

INSPECTION REPORT

MUNDESLEY JUNIOR SCHOOL

Mundesley, Norwich

LEA area: Norfolk

Unique reference number: 121000

Headteacher: Mr J Hunter

Lead inspector: Mr M Capper

Dates of inspection: 14th - 16th March 2005

Inspection number: 267364

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Community
Age range of pupils: 8 - 11
Gender of pupils: Mixed
Number on roll: 158
School address: Trunch Road
Mundesley
Norwich
Norfolk
Postcode: NR11 8LE
Telephone number: (01263) 721 139
Fax number: (01263) 722 633
Appropriate authority: The governing body
Name of chair of Mrs F Goodhead
governors:
Date of previous June 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This is a small junior school, which admits pupils between the ages of eight (Year 4) and 11 (Year 6). There are 158 pupils on roll and they are taught in six single-age classes. Pupils come from an area where a large number of families have low incomes, although the percentage eligible for free school meals is broadly average. Pupils' mobility is average, though there are variations from year to year, with several pupils arriving only recently in Year 6. There are 44 pupils on the register of special educational needs. This is slightly higher than the percentage found nationally. Most of these pupils are identified as having moderate learning difficulties. There are two pupils with statements of special educational need. This is similar to the number normally found in schools of this size. Attainment on entry to the school varies from year to year and in the current Year 4 is below average. This is lower than at the time of the last inspection. Most pupils are of white British origin and only one pupil, who has very recently joined the school, has English as an additional language.

In 2004, the school received a 'Healthy Norfolk School' award, a 'Sport England Activemark' award and 'Investors in People' status. At the time of the inspection, a temporary teacher was teaching one of the Year 5 classes owing to the long-term absence of the permanent teacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23239	Mr M Capper	Lead inspector	Science Information and communication technology Physical education
1112	Mr P Oldfield	Lay inspector	
28065	Mr A Miller		Mathematics Geography History Religious education
23609	Mrs A M Cartlidge	Team inspector	English Art and design Design and technology Music Special educational needs

The inspection contractor was:

Tribal PPI
1 - 4 Portland Square
Bristol
BS2 8RR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	7 - 9
Standards achieved in subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 15
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	16 - 24
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school with many good features, especially in pupils' personal development. The school is very successful at developing pupils' confidence and self-esteem and consequently they are keen to learn and enjoy school. Pupils' achievement is satisfactory overall, with the best progress being made in Year 6. Leadership, management and governance are satisfactory and the school provides sound value for money.

The school's main strengths and weaknesses are:

- The headteacher and deputy headteacher have established a supportive, caring ethos where pupils' personal development is promoted effectively by all members of staff.
- Pupils' achievement is very good in listening and good in mathematics, in which attainment is above nationally expected levels in Year 6.
- Pupils' attainment is not high enough in writing.
- There are inconsistencies in teachers' expectations across the school and not enough use is made of assessment information to ensure that work always meets the needs of all pupils, especially the most able.
- Pupils learn well in Year 6, where teaching is good in English, mathematics and science.
- The school very successfully extends the curriculum through an extensive programme of activities, especially in sport, where provision is excellent.
- Pupils have good attitudes towards learning, work hard and behave well.
- Parents are supportive of the school and are pleased with its work.
- The school does not make enough use of assessment data to review and monitor performance and to set targets for improvement.
- There is a very small number of pupils who do not attend school regularly.

The school has made satisfactory progress since the last inspection in 1999. Pupils' achievement continues to be satisfactory overall and most of the key issues from that time have been addressed. There have been good improvements in information and communication technology (ICT) and standards of attainment have risen in mathematics.

STANDARDS ACHIEVED

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

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

Pupils' achievement is satisfactory overall, though there are variations between year groups and subjects. Inspection findings show that in the current Year 6, pupils' attainment is lower than in 2004 because there are more pupils with special educational needs. Pupils' attainment is above nationally expected levels in mathematics and in line with them in English and science. In English, reading is significantly stronger than writing where there is some underachievement. Pupils develop good listening skills. In ICT and religious education (RE), attainment is at the level expected nationally and achievement is

satisfactory. Pupils' attainment in physical education is above nationally expected levels by the end of Year 6.

Pupils achieve well in Year 6 where the quality of teaching in English, mathematics and science is good. Pupils also achieve well in mathematics throughout the school, where the grouping of pupils into ability sets is effective in helping teachers to meet differing needs. However, in other year groups and in other subjects there is sometimes a lack of challenge in other lessons for potentially higher-attaining pupils and this limits their achievement, especially in writing and in science.

Pupils' personal qualities, including spiritual, moral, social and cultural development, are good. Pupils behave well and have good attitudes to work. Relationships throughout the school are very good. Attendance is unsatisfactory. Despite the best efforts of the school, rates of attendance are adversely affected by the poor attendance of a very small number of pupils.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching, learning and assessment are satisfactory overall. Teaching is best in Year 6, where the strong partnership between the two teachers enables them to share their planning for English and mathematics particularly effectively. They support learning well by providing a clear structure for pupils' ideas and by asking probing questions to assess and build on what pupils have already learnt. In Years 4 and 5, teaching and learning are satisfactory overall though there are examples of good teaching. In these year groups, teachers do not always expect enough of their pupils and they do not consistently use assessment information to help them ensure that differing needs are fully met. Throughout the school, teaching assistants are organised well to support groups of pupils. They are caring and experienced, trained well and work closely with the teachers.

