

# INSPECTION REPORT

## **CORPUSTY PRIMARY SCHOOL**

Norwich

LEA area: Norfolk

Unique reference number: 120799

Headteacher: Mrs N McIntyre

Lead inspector: John Messer

Dates of inspection: 29<sup>th</sup> November – 1<sup>st</sup> December 2004

Inspection number: 266668

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
Gender of pupils:	Mixed
Number on roll:	92
School address:	Norwich Road Corpusty
Postcode:	NR11 6QG
Telephone number:	01263 587320
Fax number:	01263 578456
Appropriate authority:	Governing body
Name of chair of governors:	Mr Tim Eyres
Date of previous inspection:	2/11/1998

## CHARACTERISTICS OF THE SCHOOL

This community primary school is smaller than most primary schools; it has 84 full-time pupils on roll and a further 8 part-timers in reception who attend for the morning session and lunchtime only. Pupils are organised into four classes. About half of the pupils come from the village of Corpusty and the other half come from further afield as a result of parental choice. Pupils come from mixed social backgrounds but the circumstances of most are broadly average. All pupils are from white British families. Children's attainment on entry to the school is broadly average but there is a very wide range of ability. The proportion of pupils entitled to free school meals, around six per cent, is below average. The proportion of pupils who are entered on the school's record of special educational needs, 26 per cent, is above average and of these a small number of pupils have a Statement of Special Educational Needs because they need considerable help with their learning. Overall, the proportion of pupils who enter or leave the school part way through this phase of their education, around 18 per cent, is above average, and in several year groups the proportion is particularly high. There is an almost equal number of boys and girls overall but in Year 2 there are many more boys than girls.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15477	John Messer	Lead inspector	The Foundation Stage, English, art and design, design and technology, information and communication technology, physical education.
1311	Barry Wood	Lay inspector	
20963	Judy Keiner	Team inspector	Mathematics, science, history, geography, music, religious education, special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school which provides an effective education for its pupils.** Teaching is good and, as a result, pupils learn successfully. Attainment on entry is broadly average but there are wide variations in children's early learning skills. A higher than average proportion of pupils, over a quarter, have special educational needs. Pupils achieve well to attain standards that are above average. The leadership provided by the headteacher is good and the management of the school is satisfactory. The governing body provides sound support and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Good foundations for future learning are laid in the reception class, where children flourish.
- Pupils develop a love of literature and standards in reading are above average.
- Pupils enjoy mathematics and, by Year 6, standards are above average.
- Pupils are confident in their learning, form very good relationships and develop good levels of maturity.
- Teaching is good and there is a strong partnership with parents to support learning.
- The amount of time allocated to teaching the National Curriculum is below the recommended minimum for pupils in Years 3 to 6 and too little time is allocated to monitoring and evaluating the curriculum in order to make sure that there is an appropriate balance between subjects and that the school's curricular plans work well in practice.
- The thematic approach used to teach much of the curriculum makes good links between subjects and so helps to promote a keen interest in learning.
- Examples of exceptionally good work were seen in art and design and pupils are keenly interested in history, where standards are above average.
- Computers are not used enough to support teaching and learning across the curriculum or to help pupils with special educational needs.
- There are too few opportunities for pupils to write purposefully, especially in reception and Year 1.
- Visits and visitors enrich the curriculum, especially in science and history.

Improvement since the last inspection has been good. The school has successfully tackled the issues raised in the last inspection report. The quality of teaching and learning has improved; there is now no unsatisfactory teaching and a higher proportion of good teaching. Standards are now higher than at the time of the last inspection.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	D	A*	A*
mathematics	E	E	A*	A

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

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

*The \* symbol indicates that the school's performance was very high and among the top five per cent of schools nationally.*

**Pupils' achievement is good overall.** It is especially good in reading, where standards represent a particular strength of the school. Children's achievement is good in the Foundation Stage and most are likely to attain the goals children are expected to reach by the end of reception. The school's performance in national tests varies widely from year to year and reflects the wide variations in the characteristics of each year group. Great caution is needed when interpreting the comparative data because the very small number of pupils involved means that a single pupil can have a substantial effect on the school's overall grading. Also the proportion of pupils with special educational needs varies from year to year. The achievement of pupils with special educational needs is good but computers are not used enough to boost their performance. The school's performance in the tests for pupils in Year 2 in 2004 was above national averages in reading and writing and average in mathematics. The school's performance in the national tests for pupils in Year 6 was very high in English and mathematics and above average in science. Pupils achieve well in Years 1 and 2. In Year 2, where there is a high proportion of lower-attaining pupils, standards are average in writing, mathematics and science, although they are above average in reading. Most pupils achieve well in Years 3 to 6 and standards in Year 6 are above average in English and mathematics and average in science. There was insufficient evidence available to make judgements about pupils' achievement or overall standards in information and communication technology (ICT), art and design, design and technology, geography, physical education and religious education.

**Pupils' personal qualities are good;** their spiritual, moral, social and cultural development is good. They have good attitudes to their work and have high levels of confidence and self-esteem. Behaviour is good. Relationships are very good, and pupils work and play happily together. Attendance is good.

## QUALITY OF EDUCATION

**The school provides a good quality of education. The quality of teaching and learning is good overall.** Pupils' positive attitudes to work, and their good behaviour, support their learning well. Teaching assistants make a valuable contribution to the quality of learning. The curriculum is rich and includes many interesting projects. However, there is an imbalance in the curriculum, with some subjects, such as science, geography and religious education, not being taught regularly enough or in sufficient depth to ensure that learning is secure. The curriculum is enriched very well through visits and visitors. The good quality of care and guidance helps to foster maturity and confidence. Accommodation and resources are generally satisfactory and are used well but computers are not always readily accessible and are not used enough to support teaching and learning, especially in English, mathematics and science.

## LEADERSHIP AND MANAGEMENT

**The leadership and management of the school are good.** The headteacher provides good leadership. There is a strong sense of teamwork and a commitment to continuing improvement and raising standards. The leadership and management provided by subject leaders are satisfactory but they have too few opportunities to monitor the curriculum in

order to identify areas for improvement. The governing body gives valuable support and ensures that statutory requirements are met. Finances are managed well.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very happy with the education provided for their children. Pupils are very happy with their school and particularly like playtimes and the friendships that they make. They would like healthier food to be served at lunchtimes and a larger playground.

## **IMPROVEMENTS NEEDED**

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

- Increase the time spent teaching the National Curriculum to pupils in Years 3 to 6 and make sure that all subjects, especially science, are taught regularly and in sufficient depth.
- Use computers more extensively to support teaching and learning and particularly to help pupils with special educational needs.
- Provide more opportunities for pupils to write purposefully.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

*Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.*

Children's achievement is good in the Foundation Stage, and most children are likely to attain most of the goals they are expected to reach by the end of the reception year. Pupils achieve well in Years 1 and 2 and standards are above average in reading; they are average in writing, mathematics and science. This good achievement continues in Years 3 to 6 and standards in Year 6 are above average in English and mathematics and average in science.

#### **Main strengths and weaknesses**

- Children in the reception year achieve well, particularly in their knowledge and understanding of the world.
- Pupils achieve well in reading and standards are above average throughout the school.
- Pupils achieve well in mathematics and standards are above average by Year 6.
- Pupils generally achieve satisfactorily in science but there are gaps in their learning because the subject is not always taught regularly enough.
- Pupils with special educational needs generally achieve well and are confident in their learning.
- Computers are not used enough in lessons, especially to boost the achievement of pupils with special educational needs.

#### **Commentary**



1. The good teaching for children in the reception year helps them to achieve well and ensure that most will attain the early learning goals by the end of reception. Staff place great emphasis on promoting confidence and independence. Also children's natural curiosity is fostered through a good range of activities, including interaction with interesting visitors and stimulating visits. Their achievement in personal, social and emotional development, mathematical and creative development is good. Children's achievement is very good in their knowledge and understanding of the world and good in communication, language and literacy and physical development.

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

Standards in:	School results	National results
reading	16.6 (17.0)	15.8 (15.7)
writing	15.6 (15.4)	14.6 (14.6)
mathematics	16.4 (16.8)	16.2 (16.3)

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

2. Pupils achieve well in Years 1 and 2 and, given the high proportion with special educational needs, do well to attain standards that are broadly average. Pupils in Years 1 and 2 achieve well in reading because skills are taught systematically and because teachers encourage an enthusiasm for stories. Pupils' achievement in writing is satisfactory. Standards in reading are above average and in writing are average. Writing is not as well developed as reading for two main reasons. The group of pupils now in Year 2 had their learning interrupted last year by a long period of staff absence. This affected writing more than reading, largely because reading at home continued regardless of circumstances in school. Also it is clear from examining the work that pupils produce that standards by the end of Year 1 are not as high as might be expected. This is mainly because expectations of the quantity and quality of written work are too low and there are too few opportunities for pupils to write for specific meaningful purposes, such as letters to friends, messages, lists, instructions, captions and simple booklets. The school's performance in the national tests for pupils in Year 2 in reading and writing were above national averages in 2004 but this year's group of Year 2 pupils is not as advanced in their learning as last year's and there is a greater proportion of pupils with special educational needs in this year's group.
3. Pupils' achievement in mathematics is good in Years 1 and 2 but, due to the higher than usual proportion of pupils with special educational needs in Year 2, pupils do well to attain average standards. In mathematics the school's performance was slightly above average in 2004 and this matches inspection findings of the standards that pupils currently in Year 3 attain. The statutory teacher assessments in science last year indicated that all pupils attained the national target of Level 2 but the proportion who attained the higher Level 3 standard was below the national average. Currently achievement in science in Years 1 and 2 is satisfactory and standards are broadly average. Pupils achieve well in history and standards are above average by Year 2. Pupils' achievement is satisfactory and standards are average in music.

