

# **INSPECTION REPORT**

## **REEPHAM PRIMARY SCHOOL**

Reepham, Norwich

LEA area: Norfolk

Unique reference number: 120845

Headteacher: Mr J Shenton

Lead inspector: Mr M Newell

Dates of inspection: 8<sup>th</sup> - 11<sup>th</sup> November 2004

Inspection number: 267555

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior  
School category: Community  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 197

School address: School Road  
Reepham  
Norwich  
Norfolk

Postcode: NR10 4JP

Telephone number: 01603 870321

Fax number: 01603 871603

Appropriate authority: Governing body

Name of chair of Mrs Alison Kennedy  
governors:

Date of previous June 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the town of Reepham near Norwich in Norfolk. The school gained school Achievement Awards in 2000 and 2001. There are 197 pupils on roll with a higher percentage of boys than girls. The school is about the same size as other primary schools. There are year groups with relatively high levels of pupil mobility. The vast majority of pupils are of white ethnic origin, and of the small number of pupils from different ethnic backgrounds, none are at an early stage of acquiring English. The percentage of pupils identified as having special educational needs is above the national average, with the percentage of pupils with Statements of Special Educational Needs broadly in line with the national average. The nature of special educational needs includes moderate learning difficulty, specific learning, social and behavioural, speech and communication and visual impairment. The percentage of pupils known to be eligible for free school meals stands at just over 8 per cent and this is below the national average. Attainment when children start at the school covers the full ability range but is below average overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Mr M Newell	Lead inspector	English as an additional language Science Information and communication technology Music Physical education Personal, social and health education and citizenship
15181	Mrs M Hackney	Lay inspector	
32136	Mrs L Brookes	Team inspector	Foundation Stage curriculum Mathematics Art and design Design and technology
30398	Mr C Scola	Team inspector	Special educational needs English Religious education Geography History

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school with some very good aspects. Pupils attain good and, in some instances, very good standards by the time that they leave school, although there is some room for improvement in writing standards by the end of Year 2. The good levels of achievement across the school owe much to the good and, at times, very good teaching. The curriculum is rich and varied and the school is well led and managed. Taking all factors into account, the school is providing good value for money.

#### The school's main strengths and weaknesses are:

- Children get off to a flying start in the Foundation Stage.
- Pupils achieve well across the school and when pupils leave school they attain standards that are well above average in the core subjects and above average in a number of other subjects.
- The quality of leadership and management of the school has played a pivotal role in improving standards and the quality of education provided.
- Teaching and learning are good overall and at times better.
- There is some room for improvement in writing standards by the end of Year 2.
- Across the school pupils are offered a good and at times very good range of vibrant learning activities and enrichment opportunities.
- Pupils love coming to school, are very enthusiastic learners and behave very well.
- The school is very caring and supportive and recognises and celebrates the individuality of pupils in a very positive manner.
- The strong links overall that have been forged with parents, the local community and other schools bring an added dimension to pupils' learning.
- Attendance is well below the national average.

The school has made good progress since the time of the last inspection. The issues identified at the last inspection were tackled in a highly rigorous and effective manner. In addition, there have been significant improvements in standards, the quality of teaching and learning and other important areas of school life. The school is well placed to continue its upward trend of improvement.

### STANDARDS ACHIEVED

#### Year 6 results

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

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



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

Children in the Foundation Stage and pupils in Years 1 to 6 achieve **well** overall and particularly well in some instances in Years 5 and 6. The above table shows that on the basis of the 2004 National Curriculum tests for Year 6 pupils, attainment was well above the national average in English, mathematics and science. When the school's results are compared to similar schools on the basis of prior attainment, the school's performance was well above average in mathematics and science and above average in English. Inspection findings show that these high standards are continuing with attainment in all three subjects being well above average. Standards in information and communication technology, religious education, history, music and physical education are above average by the end of Year 6 and all pupils achieve well. Standards in all other subjects are at least at an average level and achievement is never less than satisfactory.