There is a satisfactory curriculum. A major strength in the curriculum is the way that it is enriched. There is a very good range of extra-curricular activities provided, including excellent opportunities to take part in different sports. The school is rightly proud of its sporting achievements as a result of this provision and staff members give freely of their time to provide this. The school has good links with the parents and the local community. Links with other schools are satisfactory. There are good levels of care, welfare, health and safety, with pupils given sound support and guidance.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher leads by example and has successfully created a very strong caring ethos that pervades all aspects of school life, with all members of the school community being valued and respected. The headteacher is ably supported by a very hardworking deputy headteacher. Together, they know what sort of school they want and they have high aspirations. There is a strong commitment to improvement and a shared sense of purpose, though the pace of change and the rigour of school self-evaluation have been adversely affected by their heavy workloads to short-term staffing changes. Although teachers have been observed at work in the classroom, insufficient use is made of test data to set targets or to track progress throughout the school so that strengths and weaknesses in the progress of different pupils can be quickly identified and, where necessary, action taken. Governance is satisfactory, with good management of finances. However, statutory requirements are not met in full, as the school does not hold a daily act of collective worship.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are positive about the work of the school and are pleased with the quality of teaching and the wide range of sports that are offered. Pupils enjoy school and feel that they are supported well.

IMPROVEMENTS NEEDED

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

- Raise pupils' attainment in writing.
- Ensure that teachers' expectations are always high enough and that they plan work that provides good challenge for all pupils, whatever their capability.
- Make more use of test and other assessment information to help managers plan for and monitor school improvement.
- Continue to work with appropriate agencies and parents to improve pupils' attendance where necessary.

and, to meet statutory requirements:

- Ensure that there is a daily act of collective worship.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils' achievement is satisfactory, though there is some variation across the school, with the best progress being made in Year 6. By the end of Year 6, pupils' attainment is above nationally expected levels in mathematics and in line with them in science. In English, whilst attainment is in line with nationally expected levels in reading, attainment in writing is below them. There are no significant differences between the attainment of boys or girls or pupils from different backgrounds.

Main strengths and weaknesses

- Test results in English, mathematics and science in 2004 were the best for several years.
- Pupils' achievement is very good in listening and good in mathematics.
- Pupils' attainment is not high enough in writing.
- Pupils achieve well in Year 6 in English, mathematics and science.
- An excellent curriculum in physical education (PE) helps pupils to achieve well.
- Specialist teaching in French has a good impact on learning.

Commentary

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

Standards in:	School results	National results
English	28.0 (26.9)	26.9 (26.8)
mathematics	28.2 (26.9)	27.0 (26.8)
science	28.6 (28.9)	28.6 (28.6)

There were 57 pupils in the year group. Figures in brackets are for the previous year.

1. There are variations in end-of-Year 6 test results from year to year, according to the number of pupils with special educational needs in a year group. Nevertheless, the overall trend is improving at a rate similar to that found nationally. In 2004, test scores indicated that attainment was:
 - in English and mathematics, above the national average and well above that of similar schools; and
 - in science, in line with the national average and in line with that for similar schools.

2. Inspection findings show that in the current Year 6, attainment is lower than in 2004. There are fewer more-able pupils in this year group than in 2004. Attainment is also affected by the recent arrival in Year 6 of several pupils with special educational needs. These pupils are not on target to reach nationally expected levels by the end of the year. Pupils' attainment is above nationally expected levels in mathematics and in line with them in English and science. In English, reading is significantly stronger than writing. There is some underachievement in writing in Years 4 and 5 and pupils in the current Year 6, whilst making good progress this year, are not on target to meet the levels expected nationally. This is because pupils do not always take enough care with their written work and it is sometimes untidy. There are limited opportunities for pupils to write purposefully across the curriculum.
3. Pupils' achievement is satisfactory overall, though there are variations between year groups and subjects. Pupils' learning and progress are most secure in Year 6 where the quality of teaching in English, mathematics and science is good. In this year group, the teachers have consistently high expectations and they ensure that there is good challenge for pupils, leading to there being a good pace to learning. Pupils also achieve well in mathematics throughout the school because the grouping of pupils into ability sets is effective in helping teachers to meet differing needs.
4. However, in other year groups and other subjects, there is sometimes a lack of challenge for potentially more-able pupils and this limits their achievement, especially in writing and in science. Too often pupils of differing prior attainment are expected to complete the same tasks, so that more-able pupils are not sufficiently challenged from the start of the lesson.
5. Although national test results indicate that in the past there have been some differences between the attainment of boys and girls, this is not evident in lessons or current work. There is no difference in the attainment and progress of pupils from differing backgrounds.
6. By the end of Year 6, pupils' listening skills are above nationally expected levels. Pupils respond well to the high expectations of teachers and listen very well to each other and the others in the classroom. Speaking skills are satisfactory. Although pupils are confident, they sometimes speak very quietly when talking in large groups.
7. In ICT, pupils' achievement is satisfactory, with attainment in line with nationally expected levels by the end of Year 6. Pupils' attainment in religious education is in line with the expectations of the locally-agreed syllabus by the end of Year 6. Older pupils also have the opportunity to learn French. They are keen to learn a second language and they achieve well, quickly developing new skills and benefiting from the very good quality teaching of a specialist teacher from the local high school, who works very closely with the class teacher.
8. Pupils' attainment in PE is above nationally expected levels by the end of Year 6. This is because the school gives pupils excellent opportunities to participate in physical activities. There is a very strong emphasis on promoting healthy living and encouraging pupils to participate in different sporting activities.
9. The achievement of pupils with special educational needs is satisfactory. The special educational needs co-ordinator effectively identifies pupils with special educational needs at an early stage. Most English and mathematics lessons include good provision for pupils with special educational needs. Teaching assistants support these

pupils well in improving their basic literacy and numeracy skills. However, in other subjects, pupils often complete the same work whatever their need, and at these times the achievement of pupils with special educational needs is less secure.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including spiritual, moral, social and cultural development, are good. Pupils behave well and have good attitudes to work. Relationships throughout the school are very good. Attendance is unsatisfactory. Punctuality is satisfactory.

Main strengths and weaknesses

- The school very successfully helps pupils to develop very good levels of self-esteem and confidence.
- Pupils work hard and behave well.
- Relationships are very good.
- Personal development is good but there are missed opportunities to promote spiritual awareness.
- Rates of attendance are below average.

