'synopsis' and lower attaining children are beginning to appreciate where capital letters are used.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- There is a lack of challenge for more able children.

Commentary

46. Overall, teaching and learning are satisfactory, as is children's achievement. Adults skilfully emphasise correct measurement vocabulary and provide good opportunities for speaking and listening, for example, working in the sand tray to 'estimate' the number of scoops needed to fill various containers. More able children confidently use developing mathematical skills to solve practical problems but they are not given sufficient challenge to extend their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers provide interesting, exciting activities.

Commentary

47. Teaching and learning are satisfactory and children achieve well in this area of learning. Many are working beyond Foundation Stage requirements as they identify and compare principal external parts of the body. Staff make this activity exciting as children politely wait their turn and engage enthusiastically in selecting the appropriate labels, to correspond to positions of 'shoulder', 'chest' and 'hip'. Good questioning by adults ensures that children are aware of new language, such as 'heel', 'sole' and 'ankle', and they are encouraged to use it in meaningful ways.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory** overall.

Main strengths and weaknesses

- There is a shortage of wheeled toys.

Commentary

48. Teaching, learning and children's achievement are satisfactory. The newly surfaced outdoor accommodation is easily accessible from the classroom but there are not enough wheeled toys for children to play on and develop their physical skills appropriately. Children are provided with satisfactory opportunities to handle tools and malleable materials and do so with confidence.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Insufficient use is made of role play.

Commentary

49. Teaching, learning and achievement are satisfactory, although opportunities for children to develop creatively are limited. The role-play areas lack sufficient resources and stimulus to encourage children to develop new language and social and mathematical skills through play. During art activities children learn to observe carefully the colours of the rainbow and to recreate their order in paint.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Standards at the end of Year 6 are well above the national average.
- Higher attaining pupils achieve well across the school.
- The development of literacy skills is planned for and used well in other subjects.
- Speaking and listening skills are very good.

Commentary

50. At the end of Year 6, results in the 2003 national tests are very high in comparison with those in similar schools and well above the national average. The percentage of pupils who attain a level higher than expected for their age is above average. This is due to the high expectations, and very good teaching. At the end of Year 2, the 2003 results are above the national average for reading and writing and the proportion achieving higher levels than expected is well above the national figure. Reading standards are in line with the average for similar schools and writing is below. Almost one third of the pupils who took the 2003 tests in Year 2 had significant weaknesses in literacy skills. These pupils are now achieving well because of extra literacy support programmes, which have helped them to catch up. These programmes are monitored well and their impact on pupils' standards is evaluated.
51. Pupils speak very confidently and express themselves clearly. They have good opportunities to speak in different contexts, for example, pupils in Years 5 and 6 prepared a formal presentation of history projects they had worked on at home and at school. They spoke to a given audience, within a time limit, using a range of visual prompts including their ICT skills. They were given constructive feedback by their peers and the opportunity to evaluate their own performance. These presentations were of a high quality and demonstrated pupils' very good speaking skills. Pupils of all ages listen very well in lessons to their teachers and each other. They are encouraged to ask questions and their responses to questions put by teachers are thoughtful and considered.
52. Pupils read very well. They read aloud confidently and with good expression. Older pupils develop skills that allow them to read and enjoy novels and non-fiction books with a good level of understanding. In Years 1 and 2, standards in writing are currently better than those in reading as the school's successful drive to improve standards has focused on writing. The school has identified the need to improve reading further and has appropriate actions and targets in place to achieve this. Pupils enjoy writing and write for many different reasons and in different styles, but always with a clear purpose, which helps them achieve well. In a Year 6 lesson, pupils learnt to structure a piece of persuasive writing. The teacher presented them with a good model to demonstrate the language features of this type of writing and pupils used the Internet to research their chosen topics. They benefited from the immediate application of what they had learned and produced very effective pieces of persuasive writing. Handwriting is good and older pupils present their work in interesting and eye-catching ways.

53. Teaching is very good. Teachers plan exciting, interesting lessons for pupils and then use a range of different strategies to ensure that they can all learn well. For example, in a Year 2 lesson, the teacher made the learning fun and exciting by teaching spelling through a game which pupils found very motivating and which helped them achieve well. Teachers make sure that pupils understand the purpose of lessons and what they are expected to achieve. For example, in a Year 3 lesson on poetry writing, the teacher explained very clearly to the pupils what they had to do to succeed. This meant that they were very clear about what they were doing and why, and ensured that the quality of their writing was of a high standard.
54. The subject is very well led and managed and developments are linked to performance management. The co-ordinator observes teaching and learning, monitors planning and pupils' work and provides training, all of which ensure that the subject is evaluated very well to provide for further improvement. There have been improvements in English since the last inspection.