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

Standards in:	School results	National results
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English	31.9 (25.5)	26.9 (26.8)
mathematics	30.3 (25.1)	27.0 (26.8)
science	29.7 (30.8)	28.6 (28.6)

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

4. The school's performance in national tests for pupils in Year 6 does not concur with the standards of work seen during the inspection because the characteristics of the groups taking the tests vary widely from year to year. When the group comprises a high proportion of pupils with special educational needs, results decline. This is much more marked in this small school than it would be in a much larger school because here each pupil represents a significant proportion of the total. In three out of the past five years the school's overall performance in the national tests has been well above national averages. In 2001 the test results were well above average in English and science and very high in mathematics. Again last year the school's performance was well above average in mathematics and in English ranked among the top five per cent of schools. However, results were well below national averages in 2002 and average in 2003. When the groups that take the tests comprise a more normal balance of higher and lower-attaining pupils then results are high. In 2004, for example, all pupils attained the national target of Level 4 in English and a remarkable 82 per cent attained the higher Level 5; over half attained Level 5 in mathematics and science, demonstrating that the higher-attaining pupils are challenged appropriately and achieve well. Although on average over the past three years the performance of girls in national tests exceeds that of boys in English, no significant differences were apparent between the achievements of girls and boys in any subject.
  
5. Results in national tests for pupils in Year 6 are not likely to be as high this year because nearly two-thirds of the group have special educational needs. Another factor that influences the standards that pupils attain is the proportion of pupils who enter and leave the school part way through this phase of their schooling. This also varies from year to year but in Years 4 and 5 it is a very high proportion, 50 per cent. This movement tends to interrupt the continuity of pupils' learning so that their achievement falters. It seems surprising that in 2003 results in science were well above average yet well below average in mathematics. The school reports that, although this group of pupils included a high proportion with learning difficulties, it also contained a group of pupils who were exceptionally interested in science and who therefore achieved particularly well. Pupils are not achieving as consistently well in science now as they did previously, partly because the school's curriculum was revised in July 2003. Now science is not taught regularly to all year groups each term and this is having an adverse impact on achievement.
  
6. Pupils achieve well in Years 3 and 6 and, given the high proportion with special educational needs, do well to attain standards that are generally above average. Pupils achieve well because the teaching is good and helps them to learn effectively. Pupils' overall achievement in English and mathematics is good and standards are above average by Year 6. There is a strong emphasis in the school on teaching literacy and numeracy. History is also strongly represented in the school's curriculum so pupils achieve well and standards are above average by Year 6. Pupils' achievement is satisfactory and standards are average in music and science. Again, pupils' achievement in science is satisfactory overall but is inconsistent because, unlike

literacy and numeracy, it is not taught regularly enough. It is clear that computers are not always used enough in lessons to support teaching and learning across the curriculum. However, discussions with pupils indicated that their competence in using computers is satisfactory.

7. The achievement of pupils with special educational needs is generally good. They make good progress in speaking and listening, in learning letter-sound relationships, in reading and in personal and social development. They make good progress in developing their self-esteem and confidence because they are usually given good opportunities by their teachers to play as full and constructive a part as they can in classroom discussions and decision making. Insufficient use is made of ICT tools such as 'talking' word banks, tape recorders and digital cameras to help them communicate. Withdrawal sessions provide good support for literacy and numeracy, although pupils' progress is slowed in the subjects they miss. Although there is a rota for this withdrawal, so that pupils miss different parts of lessons each week, their progress in science is particularly affected because they have less time than their classmates to think through and record the investigations they do.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are good. Their personal development is good and is supported well by the school's effective spiritual and cultural education and very strong moral and social provision. Attendance is good and punctuality is satisfactory.

### **Main strengths and weaknesses**

- In the reception class, children flourish and build good foundations for their future education.
- Pupils' positive attitudes and their good behaviour lead to a calm and purposeful working atmosphere.
- Pupils' well-developed self-confidence and very good relationships help them to engage enthusiastically in the school's many activities.
- The school's strong family ethos helps pupils to become mature and responsible.
- Despite the school's best efforts, attendance levels are affected by some parents' willingness to take holidays during the school terms.

### **Commentary**

8. Children in the reception class make a flying start to their school lives. Initially they are shy, but they quickly respond to the staff's efforts to make them part of the school family. They demonstrate increasing confidence and independence in their new surroundings. They are keen to help in classroom routines. They build very good relationship with the staff and each other. They enjoy activities and gain great enjoyment from school. Their achievement in personal, social and emotional development is good and they are likely to attain all the early learning goals in this area of learning by the end of reception.
9. Pupils want to come to school and many arrive early to play with their friends. Good attitudes and behaviour are the norm, and pupils gain increasing confidence as they progress through the school. They always try hard in activities and are eager to please their teachers. They become increasingly enthusiastic about their lessons and take pride in the presentation of their work. There are very few incidents of immature behaviour. Pupils whose special educational needs include the need for particular

support in behaviour make good progress in relation to the targets described in their individual education plans. Pupils with challenging behaviour are included well in all classroom activities and other pupils understand how to co-operate, so that they have little adverse impact on teaching and learning.

10. Around the school, pupils are calm, and usually show good behaviour, helpfulness to others, and self-discipline. Pupils play safely together without fear of bullying or harassment, and older pupils look after and run clubs for younger children. Older girls, for example, run a lunch-time dance club for children in reception and Year 1. Pupils are polite and relationships are close and relaxed because of the small size of this village school. In the very small teaching groups, for example, there is less need for the formality of raising a hand in order to speak. Consequently the flow of language in discussions is more natural. Although boys are occasionally robust when playing football and games, this does not spill over into conflict. The school has not had to exclude any pupils during the last three years.
  
11. Pupils' personal development is good and pupils show levels of maturity that are at least in line with their age. The school gives a high priority to the education of the whole child and this is demonstrated through the rich range of activities outside the classroom, which make a good contribution to pupils' personal development. Pupils' spiritual and cultural education is good, whilst their moral and social education is very good. During assemblies and by listening to special visitors, pupils develop a good understanding of Christianity and a respect for the celebrations and beliefs of other faiths. Nature walks and visits to farms encourage pupils to respect living things. Special events, like the one in the spring when chickens' and ducks' eggs were incubated and hatched in school, encourage pupils to reflect on the wonders of life. Pupils know the difference between right and wrong, and principles of honesty and citizenship are strongly reinforced during class discussions. Pupils like their school and value their friendships with each other and with the staff. They are taught to share and work together amicably. They learn about winning and losing through the many team games they play against other schools. They enjoy meeting villagers at the regular luncheon club, where they interact confidently with older people. Pupils willingly accept meaningful responsibilities to support adults. Lunchtime clubs and residential visits help to foster close friendships. The school council meets regularly to discuss issues affecting the future of the school. Together with other local schools, pupils participate in multicultural days where customs and traditions from a broad range of different cultures are explored. Visitors to the school give pupils good opportunities to hear about life in other lands.
  
12. Since the last inspection, the school's attendance levels have consistently exceeded the national average. The school's attendance procedures are very thorough and well understood by parents. However, some parents are inclined to take holidays during the school terms, which has an adverse impact on pupils' achievement. Unauthorised absence is higher than the national average but is associated with a very few families and has reduced to zero during the present term. Punctuality is satisfactory and contributes to a calm and sociable start to the school day.

***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.4

National data	5.2
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National data	0.2
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*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 good overall. Teaching and learning are good. The school meets legal requirements for teaching the National Curriculum and religious education but there is an imbalance in the curriculum as not enough time is devoted to some subjects and others are not taught regularly enough. Good arrangements are in place to ensure the welfare and care of pupils. There are good links with other schools in the area. A productive learning ethos that promotes pleasure in learning has been firmly established.

### **Teaching and learning**

Teaching and learning are good. Teachers have detailed knowledge of each pupil's attainment and progress and assessment procedures overall are good.

### **Main strengths and weaknesses**

- The good teaching for children in the reception year provides a solid basis for future learning.
- Teaching groups are small and this fosters very good relationships that underpin effective learning.
- Teachers plan sequences of lessons thoroughly and lessons are very well prepared.
- Teachers and teaching assistants promote an enjoyment in learning through presenting appropriate challenge and by providing a great deal of encouragement to all.
- Resources are for the most part used well but computers are not used enough to support teaching and learning.
- Teaching for pupils with special educational needs is good and helps them to achieve well.
- Assessments of pupils' performance are analysed well to identify areas for improvement.

### **Commentary**

13. The teaching assistant in the reception class, who is for the most part responsible for teaching the youngest children, makes a major contribution to children's successful learning. There is a warmth in the reception class that helps children to gain confidence and to work and play happily together. The curriculum is firmly based on national guidance and promotes purposeful learning geared towards achieving the early learning goals. The assistant maintains high expectations of children's performance and they rise willingly to the challenges set. Although the challenges are largely appropriate, not enough is expected of children in writing. There is a businesslike atmosphere in the classroom that supports productive learning. Careful notes are made about children's development and these contribute to a useful individual profile that details attainment and progress in each of the six areas of learning. A good range of visits, to local farms for example, enhance learning well.

