

INSPECTION REPORT

BLenheim PARK PRIMARY SCHOOL

Fakenham

LEA area: Norfolk

Unique reference number: 120907

Headteacher: Mrs Carol Ransome

Lead inspector: Greg Sorrell

Dates of inspection: 14th – 16th March 2005

Inspection number: 266445

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	89
School address:	Lancaster Road Sculthorpe Fakenham Norfolk
Postcode:	NR21 7PX
Telephone number:	01485 528368
Fax number:	01845 528368
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Norman Cooker
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

Blenheim Park Primary School is situated in an isolated rural area near Fakenham. It serves the local villages of Blenheim Park Estate, Wicken Green and Syderstone as well as three small hamlets. It is smaller than most other primary schools. There are currently 89 pupils on roll, of whom, 51 are boys and 38 girls. All pupils are of white United Kingdom heritage. The number of pupils known to be eligible for free school meals is below the national average, although the socio-economic context is disadvantageous. There are 33 pupils on the register of special educational needs, which represents 37 percent of the pupils attending the school, which is higher than the national average. The school experiences high pupil mobility, for example, last year, only 57 per cent of the pupils in Year 6 had started school in the first year and a high percentage joining had special educational needs. There are no pupils with a statement of special educational need. The attainment of pupils when they start school is well below that expected for their age. The school's character has not changed significantly since the last inspection in 1999. In 2003, it received the Investors in People Award and a School Achievement Award. In 2004, the school achieved the FA Charter Standard Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21529	Greg Sorrell	Lead inspector	Mathematics, science, information and communication technology, physical education, history, geography, personal, social and health education.
8941	John Fletcher	Lay inspector	
8056	Howard Probert	Team inspector	English, the Foundation Stage, religious education, art, music, design and technology, special educational needs.

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
East Sussex
BN21 3YB

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk)

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	8
STANDARDS ACHIEVED BY PUPILS	
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of Blenheim Park Primary School is **satisfactory** and improving. The headteacher gives satisfactory leadership and has now ensured that all staff share the same vision for school improvement. Key staff deployment is now very good and the school is well placed to improve further. The overall quality of governance is satisfactory and management is satisfactory with some strong features. The quality of education is good and the parents hold very positive views of the school. Despite the significant barriers to achievement due to low attainment on entry and significant numbers of pupils with special educational needs, the pupils achieve well because of good teaching. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- . Overall standards in English, mathematics and science are not high enough, particularly at the end of Key Stage 2 and for higher attaining pupils;
- . The provision for children in the Foundation Stage is good;
- . The overall quality of leadership, management and governance is satisfactory and improving; it is very good in the Foundation Stage;
- . The quality of teaching and learning is good and the deployment of teaching assistants is very good;
- . The school goes to great lengths to include everyone in the further development of the school;
- . The provision for pupils with special educational needs is good overall;
- . The pupils' behaviour is good and the promotion of positive relationships between pupils is very good.

Overall improvement since the last inspection has been satisfactory and the school's capacity to improve still further is good. On the face of it, standards have fallen markedly since the last inspection, especially in Key Stage 2. However, caution is needed, when looking at test results from small numbers of pupils. The year following the inspection standards fell, prior to the appointment of the current headteacher. Since then standards have been broadly in line with national averages in Key Stage 1, although well below at the end of Key Stage 2, with the exception of mathematics. The school has improved its links with parents and works very hard to engage them in support of their children. Governors are more involved in school development and the provision for art is much more evident. The ICT provision has improved although more still remains to be done. Barriers to improvement in Key Stage 2 have been gradually removed, for example, much stronger senior management support for the headteacher, improved use of data to track pupils' progress and continued attention to the leadership and management of literacy and numeracy. Concerted action across the school to improve behaviour and relationships has been effective.

STANDARDS ACHIEVED TABLE

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	E	E	E	E
Mathematics	B	C	E	E

Science	E	E	E	E
---------	---	---	---	---

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

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

There were only 14 pupils in this year group so caution is required when interpreting test results.

The achievement of pupils is **good**. Despite well below standards on entry to the school the children achieve well, although significant numbers will not reach the goals expected of them by the time they enter Year 1. Standards at the end of Year 2 are close to national averages yet below in reading and writing. The pupils achieve well as a result of good focussed teaching based on the very good start they receive in reception. The latest test results at the end of Year 6 are well below average in English, mathematics and science: due to high number of pupils with special educational needs, too few higher attainers and staffing difficulties in Key Stage 2. Achievement in ICT, in which standards are below average, is adversely affected by an underemphasis on some aspects of the curriculum. Provision for special educational is good, but sometimes the range of need being addressed at one time is too great.

The pupils' personal qualities including the spiritual, moral, social and cultural development are **good**. So too, are their attitudes to school and their behaviour. The pupils' attendance is **satisfactory**, despite a small minority who take holidays during term time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The quality of teaching is **good** and **very good** in the foundation stage. This ensures that the pupils' learning is of similar quality. The school keeps good records of pupils' achievements and this guides lesson planning as well as the support and guidance they receive. The school enjoys **good** relationships with parents, although their involvement in learning more about helping their children at home is much less evident. The curriculum is **good** and is enriched by a wide range of extra-curricular activities that provide the pupils with a very well rounded education. Resources are **good** overall as is the accommodation, although the lack of a secure outdoor play area for Foundation Stage children is a weakness.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

The quality of leadership, management and governance is **satisfactory** and improving. The headteacher has worked very hard to improve the overall provision within the school, particularly in Key Stage 2. She now has an effective management team supporting her vision for future improvement and development. School development priorities are appropriate and other key staff have a clear view of their function, even though some are relatively new to their roles. School management is well supported by very effective administration staff and an increasingly well informed governing body. However, the governors' role as a "critical friend" will be more effective in raising standards when their understanding of pupil data is more secure.

PARENTS' & PUPILS' VIEWS OF THE SCHOOL

The parents' and pupils' views of the school are positive. The parents appreciate the efforts made on behalf of their children by the headteacher and staff. They value the ease with which they can approach the school which they feel has improved since the last inspection and they feel that their views are valued. Pupils enjoy coming to school and the local community is served well.

IMPROVEMENTS NEEDED

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

- . Raise standards in English, mathematics and science, especially in Key Stage 2 and for potentially higher attaining pupils;
- . Widen the use of ICT further across subjects and provide more opportunities for pupils to experience the full range of the subject;
- . Further develop the role of the governing body as a "critical friend";
- . Consider the appropriateness of the range of special educational needs when pupils receive additional support;
- . Provide a secure outdoor area for Foundation Stage children.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall standards are below average; having declined since the last inspection they are now rising, though they are still likely to be variable from year to year due to the small roll. Pupils' achievement is good.