Language and literacy across the curriculum

55. The use of pupils' language and literacy skills in other subjects is very good and has a positive impact on learning and standards.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Standards are above the expected levels.
- Teaching and learning are good.
- Very good relationships exist in all classes.
- Subject leadership and management are excellent.

Commentary

56. At the time of the previous inspection, standards were above the national average. Current standards at the end of Year 2 are above the level expected, and those attained at the end of Year 6 are well above the expected level. The proportion of pupils attaining the higher Level 5 is greater than the school had predicted and represents an increase since the previous year. The achievement of all pupils, including those with special educational needs, is good and for many pupils in Years 5 and 6 achievement is very good.
57. Teaching and learning are good. Lessons are well prepared and have a brisk pace, which results in the immediate engagement of all pupils and they achieve well. Teachers set high challenges and pupils respond readily in mental mathematics sessions showing enjoyment and an eagerness to answer questions. Teaching assistants make a valuable contribution to pupils' learning as they skilfully check how lower attaining pupils arrive at answers and help them to gain greater understanding. Additional lessons, such as Booster classes, assist both the lower attaining and the higher attaining pupils to achieve their best.
58. In Year 2, pupils learn effectively the properties of shapes through good demonstration by the teacher and a high level of involvement. In a Year 5 lesson where the teaching observed was very good, the teacher's enthusiasm and excellent subject knowledge are conveyed to the pupils as they investigate the properties of 3D shapes and find out about their nets. There is a consistently high level of skills development building well on prior achievement. In all classes teachers are keen to ensure that pupils learn the correct mathematical language. Pupils in Year 6 work at a high level as they recognise and predict how co-ordinates of the vertices of a reflected shape change. All work is neatly presented and pupils are proud of their achievements.

59. There are very good relationships in all classes. As a result of the high motivation of pupils, behaviour is very good and throughout the school pupils learn good social skills by working co-operatively.
60. Leadership and management of the subject are excellent. Regular assessments and analyses are made of pupils' progress, which help teachers to accurately target areas for future development. These procedures together with teachers' enthusiasm and good subject knowledge are a major contribution to pupils' success.

Mathematics across the curriculum

61. Pupils of all abilities often use mathematics as part of their work in other subjects and consequently develop an appreciation of its practical uses. Good use is made of ICT to increase pupils' mathematical knowledge.

SCIENCE

Provision for science is **very good**.

Main strengths and weaknesses

- Standards in the subject are well above national expectations.
- A very high proportion of pupils reach Level 5 in national tests.
- Pupils achieve very well.
- Teaching is very good.
- Leadership of the subject is very good.

Commentary

62. Standards in the subject are above expectations in Years 1 and 2 and well above by the time pupils leave the school. In national tests for 11 year olds, in 2003, virtually all of the pupils reached the standard expected for their age, with a very impressive 73 per cent attaining the higher Level 5. This latter result puts the school amongst the very best nationally for the achievement of high attaining pupils. Pupils achieve well in Years 1 and 2 and very well in Years 3 to 6. This represents a significant improvement since the last inspection. They show real enthusiasm for experimental and investigative work; in fact, a number of Year 6 pupils expressed their disappointment that they carry out fewer experiments at this age as more time is spent revising knowledge and skills learned earlier.
63. All the teaching seen was at least good, with most of it very good. There were no lessons in Years 5 and 6 during the period of the inspection but a scrutiny of the work of these pupils suggests that teaching maintains high standards. All the teaching seen was very well organised with a major focus on investigation and fair testing. An example of how stimulating teaching inspires pupils to investigate was seen in a Year 3 lesson, introducing the study of rocks. The teacher very skilfully introduced pupils to the three main categories of rock, while keeping examples hidden under a blanket. When she lifted it she revealed examples of great beauty, which really stimulated pupil interest. Her high quality explanations of the different types meant that by half way through the session over half of the pupils could use such challenging vocabulary as 'igneous', 'metamorphic' and 'sedimentary' accurately. The enthusiasm engendered also stimulated pupils to study the rocks they were presented with in great detail, speculating whether or not they contained fossilised teeth or crystals. This stimulating method of teaching has a very beneficial effect on pupils' descriptive language skills.
64. The curriculum is comprehensive, with that in Year 6 building upon previous knowledge very well. Each unit has a built in assessment element so that staff and pupils can gauge success. The subject leader has done very well to introduce a changed syllabus over a period to reinforce the confidence of colleagues. This change has resulted in an increased amount of investigative