14. The headteacher, teachers and teaching assistants are deployed well to create small teaching groups. The headteacher, for example, takes Year 2 in the morning and they are taught by another teacher in the afternoons who has spent the morning contributing to teaching the Year 5 and 6 literacy and mathematics sets. The small classes help teachers to match activities to pupils' widely varying stages of development. They also promote very good relationships and give everybody in the class good opportunities to participate fully in discussions. Staff know each individual pupil extremely well and this promotes close attention to the particular learning needs of all. Staff are full of praise and encouragement for pupils' efforts and this has a positive impact on pupils' achievement. Teachers plan lessons in great detail and this also contributes to the good match of tasks to pupils' differing needs. However, lesson plans rarely indicate how ICT will be used to support teaching and learning. Good links are made between subjects and this stimulates a keen interest in learning. A specialist teacher for music visits on one day each week and teaches the subject to all classes. This promotes good continuity in learning music across the school.
15. Teaching is good in English, mathematics, science and history and promotes effective learning. It is satisfactory in music. Not enough teaching was seen in the other subjects to make judgements. Together teachers share a good understanding and knowledge of all aspects of the curriculum. Their knowledge of ICT, for example, is well developed, but computers are not used enough in lessons to support teaching and learning. Consequently opportunities are missed to use ICT to consolidate and extend learning, especially in English, mathematics and science. There are occasions when time is not used well and lessons are overlong. In Years 5 and 6, for example, history is taught for two hours on Monday afternoons and on Tuesdays almost the entire afternoon session is allocated to teaching science. This leads to a lack of variety in learning and lessons lose impetus. Also the content of some subjects, such as science, is squeezed into too short a period across a year and so the depth of coverage is not as detailed as it should be. Consequently learning in some aspects of science in some year groups is hurried and insufficiently thorough.

***Summary of teaching observed during the inspection in 30 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	19 (63%)	10 (33%)	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.*

16. Staff are well deployed so that, especially in the mornings, teaching groups are small and this promotes good teaching, especially for pupils with special educational needs who receive good support. Particularly good teaching of pupils with special educational needs was seen where they were given opportunities to present work which was challenging but within their capabilities, for example by performing their musical compositions or demonstrating their solutions to problems in mathematics. Some good practice in building listening and reasoning skills was seen in a one-to-one withdrawal lesson where the teaching assistant built well on previous work the pupil had done. Teachers' plans rarely include details of how computers will be used to support pupils with special educational needs. Consequently opportunities to use technology to boost achievement are missed. Individual education plans for pupils with special educational needs include clear, specific targets aimed at promoting behavioural improvements.

They indicate the practical steps the teacher can take to help the pupil progress. However, targets that refer to literacy are not always as clear.

17. Teachers mark pupils' work regularly and this strand of assessment is managed well. In English pupils develop a good understanding of how they can improve their work. Pupils also have clear targets for improvement in mathematics but in other subjects they are not so clear. Data from national test results are analysed and any trends in performance are identified. The school has, for example, noted that the performance of girls in national tests in English for pupils in Year 6 exceeded that of boys by more than twice the extent nationally. As a result more non-fiction material that is intended to appeal particularly to boys has been purchased. Also there is now a heightened awareness of the particular learning needs of boys. Teachers use questioning strategies successfully to ensure that boys in particular are challenged and that their thinking skills are extended. This is beginning to have a positive impact and is helping the boys to learn as successfully as the girls.

### **The curriculum**

The curriculum is broad and includes a rich range of interesting topics, but it lacks balance and this is unsatisfactory. The Foundation Stage curriculum is planned well in the reception year. Opportunities for curriculum enrichment are very good. The accommodation and resources to support pupils' learning are satisfactory.

## Main strengths and weaknesses

- Coverage of the National Curriculum has improved since the last inspection.
- Much of the curriculum is taught through a thematic approach and good links are made between subjects, which promotes excitement in learning.
- The very good programme of visits and extra-curricular activities boosts pupils' achievement in many subjects.
- The curriculum lacks balance because of a shortage of teaching time in Years 3 to 6 and because some subjects are not taught in some terms.
- The limited range of resources limits the effective use of ICT to support learning, particularly for pupils with special educational needs.
- The lack of a library restricts the development of research skills.

## Commentary

18. In the reception class, plans for daily activities have clear references to the way in which they are intended to help children to reach the early learning goals that they are expected to attain by the end of reception. This represents a significant improvement in curricular planning for children in the Foundation Stage since the last inspection, when it was unsatisfactory.
19. The curriculum for Years 1 to 6 has been improved by the adoption of good planning documents which promote full coverage of all National Curriculum requirements and the locally agreed syllabus for teaching religious education. The lack of such a planning framework was a key issue at the last inspection and has now been resolved. However, because the time allocated to teaching the curriculum to pupils in Years 3 to 6 is below the nationally recommended minimum, there is too little time to cover the plans well. This particularly affects pupils' achievement in science, because there is a lack of balance in the time allocated to teaching the science curriculum. In Years 3 and 4 science is not taught each term and overall much less science is taught than in Years 5 and 6, where a great deal of work is covered in each term. In some terms, much more time is given to history than science. Discussion with pupils and scrutiny of their workbooks indicated that pupils' achievement in geography and religious education is adversely affected by the limited time allocated to these subjects. The curricular plans for pupils in mixed-age classes cover all the national requirements in a rolling two-year sequence. However, too little is done to ensure that the sequencing does not disadvantage any year groups, particularly in science but also in geography and religious education. The school has been concentrating strongly on improving standards in literacy and numeracy and has been largely successful, but this strong focus has contributed to curricular imbalance.
20. The curriculum is taught largely through a thematic approach involving a series of topics. This is effective in stimulating pupils' interest in learning. Also the curriculum is very effectively and enjoyably enriched. There is an exciting programme of museum, field and theatre visits, visiting experts and special events. Role-play visit days in costume fire younger and older pupils with enthusiasm and bring alive their understanding of Tudor, Victorian and Anglo-Saxon daily life. Visits to the Norfolk Broads and local field sites contribute well to their understanding of science and environmental concerns. Links with the local secondary school provide additional



opportunities for ICT use. The very good programme of extra-curricular activities includes a wide range of musical, sporting, craft and other activities and contributes well to pupils' achievement as well as their enjoyment of school. It provides well for gifted and talented pupils. Provision for pupils for special needs is good and all staff know the pupils very well. The small teaching groups help to ensure that all pupils receive close attention and good support in their learning, especially in literacy and numeracy. Teachers' lesson plans are detailed and help to ensure that activities are matched well to pupils' widely varying stages of development. However, opportunities are missed to use ICT to support pupils' learning. This is especially the case for those with special educational needs, who do not have enough opportunities to use computers to help them to overcome some of the barriers to learning that they experience. Pupils take pride in their many successes in competitions. In the current year, they have gained awards in county and local competitions in design and technology, boys' and girls' football and tag rugby. The good links with the local community and other schools help pupils make a smooth and easy transition both into the reception class and on to their secondary school.

21. The accommodation is satisfactory. A demountable classroom is used to enable older pupils to be taught mathematics and English in year groups and provide space for experimental and practical work for younger pupils. A bare and uninviting building across the road continues to be the main hall space for assemblies, indoor physical education and music lessons. This puts further pressure on curricular time and restricts the use of the best resources. Although physical education was not inspected because it did not feature sufficiently during the period of the inspection, it was noted that the rented hall is small and apparatus for gymnastics is limited. This lack of space and equipment restricts opportunities for learning. However, pupils are taken to the local pool for swimming lessons. The learning of pupils in reception is similarly restricted by the lack of a well-structured outdoor learning area. There are good plans to develop an outdoor learning area when the old demountable classroom is demolished next year. A new classroom is about to be built and this will enable the school to re-establish a library. Currently the lack of a suitable library limits independent research and study skills. There are plans to re-instate the library when building work is completed.
22. Resources are satisfactory. Since the last inspection, there are more up-to-date computers and software, although computers are still in short supply and are not always readily accessible to support teaching and learning. This restricts learning opportunities and limits and constrains pupils' achievement in many subjects, but especially in English, mathematics and science. The data projector is used well in the class for the oldest pupils. There is now a scanner, electronic control and monitoring equipment and an electronic microscope. The local secondary school loans enough extra laptops once a week to ensure that pupils in Years 5 and 6 can have whole-class lessons. The lack of accessibility to computers during the rest of the week inhibits the use of the internet and other computer facilities to enrich pupils' learning and study skills.

## **Care, guidance and support**

The school gives good support to all pupils through effective care, welfare, and health and safety procedures. It provides pupils with satisfactory support and advice, and it involves pupils effectively in its work and development.

### **Main strengths and weaknesses**

- The school has a good range of support and guidance policies and is vigilant when caring for pupils both inside and outside the school.
- The headteacher and staff give a high priority to the pastoral care of pupils and pupils totally trust adults to help them if they have problems.
- Pupils settle into school quickly and soon feel part of the school family.
- Pupils play a positive role in the development of the school.
- Staff have a detailed knowledge of their pupils and this promotes very good relationships.