Commentary

10. As at the time of the last inspection, the school's emphasis on developing children who care about each other is evident in all aspects of its work, and is fully understood by pupils. There are good improvements in pupils' behaviour and attitudes as they get older because of the effective way that the school promotes positive attitudes and values. By Year 6, pupils have very good levels of confidence and self-esteem. They are willing to take the initiative in their learning without fear of failure and this is a significant factor in the good achievement seen in Year 6.
11. All pupils develop good attitudes and they greatly enjoy the many very interesting activities provided by teachers both during and after the school day. This means that they are keen to learn. In lessons, pupils work enthusiastically, although pupils in Year 4 sometimes find it hard to listen and they do not always concentrate well. Nevertheless, by Year 6, the attitudes of pupils is very good and consequently, there is a very good working atmosphere in lessons, leading to a good pace to learning.
12. Pupils' behaviour is good and they get on very well together. They play together sensibly in a friendly atmosphere where adults expect and achieve high standards of behaviour. Members of staff provide very good role models for positive relationships. Pupils are polite and friendly, and show each other respect by tolerating differences and applauding each other's success. Parental concerns about bullying were investigated and inspection findings show that although bullying does occasionally happen, it is dealt with appropriately by the school. There were no exclusions in the last full reporting year.
13. Pupils' personal development is good overall. The weaker aspect is their spiritual development, which is satisfactory. Some opportunities are lost to develop this important strand in collective worship during assemblies. In contrast, pupils' social, moral and cultural development is effectively promoted throughout the school day. Pupils show good respect for each other's feeling and have clear understanding of the difference between right and wrong. There are good opportunities for pupils to develop socially and to take responsibility, and they respond positively by taking an active part

in school life. The very active school council helps pupils to develop an awareness of the responsibilities of being part of a community. Councillors, representing all classes in the school, take their duties very seriously and are responsible for promoting pupils' ideas, such as organising charitable donations.

14. Good use is made of visitors to promote cultural awareness. For example, there have been recent visits by a Zimbabwean dance group, a Nigerian potter and a storyteller. Older pupils have been involved in a very successful creative partnership with other local groups. Activities have included putting on a production with a local puppet theatre and working with the Britten Sinfonia and in a local music festival. These activities have contributed well to pupils' learning by making school fun and by putting work in subjects such as literacy into a practical context.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.2
National data	5.1	National data	0.4

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

15. Attendance is unsatisfactory. Rates of attendance are below national averages, largely because of the poor attendance of three pupils in the school. However, the school has good procedures for monitoring attendance and it is working very closely with local agencies to improve the attendance of these pupils.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching, learning and assessment are satisfactory overall. There is a satisfactory curriculum and the school has good links with the parents and the local community. Links with other schools are satisfactory. There are good levels of care, welfare, health and safety, with pupils given satisfactory support and guidance.

Teaching and learning

Teaching, learning and assessment are satisfactory.

Main strengths and weaknesses

- Pupils learn well in English and mathematics in Year 6, where teaching is consistently good or better.
- There are inconsistencies in teachers' expectations across the school and assessment is not always used well enough to plan work that meets pupils' differing needs.
- Not enough use is made of marking to help pupils understand how they can improve their work.
- Teachers form very good relationships with the pupils and their high expectations for behaviour encourage pupils to try hard.
- Teaching assistants support pupils well.
- Specialist teachers make a good contribution to learning in French and PE.
- Homework makes a good contribution towards pupils' learning.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	9	11	1	0	0

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

16. Teaching and learning are satisfactory overall, with half the lessons observed being good or better and only one lesson being unsatisfactory. Teaching is similar to that found at the time of the last inspection. Teaching is best in Year 6, where the strong partnership between the two teachers enables them to share their planning for English and mathematics particularly effectively. They support learning well by providing a clear structure for pupils' ideas and by asking probing questions to assess and build on what pupils have learnt.
17. In Years 4 and 5, learning is satisfactory, but there are inconsistencies in the quality of teaching which sometimes slow the pace of learning. Teachers do not always expect enough of their pupils and they do not always adjust what they have planned to reflect the needs of differing ability groups within each class. In subjects such as science and history, pupils of differing prior attainment too often are expected to complete the same tasks, so that more-able pupils are not sufficiently challenged from the start of the lesson. Consequently, some pupils do not reach their potential, particularly higher-attaining pupils. In the one unsatisfactory lesson, a physical education lesson in Year 4, the pace of learning was too slow because pupils spent too little time developing their skills.
18. Throughout the school, teachers engage pupils' interest well by managing behaviour positively and by forming very good relationships with them. Consequently, pupils are enthusiastic about most tasks and they apply themselves well to their work, though some are not encouraged to take enough care with their written work, resulting in some unnecessary errors. Teachers provide clear explanations for what they expect pupils to do and learn. However, limited use is made of discussions at the ends of lessons, and of the marking of work, to challenge pupils and to show them what they need to do to improve.
19. Teaching assistants make a good contribution to learning. They are organised well to support groups of pupils. They are caring and experienced, trained well and work closely with the teachers. Pupils with special educational needs are supported well in class and when taught individually, before and during school hours. They have detailed individual education plans and their progress towards their individual targets is monitored carefully.
20. The school benefits from good support from the local secondary school in teaching French and the deputy headteacher provides very good teaching in PE. The enthusiasm and very good subject knowledge of these teachers and the provision of interesting practical activities have a good impact on pupils' learning.
21. Homework is used well to involve parents in their children's learning and to support work in class. Teachers provide a plentiful range of interesting activities across the curriculum. These have a good impact on learning, especially in Year 6, where they were an important factor in good test results in 2004.
22. As at the time of the last inspection, there are satisfactory assessment procedures. In English, pupils are set individual targets for reading and writing, though these are not

followed up sufficiently by pupils or their teachers. Target setting in other subjects is less well developed. However, although there is a reasonable range of assessment information, teachers do not always use this well enough to help them decide what to teach next. When this happens, work is not closely enough matched to pupils' needs and the pace of learning slows significantly.

The curriculum

The curriculum is satisfactory overall, and the school provides very good opportunities for enrichment, including excellent provision for sport. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- There is very good curriculum enrichment, including excellent sporting provision.
- Teachers' planning relies heavily on nationally produced guidance but not enough adjustments are being made to this planning to cater for all ability levels.
- The school fails to meet requirements for collective worship.
- The school supports pupils' personal, social and health education effectively.
- There is a good number of support staff.