work, which has raised standards. Improvement is further assured by the careful scrutiny of the results of tests, which results in provision being refocused. Good links are made with other subjects and ICT is used well to present data from a range of scientific topics. A recent innovation is the creation of a wildlife area at the bottom of the school field.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards in ICT are above average.
- There has been recent improvement in resources, staff expertise and pupil achievement.
- Teaching is very good.
- ICT is used in all curriculum areas and contributes to virtually every display area.
- The subject leader and the ICT technician form an excellent team who are having a beneficial effect on teacher expertise and pupil achievement.

Commentary

65. Throughout the school standards in ICT are above average, which is an improvement since the last inspection. These results have come about as a result of an improvement in resources, especially the ICT suite, and an increase in teacher and teacher assistant expertise and confidence. The achievement of pupils is now good and basic skills are well established. Pupils in Years 1 and 2 are already proficient with basic procedures, logging on independently and opening a range of programmes.
66. In Years 3 to 6, pupils further develop their word processing skills. They create charts to illustrate work in a range of subjects and produce very attractive pictures using a range of 'draw' and 'paint' programmes. Pupils access the Internet for research and use email, for example, to communicate with pupils in a school in New Zealand. Pupils in Years 5 and 6 are extremely competent at accessing a range of files in which their work is saved.
67. The teaching seen in the subject was very good, with all teachers systematically introducing new skills and procedures. They are aware of pupils wanting to work very quickly and keep stressing the need to be systematic. An excellent lesson was seen in Years 5/6 in which pupils used a photographic programme to rearrange photographs as part of their artwork on pattern. In this lesson the teacher very expertly introduced both the programme and the creative possibilities of the exercise. Her expertise, the pace of her input and her insistence on high standards resulted in some extremely attractive results, with a high level of achievement from all pupils. The lesson was also expertly supported by interventions from the ICT technician, who was observed contributing well in all sessions.
68. A significant strength is the use of ICT to accompany displays of work in all curriculum areas. Pupils have produced excellent brochures to illustrate their understanding in a range of subjects. Amongst those on display at the time of the inspection were newspaper articles about aspects of history, graphs in mathematics, science and geography and information from websites about a range of topics. The ICT work to support the very good art on display is also very impressive.
69. The subject co-ordinator and the ICT technician make an excellent team. A focus of the performance management of all teachers and teaching assistants has been the development of ICT skills and the 'team' organised the training very proficiently, involving governors in the process. This work has improved the basic skills of all and the subject is well placed for further improvement.

Information and communication technology across the curriculum

70. Pupils regularly use computers in virtually every curriculum area and this has a positive impact on the very good standards achieved.

HUMANITIES

71. During the inspection, one religious education lesson, one geography lesson and two history lessons were seen. On the evidence of the lessons seen as well as work sampled, work displayed around the school, teachers' planning and discussion with pupils, all three subjects are taught fully and the breadth and depth of study are very good.

72. Standards in **religious education** are well above average. By their last year in the school, pupils have a very good knowledge of the six religions they study. They make very good observations about similarities and differences between the religions and reflect on aspects of their own experiences in the light of their studies. All of the teaching stresses how people belonging to a religion might react in a given situation and there are consistent links to make the work relevant to pupils. For example, in their study of Sikhism, pupils studied the school's equal opportunities policy to reinforce understanding of the importance of the concept of equal opportunities in this religion. Pupils achieve very well as a result of this thorough approach, which ensures that all aspects of the locally agreed syllabus are covered. Regular assessments show that pupils are grasping key concepts. The pattern of working means that at various points in the year pupils study thematically to help them compare and contrast. For example, in Year 6 pupils study what religions say about death. This work has resulted in some very moving, reflective poetry. Pupils from this year could talk about the Hindu concept of re-incarnation and compare it with the Judaic/Christian view of death. The subject is very well managed by the headteacher.

73. In **geography** there are strong links with other subjects, for example, pupils in Years 5 and 6, studied patterns in the local environment to produce sketches and paintings and used photography well to capture these images. A study of coastal erosion on the North Norfolk coast provides opportunities for pupils to record their knowledge in a variety of ways and the results show a depth of knowledge and understanding of how different types of sea defences prevent further erosion. The standard of the work was very good.