### **Commentary**

23. The headteacher and governors give a high priority to the care of their pupils and have improved many aspects of support, guidance and welfare since the last inspection. Policies and procedures are well defined and thoroughly implemented by dedicated, caring and well-trained staff. The school receives good support from outside professional agencies. The school has good relationships with social services and the school nurse, and pupils are encouraged to seek help if necessary through Childline.
24. Child protection procedures conform to statutory guidelines. Staff are very vigilant and are acutely aware of any potential risks. Health and safety procedures are effective and governors help with risk assessments. The school is a safe place but is cramped and the small playground causes an above-average number of bumps and grazes. Accident and medication procedures are reasonable and there are sufficient trained first aiders.
25. The small scale and the family atmosphere of this village school contribute to the staff having a very thorough knowledge of their pupils. Staff give a high priority to the pastoral care of all pupils and this feature of the school is very strong. They are sensitive to pupils' needs when they have problems, and pupils feel that they can trust staff to listen to their problems and anxieties. The 'worry box' is used well by pupils, and staff, whatever their workload, are always prepared to pay attention to pupils' concerns. Older pupils make a strong contribution to the level of care and are sensitive to the needs of younger pupils.
26. The induction of pupils new to the school is good. There is very good communication with the local pre-schools prior to children starting. Children are introduced slowly into the school over an extended period and most parents take advantage of the two induction sessions, which introduces them to the school community. All children and parents are quickly integrated into the school's routines. Parents are appreciative of the school's welcoming ethos and pupils who arrive at times other than the start of a new school year are given special help to ensure that they settle in happily.
27. The school has shown all pupils that it wants to listen to their ideas for developing their school. The school council is an essential feature of school life and elected pupils take their duties seriously. They have developed a playground equipment plan, ideas for interactive learning and have made suggestions about visitors they would like to invite to the school. Pupils were involved in the appointment of the midday supervisors. The chair of governors has consulted pupils on their ideas for the school development plan. These factors make a good contribution to pupils' personal development and to their understanding of citizenship.

28. The arrangements for assessing pupils' attainment and progress are good. The school assesses pupils with special educational needs effectively. Teachers and support staff regularly discuss the progress of pupils with special educational needs. Discussions are also held with pupils and their parents about targets for improvement. However, teachers do not always make records of the pupils' and parents' views and the targets in individual education plans are not always sufficiently precise.

## **Partnership with parents, other schools and the community**

The partnership between the school and parents is effective in supporting pupils' learning. The school's links with the community and other schools are good.

### **Main strengths and weaknesses**

- The school has been successful in forging strong links with parents.
- The school maintains good communications with parents.
- The school builds good connections with the local community to assist pupils' learning.
- Good relationships with other schools help to provide increased opportunities for learning.

### **Commentary**

29. Since the last inspection, the partnership with parents continues to prosper. Parents are highly satisfied with all aspects of the school. They recognise that the staff are hardworking and are constantly seeking to improve the school. They feel that the school is welcoming and that staff respect and value the role of parents and consider them to be partners in their children's education. Above all, they are pleased that their children are happy. Many parents at the school gate were fulsome in their praise of the school and expressed the view that 'the school is brilliant' or that 'there is not a better school'. There are no areas of significant dissatisfaction.
30. The parents' and friends' association raises funds enthusiastically and adds greatly to the family ethos of the school. Parent helpers support a wide range of activities and clubs. Staff engage enthusiastically with parents at either end of the school day in productive informal conversations. Parent questionnaires are used effectively and the views of parents are also collected through consultation evenings, curriculum evenings and the governors' annual general meeting.
31. The quality and range of information for parents are good. The prospectus and governors' annual report to parents are interesting and represent the school well. Annual reports to parents are good. There are comprehensive statements of what pupils can do in all National Curriculum subjects. Reports on children in the Foundation Stage also include statements of what children can do in all areas of learning. Pupils include their own review of the year and parents' feedback is welcomed. Parents feel very comfortable with the opportunities they have for engaging with the school to discuss progress. Parents enjoy very informative curriculum newsletters. Throughout the school parents are given good guidance on how they might help their children and support them with homework.
32. The school enjoys good relationships with the local community and is an important contributor to the life of the village. Pupils benefit greatly from their close community ties and regularly attend the luncheon club, where they enjoy discussions with elderly villagers. People from the local community are welcomed into the school to contribute to pupils' learning. Work in history was particularly enhanced, for example, by visitors talking about times past and about their well-established local family. Relationships with the local village church thrive, and the vicar is

a regular visitor. The village facilities, the church and adjacent countryside are well used as resources for the practical teaching.

33. The good relationships with village pre-schools enable reception children to make a good start at the school. The school has developed good contacts with other local village schools and these contacts are used well to share expertise and joint training sessions. Pupils' cultural activities are enriched through opportunities to participate in competitive sporting activities as well as musical events. The secondary school has specialist status for ICT and provides good support to the feeder primary schools in the local cluster. Good contacts with the secondary school promote an anxiety-free transition at the end of Year 6.

## **LEADERSHIP AND MANAGEMENT**

Overall the leadership and management of the school are good. The leadership of the headteacher is good and the leadership of other key staff satisfactory. The management of the school is effective. The governance of the school is satisfactory.

### **Main strengths and weaknesses**

- The headteacher is dedicated and gives a high priority to raising standards.
- The headteacher's inclusive management style promotes very good staff relationships and effective teamwork.
- The school manages staffing issues well but is less clear about managing the curriculum effectively.
- Not enough time is allocated for staff to reflect together on the long-term direction of the school.
- Financial management is good and money is used carefully.

## Commentary

34. The headteacher gives dedicated and committed leadership to the school. There have been good improvements since the last inspection. The quality of teaching is better than it was and, as a result, standards have risen appreciably. The good improvement since the last inspection demonstrates that leadership and management are good. The headteacher responded to the relatively poor results in national tests for pupils in Year 6 in 2002 with a concerted drive to raise standards in literacy and numeracy. In 2004 the results were restored to the well above average levels. The headteacher provides strong leadership in the pursuit of raising standards. She is heavily involved in teaching lessons and also leads from the front in welcoming parents and pupils. She ensures that the school has a prominent role in the local community. The headteacher's leadership is greatly appreciated by staff, governors, pupils and parents, who recognise her unstinting efforts on their behalf.
35. The school has emerged from a difficult period since the last inspection, at which time the school had found difficulty in appointing a headteacher. The headteacher was appointed just prior to the last inspection. Although the headteacher has created a stable team of staff who share her educational vision for maintaining high standards, there have been unavoidable difficulties caused by long-term staff absence. These difficulties were managed well, but affected the continuity of pupils' learning in reception and Year 1 last year. In the recent past it has proved difficult to recruit teachers. The school has addressed this issue well by facilitating the training of a teaching assistant who has recently qualified as a teacher. All staff are deployed well and one teaching assistant, who holds a qualification in Early Childhood Studies, takes a major role in teaching the children in the reception class, including planning and assessment. All staff support each other well, pull together as a unit, and are inspired by the headteacher's open style of management.
36. Performance management systems have been implemented successfully and are having a positive impact. All staff have job descriptions and have a clear understanding of their responsibilities. They feel valued and annual appraisals of their performance lead to clear identification of the training they need to tackle the school's priorities. As in all small schools, each member of staff shoulders a heavy workload because there are so few of them to share the responsibilities. In this school the situation is intensified because all staff are heavily engaged in teaching. In the mornings the headteacher, all teachers and all the teaching assistants take responsibility for teaching small groups of pupils. The complex arrangements for setting into ability groups for literacy and numeracy each morning are dependent on the participation of all staff. All are involved in planning lessons, teaching and marking. Everybody is so busy teaching that there is little time to stand back and review the broader picture. The headteacher and the senior management team are determined to take the school forward, but because they immerse themselves so deeply in their daily classroom commitments, they find it difficult to clearly envisage the overall shape of the curriculum or the longer-term future direction for the school. They perceive that their first duty is to their pupils and often relegate the management of the school and the development of curricular strategies to informal opportunities at either end of the school day. Consequently no clear overview of the balance of the curriculum has been sufficiently well developed.

37. The school development plan is a useful document that has a good definition of strengths and weaknesses and defines actions for raising standards in areas prioritised by the school. It is a one-year plan, with notional ideas for a further period. The school has not developed a coherent long-term strategic plan to monitor the curriculum and to identify areas for development. Most subjects are being co-ordinated by subject leaders. However, few subjects have action plans where initiatives designed to raise standards are defined. Consequently, schemes designed to raise standards across the school are not being planned systematically.
38. There is a good mix of experienced and new governors on the governing body. They perform their duties satisfactorily, but have the skills and organisational abilities to play an even more positive role under the guidance of the new, perceptive chair of governors. They are very supportive of the school and have a good understanding of its strengths and weaknesses. They carry out their duties conscientiously and have each accepted a particular responsibility for developing a deeper knowledge of a specific area of the curriculum. They are mindful that they need to develop their roles as critical friends. They acknowledge that they do not always challenge the school enough as part of their role in sharing accountability for the quality of education provided.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	290,104	Balance from previous year	33,361
Total expenditure	299,948	Balance carried forward to the next	23,517
Expenditure per pupil	3,409		

39. The financial management of the school is good. The school has been prudent in managing budgets. It has succeeded in saving money to equip the new classroom which is due to be built very soon. The school has also accrued a surplus in order to maintain staffing at current levels despite rising costs. The school places a high priority on maintaining a very favourable ratio of adults to pupils in the classroom. This helps to give reception children a good start to their schooling, raises standards elsewhere and supports the maintenance of high standards of behaviour. This strategy is sustainable in the short and medium term as the school is over-subscribed and can rely on a stable income. The cost of educating each pupil is relatively high in comparison with the national average but when this is considered against the above average standards achieved, the good quality of education, and the good ethos of the school, the school provides satisfactory value for money.