Main strengths and weaknesses

- . Standards in the most recent national tests at the end of Year 6, are well below average;
- . Standards in the most recent national tests by the end of Year 2, are below average in reading and writing, although average in mathematics;
- . Although the children in reception achieve well, the majority do not achieve all the learning goals expected by the time they enter Year 1;
- . The pupils' achievement is good overall.

Commentary

1. In small schools caution is needed when interpreting test results as a small number of pupils can have a significant effect upon overall judgements about standards. From well below average attainment on entry, children achieve well in the reception class. Very good leadership and very good working relationships between the teacher and assistant ensure that the children settle in well. The high quality of this support has a very strong impact upon the children's ability to achieve well in the areas of learning. Individual needs are well addressed as a result of very good attention to assessment and planning. Many are likely to achieve the nationally expected targets by the time they enter Year 1, particularly in creative and physical development. However, a significant number of children are not likely to achieve them in mathematics, communication, language and literacy which means they will experience difficulties when they enter the main school.

2. Lesson observations and study of pupils' work show evidence that the pupils achieve well as a result of the good attitudes to learning they developed from the good teaching in reception. The continued improvement is not reflected in the test results due to the high number of pupils with special educational needs, 27 per cent, within that small year group of eleven pupils. Although results vary from year to year as the numbers of pupils taking the tests are small, the overall trend is close to the national average although below that for similar schools. The proportion of pupils attaining the nationally expected Level 2 and above showed that nearly all achieved that level: their success was greatest in mathematics and weakest in writing with the fewest higher attaining pupils. Standards in science are well below average and reflect the pupils' relative attainment in literacy and numeracy. Some of the most recent test results, teachers' assessments and inspection evidence indicate that standards are rising.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	15.0 (16.3)	15.8 (15.7)
writing	13.9 (15.1)	14.6 (14.6)

mathematics	16.1(16.9)	16.2 (16.3)
-------------	------------	-------------

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

3. The results of national tests for pupils in Year 6 over the last three years show that standards, with the exception of mathematics, have been well below national averages and averages in similar schools. This pattern was reflected in the 2004 test results when the proportion of pupils attaining the nationally expected Level 4 and above was very low, even in mathematics. However, 43 per cent of pupils taking the tests had special educational needs. Last year's group of Year 6 pupils had a high level of pupil mobility, with 43 per cent of the pupils having joined the school other than in Year 1. Significant numbers of these pupils also have special educational needs. Additional staffing factors influencing their education have been resolved and the school is now well placed raise standards further, particularly in literacy and numeracy. The staff now exhibit a shared vision for school improvement which is evidenced in discussion with the whole school community. Other factors having a positive effect upon the pupils' achievement include specialist subject teaching in Years 3 and above in English, mathematics, science and ICT, the improved use of data by the school to identify pupils requiring support and relevant in-service training related to literacy and numeracy. Nevertheless, the need to provide additional challenge for potentially higher attaining pupils remains.

4. Current data indicates that the proportion of current Year 6 pupils likely to attain the nationally expected Level 4 will be at least below average in English, mathematics and science, nevertheless, in light of prior attainment, their achievements will at be good overall. One significant reason for this improved quality of teaching and management has been secured by a recent senior appointment where the main impact is seen in Years 5 and 6.

5. Work analysis shows that pupils' writing skills remain a top priority for improvement, particularly in Key Stage 2, where the use of ICT is not sufficiently well embedded. Weaknesses in literacy, particularly reading and writing inevitably have an adverse effect upon pupils' achievement in most subjects. For example, standards in science at the end of Year 6 are well below average levels, particularly in pupils' recording skills. There remains a need for more practical investigative work, as seen during the inspection, where the pupils can accurately record their methodology and findings.

6. Pupils attain standards in ICT that match nationally expected levels at Year 2 but are below expected levels at Year 6, this is largely due to not having sufficiently broad experiences: this has been identified as a future development, but has not yet had an impact upon the pupils' work. Where ICT is taught specifically, the outcomes are good, however, the subject is not yet sufficiently embedded in other subjects.

7. There was not enough evidence to judge standards in other subjects, although the pupils do attain standards in religious education that match those in the Norfolk Agreed Syllabus. They have a satisfactory knowledge and understanding of a good range of world religions.

8. Pupils with special educational needs make progress in line with their peers and achieve well in relation to their targets. Planning is good and support staff work effectively with these pupils when they are withdrawn for additional support although at times the range of special educational need is too wide to maximise the benefits of this focussed support.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	25.3 (23.5)	26.9 (26.8)
mathematics	25.7 (26.7)	27.0 (26.8)
science	26.1 (26.2)	28.6 (28.6)

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

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are satisfactory. Their attitudes to work and learning and their behaviour in lessons and around the school are good. The provision for pupils' personal development is also good.

Main strengths and weaknesses

- . Very good relationships between pupils and their good attitudes to school and learning contribute positively to achievement and development;
- . Standards of behaviour which are good throughout the school ensure an orderly and positive learning environment;
- . The school's consistently supportive approach effectively helps pupils to mature and to develop their personal and social skills.

Commentary

9. The relationships between pupils are very good and are a strength of the school. They interact in a polite and articulate manner with each other; they listen carefully and are uninhibited in their questioning and discussion. There are numerous examples in lessons of pupils working harmoniously together, sharing equipment amicably, taking turns unselfishly and being helpful to each other. In a Year 3 and 4 information and communication technology lesson pupils worked enthusiastically and supportively in pairs trawling internet sites for information on the Vikings in preparation for a future history lesson. Pupils say, and their parents confirm, that they are happy at school and that they enjoy attending. Attendance levels are satisfactory, have improved recently and are now slightly above the national average for similar schools. Overall attendance figures are adversely affected by a small but significant number of families taking holidays during term time.

10. In reception, children have very good attitudes. They demonstrate a natural interest in the work they are expected to do, apply themselves enthusiastically and show real determination to understand and succeed. In a music lesson, they worked very hard identifying and reproducing the high and low sounds made by different animals and were then able, with considerable pride, to perform a rap about Noah and the Ark containing timely instrumental contributions representing the animals.