74. Work in **history** is also often linked to work in other subjects. In their study of Ancient Greece pupils made plates from clay depicting Greek Gods, and they use their writing skills well to record and recount historical events in exciting ways. Pupils in Years 5 and 6 conducted individual research projects in history. The standard of their work was very high and reflected their very good achievements in the subject as well as very good standards in their writing.

75. Visitors are invited to school to provide first hand recollections of experiences. Governors and grandparents spoke to the pupils during a World War II theme day to help bring the past alive and so pupils could prepare and ask questions. Pupils make many trips to provide them with 'hands on' historical and geographical experiences. This provision has a very positive impact on their learning and promotes high standards. A study of Norwich, a cathedral visit, a visit to a Tudor Hall and a residential visit to York are good examples of the experiences the school provides to make history and geography exciting and meaningful to the pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. There were no lessons seen in **design and technology** or **music** during the inspection. Judgements cannot be made, therefore, about teaching and overall provision.

77. In **design and technology**, work around the school is of good quality, and that kept by the school in portfolios is imaginative and accurate. The range of items designed and made is more diverse than in most schools, with planning and evaluation of work very thorough. The school

has a very good system for assessing progress in the subject. Very good links are made with other subjects, especially mathematics, science and ICT.

78. In **music** the school benefits from the specialist skills of the co-ordinator who teaches music in Years 4 to 6 and provides good leadership for the whole school. There are weekly recorder and choir clubs, which are well attended, and a marimba band. Pupils who attend these clubs have opportunities to demonstrate their skills in assemblies, for example, the choir sing different parts in hymns, and the marimba band performs to the school. Singing in assemblies is enthusiastic and melodious. There are links between music and other subjects, for example, pupils in Year 2 experience music from the Caribbean in their geography lessons on St Lucia. All the musical activity seen was of a good standard.

ART AND DESIGN

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

Main strengths and weaknesses

- Teaching and learning are good.
- The subject is very well led and managed by the co-ordinator.

Commentary

79. Teachers have expertise in their subjects and this, together with their enthusiasm, is helping to raise the profile of the subject. By the end of both Year 2 and Year 6, standards are above the expected level. For most pupils, including those with special educational needs, overall achievement is good. Good links are made with other curriculum areas such as history when pupils in Year 2 enthusiastically mix colours and use fine brushes with varying degrees of success to apply paint to fabric to represent events of the Battle of Hastings. In a joint Year 5 and 6 lesson, where teachers share their expertise well, pupils produce artwork that is of a very high standard due to the excellent teaching. Observational skills are developing very well and a visit to the local church and detailed study of pattern and texture in the windows and brickwork provide inspiration. The school ICT technician also contributes to the very good achievement pupils make as they produce patterns in watercolours as a result of ICT generated pictures and printing techniques. A significant strength is very good leadership and management of the subject, which results from the skills and expertise of the art co-ordinator.

PHYSICAL EDUCATION

Provision for physical education is **good**.

Main strengths and weaknesses

- Teaching is good.
- Pupils' learning is well supported through a wide range of extra-curricular activities.
- The school has a good range of equipment.

Commentary

80. Standards at the end of Years 2 and 6 are above the expected levels. This represents an improvement since the previous inspection.

81. Teaching and learning are good and the curriculum is well planned and provides a wide range of interesting activities. The school enjoys strong links with Thorpe St Andrew School, which has Sports College Status and is the main school to which most pupils transfer. Teachers and coaches from Thorpe School assist in the delivery of lessons each week. Their individual expert knowledge and understanding of a range of sports motivate pupils to develop specific skills and

provide teachers with good opportunities for professional development. Pupils benefit from this focused attention, listen carefully to instructions and participate well in both individual warm up activities such as dribbling and when working in pairs, as they send and receive various balls. All pupils, including those with special educational needs, have positive attitudes to learning and achieve well.

82. Pupils' learning is well supported through a range of activities outside lessons, which enhance their physical and social development. A good number of pupils take part in these activities and both boys and girls play all sports. The school swimming pool, the spacious hall and playing field all provide pupils with very good opportunities for learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION

83. The school has a well planned personal, social and health education (PSHE) programme. Lessons are planned to include discussion times which help develop pupils' awareness of the feelings and needs of others. Teachers respond well to personal and social issues as they arise. The very good ethos of the school helps pupils to become mature and responsible and to show respect for others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
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	3
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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
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).