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

40. There are seven children in the reception year who attend full time and a further eight part-timers who attend the morning session only. In the mornings they are taught by a teaching assistant under the direction of the Foundation Stage co-ordinator. In the afternoons the full-time pupils work alongside pupils in Years 1 with a qualified teacher, who was absent for the duration of the inspection, and a teaching assistant. The leadership and management of provision in the Foundation Stage are generally satisfactory. Teaching is good and children are always fully engaged in the activities provided. Learning is based on a series of themes such as 'myself', 'colour', 'light and darkness'. These themes are particularly effective in promoting a good knowledge and understanding of the world, where provision is very good. Lessons are carefully planned and the classroom is well prepared to promote effective learning and to make best use of time. Staff change the role-play area every half-term to match the specific theme that the class is following. It may be transformed from a hospital into a spaceship or a garden centre. Resources are adequate, but there is considerable scope to enhance learning opportunities through development of the outdoor learning environment. The outside learning area can only be used in fine weather as there is no covered area.
41. There is a good emphasis on speaking and listening as well as very good provision for children's social and emotional needs. Improvement since the last inspection has been good. The programme of learning is planned thoroughly and takes full account of the national Foundation Stage curriculum, which is a major improvement since the last inspection. Many children are likely to attain the standards that match national expectations for this year group. However, personal, social and emotional development is a strong feature of the provision and is better now than at the time of the last inspection, as are children's knowledge and understanding of the world. The school has developed good links with parents, and 'story sacks', containing a book, puzzles, games and suggested activities, are taken home each week. This helps parents to make a strong contribution to their children's learning. Rex, a baby dinosaur puppet, plays an important role and does much to enhance the quality of teaching. He is well loved by the children despite often getting things wrong. This provides good opportunities for children to explain how to do things properly, thus consolidating their learning well.

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

#### Main strengths and weaknesses

- Teaching is good and the teaching assistant encourages high levels of self-confidence.
- Children achieve well and are reflective about themselves, their relationships and their learning.

## Commentary

42. Children achieve well and are on course to exceed the early learning goals before the end of the reception year because teaching is good. Some children lack confidence when they start in the reception class. Very good relationships are quickly established and it is not long before children bound into school happily in the morning, eager to share their news. They quickly develop a good understanding of the class routines. The classroom is well structured to promote independence and effective learning. When they arrive at school pupils select their name card, which includes a small self-portrait, and place it on the sandwiches or cooked dinners board. After this self-registration they choose their favourite activities, such as reading or using the computer, whilst they wait for the initial discussion session, which includes wide-ranging contributions, such as *'I'm not having cooked because my mum doesn't think they're worth it.'* and *'I bringed this book in from home because its about African animals'*. Pupils are sensitive to each other's feelings and accept the need to take turns. When a group of five were playing schools, for example, they agreed among themselves that they would take it in turns to be the teacher. In a good lesson based on a story about a little girl in Africa, children demonstrated sensitivity and respect for other cultures. They were intrigued to note differences in customs, dress and living conditions, as well as to recognise the essential similarities between children everywhere.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Children achieve well in developing speaking and listening skills.
- There are too few opportunities for purposeful writing.

## Commentary

43. Children's achievement is good and they are on course to attain most of the early learning goals by the end of reception, especially in speaking and reading, but writing skills are underdeveloped. From their very first days in school children are encouraged to talk confidently. Many start school with a limited vocabulary and are shy. Some find it difficult to find the words to describe their feelings or what they want to say. Teaching and learning are good and the classroom assistant is very good at allowing children time to sort out their thoughts in discussion sessions. Everyone listens quietly while different members of the class express their views or share their opinions. This does much to encourage children that their viewpoints are valued and that their input is important. Children concentrated well and were spellbound as they watched a television programme that supported work on early reading skills. Children's early reading skills are developing well. They love listening to stories and have a good range of favourite books. They have a daily individual session when they share books with adults. They are developing a good understanding of the sounds that letters represent and many make recognisable attempts at writing their names. Although children have opportunities to write each day, on some days they may decide not to. Consequently



they do not have enough writing practice. Many are unlikely to attain the early learning goal in writing for different purposes and beginning to write simple sentences with punctuation. The work they produce indicates that their writing skills are not as advanced as their early reading and speaking skills. Good links are made with other areas of learning as, for example, when pupils made stick puppets of their favourite fairy tale characters.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children develop an interest in number patterns and are keen to explore.
- Teaching is good and promotes reflective discussions about problems and patterns.

### **Commentary**

44. Children achieve well because the teaching is good. They are likely to meet the early learning goals by the end of reception. Discussions when studying the board on which children register their attendance and whether they are having packed lunch or cooked dinner lead to good use of language involving terms such as 'more than' and 'less than'. Pupils routinely sit in a circle each morning and count from one to fifteen, if all are present, and then backwards from fifteen to zero. With remarkable perspicacity they themselves noted that, when all the children are present, one child always says the number eight twice, once when counting forwards and once when counting backwards, but when there are only fourteen present then nobody has the same number. Children gained a good understanding of three-dimensional shapes when using coloured triangular prisms, cubes, cuboids, and cylinders to make castles. They have a good repertoire of number songs, such as 'Five Speckled Frogs sat on a Speckled Log', that help to establish a thorough understanding of counting, adding and taking away. Good practical challenges are organised, such as filling ten bottles with varied amounts of water, ranging from full to empty. The classroom is structured well to promote good learning.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- There is a very good range of visits and visitors that enriches the curriculum and promotes keen interest and highly effective learning.
- Children develop a good knowledge of different cultures and beliefs.

### **Commentary**

45. Teaching and learning are good and often very good. This is a particularly strong area of the curriculum in which pupils achieve very well as a result of the many visits and

visitors as well as the good teaching. Children made a visit within the village, for example, to see a new house being built. They returned to the classroom to practise what they had learned by building a large structure with big wooden blocks, remembering to spread their 'mortar' evenly. A mobile planetarium was set up in the school hall and helped children to develop a good understanding of light and dark. This was extended well in a good lesson where pupils played a game with torches under a den made of cotton cloth. They used everyday objects to form shadows on the cloth which pupils outside the den had to identify. In this way they gained a very good understanding of how shadows are made. They also worked in a dark tunnel created in the classroom to learn the difference between light sources, such as torches, and light reflectors, such as mirrors. In a good lesson, they stood in the playground and noted where the sun rose in the morning and sank in the evening. The teacher used a large yellow ball and a globe well to describe the earth spinning on its axis and its course around the sun. Children explained that the sun was always above the clouds during the day and at night it is '*All the way down to Africa*'. They explained, '*When we have winter – all the way round there – in Australia – they have summer.*' A newly-hatched chick, pheasants and ducklings were brought into the classroom. The children experience magical moments, as when the ducklings took their first swim in a pool created in the classroom whilst the chick looked on, realising perhaps that he was different from the others.

46. Children enjoy rich experiences as they learn about different cultures and customs. Children chopped up a mixture of vegetables before cooking them on an electric wok that was set up in the classroom. They ate a Chinese meal with chopsticks before performing a ribbon dance set to Chinese music. They eat rice with their hand, the Indian way, from paper leaves and are shown how saris are worn. This imaginative teaching helps pupils to learn successfully. They use the class computer frequently and, on occasions, a programmable robot. Overall the rich range of activities that children experience represents very good provision. Children are highly likely to exceed the early learning goals by the end of reception.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children use tools and equipment confidently.
- There is no dedicated outside learning area or climbing equipment designed to enhance learning.

### **Commentary**

47. Children's achievement is satisfactory and they are likely to attain most of the early learning goals by the end of reception. The strong emphasis on promoting independent learning and confidence encourages children to use tools and equipment safely and to develop a good range of skills. They use knives carefully when cutting up vegetables. They make visits to the 'making table' where they cut and glue with

increasing expertise. Their control when using scissors is well developed and their pencil control is developing well. When working in the hall they demonstrate a good awareness of space and avoid each other skilfully when running in the restricted space available. In one dance and movement lesson they showed great ingenuity when working in pairs to make the shape of a small ball and then a huge ball before bouncing around the hall together.

48. Teaching and learning are satisfactory. There is a good range of wheeled vehicles and other apparatus that children use, weather permitting, each day on the playground. They roll around in large plastic cones and take it in turns to score shots in a basketball net. They learn to steer skilfully and good co-operation is evident as they take it in turns to be drivers and passengers. They stop at traffic lights and show good pedalling power when accelerating away from traffic lights. The playground is not specifically designed for their use, with roadways marked out and garages or shops to visit. Consequently activities are not as purposeful as they might otherwise be. Opportunities to take risks when climbing and jumping are inadequate. This limits opportunities to extend physical development. The school has good plans to improve the outside learning environment as soon as the new classroom has been completed later in the year.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children achieve well in their exploration of construction with different materials.
- The thematic approach helps to link the different areas of learning well.

### **Commentary**

49. Teaching is good and promotes good achievement and effective learning. Children are likely to achieve the early learning goals by the end of reception. After a visit to the local tractor workshop, children became intrigued with the tracks made by tyres. They painted the wheels of different farm vehicles and explored the patterns that they could make by pushing them across white paper. They then made their own tractors from large cardboard boxes and masking tape. They are particularly good at making puppets from recycled materials and in one good lesson, for example, they made ingenious pop-up puppets from plastic cartons.
50. There are good links made between the different areas of learning. As part of their work on the sun, for example, they made good collages by using 'hot' colours such as red, orange, gold and yellow. As part of their work on Africa they listened to African music before creating their own interpretations in a similar style. They regularly enjoy dressing up and pretending to phone home to tell their mums about what they are doing in school.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards are above average and this is a good improvement since the last inspection.
- Pupils' achievement in reading is good.
- There is a strong emphasis on encouraging pupils to express their views.
- Teaching is good and promotes effective learning.
- There are too few opportunities for pupils to write purposefully, especially in Year 1.
- Computers are not used enough to support teaching and learning.