11. Pupils' behaviour in lessons and around the school is always good and often very good. The school is a safe and orderly environment in which children know and understand the behaviour expectations, follow routines respectfully and respond enthusiastically to reward schemes. In the vast majority of lessons pupils follow instructions without fuss, concentrate very well and generally work in a calm and positive manner. They are enthusiastic about their learning and accepting of those who find learning more difficult. As

a result there are very few arguments or unhappy situations, and the pupils' efforts are directed towards successful learning. At breaks and lunchtimes pupils behave well; they interact socially over meals and in the playground where they often become very involved in their chosen activities. They are always keen to talk and naturally observe the common courtesies of holding doors open and acknowledging greetings. Records show and pupils confirm that rare instances of unacceptable behaviour or harassment are quickly and effectively dealt with. There have been no exclusions in the last three years which is an indication of a contented school community where all feel valued and respected.

12. Pupils with special educational needs demonstrate good attitudes to school and learning. In cases where pupils have behavioural problems both teachers and support staff work hard to assist these pupils to meet the targets set out in their behavioural plans. The inclusive ethos of the school makes an important contribution to the quality of learning of pupils with special educational needs.

13. The strong, caring and supportive school ethos and the consistent approach of staff, which values all pupils equally, ensures good levels of personal and social development. Pupils appear secure, confident and have good self-esteem. The school encourages the qualities prevalent in an orderly society, such as trust and respect, and through lessons and assemblies, children are beginning to understand the values, beliefs and feelings that impact on human lives. Pupils have a good understanding of the difference between right and wrong. They are taught to respect the feelings of others and are helped to think through the consequences of their actions. Good opportunities are provided to encourage the pupils' cultural development through visiting artists, theatre and musical groups. In preparation for later life in the wider community there are increasing chances to study alternative faiths and cultures and to experience and celebrate the major festivals of a range of religions.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.5
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 is good. Teaching and learning are very good in the mixed Reception and Year 1 class and good throughout the rest of the school. The curriculum is good and enriched by a good range of extra-curricular activities. Links with the community, including local schools are good. Pupils receive good care, support and guidance. The school works hard to engage the parents in partnership to support their childrens' learning: this is another good feature.

Teaching and learning

Teaching and learning are good throughout the school, and it is very good in Reception and Year 1. The assessment of pupils' work is satisfactory overall, although it is good in English, mathematics and science.

Main strengths and weaknesses

- Good teaching and learning are evident in every year group, particularly when their teachers' subject knowledge is very good; teaching and learning are very good in the Foundation Stage;

- . Assessment is good in English, mathematics and science, but is underdeveloped elsewhere;
- . Lesson planning takes account of the range of need, although some groupings of pupils with special educational contain a range of need that is too wide;
- . In most lessons teachers make clear the planned learning objectives and effectively check throughout and again at the end whether these objectives have been achieved;
- . Behaviour management is effective and is combined very well with encouragement, praise and reward;
- . Teaching assistants provide very good support, particularly to pupils with special educational needs;
- . The quality of the marking of pupils' work is variable.

Commentary

14. The great majority of teaching is good or better. Teaching in the Reception and Year 1 class is very good. The teacher is well experienced and presents a very well planned programme of activities with a good emphasis on personal, social and emotional development, communication, language, literacy and numeracy skills. The teaching assistant works very well to support learning and has a very good working relationship with the teacher. The children and pupils respond very well to the learning environment and are well behaved and co-operative. The uniformly good quality of teaching and learning reflects the efficiency of the school's staff performance management and professional development systems, whereby teachers are continually encouraged and supported to improve their skills. During the inspection, supply cover was required to cover staff illness. This teacher's familiarity with the school and good knowledge of mathematics and science enabled the good quality of teaching to be maintained. Recent changes in staff deployment have enabled teachers to use their own strengths when teaching English, mathematics, science, ICT and physical education. The evident confidence and good subject knowledge has a positive effect upon the quality of teaching and learning. Pupils learn particularly well in subjects that do not depend on writing.

15. Assessment is well developed within English, mathematics and science. This leads to the teachers setting appropriate work, although occasionally, higher attaining pupils are required to do a greater quantity of work rather than tasks that provide greater challenge. Assessment is less well developed in the foundation subjects. This area has been appropriately identified for improvement in the school's development plan.

16. In most cases, lesson planning included appropriate detail that is clearly related to longer term planning. The recent in-service training on targeted objectives has had a positive effect upon the quality of teaching and learning. In most cases the planning is clearly linked to assessments made.

17. The teaching of pupils with special educational needs is good. Small group work is challenging and experienced staff provide support that meets the needs of individuals and small groups. Sometimes, however, the special educational needs of these pupils are very different and the desired benefits of close support are not achieved. There is also a lack of precision in the targets set for some pupils and it is not always clear whether these targets are achieved or if pupils are aware of them.

18. The setting of clear learning objectives is a welcome development in lessons. Pupils expect to hear them and know what the lesson's specific focus will be. This also assists them to self-evaluate their own achievements. This feature is supported by another particular strength that supports learning, that being the teachers' awareness of the need to re-visit aspects of lessons where the pupils' gains in knowledge and understanding are

insecure. This consolidation of learning is a key tool that teachers apply to maximise pupils' achievements. The newly qualified teacher keeps detailed records of learning that include her reflections upon how successful individual lessons have been. Activities are well-resourced and every attempt is made to motivate the pupils.

19. Pupils generally respond very well the positive approach to behaviour management and try hard in lessons. Success and achievement in relation to work and behaviour is celebrated at whole-school assemblies. The response of pupils to the achievements of others is very positive and indicates a united school community. Pupils are provided with increasingly age-appropriate responsibilities, such as class and school council roles and show growing independence as they mature. They are sensible and happy to work on their own, as a class or in any combination in smaller groups.

20. Teaching assistants provide very useful support to pupils, especially those with special educational needs. Their relationships with teachers and pupils are very close and contribute much to the pupils' development. Other strong features include their commitment to continuing professional development to maximise their input to small teaching groups. They have identified the need for additional training in special educational needs to consolidate their existing expertise. Their supervisory role at lunch-times assists them in knowing all pupils very well.

21. Pupils' work is regularly marked, however, at times, follow-up work – or lack of it – is not commented upon although teachers' comments are generally helpful in identifying what pupils should do to improve. Opportunities to comment on literacy in other subjects, for example, poor handwriting and mis-spelling of key vocabulary are sometimes missed.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	8 (33%)	13 (55%)	3 (12%)	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.

The Curriculum

The school provides pupils with a good curriculum that meets statutory requirements and the programme for children in the foundation stage is very good. The good range of well supported extra curricular activities and educational visits enriches the pupils' experience. The school's accommodation, extensive grounds and resources are also good.