Commentary

23. The curriculum has improved since the time of the last inspection, when there were some weaknesses in provision for ICT. A major strength in the curriculum is the way that it is enriched. There is a very good range of extra-curricular activities provided, including sporting provision which is excellent. The school is rightly proud of its sporting achievements as a result of this provision and staff members give freely of their time to provide this. Visitors to the school and visits to places of interest provide additional opportunities for children's learning. Links with community groups such as the Norwich Puppet Theatre, funded by the Creative Partnerships Project, and links with the Norfolk music service provide further opportunities for pupils to extend their learning. Pre-school work groups which are managed by teaching assistants are also used to good effect across a variety of subjects to support learning outside the school day.
24. The curriculum is broad and balanced, including all subjects of the National Curriculum, as well as religious education and French. However, the school's approach to collective worship fails to meet legal requirements. Links have been developed with feeder first schools in order to ensure the children receive the full curriculum entitlement at Key Stage 2 as the school only takes pupils from the start of Year 4. Lesson planning draws heavily from national guidance and nationally published schemes. Some adjustments to these plans are made by teachers, but these are insufficient to cater for all ability levels across all subject areas. As a result, work is not always matched to pupils' needs.
25. There is a good curriculum for fostering pupils' personal, social and health education. There are appropriate policies for health, sex and drugs education and these are implemented effectively. Consequently, pupils have a mature approach to many sensitive issues and can talk with relative ease about these topics. As a result of this programme, pupils move confidently on to their next stage of education at the end of Year 6.
26. The school has satisfactory resources and accommodation overall. The extensive school grounds are used to good effect in subjects like PE and science. Pupils also benefit from having access to a swimming pool which is shared with the neighbouring first school. Despite some additional building work since the last inspection which has increased classroom space, the size of the school hall impedes progress in some aspects of PE.

27. Staffing levels are satisfactory overall. However, the school benefits from having a good number of experienced and skilled teaching assistants who make a good contribution to learning, especially when working with groups of less-able pupils.

Care, guidance and support

The school places a strong emphasis on care and welfare. Pupils' personal development is well supported, and academic guidance is satisfactory. The school has good procedures for taking pupils' ideas and opinions into account.

Main strengths and weaknesses

- School provides good care and has a high regard for health and safety.
- There are good procedures for supporting pupils' personal development but there are inconsistencies in the academic support offered to pupils.
- Pupils' views are well expressed and acted upon.

Commentary

28. The school is a caring community where all pupils are valued and well supported. As at the time of the last inspection, a strong emphasis is given to all aspects of pupil's welfare, with their wellbeing a priority of staff. Teachers know the pupils very well and they respond well to meeting their personal needs. Consequently, pupils feel well supported and they develop trusting relationships with teachers and other adults, meaning that they feel happy and secure at school and are confident about trying to do their best.
29. The school has good procedures to ensure the safety and wellbeing of all pupils. Minor injuries are dealt with in a caring manner and clear records are kept of all incidents. Child protection procedures are very well understood and all members of staff are kept fully briefed about child protection matters.
30. There are good procedures for monitoring pupil's personal development, meaning that social and emotional needs are very quickly recognised and support is given, as appropriate. Pupils with special educational needs are well supported and their progress is monitored effectively, helping them to make good progress in most lessons.
31. The monitoring of pupils' academic progress is satisfactory overall. Appropriate systems are in place for planning and assessing pupils' progress, but not enough use is made of this information to ensure that all pupils are challenged at an appropriate level. Where there is good practice, especially in Year 6 in English, mathematics and science, pupils learn well because work meets their varying needs.
32. The school very successfully encourages pupils to contribute to school life. They are very appreciative of the opportunities they are given to make their views known, and they feel that teachers act on them when appropriate. The school council is well organised and includes pupils from all age groups. It meets regularly and discusses a range of issues, making suggestions where possible. Opportunities are also presented in lessons for pupils to share personal opinions, and the comprehensive programme of personal, social and health education adds to the good knowledge the school has of each pupil, allowing it to respond very effectively to any needs or ideas.

Partnership with parents, other schools and the community

The school has a good partnership with parents and the community. There are very good links with local high schools and satisfactory links with local first schools.

MAIN STRENGTHS AND WEAKNESSES

- The school has good links with parents.
- Reports to parents on their children's progress do not always provide enough information.
- There are good links with the community.
- There are very good links with local high schools.
- The school does not do enough to ensure that it has information about pupils' attainment when they join Year 4.

Commentary

33. Parents are supportive of the school and its work. The school welcomes their views and provides good opportunities for them to see their children's work at 'drop-in' meetings and at other times. Parental concerns are dealt with quickly. Parents know they are welcomed into school and, as a consequence, are pleased to oversee homework and to support school events. Parents of pupils with special educational needs are closely involved in their requirements by attending regular review meetings. Although there is no Friends Association currently in operation, events organised by the school are generally well supported. The Friends Association gives considerable support to the school to purchase equipment, and social events are well supported by the local community.
34. Information to parents is satisfactory overall. Teachers are freely available at the end of the school day to deal with minor concerns if parents have them and parents are provided with regular information about the curriculum. The school brochure and governing body's annual report are well presented and give a detailed record of the life and work of the school. However, reports to parents on their children's progress vary in quality, especially in the way that they identify what a child needs to do to improve their work. Whilst some reports include clear and appropriate targets, not all do and this is a weakness as it means that parents cannot support their child at home as well as they would like to.
35. Links with the community are good and have a good impact on learning. The school makes good use of the local environment in subjects such as history and geography. Good use is made of visits and visitors to make work purposeful and fun. Particularly noteworthy has been the creative partnership with a local puppet theatre which led to pupils producing good quality work that effectively linked art, design and technology and literacy as pupils took part in a production based on a children's novel. In addition, the school choir regularly performs in the local church and takes part in music festivals.
36. The school has very good links with local high schools, including the sharing of teaching skills in French. These have a good impact on pupils' achievement and help to enrich the curriculum. The well-developed induction programme allows pupils to feel comfortable during the commencement of their secondary education. There are also strong sporting links with other local schools. However, links with the neighbouring first school are under-developed. Although there is generally good personal information obtained from local first schools about pupils' needs at transfer, the school does not

do enough to ensure it receives information on pupils' attainment levels from the adjacent first school. As a consequence, it is difficult to set targets or to monitor progress in the pupils' first year in school as there is no baseline on which to base monitoring.