#### Commentary

51. Standards are above average in speaking, listening and reading and average in writing. Pupils achieve well overall. However their good achievement in reading, speaking and listening is not matched by their achievement in writing.
52. Across the school there is a good emphasis on developing speaking and listening. In Year 1, for example, pupils studied 'The Happy Prince' by Oscar Wilde and responded sensitively to the story: *'I didn't like where they threw the broken heart and the dead swallow on the rubbish heap'* and *'It's a sad story and I just didn't like it'*. In Year 6 they also express thoughtful opinions about the books they have read and explain exactly why they think some authors are more popular than others. School council meetings and class discussions also provide good opportunities for pupils to develop speaking and listening skills.
53. Good foundations for reading are laid in the reception and Year 1 classes, where pupils develop a good understanding of the sounds represented by letters, learn a good range of words by sight and, above all, learn to love stories. These good foundations are built on well in Year 2, where pupils practise their reading regularly and read a good range of fiction. Here they use their knowledge of phonics well to read unfamiliar words. In Years 3 to 6 pupils read widely and increasingly they follow particular interests through reading non-fiction material. Several said that they loved reading about the Tudor period in history.
54. Achievement in writing is satisfactory. Opportunities for pupils to extend and consolidate their writing skills are uneven. In Year 1 there are too few opportunities for pupils to write purposefully and the quality and quantity of the work they produce by the end of Year 1 are below average. This means that in Year 2 there is much catching up to do. Standards are broadly average in Year 2. Pupils' achievement in Years 3 to 6 is generally satisfactory and pupils in Year 6 attain average standards but, due to the large proportion of pupils with special educational needs in this year group, results in national tests are not likely to match the exceptionally good results of last year.

55. Teaching and learning are good. Lessons are carefully planned and thoroughly prepared. Basic skills are taught well. Spelling rules are taught rigorously and teachers often refer to charts on the walls that emphasise the rules for doubling the consonant, as in 'stopping', and omitting the 'e', as in 'riding'. Handwriting is practised frequently and in one good lesson for Years 3 and 4, pupils' concentration was intense as they strove to create evenly-spaced cursive script of uniform height. Punctuation is taught systematically. Pupils are introduced to a 'punctuation pyramid' which shows them the increasingly complex range of punctuation they should be using accurately in order to reach Levels 1 to 5 in writing. This gives them a good understanding of the stages that they have reached in their learning and what they need to do to reach the next stage. In a good lesson for Years 5 and 6, the pupils studied prefixes such as '*super*' and considered whether there were any links between the origins of words such as '*superficial*' and new words such as '*supermarket*'. This stimulated an interest in language and word patterns. The class went on to study the elements of biography and agreed that biographers could be opinionated. They interviewed their friends, made systematic notes in preparation for writing a biography and reported back to the class items of fact and opinion. This lesson laid good foundations for some writing of high quality.
56. Generally pupils have a good mastery of the technicalities of writing, including spelling and punctuation, and a good knowledge of how to structure their writing, to write for different audiences and in different styles. However, opportunities to write extended, purposeful pieces of writing are too infrequent and, as a result, high-quality work is not produced often enough. Teachers mark pupils' work thoroughly. The school has introduced 'marking ladders' against which pupils' work is marked. These include a graded list of the elements of writing that the marker is looking for and help pupils to see where they need to improve their work.
57. The leadership and management of the subject are good. The subject co-ordinator has led a concerted effort to improve standards of literacy. Improving standards in writing has been a high priority and a good action plan was written last year to address this issue. The action plan concentrated on improving pupils' writing skills and in this the school has been successful. It is now in a good position to provide opportunities that enable pupils to apply these skills to creating lengthy pieces of writing for particular purposes, such as a school newspaper, articles for the school's web site or story books aimed at audiences of different ages. The results of national tests are analysed carefully to identify any particular areas of weakness. Pupils' attainment and progress are assessed regularly. Once a term, each pupil produces a piece of writing specifically for assessment purposes and the scripts are analysed in order to identify any areas for improvement. Resources are adequate although the lack of a school library constrains the development of research skills. Also computers are not used enough in lessons. Consequently opportunities are missed to consolidate and extend learning through the use of ICT.

### **Language and literacy across the curriculum**

58. There are many good opportunities for pupils to practise their speaking and listening skills on a daily basis. Discussions among pupils and with staff are strongly encouraged. A good example of this was the collaborative work that pupils were engaged in when making bridges in design and technology. Pupils are not in the least

concerned about asking direct questions as they sort out their understanding. One of the youngest pupils had a good dialogue with her teacher about weather, *'So, are you saying to me that when the snow falls and it isn't winter – then it rains because the clouds aren't frozen?'* and *'So if it was raining – yeah? And it suddenly got very cold, then it would snow – yeah?'* There are many opportunities for pupils to practise and extend their reading skills in different subjects, especially in history. Opportunities for pupils to apply their writing skills are more variable. In Years 3 to 6 there are some good opportunities for writing in history. Pupils in Years 3 and 4, for example, pretended they were Queen Elizabeth I and produced good pieces in an autobiographical style. However, opportunities to write in other subjects are limited and there are, for example, very few examples of writing in religious education.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Standards have improved since the last inspection.
- Teachers' use of nationally-recommended teaching methods in Years 3 to 6 enables pupils to make rapid progress.
- There is some very good use of apparatus and computer demonstrations to help pupils make rapid gains in understanding.
- Some teaching is inconsistent, and does not build enough on pupils' earlier work.
- Provision for pupils with lower attainment is not always as good as for other pupils.
- There is scope for improving pupils' achievement by building more mathematical learning into other subjects and by using computers more effectively.

### **Commentary**

59. There is a high proportion of pupils with special educational needs in Year 2. Their achievement is good and they do well to attain average standards. Pupils' achievement is good in Years 3 to 6, and by Year 6, standards are above average. This represents an improvement since the last inspection, when standards were average. Although pupils in Year 6 are currently making good progress, they are unlikely to do as well in national tests as last year, because of the large proportion of pupils with special educational needs in this year group.
60. Most pupils are achieving well because teachers follow the National Numeracy Strategy effectively and the course of work for pupils is planned thoroughly. This represents a major improvement since the last inspection. Teachers make good use of daily rapid mental mathematics practice to sharpen skills. They give lively demonstrations of working methods. They use a good range of simple mathematical apparatus, such as number lines. Pupils are constantly invited to explain how they work things out and to compare the effectiveness of different solutions to problems. They enjoy using mini-whiteboards and flip charts to share their answers with their classmates. Higher-attaining pupils make good progress because they gain experience of solving more challenging problems.

61. Teaching and learning are good overall. Pupils in Years 3 to 6 are divided according to ability into three sets. Good and very good teaching was seen for higher-attaining pupils in Years 5 and 6 and lower-attaining pupils in Years 3 and 4. In these lessons, the teachers used apparatus very effectively to teach mathematical concepts. One teacher used a projected computer demonstration very well to help pupils understand and plot negative and positive numbers on co-ordinate grids. The teacher of the lower set used ropes marked at regular intervals to help them 'count on' to find the difference between tricky pairs of numbers like 27 and 39 or 98 and 142. By working in small steps from simpler examples to more complex ones, the teachers helped all the pupils succeed. Less effective teaching was seen where teachers did not check that the pupils really understood what they were demonstrating, or expected them to take in too many steps of a complex explanation. Lower-attaining pupils in Year 2 enjoyed joining in a whole-class demonstration, using symbols to record simple ways of halving and doubling numbers. They then made little further progress when working on further examples because the teacher had not checked that they understood how to do similar problems independently.
62. Teachers rarely use good mathematical computer software to extend pupils' understanding through follow-up tasks. The programs used by pupils in lessons were exercises designed to consolidate rather than extend learning. Pupils often draw block graphs laboriously by hand rather than using computer programs. Scrutiny of pupils' workbooks shows that pupils get good opportunities through homework to develop their knowledge and understanding of key procedures such as how to calculate perimeters. Teachers mark pupils' work regularly. Very good comments were seen in older pupils' workbooks on how to improve their calculations, but poor presentation was too rarely commented on.
63. The leadership and management of the subject are good. The co-ordinator has successfully led the introduction of the National Numeracy Strategy and has helped to improve curricular planning and classroom teaching. He demonstrates good methods and effective use of apparatus, including ICT, through his own teaching, although this is not often emulated by the other teachers. He has analysed test results and used them to identify areas where improvements are needed. His efforts have been strongly focused on promoting high expectations together with well-planned energetic teaching and learning. He has helped staff to draw on high quality local advice and training.

### **Mathematics across the curriculum**

64. Some good examples were seen of very good mathematical learning in other subjects. Pupils in Years 5 and 6 designed and made bridges to a budget in design and technology, linked to their studies of Victorian industrialists. As well as the careful measuring, calculating and testing required for their model bridges, the teacher required them to set up enterprise teams, keeping accounts of how much the materials and work would cost. All teachers have prominent attractive displays that include mathematical key words. Pupils create timelines in history. However, the school has no programme to promote mathematical achievement systematically across the curriculum.

### **SCIENCE**

Provision for science is **satisfactory**.

### **Main strengths and weaknesses**

- Curricular planning leads to uneven achievement because the subject is not taught regularly enough in all year groups.
- Teaching and learning are good and have improved since the last inspection.
- Pupils make good progress in knowledge and understanding of key scientific concepts.
- Pupils' understanding of scientific method is not as well developed as it should be.
- Teachers do not use computers enough to support pupils' learning.