Main strengths and weaknesses

- . The curriculum is well planned to meet the needs of pupils of different ages;
- . The curriculum for pupils with special educational needs is good;
- . There are good opportunities for enriching the pupils' learning;
- . Some aspects of the ICT curriculum are unsatisfactory.

Commentary

22. The curriculum has maintained the strengths identified at the time of the last inspection and has made satisfactory progress in addressing the weaknesses. The small roll poses particular difficulties when seeking to provide a broad and balanced curriculum: these difficulties are addressed well. Curriculum planning takes into account the learning

needs of all pupils, particularly those in different year groups in the same class. Planning takes account of the needs of the pupils in the mixed-age classes to ensure that there is no repetition of work and that pupils' skills and knowledge are built upon each year. The timetable is further modified to allow for single year group teaching of English, mathematics and science in Years 5 and 6 which allows for more specialised teaching by teachers with particular expertise. These arrangements, enhanced by support from the local education authority, have had a positive effect upon pupils' learning and achievement since their introduction in the last year. The school has rightly identified the need to ensure planning is especially rigorous when subjects are taught together in the same lesson. The well planned programme of personal, social and health education has a positive effect upon the pupils' overall development.

23. The provision for pupils with special educational needs is good. The school's systems for identifying pupils are increasingly effective. The curriculum for pupils with special educational needs takes good account of the specific needs which are well supported by dedicated teaching assistants. In the main, lessons are well planned to ensure that activities, including computer assisted learning, meet these particular needs which are usually similar to those of the other pupils, but vary in complexity, depth or the amount to be completed in the time available. The wide range of extra-curricular activities provided by the school is fully accessible to pupils with special educational needs. However, there are a few occasions when the range of needs in discrete groups is too great and this slows pupils' progress.

24. The school makes good use of visits to places of local interest and also welcomes visitors, such as teachers from Egypt, to widen the pupils' experiences. Regular use of nearby villages increases the pupils' awareness of their environment. Older pupils take part in a residential visit where they follow a programme of outdoor activities and challenges involving information and communication technology. The extra-curricular programme is well supported and provides pupils with additional access to physical activity. Competitive sporting activities with local schools also contribute to the development of the pupils' social skills. The use of "Golden Time" for pupils to choose options based on interest affords them a degree of personal responsibility, allied to their good behaviour, that prepares them well for their next stage of education.

25. Resources for most subjects are good and are well deployed by staff. The school grounds are well used to support physical activity and pupils' access to a local swimming pool contributes to their overall well-being and safety. The provision for information and communication technology has improved since the last inspection in respect of equipment including computers and software. Communication and data handling aspects are well developed, although elements of control, modeling and monitoring are currently underdeveloped in the curriculum for older pupils.

Care, guidance and support

Procedures to ensure pupils' care, welfare, health and safety are good. Good quality support and advice help pupils to make progress. Pupils' views and opinions are valued and are increasingly being sought.

Main strengths and weaknesses

- . The school looks after pupils effectively;
- . Pupils enjoy very good and trusting relationships with staff;

- . Good and increasing opportunities are being made available to ensure pupils' involvement in their own development and in the work and development of the school.

Commentary

26. Good and improved arrangements for child protection are in place and the school is both vigilant and sensitive in exercising its responsibilities. All staff show high levels of care for pupils and good procedures ensure that the school is a safe and orderly environment conducive to learning and development. In lessons and at breaks appropriate supervision is always provided. Good systems ensure that identified hazards and safety concerns are quickly eliminated and risk assessments covering all off site activities are routinely carried out. Equipment is regularly tested, there are frequent evacuation practices, clear procedures covering medicines on site and appropriate rules relating to internet access are in place and closely followed.

27. When they arrive at the school, pupils readily adapt to the daily routines and show polite respect towards all adults. As they move through the school and gain confidence they show few inhibitions and are happy to follow instructions and to seek clarification or help if they do not understand or if they have any concerns. In the pupil questionnaire all pupils indicate they know who to approach with problems and the vast majority say that teachers and teaching assistants always offer help when they are stuck and effectively help them to understand and enjoy their learning. Observation and discussion around the school confirm that pupils do enjoy trusting relationships with all staff.

28. Good and increasing opportunities are being created for pupils to express their views and to become involved in their own development and in the day to day work of the school. In some lessons pupils are asked to give an opinion on their own work and performance. Older pupils are involved in negotiating, agreeing and reviewing their development targets. Staff use information from the rewards and sanctions systems alongside their day to day observation and discussion to quickly identify any pupils experiencing difficulties. Whenever there is a need for an individually tailored support package pupils are effectively involved in agreeing the programme and their targets for improvement. Class Councils and the School Council provide good opportunities for pupils to suggest improvements to school routines and facilities. Representatives on the Councils are proud of their positions and take the responsibility very seriously. Recent changes to the school uniform and the provision of lockers were closely influenced by the pupil voice.

Partnership with parents, other schools and the community

The school enjoys a good and supportive partnership with parents. There are good, productive links with the wider community. Links with other schools are good.

Main strengths and weaknesses

- . Good and improved communication and interaction with homes is increasing parental involvement in the life of the school and in the education and development of their children;
- . Much improved links with the local community are being well used to extend pupils' learning experiences;
- . Transfer arrangements are good and ensure a smooth transition for pupils when they enter the school and when they move on to secondary school.

Commentary

29. In the last few years the school has worked hard to present an open and welcoming face and to encourage dialogue and involvement with all parents. Views expressed by parents and carers indicate high levels of trust and confidence in the school and the staff and almost universal pleasure at the progress they see their children making. An overwhelming majority says their children like attending and feels the school is helping them to mature and be better prepared for later life. There is widespread recognition and approval of the quality of leadership, teaching and the fact that all pupils are treated and valued equally regardless of their ability. A few parents expressed mild concerns over standards of behaviour and in particular bullying. Records show and pupils confirm that incidents of bullying or harassment are rare and that they are quickly and effectively dealt with.

30. From initial contacts before children enter the school and throughout their time at Blenheim Park every effort is now being made to establish positive relationships with parents and to involve them in the education of their children. Effective communication is maintained through letters, newsletters, telephone calls, parents' evenings, the formal annual report and social events. Reports provide a good overview of what pupils know, understand and can do but are inconsistent in the provision of guidance on what needs to be done to improve. Informal and social events are always better attended than formal meetings but the school ensures that all essential information is made available to those unable to attend. Whenever problems or difficulties arise the school is quick to inform parents and to involve them in agreeing improvement programmes and targets. Parental views and opinions are always valued and parent governors are currently looking into the idea of organising a regular exercise to gather views and suggestions on all aspects of school development. Parents of pupils with special educational needs are kept well informed about their child's progress and are fully involved in the review process. Parents are aware of their child's individual education plan, detailing the child's needs and the proposed action to address the needs.