LEADERSHIP AND MANAGEMENT

The headteacher and other key staff provide sound leadership and management. Governance is satisfactory, but statutory requirements for collective worship are not met in full.

Main strengths and weaknesses

- The headteacher and deputy headteacher work together well and have a clear vision and high aspirations for school improvement.
- The headteacher and deputy headteacher have responsibility for too many areas of the curriculum.
- There has been some helpful monitoring of teaching, but insufficient use is made of test data and other assessment information to identify strengths and weaknesses.
- The management of provision for pupils with special educational needs is good.
- Financial planning is good.

Commentary

37. The headteacher is well respected and provides sound leadership for the work of the school. He is ably supported by a very hardworking deputy headteacher. Together, they know what sort of school they want and they have high aspirations. There is a strong commitment to improvement and a shared sense of purpose, though the pace of change and the overall effectiveness of leadership have been adversely affected by the fact that the headteacher currently has a heavy teaching commitment and has also had to take temporary responsibility for key areas of the curriculum because of short-term staffing changes. This means that the headteacher and the deputy headteacher have unrealistic workloads and this has been a barrier to raising achievement. Governors have recognised this problem, and appropriate plans are in place to reduce the headteacher's teaching responsibility in the next academic year.
38. A major strength of their leadership is the high level of pastoral care offered to members of staff and pupils. A very strong caring ethos pervades all aspects of school life. Pupils are encouraged to feel secure and valued. Relationships between adults in the school are very good and there is a very happy working atmosphere. All members of staff are able to contribute to school life, and there is a strong sense of teamwork across the school.
39. Management is satisfactory. Appropriate account is taken of the need to consider the workload of teachers and the school has well-considered plans in place for implementing planning and assessment time for teachers in the next academic year. The school day runs smoothly; the headteacher is well supported by a hard working and efficient administrative officer who is very friendly and welcoming to visitors. However, there are important weaknesses in the monitoring and evaluation of the school's work. Although teachers have been observed at work in the classroom, the analysis of test results is at the early stages of development. Insufficient use is made of test data to set targets and to track progress throughout the school so that strengths and weaknesses in the progress of different pupils can be quickly identified

and, where necessary, action taken. This means that the school has not been well placed to address weaknesses as they arise, as they are not always identified early enough.

40. Governance is satisfactory. The chair of governors has a very good working relationship with the headteacher, and other governors are very supportive. However, statutory requirements are not being met fully because governors have made a conscious decision that the school will not provide a daily act of collective worship. This is unsatisfactory. Nevertheless, governors have a good understanding of many of the school's strengths and weaknesses. The headteacher works hard to keep the governing body informed and governors have begun to take greater responsibility for monitoring the work of the school, helping them to provide greater challenge in meetings when they talk about school effectiveness.
41. The headteacher and governors have a strong commitment to providing a socially inclusive school, and members of staff work hard to provide for pupils who have learning or behavioural difficulties. Provision for special educational needs is well led and managed by the co-ordinator. Recommended procedures are carefully followed and record keeping is systematic. Funding for pupils with special educational needs is spent appropriately for their benefit.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	434,815	Balance from previous year	13,786
Total expenditure	410,935	Balance carried forward to the next	37,666
Expenditure per pupil	2,600		

42. Financial planning is good. Governors are knowledgeable about the current financial situation and planning is based on a good understanding of the school's priorities, with budgetary decisions made carefully on the basis of '*How will this help the school to improve?*' Best-value principles are applied appropriately. The planned carry-forward into the next financial year is higher than usually found in schools but is being used sensibly to address some of the problems caused by the falling number of pupils on roll.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve very well in developing listening skills.
- Teachers do not have high enough expectations for pupils' writing and as a result there is some underachievement.
- Teaching is consistently good in Year 6.

Commentary

43. In the national test results in 2004, attainment at the end of Year 6 was above average and national test results have been steadily rising over the last four years. Pupils in the current Year 6 are not on target to achieve the same good test results because there are more pupils with special educational needs in this year group. The school sets challenging targets and these were met successfully last year with the help of several intervention strategies in Year 6.
44. In listening, all pupils, including those with special educational needs, achieve very well because teachers have high expectations and work hard to make discussions interesting and meaningful. As a result, by the end of Year 6, attainment is above the levels expected nationally. When pupils enter the school in Year 4, several find it difficult to listen and as a consequence they are not always able to respond when the teachers ask them questions.
45. By the end of Year 6, pupils' attainment is in line with the nationally expected levels in speaking and reading and they make satisfactory progress in these aspects of the subject. Pupils are confident when speaking in small groups, though some do not speak loudly enough when talking to the whole class. Most pupils are enthusiastic about discussing books and read with good expression. However, teachers do not always keep detailed reading records so that all pupils can be individually extended and supported.
46. There is some underachievement in writing in Years 4 and 5, and pupils in the current Year 6, whilst making good progress this year, are not on target to meet the levels expected nationally. Some pupils throughout the school do not take enough care in the presentation of their work and as a result their writing becomes untidy and there are avoidable errors in spelling and in the maintenance of the correct tense. The school has no policy for teaching handwriting and some pupils, even by Year 6, have an awkward pen grip that does not help them to write quickly or in a clear style.
47. Teaching, learning and assessment are similar to those found at the time of the last inspection, and are satisfactory overall. There were examples of good and very good teaching observed during the inspection. All teachers explain the purpose of the work clearly and teach new skills well. They develop very good relationships with the pupils and by the example they set, are successful in helping pupils to develop an interest in reading. Teaching assistants support groups of pupils effectively. However, whilst teachers mark written work regularly, comments are often too positive and too little use is made of discussions at the ends of some lessons to identify what pupils need to learn next and how they can improve. Teachers' expectations for the way pupils present their work and for their handwriting are too low.