### **Commentary**

65. Achievement overall is satisfactory. Pupils achieve well in lessons as a result of the good teaching they receive. However, achievement in the longer term is uneven because the subject is not taught regularly enough in some year groups. In other year groups, work that national plans recommend should be taught over the course of a year is covered in one term. Teachers follow a two-year rolling programme of studies based on themes. In Years 3 and 4 pupils are not taught science in the autumn term in either year of the cycle. Consequently pupils' learning is not regularly reinforced throughout the year and more has to be packed into the remaining two terms. The amount of time available to complete the nationally-recommended plans is limited. Consequently some higher-attaining pupils have too little time to develop the deeper understanding of which they are capable and lower-attaining pupils sometimes get too little time to consolidate their understanding. The progress of pupils with special educational needs who are withdrawn from part of their science lessons for language support is held back because too little is done to help them catch up. They have to cover what they can in less time than their classmates.
66. Most pupils attain standards that are broadly average. In last year's teacher assessments, all pupils in Year 2 attained the national target of Level 2: a result that was very high. However, the proportion that attained the higher Level 3 was below average. Pupils in Years 1 and 2 make good progress in learning about the sources of electrical power and about lighting in homes and buildings. They make simple electrical circuits confidently. However, higher-attaining pupils in Year 2 do not always make as much progress as they could because the extension tasks they are set present too little challenge. While standards at the end of Year 6 were above average in the most recent national tests, they are unlikely to be so at the end of the current school year, because the current year group comprises an unusually high proportion of pupils with special educational needs. Pupils in Years 3 to 6 make particularly good progress in understanding key scientific principles associated with physical forces and seed dispersal. The progress in scientific enquiry and investigative skills is more uneven because not enough time is devoted regularly to this strand of the subject. However, in last year's national tests a higher than average proportion of pupils, well over a half, attained the higher Level 5, demonstrating that higher-attaining pupils usually achieve well.
67. Teaching and learning are good overall. This is an improvement since the last inspection, when teaching was satisfactory. Teachers use the recommended national plans well to prepare their lessons. Good experiments and well-focused investigations



enable pupils to understand difficult scientific concepts. Pupils in Years 5 and 6 enjoyed their work on forces and talked confidently about the relationship between up-thrust and drag when they devised ways of modifying paper aeroplanes. This followed flight trials when they timed the flight of different paper designs. There are times when lessons are too long. Teaching and learning are less effective where too little planning has been done to ensure that all groups are fully occupied for the duration of lessons that span the whole afternoon teaching session. In one such lesson, some pupils wasted time and left others in their group to do the bulk of the tasks of recording and analysis. Scrutiny of pupils' workbooks shows that there is too little emphasis on the characteristics of a fair test and how to control the variables in experiments. Teachers use such ICT tools as temperature sensing equipment and digital microscopes well in a small number of lessons, but these and other tools are not used systematically or regularly enough. Pupils' workbooks show very few references to these tools. Graphs are often laboriously constructed by hand rather than being generated by computers. Pupils use calculators to work out the average results from a series of experimental trials but do not use spreadsheets or other mathematical tools to provide more sophisticated analyses. Teachers' comments in pupils' workbooks are usually helpful in suggesting how to improve their work. Discussion with older pupils indicates that without the clear targets they have in English and mathematics, they are not clear about how to improve their overall achievement in science.

68. The leadership and management of the subject are satisfactory. The co-ordinator has good scientific expertise and is a very good role model in his insistence on high expectations in his teaching. Because of the pressure of other subject responsibilities, there is no development plan, even though standards in science in the most recent Year 6 tests were not as high as in the other core subjects. There is insufficient monitoring of the impact of the curriculum delivery on pupils in the different year groups in the mixed-age classes.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

69. No teaching was seen in ICT because most of the teaching takes place on Fridays and the inspection team was only in school at the beginning of the week. There was insufficient evidence available to make judgements about teaching and learning or about achievement or standards. The school follows a nationally-recommended planning framework and plans indicate that the statutory programmes of study are taught. Much of the teaching takes place when a teacher from the local secondary school visits to work alongside the ICT co-ordinator in Years 5 and 6.
70. The local secondary school has specialist status for ICT and supports the school well by providing laptops for the Friday teaching sessions as well as expertise. During these sessions pupils are introduced to a good range of applications. Pupils in Years 5 and 6, for example, learned how to use a control panel linked to lamps, motors, fans and temperature gauges to regulate the temperature in a greenhouse. Pupils in Years 3 and 4 have produced good work on developing images by using repeating patterns. This work was based on their study of Islamic art forms. Pupils in Year 2 have used a paint program to produce colourful pictures to illustrate bonfire night. Pupils use the programmable robot well when experimenting with simple programming instructions. However, there is little evidence of the digital microscope or digital cameras being

used regularly by pupils. Pupils use word-processing programs to produce well-presented pieces of writing. They are good at using different colours and fonts. Most have well-developed keyboard skills and are confident in using computers.

71. Through no fault of its own the school has suffered a series of severe technical problems. For example, all the hard drives in one batch of computers, a batch that included those purchased by the school, were found to be faulty and had to be replaced. Before the fault was discovered much time was lost in frustrated attempts to make the machines function properly. Internet access has also proved most unreliable. Such severe technical difficulties have impeded the implementation of the school's clear and thorough action plan for improvement. Technical difficulties have also been a contributory factor in the limited amount of work that pupils have produced. The school's 'curriculum map' indicates that the subject is taught systematically by following specific units of work each term.
72. There is scope for considerable further development. The subject leader has produced a good action plan designed to improve standards. The need to use computers more effectively to support pupils with special educational needs has been identified as an area for development. Building work to create a new classroom is due to begin very soon and part of this development is designed to improve pupils' access to computers by enabling the school to establish a computer suite. Currently the class in the mobile classroom have no computers to support their learning and the supply of computers generally is barely adequate.

### **Information and communication technology across the curriculum**

73. Opportunities are missed to use computers to support learning, especially in English, mathematics and science. There are some examples of ICT being used in science, where pupils in Years 5 and 6 were investigating the cooling rates of coffee in a test to see if it cooled more quickly if milk was added. Here the temperature changes were measured with a normal thermometer as well as a temperature sensor connected to a data logger. Measurements were taken and compared and the computer-generated graph of the cooling curve was analysed carefully and interpreted thoughtfully. However, there was little evidence in lessons across the curriculum of computers being used regularly as a tool to support teaching and learning. There is very little evidence of pupils using ICT to extend the range of creative work and investigation of artists' work in art and design or for composition in music. Some good work was evident where pupils in Years 3 and 4 had used a computer program to compose pieces of music as part of their topic work but this good practice does not occur regularly enough. Computers are not used enough to support pupils with special educational needs. In particular, programs to help them to develop language and literacy skills are under-used. Most pupils have a good understanding of how to use the internet for research and explain clearly how they would use search engines. They have used computers as part of their research into the Ancient Greeks, the Tudors and other cross-curricular topics. Many use their computers at home for research, especially in history.

## **HUMANITIES**

*History was inspected in full and is reported below. Religious education and geography were sampled.*

74. Too little evidence was available to make judgements about standards, achievement, teaching and learning in **religious education**. Teaching plans and displays were scrutinised and discussions held with pupils and staff. Teaching for Years 5 and 6 takes place on a Friday and could not be observed. No pupil workbooks seen included religious studies. The school's plans indicate that the locally agreed syllabus is covered adequately. However, in some years, pupils do no written work. A good Year 1 lesson was seen on the reasons for presents and gifts. The teacher mesmerised pupils by presenting a range of wrapped pretend presents and a mysterious 'magic toymaker' who was leaving them. They discussed what makes a good present and whether the value is in its wrapping, its contents or whether it expresses something of the giver. A pupil commented, *'The best present is – you yourself.'* The teacher skilfully led the discussion on to hugs and loving words as presents that can be given. A visitor from the local community church visited pupils in Years 3 and 4 and gave a good lesson on Christianity. This is part of the school's programme of inviting visitors from different religions, as well as from different Christian denominations, to discuss their faith with the pupils. They also visit the local vicar in the village church. These experiences enrich the curriculum and stimulate great interest among pupils.
75. Curricular plans have been improved since the last inspection. Discussion with older pupils indicates that they gain a clear understanding of the main teachings of Christianity and of Christian worship, celebrations and customs. Their studies are enhanced by links to daily assemblies. Studies of Tudor Britain in history add depth through work on Tudor pilgrimages to the Norfolk shrine of Walsingham. Discussions with pupils showed that their understanding of other religions is limited by the lack of written work to consolidate learning and by inconsistent curricular coverage. Most Year 5 and 6 pupils questioned thought they had done little religious education since the start of the current school year. They feel they know little of other religions beyond knowledge of their celebrations. They say they know very little about Islam. It was not possible to report on the leadership and management of religious education because the co-ordinator was absent due to illness during the inspection week and only a brief summary of topics covered was seen. This matches the equally limited evidence seen at the last inspection. It indicates that the subject is not currently being given a high enough profile in the school's curriculum.
76. As in the previous inspection, very little evidence was available of pupils' work in **geography**. It was not being taught in the term of the inspection. Since the last inspection, the curriculum has been improved by the adoption of nationally-recommended plans, which have been used to improve the focus of topic work. A small number of good quality topic books made by higher-attaining Year 3 and Year 6 pupils were scrutinised. These were based on well-linked geography and science field studies. They showed that higher-attaining pupils have opportunities to develop an understanding of key geographical characteristics of the Norfolk Broads and of local inland landscapes. Discussion with older pupils indicated that they have a very limited understanding of what geography is and remember little of geographical studies in earlier years. There is currently no subject co-ordinator and no records were available of previous management and development of the subject. This indicates that too little priority is being given to checking the quality of teaching and learning and the

standards achieved. The school has no clear evidence of whether lessons as taught cover National Curriculum requirements adequately for pupils of all abilities. There are plans to appoint a new co-ordinator in the near future.