31. All staff are now outward looking and have established some good links within the wider community which effectively enhance pupils' learning and development opportunities. A number of local clubs and organisations regularly use the site and facilities and the grounds are used each summer for the major community fete. There are growing sporting links with local and regional organisations which provide good quality coaching and opportunities for pupils to participate in competitive tournaments. The school hosts a regional "Kwik Cricket" event and two girls have been selected for the regional football team. Regular visitors and contributors to the curriculum and to teaching include theatre groups, artists, music groups and the vicar. Visits to community facilities and organisations are well used to extend learning experiences. There are regular visits to local shops, the library, a nature reserve, the theatre and to a mosque in Norwich. The school choir visits and performs in the local church and for senior citizens.

32. Very close working relationships with the on site playgroup ensure that transferring pupils and parents receive very good support and help over the transition period. There are good links with the local secondary school which ensure comprehensive information exchange and a smooth transfer for pupils. The school, through active participation in the local cluster group, has started to develop some good links with other schools. There has already been collaboration between staff over curriculum development and training and there is increased pupil interaction in sporting competitions and musical events. It is envisaged that further collaboration and closer working will provide even broader learning and development experiences for pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory with some strong features. The headteacher provides satisfactory leadership and is supported very well by the senior teacher. Other key staff provide satisfactory support. The governing body fulfils its responsibilities and is satisfactory.

Main strengths and weaknesses

- . The headteacher provides satisfactory leadership and has created a good ethos for learning;
- . Governors know the strengths and weaknesses of the school and are committed to providing a better education for all the pupils in the school;
- . The Foundation Stage is a strength of the school;
- . The school's commitment to inclusion is very good and all pupils have opportunities to do their best;
- . The leadership role of co-ordinators outside core subjects is not always as well developed as it could be.

Commentary

33. Since her appointment two years after the last inspection, the headteacher has worked extremely hard to create the right conditions to raise standards, particularly by the end of Key Stage 2. Standards fell in Key Stage 2 prior to appointment and have, with the exception of mathematics, proved difficult to raise. As mathematics co-ordinator, she has ensured that this area has remained a strength. Other areas for focus have included the recruitment of a supportive senior teacher, improved use of data, matching teachers' deployment to their expertise and improving the attitudes and behaviour of the pupils. The impact of these developments have not yet resulted in a rise in standards although current conditions, with good local education authority support, are promising. She has a clear understanding of the strengths and weaknesses of the school and a vision of what is needed to raise standards. She has created a team of teaching and non-teaching staff who are committed to ensuring that pupils at the school have the best possible education. Management planning is now satisfactory and the school development plan is a useful and positive tool. Unfortunately, these developments have not yet had time to produce a rise in standards. The appointment of the senior teacher is having a positive impact in this respect.

34. Governance is satisfactory. Since the last inspection there has been an improvement in the working relationship with the headteacher. All statutory requirements are in place with the exception of placing national test results in the school brochure. The governors have a good understanding of the strengths and weaknesses of the school and are aware of the need to raise standards. There is considerable expertise within the governing body, especially, the recently appointed chair of governors. The governors' role as 'critical friend' is evident but not yet fully effective in the drive to raise standards further. In particular, they are not all as familiar with relevant pupil data in relation to standards.

35. Leadership by key staff is satisfactory overall with some strong features, notably, the Foundation Stage, English, mathematics and ICT. The senior teacher works efficiently as English co-ordinator and the headteacher's work in the co-ordination of mathematics is effective. However, in a number of subjects, particularly outside the core subjects, there are no systems in place to monitor standards and teaching. Conversely, the management of the provision for special educational needs is good. The headteacher, staff and governors give high priority to both special educational needs and matters of their educational inclusion. Accordingly, every effort is made to ensure that the school's policy is inclusive in relation to special educational needs. This aspect is co-ordinated carefully because the headteacher spends a lot of time and energy putting structures and systems in place to support pupils with additional learning needs. The work of the Foundation

Stage teacher and her assistant is very good and they provide children with a rich learning environment.

36. The school's strong and successful commitment to including all pupils in all aspects of its work means that everyone benefits from equal opportunities. All pupils, boys and girls alike, are given many opportunities to explore a wide range of activities and events.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	346,105	Balance from previous year	25,301
Total expenditure	318,383	Balance carried forward to the next	27,722
Expenditure per pupil	3,248.81		

37. Financial planning is satisfactory and governors have a clear understanding of the financial affairs of the school. The finance group meets regularly and there are key governors who oversee planning. Governors are now more fully involved in the strategic direction and financial planning than they were at the time of the last inspection. The principles of best value are central to management, not least in the financial implications related to a very large building and its maintenance. The secretary is very efficient and plays a significant role in the smooth day to day running of the school. The surplus fund, held centrally and locally for building repair projects, is entirely appropriate.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception class is very good and the strengths noted in the previous inspection have been maintained. However, there is no outdoor fenced area where children can securely use climbing apparatus and large equipment. Many children are reported as entering school from the nursery based on the school site with very limited communication and social skills. Children achieve well in all areas of learning because their needs are assessed carefully and the teaching is very good. They make good progress towards their early learning goals, although the majority are unlikely to attain the expected standard for five-year-olds in communication, language and literacy. The teacher and the teaching assistant work very well together as a team in setting high standards for children to model, and in creating a friendly and purposeful learning atmosphere. Apart from the lack of a dedicated outdoor area the accommodation is very good and the space is used particularly well for the teaching of all areas of learning. Very good records are kept to track progress and the information is used well to ensure that all activities are planned well to provide appropriate challenge for the children. Staff also make use of the specialist areas in the main school, for example, the music area. The co-ordinator provides very good leadership in the well-planned curriculum, which is imaginative, well organised and resourced.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- . Children are happy and confident. They demonstrate good relationships with each other and the adults who are supporting their development;
- . Children are given opportunities to achieve well and most are making good progress towards achieving their goals.