48. Teaching in Year 6 is consistently good or better because teachers ask probing questions to help pupils develop their understanding, provide a clear structure for work and evaluate learning well at the end of the lesson.
49. The curriculum is satisfactory overall, with very good links with the community having a very good impact on the way pupils in Year 6 learn. For example, pupils worked with a group of adults from a local puppet theatre to write and perform their own puppet play based on a challenging contemporary book.
50. Provision for pupils with special educational needs is good and they are given valuable additional support towards targets identified in their individual education plans. Careful records are kept of their progress and changing needs, enabling them to take part in all activities. Teaching assistants provide valuable support for individual pupils before the start of school and this has a good impact on their learning.
51. Leadership and management are satisfactory and have ensured a steady improvement in attainment since the last inspection. There is a clear understanding of general weaknesses in provision through the monitoring of national test results, though not enough use is made of the full range of information available to improve consistency across the school.

Language and literacy across the curriculum

52. Pupils have appropriate opportunities to use their writing and reading skills in other subjects. A new library supports pupils well in learning how to research a topic using information books.

Modern foreign languages (French)

Provision in French is **good**.

Main strengths and weaknesses

- Very good teaching means that pupils learn well.
- Pupils develop good attitudes towards learning a new language.

Commentary

53. The school teaches French to pupils in Years 5 and 6, as part of a project with the local high school. This is having a good impact on learning and all pupils show good skills for their age. They are keen to learn a second language and they achieve well, quickly developing new skills and benefiting from the very good quality teaching of a specialist teacher from the high school, who works very closely with the class teacher. Teachers have very good subject knowledge and they make learning fun by planning activities that are purposeful and motivating. There is a very strong priority given to teaching spoken French, and this is helping pupils to develop a good basic vocabulary. The teachers plan a wide range of activities for each lesson and these hold the pupils' interest well, with very good use made of ICT to hold pupils' attention. As a result, pupils in Year 6 have a good vocabulary and they respond accurately to different questions, for example, talking about their name, home and colours.

MATHEMATICS

Provision in mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils have good numeracy skills, although they still lack confidence in applying their mathematical knowledge to practical applications in other subjects.
- PUPILS ACHIEVE WELL, WITH THE BEST PROGRESS BEING MADE IN YEAR 6, WHERE TEACHING IS CONSISTENTLY GOOD.
- THERE ARE OCCASIONS WHEN WORK IS NOT MATCHED AT THE RIGHT LEVEL FOR ALL PUPILS.
- THERE HAVE BEEN GOOD IMPROVEMENTS SINCE THE LAST INSPECTION DUE TO THE GOOD LEADERSHIP OF THE SUBJECT CO-ORDINATOR.

Commentary

54. Pupils' attainment has improved since the last inspection and is now above nationally expected levels by the end of Year 6. This is confirmed by test scores at the end of Year 6 in 2004 which showed that attainment was above the national average and well above the average for similar schools.
55. By Year 6, pupils have good number skills and they are good at working calculations out in their head and explaining how they reached an answer. The curriculum includes some opportunities for pupils to apply their knowledge to practical work, but they sometimes find this difficult, failing to make the link between different subjects. For example, in a geography lesson, pupils in Year 6 struggled to choose the correct sort of graphs for recording temperature and rainfall, even though they confidently make these choices in mathematics lessons.
56. Pupils achieve well because they are taught in ability groups for most of the time which means that there is good challenge in most lessons. Achievement is best in Year 6, where teaching is consistently good. In these classes, there is a good pace to learning, with questioning used well to help pupils to think like mathematicians. Pupils in Year 6 also benefit from intensive 'booster' support towards the end of the academic year, prior to taking national tests, as well as carefully planned homework. These have a good impact on learning, achievement and test results.
57. The quality of teaching and learning is good overall. Key features of teaching are:
 - Teachers have very good expectations of behaviour. This means that there is a good working atmosphere in most lessons, with pupils behaving well and working hard.
 - In many lessons, good use is made of ICT to engage pupils and make explanations clear. As a result, pupils have a good understanding of what they need to do.
 - In Year 6, teachers use a good range of teaching methods. They expect pupils to explain their strategies when working out calculations and then use this information to address weaknesses and extend learning.
 - Throughout the school, teaching assistants give good support to less-able pupils or those with special educational needs, helping them to achieve well in lessons and over time.
 - There are occasions when planning does not take sufficient account of pupils' previous learning. Consequently, work is not always matched closely enough to need. This happens especially when numeracy objectives for a particular year group are followed too rigidly, without being adapted to reflect the below-average attainment of pupils in lower sets.
 - Although assessment procedures are satisfactory, teachers do not make enough use of marking to help pupils understand what they need to do to improve their work.
58. There have been good improvements since the last inspection. The subject co-ordinator has led developments well and is a good role model in his own teaching. He has high aspirations for the subject and a clear understanding of strengths and weaknesses, including the need to

continue to focus on developing pupils' practical skills. Management is satisfactory. There has been some useful monitoring of teaching and learning and the co-ordinator has analysed test results. However, not enough use is made of the wide range of available assessment information to track attainment, to set targets and to identify those pupils who need additional support.

MATHEMATICS ACROSS THE CURRICULUM

59. Teachers plan some interesting opportunities to enable pupils to use their numeracy skills in different curriculum areas, but these are not extensive. Nevertheless, pupils produce some graphs in science and geography and they measure in design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is some underachievement amongst more-able pupils.
- Pupils achieve well in Year 6.
- Insufficient use is made of assessment information to plan work that challenges all pupils, especially potentially higher-attaining pupils.
- Investigative work requires further development
- Limited use is made of literacy and ICT to support learning.