Inspection findings show that standards by the end of Year 2 are above average in reading and at an average level in writing, mathematics and science. There is scope for further improvements in writing by a more consistent approach to developing writing skills where the different aspects of good practice evident in both classes are shared and made more uniform. However, pupils' achievement overall in the core subjects in Years 1-2 is good given the attainment levels when children start school. Attainment in religious education exceeds the expectations of the locally agreed syllabus and is above average in history by the end of Year 2. Pupils achieve well. Standards in information and communication technology, music and physical education are at an average level and achievement is never less than satisfactory and often good in lessons when teaching is good. Standards in other inspected subjects are at an average level and achievement satisfactory.

Attainment when children start at the school covers the full ability range and is below average overall. Children of all abilities make a good start to their educational lives in the Foundation Stage and, by the end of the reception year, the majority of the children will have achieved the nationally recommended Early Learning Goals in all six areas of learning of the Foundation Stage curriculum, or be close to doing so.

Across the school, pupils with special educational needs make good progress and achieve as well as their classmates. Much of this is due to the support provided by class teachers and the teaching support staff who make a significant contribution to how well pupils learn and achieve.

The overall provision made for pupils' spiritual, moral, social and cultural development is **good** overall with particular strengths in moral and social development and satisfactory provision made for pupils' spiritual development. The attitudes of many pupils in school are very good and this is matched by very good levels of behaviour. Attendance rates have dropped during the last year and are now well below the national average. Punctuality is satisfactory.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. Teaching and learning are **good** overall and at times very good. Lessons are often challenging and fun, and zip along at a good pace. Teaching is at its best when much is expected of pupils of all abilities or when opportunities are provided for them to learn through demanding and exciting investigative activities. Assessment and tracking procedures are good and the information used well to set challenging targets for individual pupils. The curriculum on offer provides good learning opportunities across the different subjects and is enhanced by a very good range of enrichment opportunities that add another dimension to pupils' learning. The school makes very good provision for pupils' care and welfare and the individuality of pupils is celebrated. The school listens to and acts upon the views of pupils well and provides good opportunities for them to take part in the decision-making processes of the school. The strong links that the school has forged with parents, the community and the very good links with other schools contribute most positively to pupils' social as well as educational experiences.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are **good** overall and the headteacher plays a significant and pivotal role in the school's successes. His leadership is good and he has set a very clear and accurate vision and agenda for school improvement. He is very well supported by the deputy headteacher and other members of staff, who share his commitment to attaining and sustaining high standards. The leadership and management of different subjects of the curriculum and other key aspects of school life are good. Governance of the school is good.

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

The vast majority of parents are very supportive of the school and are more than happy with the quality of education provided by the school. A minority of parents felt that the individual needs of children were not always met, that the information relating to their child's progress could be better and that parents would welcome greater consultation. These assertions were not confirmed by the inspection findings which showed that pupils of all abilities achieve well and information provided is good. The school already has plans in hand to examine further ways in which it could consult parents. Extensive discussions with pupils show that they love school and all it has to offer. Pupils speak glowingly, enthusiastically and excitedly about the wide range of learning activities on offer. In discussion, the pupils present themselves as tremendous ambassadors for the school. The pupils state that relationships in school are very good and that bullying or bad behaviour are not issues of concern to them. However, they were eager to point out that they would have no doubt whatsoever that should bullying occur it would be dealt with very quickly, fairly and sensitively.

## **IMPROVEMENTS NEEDED**

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

- Improve writing standards in Years 1-2 by ensuring that there is a consistency in the range of audiences and purposes pupils are to write for; that expectations as to how much pupils are to write are consistently high and that there is a consistent emphasis on how well phonics are taught across the two classes.
- Put in place procedures directly aimed at helping to improve attendance rates at the school.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards overall are average by the end of Year 2 and above average overall and at times well above average by the end of Year 6. Children in the Foundation Stage and pupils in Years 1 to 6 achieve **well** at each stage of their education.

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

- Children make a good start to their educational lives during their time in the reception class.
- Pupils make good progress overall in Years 1-2 and achieve well.
- Pupils continue to achieve well and at times very well in Years 3-6, resulting in standards in many subjects that are least above average and well above average in the core subjects.
- Pupils with special educational needs achieve as well as their classmates.
- Writing standards could be better in Years 1-2.

#### **Commentary**

### **FOUNDATION STAGE**

1. Attainment levels when children start at the school cover the full ability range and are below average overall. The good quality of teaching and learning activities on offer are key factors in the progress that children of all abilities make. All children achieve well and by the end of the reception year the majority of children achieve the nationally recommended Early Learning Goals in all areas of learning or are close to doing so.