## History

Provision for history is **good**.

### Main strengths and weaknesses

- The school uses visits to local museums and role-play centres effectively to promote pupils' enthusiasm.
- Pupils develop a good knowledge of the culture and daily life of the periods they study.
- Teachers draw extensively on local expertise, a good collection of resources and ICT facilities.
- Tasks focus too much on creative writing and craft work rather than exploring historical issues and pupils do not do enough work on developing skills of historical interpretation.

### Commentary

77. Across the school pupils' achievement is good and standards are above average. This represents an improvement since the last inspection. Pupils make good progress in learning about the culture and daily working and social lives of rich and poor people in periods they study. The good use of visits to local museums and role-play centres such as Kentwell Hall, Norwich Castle and Gressenhall helps to fire them with enthusiasm. During the inspection, pupils in Year 2 remembered a day in a re-enacted Victorian schoolroom as a highlight of their term. Pupils in Years 3 and 4 were knowledgeable about the construction methods used in Tudor buildings. Pupils in Year 5 and 6 drew on their experience of the rigours of poor Victorian children's working lives as servants and farm labourers when they wrote diaries and letters in character. The school draws well on local expertise and resources, as well as its own collection of artefacts, to extend pupils' understanding. During the inspection, pupils listened to the reminiscences of a World War II veteran. Younger pupils had been introduced to a former local resident's memoir of her life as a girl at the turn of the previous century by relatives who brought in photographs and mementoes.
78. Teaching and learning are good. In the better lessons, pupils' understanding is developed through clear tasks and good use of resources that bring the topic to life. Pupils in Years 3 and 4 were fascinated to use Elizabethan recipes for marzipan and reproduced typical Tudor decorations in the sweets they produced for a banquet. Less effective teaching was seen where double lessons of topic work were not planned in enough detail. In one lesson, for example, nineteenth century children's first-hand accounts of their working conditions were not used enough to deepen pupils' understanding of the lack of regulation on children's health. Higher-attaining pupils produce extensive and attractive written work, but their work is largely descriptive and they have too few opportunities to analyse or interpret historical sources. Teachers use ICT resources, such as internet sites and CD-ROMs, to extend pupils' knowledge and understanding. The materials selected are used well to widen or bring alive the

historical experience, but there is little emphasis on choosing historical evidence for pupils to interpret. There are examples of good first-hand research as when a senior citizen, who had attended the school, worked with pupils on the school log books and admission registers to trace his school history.

79. Curricular plans have been improved since the last inspection and teachers use National Curriculum descriptors to assess the standards pupils reach. Teaching has improved and consequently standards are now higher than they were. These significant improvements suggest the subject has been managed well though currently no member of staff is responsible for leading it.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

*Music was inspected in full and is reported below. Art and design and design and technology were sampled. Physical education was not inspected.*

80. There were examples of exceptionally good work in **art and design** and the subject has a high profile in the curriculum. Good links are made with other subjects. Pupils are introduced to a wide variety of materials and study the works of a broad range of artists. Pupils in Year 1 have produced good charcoal and oil pastel drawings of insects as part of a project called, 'Under My Feet' and work using autumn leaves inspired by their study of Henri Matisse. They have used coloured chalks to create pictures on the playground and detailed drawings of a combine harvester as part of their topic on farming. Pupils in Year 2 made portraits with fruit and vegetables, having been inspired by the work of the Italian artist Giuseppe Archimboldo. They used salt mixed with paint to achieve effective results when painting pictures of Roman pottery. Pupils in Years 3 and 4 have produced good paintings, using 'earth' colours, that captured the Australian aborigines' style of painting. They have also studied African art forms as part of their topic on Benin, in Nigeria. These experiences have helped pupils to develop an understanding and appreciation of different cultures. Pupils in Years 3 and 4 have created a beautiful range of collages representing landscapes observed during a visit to the Norfolk Broads, as well as carefully-observed pastel drawings of the herons and swans they observed. They have woven patterns with natural and man-made fibres and have created a miniature rain forest using paint, sequins and net. Their work in history is beautifully illustrated with, for example, impressive portraits of Henry VIII. Pupils in Year 6 used mixed media to create dramatic pictures influenced by Turner entitled 'A first view of a hot dashing train.' They have produced exceptionally detailed watercolour paintings of local buildings. Teachers maintain high expectations of the quality of the work that pupils are asked to do and show great respect for pupils' creations. Consequently a great deal of high quality work is produced. Provision is enriched through visiting artists and a weekly art club.
81. There are examples of good work being produced in **design and technology**. In one good lesson for pupils in Years 5 and 6 on designing and constructing bridges, good links were made with the work the class had completed on forces in science. The teacher explained clearly how the forces of tension and compression would affect the timber used to make the bridges. Good links were also made with work in mathematics. Pupils established small 'companies' to build their bridges which had to compete with other companies in the class. Cost, measured largely by the amount of timber they needed to use to construct their design, was a large factor in whether they would win against the competition. Pupils demonstrated a good understanding of

scale and of how to follow a design brief. They collaborated well in their groups and discussed how best to spread the forces acting on their bridges whilst using the minimum amount of timber to best effect. Younger pupils used a plastic construction kit well to create a prototype for a fishing game involving the use of fishing rods and magnets. The finished product, complete with good winding mechanisms using cotton reels and dowelling, followed the initial designs well. Pupils have a good understanding of the processes of designing, making, evaluating and improving their work. The school has won prizes for its work in this subject. For example, pupils won the inter-schools technology cup for designing and making a model of a village community. They considered thoughtfully the position of old people's homes and decided to put them close to the shops in the centre of the village and made sure that the children's playground was well away from motor traffic. They also designed and made model cars. Good links were made with other subjects as pupils were required to develop a marketing plan, including a television advertisement, marketing slogans and advertising posters.

## **Music**

Provision in music is **satisfactory**.

### **Main strengths and weaknesses**

- The music curriculum has been improved by the adoption of good plans.
- The specialist music teacher's expertise encourages and supports pupils' achievement.
- The music teacher uses assessment well to set appropriate learning tasks.
- Pupils do not receive enough guidance in musical appreciation.
- Computers are not used enough to support the learning of composition.

### **Commentary**

82. Across the school pupils' achievement is satisfactory and standards are broadly average, maintaining the position at the time of the last inspection. Pupils in Years 1 to 6 learn an increasing range of performing and composing skills. They become familiar with a satisfactory range of classical and modern music, including some from a range of world cultures. They widen the range of composers they hear through the selection of their music played during assemblies. During the autumn term, for example, the composers of the music played ranged from Handel to Acker Bilk.
83. Teaching and learning are satisfactory. Good teaching was seen in a Year 5 and 6 lesson where pupils in small groups rehearsed performances of compositions they devised using a style that emulated 12-bar blues. They had learnt that this was a very creative form to express their own emotions and frustrations. Their teacher used her expertise as a specialist to give enthusiastic and very clear guidance and demonstrations. Pupils worked carefully, following the beat in fast and slow tempo. They sang the lyrics they composed with feeling. Their classmates identified strong features of the performances and made suggestions for improving each group's presentation. The levels of enthusiasm and excitement the performances generated were so high that at times the teacher had to exert considerable effort to ensure the lesson stayed well focused. Less effective teaching was seen in a lesson preparing pupils for a presentation that incorporated dance. This resulted in a substantial

proportion of the lesson being devoted to rehearsing the dance, with relatively little time to improve pupils' performance and their understanding of Tudor composition. Not enough is done to guide the pupils towards better focused comments on music they listen to, for example by using mini-whiteboards to jot down responses. Good oral feedback was given in all lessons by the visiting music specialist. She also gives good written assessments of pupils' progress and attainment.

84. The music specialist's leadership and management are effective. Since the last inspection she has improved the music curriculum and incorporated more composition tasks for small groups of pupils. Although pupils have opportunities to use electronic instruments such as keyboards, there is not enough use of ICT. Pupils have too few opportunities to use music composition software or to record and edit their performance.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

*This area of the curriculum was sampled.*

85. Personal, social and health education and citizenship play a key role in developing the very good relationships and ethos which are strengths of the school. Since the last inspection, the provision has been improved by the adoption of nationally-recommended plans. These meet all current requirements, including those for drug awareness and sex and relationships education. A measure of the effectiveness of the health education programme was the large proportion of pupils in the pre-inspection survey who wrote that the one thing in the school they would like to see improved is to have school dinners which meet healthy eating requirements.
86. Weekly class discussion lessons, called 'circle time', give pupils very good opportunities to learn that, with sensitive guidance from their teachers, difficult issues like jealousy and bullying can be resolved through discussion. They learn from the respect given to their own views to show the same respect to others, including those with very different views. During the inspection, a good circle time lesson for pupils in Years 3 and 4 included discussions of things that annoy people, and how to avoid provoking others and help them feel more at ease. The key theme introduced by the teacher was 'be honest with yourself'. This prompted pupils to engage in thoughtful discussions about issues such as trying situations with brothers and sisters at home as well as with other pupils at school.
87. Citizenship education has been improved since the last inspection by the introduction of a school council. Pupil representatives from Year 1 to Year 6 take their responsibilities very seriously as spokespeople for their class. They are courteous, respectful and honest in discussion, reflecting the importance given to their views by the headteacher. During the inspection, they discussed how to improve behaviour in the playground. Whilst other pupils suggested that more notices might be helpful reminders, a Year 1 representative astutely commented, 'No-one takes any notice of them anyway, so what's the point?' All the pupils value the scope that the school council gives them to play a part in deciding how money can be spent to improve their surroundings.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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