Commentary

38. All the children in the reception class are well cared for and supported to help them to achieve well. Class routines are well established and children learn to put up their hands to answer questions and to listen to others. As a result of good modelling behaviour by the adults, children are polite and considerate of others. They demonstrate good understanding of why they take turns, share resources and clear up after themselves. They also know the class routines and how to change over to different activities promptly with little fuss. Most of the children are on course to achieve their early learning goal by the end of the year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- . The quality of the planning and teaching is very good;

- . Overall, the children have limited skills in speaking and listening when they enter the reception class;
- . Opportunities to develop their speaking and listening skills are built into the beginning and end of all lessons.

Commentary

39. Not all the children will meet the goals expected in this area by the end of the reception year, and overall standards are below average. Teaching and learning are very good and children are making good progress in speaking and listening as a result of carefully planned activities, which encourage the development of their vocabulary. For example, the teaching assistant works with some less confident children using the “Talking Partners” scheme. Children take turns telling the news and learn how to ask questions. Another structured example is the use of Big Books and some of the more able children can retell the story of “The Lion and the Mouse” using puppets. Emphasis is also placed upon the sounds of letters and beginning to read. Children also use their individual whiteboards to write down their names and to learn how to form particular letters. For example, ‘n’ when writing ‘name’. An examination of children's work indicates there is a good emphasis upon the types of activities that support children in recognising their letters and learning to write with purpose.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- . Children achieve well as a result of very good teaching;
- . Well thought-out practical activities ensure that early number work, measuring and weighing are taught well.

Commentary

40. Most children's work is typical for their age. Teaching and learning are very good. The activities that children undertake promote their mathematical understanding very well. During one lesson observed, children were required to develop their understanding of length and weight. Children were beginning to estimate length and answer questions and use words like, ‘shortest’ and ‘longest’ with understanding. They were also learning to find out the number of cubes that will balance with a ‘teddy’, therefore which are heavier or lighter. These achievements are in line with findings at the time of the last inspection.

Knowledge and understanding of the world

41. This area of learning was sampled during the inspection. The adults working with the children have a good understanding of the many experiences needed to develop this area of learning and provide a good range of opportunities for children's development. No lessons were observed during the inspection so there were no opportunities to observe children using computers, although there is evidence that the Dazzle program was used to draw daffodils.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- . The quality of the teaching in lessons is a strength, and full use is made of the school's hall;
- . The lack of a fenced outdoor area, with a good range of facilities for using large toys, tricycles and a wide range of equipment including climbing frames and balancing bars, is limiting.

Commentary

42. Teaching in the indoor lesson observed was very good. Using the dance program 'Let's Move', children were moving with confidence with due regard being given to safety issues. Children responded well to the use of stimuli and they showed good progress in the development of their basic movement skills. In the classroom there are good opportunities of develop hand and eye co-ordination and to handle tools and materials, for example, the use of their individual whiteboards. Overall, children were making good progress towards the achievement of their early learning goals and standards are good. The provision of an outdoor area would enrich the range opportunities for children to further develop their confidence and skills.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- . Children's musical and singing skills are well developed;
- . A good range of painting and artwork is promoted.

Commentary

43. The environment in the classroom and corridor, where the children's work is displayed, is bright and stimulating. Good opportunities are provided for children to develop their creative skills through music and art. Children sing well a number of songs in school assemblies. They enjoy exploring paint and other materials for drawing. In one lesson they were learning about the famous artist Claude Monet and his interest in his garden and water lilies. This topic led the children to explore colour mixing, painting poppies and using pastels, red and white paint before making water lilies by cutting a lily pad and creating tissue circles to make a lily. Children's creativity is supported and provided for well through very good teaching so that the majority are on course to achieve their early learning goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- . The quality of teaching and learning is good overall;
- . The leadership and management provided by the co-ordinator are very good;
- . There are good resources to support learning across the school;
- . Pupils' writing skills are underdeveloped;
- . Speaking and listening remains a concern;
- . The targeting of support for pupils with special educational needs is not rigorous.

Commentary

44. Pupils enter Year 1 with below average skills in speaking and listening, reading and writing although there is strong evidence that they have made good progress in the Foundation Stage. By the time they reach the end of Year 2, pupils achieve satisfactorily but standards remain below what is expected nationally, although they are close to the national average in reading and writing. By the time they reach Year 6, standards remain well below the national average but then there is evidence of satisfactory progress. The reasons for this factor is explained earlier. There are no significant differences in the achievements of boys and girls, and pupils with special educational needs make progress in line with their peers. Trends over the last three years indicate that the performance in reading and writing has fluctuated from above to below average at the end of Year 2 but they have remained well below at the end of Year 6. The school acknowledges the need to improve standards in speaking and listening, reading and particularly writing and has recently adopted strategies to improve these aspects. For example, 'Talking Partners' to improve speaking and listening, guided reading and Year Group teaching in Years 5 and 6 and support for special educational needs pupils. Developments are still at an early stage, but there are indications that these strategies are having a positive impact upon standards.

45. Standards observed during the inspection indicate that, at this stage of the year, pupils in Year 2 attain close to the national average in reading but remain below in speaking and listening and writing. In Year 6, standards are improving in reading but remain below average in writing but there is evidence of improvement in both reading and writing. This is the result of good or very good teaching. Taking the very low standards of language skills on entry to the school this is satisfactory progress. Special educational needs pupils obtain extensive support from the teaching assistants but the work is sometimes targeted at a group rather than meeting the specific needs of individual pupils.

46. The systematic teaching of new words and letter sounds in Years 1 and 2 is helping pupils to read more accurately. However, they have few strategies to deal with unfamiliar words. More able pupils in Year 2 read accurately and with fluency; their writing is also of a higher quality in terms of content and presentation. The pupils read from a narrow range of books from the structured scheme and their knowledge of books and authors is limited. Pupils in Year 6 read accurately, but the inability of some pupils to scan texts restricts their fluency and expression. Most pupils know about the structure of non-fiction books and more able pupils understand how books are classified.

47. The development of writing is a current priority. An examination of the work of pupils in Years 2 and 6 indicates that there is some improvement and a few pupils are working at a higher than expected level. Many pupils, however, are still striving to express themselves clearly in writing. Much of the pupils' writing shows a lack of clarity and weak sentence construction. Spelling is weak and not enough use is made of ICT for drafting and editing writing. Most pupils write in a joined hand but writing styles are not consistent and many pupils forget to use punctuation.

48. Teaching and learning are good or very good. Strengths include, lively lesson introductions with clear learning objectives that are reviewed the end to help pupils identify the gains they have made. Pupils are managed well and fully challenged. Teachers use good question and answer techniques and although there was one very good example of role play, this strategy is underused in the development of the pupils speaking and listening skills. Marking is supportive and there are some good examples of how pupils can improve their work but this is not consistent. There was limited evidence of homework being used to extend work in lessons.