Commentary

60. Pupils' achievement is satisfactory overall, with attainment being in line with nationally expected levels by the end of Year 6. This is similar to the findings of the last inspection and is confirmed by national tests which show that pupils' attainment in science by the end of Year 6 has either been in line or slightly above national averages when compared with all schools nationally. However, these results also indicate that the number of children achieving the higher level (Level 5) is not as high as the school might expect to achieve. This is because teachers are not planning sufficiently to cater for all ability levels. Assessment information is not being used effectively to ensure that all ability levels, especially the more-able, are challenged from the start of the lesson. The result of this is that teachers in Year 6 have to try to ensure children make better progress than previous years. Despite these teachers' best efforts and the good achievement of the pupils within the year, the national test results confirm that there is some underachievement at this higher level by the end of Year 6.
61. Teachers recognise the need to develop investigative work in science. However, the pupils' investigative skills are not yet as sophisticated as their scientific knowledge. As a result, pupils in Year 4 can talk about the importance of the skeleton but find designing an investigation to discover the answer to the question "*Do people with big feet jump further?*" more difficult. By Year 6, most pupils are aware of the need to have a 'fair test' and to change variables in their investigations but they are not sure which variables should be used.
62. Teaching is satisfactory overall, with an example of good teaching in Year 5. In this lesson, the teacher planned a variety of tasks to consolidate children's learning and a

teaching assistant gave good support to pupils with special educational needs, enabling them to achieve well. Throughout the school, teachers manage behaviour effectively and work hard to make learning fun; consequently, the majority of pupils work hard in lessons. However, teachers do not always plan work that meets the differing needs of pupils. Too often pupils of differing prior attainment are expected to complete the same tasks, so that more-able pupils are not sufficiently challenged from the start of the lesson. Consequently, some pupils do not reach their potential, particularly higher-attaining pupils. There is limited assessment information to support teachers in deciding what needs to be taught next. A further weakness in assessment is the inconsistent quality of marking. Some work is left unmarked and teachers do not always add written comments to help pupils understand how they can improve.

63. There are some opportunities to develop literacy skills in science, but overall these are insufficient. Numeracy skills are developed mainly through drawing graphs to show the results of investigations. The use of ICT to support learning in science is also limited.
64. The school has improved its planning for the coverage of subject since the time of the last inspection. It is based on a nationally published scheme and is implemented consistently across year groups, ensuring that children will receive the same science curriculum regardless of which class they are in. Links have been made with feeder first schools to ensure full coverage of the curriculum.
65. Because of staffing issues, interim arrangements are in place for the leadership and management of the subject. Science has not been a recent focus within the school despite declared intentions in the school improvement plan to improve attainment in all core subjects, of which science is one. The previous co-ordinator did undertake some analysis of the school's science results but the outcome of this has been limited to Year 6. The Year 6 teachers have been responsible for adapting the science curriculum in light of the analysis in order to improve attainment and achievement, but the curriculum in Years 4 and 5 has not yet similarly adapted in order to fully address the issues identified. In general, assessment outcomes are not been analysed effectively in order to track the progress of pupils through the school or to set targets for individual and whole school improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There have been good improvements since the last inspection.
- Pupils are given too few opportunities to use their ICT skills across the curriculum.

Commentary

66. The school has made good progress since the last inspection and pupils' attainment is now in line with nationally expected levels by the end of Year 6. Pupils' achievement is satisfactory overall, with all pupils, including those with special educational needs, making sound progress in developing skills. Both achievement and attainment have improved since the last inspection because the school has more resources and these are being used more effectively by teachers. Training has improved the skills and knowledge of teachers and teaching assistants so that they feel more confident about teaching the subject. This has had a good impact on pupils' learning.
67. Only one lesson was seen during the inspection. In this lesson, the quality of teaching was satisfactory. The teacher had planned an interesting activity that linked well to work in

numeracy. Good use was made of an interactive whiteboard and pupils showed good levels of motivation.

68. Behaviour was managed very effectively and good support was given to less-able pupils by a skilled and knowledgeable teaching assistant. However, learning was slower than it could have been because there was insufficient opportunity for pupils to apply their skills in a practical way whilst working on a computer. This meant that learning was less secure than it might have been if the lesson had taken place in the ICT suite rather than the classroom.
69. Leadership and management of the subject are satisfactory. Progress has recently been slowed because the newly appointed subject co-ordinator has been on long-term sick leave. This means that the headteacher has taken on this role, and he has ensured the good progress made since the last inspection has been maintained. The recent appointment of a part-time ICT technician has meant that technical problems are quickly solved and advice is available whenever needed.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

70. Although all classrooms have easy access to computers, these were rarely used during the inspection. Sound links are made between ICT and literacy, with pupils given good opportunities to use their word-processing skills in lessons but this is less evident in subjects such as science, history and geography. This has a negative impact on the overall development of ICT skills as pupils do not get enough opportunity to practise and consolidate their learning.

HUMANITIES

Geography and history were not an area of focus for the inspection and consequently there is insufficient evidence to form an overall judgement on standards and provision. Religious education is reported on in full.

Geography and History

71. Because of timetabling, no **history** lessons were observed during the inspection but two lessons in **geography** were seen. In addition a scrutiny of children's work, teachers' planning and other school documentation was undertaken.
72. Teaching in the geography lessons ranged from good to satisfactory. Children in Year 5 explored the uses of water, whilst in Year 6, weather patterns in different parts of the world were studied. Teachers' planning indicates that a full range of geographical and historical activities is in place. The Victorian study in Year 6 is particularly effective in developing literacy skills as well as skills in history when children write about what they think life as a Victorian child would be like. The water topic in Year 5 helps pupils develop their ICT skills as spreadsheets are used to record data collected at home on the use of water.
73. A scrutiny of pupils' work in geography and history indicates that too often pupils of the same ability are being given the same task, meaning that the needs of the higher-attaining pupils and pupils with special educational needs are not being met consistently in these subjects. The quality of teachers' marking is variable and is rarely focused on how pupils could improve the geographical or historical content of their work.

74. A good feature of the curriculum for history and geography is the range of visits undertaken and the range of visitors to the school. These include residential visits in Year 4 and 6.