49. The senior teacher is the English co-ordinator who provides very good subject leadership. However, his influence at this stage is confined to Years 5 and 6. The school has identified strengths and weaknesses and, as a result, has a clear view of how the subject can be improved. Resources are good but there was limited evidence of extensive use of the school library.

50. At the time of the last inspection standards were broadly in line with national averages, although the small cohorts in the school make it difficult to make positive comparisons.

Language and literacy across the curriculum

51. There are some good examples of the use of language and literacy skills across the curriculum. For example, Year 1 pupils in religious education generating questions about the story of Noah's Ark. Years 3 and 4 describing Henry VIII after researching books. In science, Year 6 pupils make explanations of their work on evaporation and dissolving. However, there are too few opportunities for pupils to apply their writing skills in other subjects and limited examples of older pupils using their research skills to find out more about the topics they are studying.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- . Standards are below average; lower attainers do well but potentially higher attainers should do better;
- . Teachers use a good range of strategies to encourage good behaviour and concentration levels;
- . Leadership and management are both very good and determined management action is improving the overall provision.

Commentary

52. In recent years standards attained at the end of Key Stage 1 mathematics have been close to the national average, although there have been too few higher attaining pupils; this is particularly when compared to similar schools. At the end of Key Stage 2, too few pupils attain higher levels, due in part to a lack of regular extension work. This is responsible for attainment being well below average. Nevertheless, the added value between these pupils' attainment between the end of Key Stage 1 and Key Stage 2 is average. Lower attainers, including pupils with special educational needs, often do well and some reach average standards which, for them, indicates good achievement. Overall, the pupils' achievement is good due to reasons discussed earlier.

53. The quality of teaching is good. Lessons are well planned, teachers break learning down into manageable steps and very good attention is given to ensuring that concepts are understood before moving on to the next stage. Pupils are given work matched to their abilities and are frequently asked to explain what they have done. Practical investigations are often used, such as the calculation of angles in degrees in Year 6 and discussing the nature of "arrays" of numbers in Years 3 and 4. However, there remains scope to improve resources[®] that facilitate independent, investigative work which extends the learning of all pupils, especially the most able.

54. As a result of focused attention on improving the behaviour and concentration of pupils, the quality of pupils' learning is good. They readily help each other and give appropriate respect when one offers a response to teachers' questions. Occasionally, some pupils get distracted and lose their focus, but generally this is noted by teachers and teaching assistants to minimize disruption.

55. Leadership and management of mathematics are both very good. In an effort to further raise standards, the headteacher, who until recently was the co-ordinator, has worked with the local education authority to strengthen the provision. In-service training has focused upon the need for clear learning objectives for all pupils within mathematics lessons. These are understood by pupils and are already having an impact upon the standards achieved. Additional "booster" sessions are provided for pupils identified as requiring extra support.

Mathematics across the curriculum

56. There are satisfactory opportunities for pupils to use and develop their mathematics in other subjects. They include data handling in information and communication technology, calculations using dates in history and distances in geography and accurate measuring in design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- . Standards are well below average; lower attainers do well but potentially higher attainers should do better;
- . The overall quality of teaching is good, particularly when practical investigations are used;
- . Recent attention to the subject's leadership and management is having a positive impact upon the pupils' achievement.

Commentary

57. In recent years, standards attained at the end of both key stages have been well below the national average and when also compared to similar schools. Furthermore, too few pupils attain higher levels, due in part to a lack of appropriate challenge when conducting investigations. The added value between these pupils' attainment between the end of Key Stage 1 and Key Stage 2 is also well below average. Lower attainers, including some pupils with special educational needs, often do well and some reach average standards which indicates their good achievement. Overall, the pupils' achievement is satisfactory due to reasons discussed earlier.

58. Good teaching promotes good achievement overall, although some opportunities are missed to extend the pupils' investigative experiences throughout the year. Teachers demonstrate good subject knowledge in relation to living things and some physical processes, for example, forces and electricity. The use of worksheets is generally sound, although occasionally, they are used in isolation and not in close support of investigation. The quality of written recording observations and explaining methodologies is very variable and not all teachers tell the pupils how to improve this important aspect of literacy which also impacts upon the standards achieved.

59. In recent years, the emphasis of whole school development has been upon literacy and numeracy. In-service training for science has been subject to cancellation beyond the school's control. Remedies to this are planned and significant new resources have been purchased.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- . Although standards are below average, the pupils' achieve well in aspects of the subject to which they have access;
- . Aspects of control and monitoring are presently underdeveloped;
- . The subject leader ensures that ICT is well resourced and has high status;
- . Technical difficulties beyond the school's control adversely affect the pupils' achievements;
- . Teaching and support staff's skills and confidence have been improved as a result of recent training.

Commentary

60. Standards by the end of Year 2 are average and below average by the end of Year 6. The pupils achieve well in communicating information and regularly use word processors including the addition of graphics to tell stories and design posters. The use of painting programs is well established throughout the school to support art. Internet access allows the pupils to research topics that contribute their knowledge and understanding of geography and history. By the time they leave Year 6, most pupils have created multi-media presentations that includes text, graphics, sounds and transitions between slides that reflect a secure understanding of the media and intended audience.

61. The pupils' achievements are less secure in control, monitoring and modeling. There is, however, some evidence that pupils in Years 1 and 2 experience control of a programmable toy and some Year 5 and 6 pupils show understanding when using variable values in a spreadsheet to model events in real life, such as a refreshment bar where prices and quantities are changed. The subject leader has correctly identified the need to further develop these aspects in the curriculum for older pupils and training is planned to achieve a more balanced provision.

62. Leadership and management are both good overall. The subject leader has a clear vision for the development of the subject that has been appropriately supported by the acquisition of resources including computers, networking, software and training. She has ensured that all staff have received training and has identified where improvements remain to be made, including the introduction of interactive whiteboards. She uses her own good subject knowledge to good effect, particularly when timetabled to teach Years 3 to 6.

63. During the inspection, several classes had their use of computers adversely affected by the failure of the school's network. This resulted in pupils being unable to access the Internet and necessitated teachers having to provide alternative work. When such problems arise, the school secretary is skilled in liaising with the service providers and managing local difficulties. Such examples include the inability of pupils to print their work.

64. As a result of training, teachers and teaching assistants demonstrate increased confidence in using information and communication technology. Although, not in great evidence during the inspection, pupils benefit from access to computers in classrooms as part of planned experiences. Teaching assistants readily use the small computer suite to support pupils with special educational needs as the use programs that support the development of literacy and numeracy.