Religious education

Provision in religious education (RE) is **satisfactory**.

Main strengths and weaknesses

- Pupils talk confidently about issues in RE.
- Presentation of work is of a low standard.
- Leadership and management of the subject are good.
- Assessment procedures lack rigour.

Commentary

75. As at the time of the last inspection, pupils' attainment is in line with the expectations of the locally agreed syllabus. Teachers give pupils good opportunities to discuss themes like special people and special writing as well as themes like initiation rites and marriage. Through these themes they build up an understanding of the similarities and differences between major religions. For example, Year 6 pupils study marriage and contrast the wedding ceremonies of Christians, Hindus and Muslims. The pupils enjoy this work, as is evident from the pictures on display of the "marriage ceremony" of two Year 6 pupils held at the local church. The school places less emphasis on the way pupils present their work. Consequently, expectations on presentation are variable, meaning that children's work can be untidy and poorly written.
76. Pupils' achievement is satisfactory. They readily express their views on a variety of spiritual issues and show maturity of thought. Pupils confidently participate in class discussions and their ideas show a maturity of thought. There is a high degree of respect for other people's opinions and beliefs and teachers act as good role models for this.
77. During the inspection, teaching in the one lesson seen was good because the teacher was knowledgeable about the subject and used questioning effectively to deepen pupils' understanding of their views on marriage. She dealt sensitively with the variety of issues that were raised by the children, including lone parenting and same-sex marriages.
78. Procedures for formally assessing pupils' attainment are underdeveloped, although comments on attainment in RE are included within annual reports to parents.
79. The subject is well led and managed. The school's approach to RE, which places a very strong emphasis on learning through practical activities such as discussion and drama, has been developed by an enthusiastic and knowledgeable co-ordinator. Her leadership and management of the subject have secured a consistent approach to the teaching of RE across the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and music were sampled. Physical education was inspected in full.

80. There is insufficient evidence to form judgements on provision, teaching and attainment in **art and design, design and technology** and **music**. However, the attractive presentation of pupils' paintings and drawings around the school indicates that weaknesses found at the time of the last inspection in art and design have been addressed successfully. There is some good quality work on display, especially in Year 4. For example, pupils mixed colour carefully when painting pictures in the style of Aboriginal art and when blending pastels for still life drawings.
81. A satisfactory **design and technology** lesson was observed in Year 4. The task was explained clearly and questioning was used well to encourage pupils to evaluate each other's work. However, not all pupils took care when completing the task and the pace of learning slowed towards the end of the lesson. Pupils in Year 5 have made some good moving creatures using cams and wheels. The school has developed very good links with a local puppet theatre and pupils have made impressive adult-sized puppets for their own theatre performance.
82. In a satisfactory **music** lesson in Year 4, whilst pupils enjoyed listening to some pre-recorded music before composing their own pieces about 'day and night', there was limited discussion to help pupils evaluate what they had heard so that they could use some ideas in their own work. A very successful community project with a local orchestra has provided pupils in Year 6 with very good opportunities to learn to play the cello or violin and to perform as an ensemble.

Physical education

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

Main strengths and weaknesses

- The quality of teaching is good and pupils achieve well.
- The very good curriculum is significantly enhanced by an excellent range of clubs.
- The subject is very well led and managed.
- The small size of the hall restricts pupils' learning.

Commentary

83. The school gives pupils excellent opportunities to participate in physical activities. There is a very strong emphasis on promoting healthy living and encouraging pupils to participate in different sporting activities. As a result, pupils' attainment is above nationally expected levels by the end of Year 6. Standards have improved since the last inspection, with pupils benefiting from the school's excellent sporting provision.
84. The school has recently achieved an 'Activemark' award from Sport England for the very effective way in which it promotes physical development in both lessons and through extra-curricular activities. This is reflected in the wide range of skills that are shown by pupils, with all achieving well.
85. The quality of teaching and learning is good overall, with very good teaching of games in Years 5 and 6. Teachers have good subject knowledge and they introduce new skills

carefully, ensuring that pupils are given many opportunities to practise in order to improve their confidence. Praise is used effectively to help the less able, and one-to-one support is provided when needed. The behaviour of pupils during lessons is very good. They listen carefully to instructions and help each other when necessary. The pace of learning in most lessons is very good, although in an unsatisfactory lesson, too much time was spent listening to the teacher and there was not enough opportunity to engage in physical activity.

86. There is a very good physical education curriculum. The school works hard to provide opportunities to participate in a large number of sports, including various outdoor and adventurous activities on annual residential visits for pupils in Years 4 and 6. The school benefits from very good outdoor facilities and resources. However, the hall is too small for the size of the school and this sometimes slows the pace of learning as it is not safe for all pupils to work at the same time in gymnastics and dance.
87. An excellent range of extra-curricular provision enriches learning opportunities. Clubs are very well attended and give pupils many opportunities to practise and develop skills outside lessons. Pupils are able to compete against each other in lessons and there is a very wide range of competitive sport against other local schools. The school excels in cricket and football and has reached national finals in both sports.
88. Leadership and management are very good. The co-ordinator is passionate about sport and works extremely hard to provide a very wide range of activities for both boys and girls. He is supported very well by other members of staff, who share his enthusiasm for teaching sport.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There is insufficient evidence to form judgements on overall provision in personal, social and health education (PSHE) and citizenship.

89. There is a good curriculum for PSHE and members of staff give pupils good opportunities to share their views at different times during the school day. When this happens, issues raised are considered sensitively. There is a well-organised school council that helps pupils to understand the responsibilities of being part of the school community. The school councillors take their responsibilities very seriously and carry out their roles well. Throughout the school, members of staff are good role models, treating all pupils and each other with care and respect. There is a good emphasis on adopting a healthy life-style, including sex and relationships education and learning about the dangers of drugs. The school recently received a 'Healthy Norfolk School' award, reflecting the emphasis on ensuring that pupils develop good values and leave having been well prepared for the next stage of their education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3

Pupils' spiritual, moral, social and cultural development	3
---	---

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
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	4

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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