Information and communication technology across the curriculum

65. The use of ICT in other subjects is underdeveloped. There are a good range of programs, including CD ROM's to support curriculum areas such as geography, history and art. The potential of the Internet has been identified and only technical problems prevent it from being realised.

HUMANITIES

Geography and History

66. No judgement about the overall quality of provision can be given about these subjects as they were not a focus for this inspection. A selection of pupils' work, displays around the school and teachers' planning were analysed. These show that pupils have full access to the National Curriculum programmes of study. They explore environments near and far and know about topics including the Ancient Egyptians, World War 2, Tudors and Romans in history. In geography, the pupils study the weather, village settlements in India and learn to compare and contrast different areas of the world. These studies also help to develop their abilities in English and art. The school plans the curriculum for both these subjects carefully so that pupils in mixed year classes do not unnecessarily repeat work. A range of good quality artefacts, books and resources is also available to help the pupils learn well.

CREATIVE, AESTHETIC AND PHYSICAL SUBJECTS

67. As it was only possible to see one lesson in art and design and no lessons in music or design and technology there is not sufficient evidence to make firm judgements about provision or standards. However, inspectors spoke to teachers, sampled work and scrutinised the planning.

68. In **art and design** appropriate attention is given to developing basic skills in drawing and painting and there are strengths in the use of three-dimensional work. For example, Year 2 pupils had made some clay candle holders and created geometric pictures using Mondrian lines. Pupils in Years 5 and 6 have made some clay figures linked to their "People in Action" topic. In the one art and design lesson observed, Year 2 pupils were learning about the work of Manet and, in particular, his painting of a girl's face. During the lesson they worked on creating their own Manet type faces and were developing sensitive work in colour and tone and many were able to match the colours of Manet's face. The lesson was planned well with both interest and challenge and pupils made good progress with their understanding of colour and tone.

69. Pupils listen to a range of **music** during assemblies. They sing enthusiastically with a good sense of rhythm. Pupils are able to identify pulse and metre and are able to compose a rhythm in a given metre. The school also arranges a yearly workshop performance by a musician. In Years 1 and 2, the school uses a published scheme of work, which includes lesson plans, recordings and activities, for example, work on sounds, choosing an instrument, exploring sound duration and feeling pulse and rhyme. Pupils in Years 5 and 6 learn to play the recorder and read music as well as learning some keyboard skills.

70. The curriculum for **design and technology** is based on national planning guidelines and provides appropriate opportunities for pupils to design and make various products and artefacts. For example, Year 2 pupils have made designs for Joseph's coat of many colours and used the Dazzle program to make designs on the computer; they have also made cardboard models of construction vehicles. Years 3 and 4 have made convincing designs for purses and moving models. Year 6 pupils have made some complicated structures. The evidence of the work observed indicates good coverage of topics in this subject.

71. **Physical education** is given high status and is seen as an important part of the pupils' overall development. A wide range of activities is offered, including, team games,

athletics, gymnastics and swimming. Several pupils have represented the district in various sports. In the one lesson seen, the teacher demonstrated good subject knowledge in teaching a combined Year 5 and 6 gymnastics class. He showed a very good awareness of all pupils in a large group and gave numerous opportunities for pupils to develop sequencing skills in pairs. Self evaluation was a strong feature where pupils exchanged observations about how well others had achieved “mirroring” of movements. The pupils, all of whom wear appropriate kit, respond well to the challenge and clearly enjoy physical activity.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

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

Main strengths and weaknesses

- . PSHE is integral to the work of the school and does much to support its ethos.

Commentary

72. This area is a key part of the school’s overall ethos and is successful in assisting the pupils’ overall development towards maturity. The planning is good and embraces many subjects of the curriculum, including sex education as appropriate for older pupils. Links with the religious education curriculum are relevant and illustrate a strong commitment to the pupils’ overall development. The pupils focus upon issues such as fitness, healthy life-styles, the importance of relationships, self-esteem, peer pressure and preparation for secondary school. They talk with increasing confidence about the everyday potential hazards such as how to keep themselves safe when travelling to and from school. Visiting speakers, including representatives from the public services, make good contribution to assemblies. The school and class councils play a genuine part in school life and this prepares them well for taking up their role as participative citizens. The subject has maintained the strengths identified at the last inspection.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- . Respect for different faiths and beliefs underpins all learning and teaching activities;
- . Strong links are made between religious beliefs and the lives of the pupils;
- . The newly appointed co-ordinator is not yet fully effective in establishing assessment procedures to monitor the quality of teaching and learning;
- . There has been an improvement in the range of artefacts to support learning in lessons.

Commentary

73. At the time of the last inspection it was deemed very good overall. In spite of this change in judgement there have been some improvements made in the provision and the overall quality of the teaching remains good. Attainment is in line with the expectations of the Norfolk Agreed Syllabus. Teaching is good overall and pupils gain a sound understanding of faith and how certain faiths apply their beliefs to everyday lives. During the inspection, Years 1 and 2 pupils were studying the importance of the ‘Torah’ and answering questions like, “What is the Torah?” and “Where is it kept?” Most of the pupils remember

that the Torah is written in Hebrew. Higher attaining pupils were able to explain the term 'shalom' as a blessing of peace. It was an exciting moment when, in turn, they turned to one another using the term 'shalom' in its original sense before writing something good about the pupil sitting next to them.

74. Years 5 and 6 pupils were learning about the 'Qur-an' that teaches God has many qualities. The lesson started with the teacher showing an authentic copy. The pupils have learned that when it is not being used, it should be kept in a 'safe place' out of respect. Pupils were genuine in their interest and beliefs and thoughtful references were made to how God is interpreted by other religions. Many of the pupils were gaining an understanding of different religious beliefs. Higher attainers ask questions and suggest their own feelings and identity in the light of their learning.

75. Assemblies and school themes also make a strong contribution to the subject, for example, one theme in assembly was about 'forgiveness'. In all the lessons observed there was good planning and effective use of artefacts and the lessons were challenging.

76. The school has, only this year, appointed a new co-ordinator and there have been a number of staff changes. The co-ordinator is a newly qualified teacher and is developing well her knowledge and understanding of the subject. At this stage, it is understandable that she has not had opportunities to monitor lessons and to establish procedures for assessing year group and individual pupils. All lessons were fully inclusive and pupils with special educational needs and boys and girls made progress in line with their peers. The range of resources and artefacts has improved since the last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	6
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (Ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	3
The effectiveness of management	4

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