### **KEY STAGE 1**

2. On the basis of the 2004 National Curriculum tests and teacher assessments for Year 2 pupils, attainment was in line with the national average in reading, writing, mathematics and science. A similar picture emerges when the school's performance is compared to similar schools on the basis of free school meals. Although the 2004 results are an improvement on the 2003 test results, the trend in the school's improvement rate is a little below the national trend. Inspection findings show that attainment is above average in reading and at an average level in writing, mathematics and science. The overall picture is that pupils achieve well in these subjects. There is some scope for improvement in writing standards. Some, but not all, good features to aid the development of pupils' writing skills are present in both Year1-2 classes and the school has already recognised and is addressing the need to ensure that all the good features are consistently present in both classes. Standards in religious education exceed the expectations of the locally agreed syllabus and all pupils achieve well. Standards are above average in history with pupils achieving well. Although standards in information and communication technology, music and physical education are at an average level, achievement is never less than satisfactory and at times good when teaching within lessons is good. Standards in other inspected subjects are satisfactory

and achievement never less than satisfactory. There is no significant evidence of differences in the achievement of boys and girls in any subjects.

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

Standards in:	School results	National results
reading	15.9(15.3)	15.8 (15.7)
writing	14.9(13.9)	14.6 (14.6)
mathematics	16.7(16.7)	16.2 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

### **KEY STAGE 2**

- On the basis of the 2004 National Curriculum tests for Year 6 pupils, attainment was well above the national average in English, mathematics and science. When the school's performance is compared to similar schools on the basis of prior attainment, attainment is well above average in mathematics and science and above average in English. The picture is even stronger when comparisons with similar schools are made on the basis of eligibility for free school meals as attainment is very high, in the top 5 per cent of similar schools nationally, in mathematics and science and well above average in English. The results are the best that the school has attained in recent years. The school's trend of improvement is above the national trend. Inspection findings indicate that this picture of high attainment is set to continue as standards remain well above average in English, mathematics and science. Pupils of all abilities achieve well and achievement is particularly strong in some instances for Years 5 and 6 pupils.

#### **Standards in national tests at the end of Year 6- average points score 2004**

Standards in:	School results	National results
English	29.1(28.0)	26.9 (26.8)
mathematics	30.2(26.4)	27.0 (26.8)
science	31.2(29.9)	28.6 (28.6)

There were 34 pupils in the year group. Figures in brackets are for the previous year

- The school does not place an overemphasis on the core subjects at the expense of other subjects and, as a result, standards are above average in religious education, information and communication technology, history, music and physical education. All pupils achieve well in these subjects. Standards in other inspected subjects are at least average and achievement never less than satisfactory. There are no subjects where there are any significant differences in the achievement of boys and girls.

5. Across the school, pupils with special educational needs achieve well because work that is set for them matches their needs. The pupils benefit from good levels of support and the teaching assistants make a significant contribution to how well pupils learn and achieve. Pupils make good progress towards the targets in their individual education plans.

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

Pupils' attitudes to all that school has to offer are **very good** and this is matched by **very good** standards of behaviour. The overall provision made for pupils' spiritual, moral, social and cultural development is **good**. Attendance during the last year has dropped to being **unsatisfactory**. Punctuality is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils show high levels of enthusiasm and motivation and are keen to do well.
- Relationships are a significant strength of the school and incidences of bullying are rare.
- The high standard of behaviour in class and around the school adds much to the ethos of the school.
- The good provision made for pupils' personal development helps them to become mature and responsible members of the school community.
- The overall provision made for pupils' spiritual, moral, social and cultural development is good.
- Despite the best efforts of the school attendance rates are now well below the national average.

### **Commentary**

6. Relationships across the school are very good and add a great deal to the sense of community that pervades the life of the school. Pupils show high levels of respect for one another and for all adults in the school. The quality of pupil relationships is reflected in the way in which pupils get on so well with one another. Older pupils take responsibility for caring for younger pupils and younger pupils see the older ones as very good role models. Extensive discussions with pupils show that they do not perceive bullying as an issue and they state that it rarely goes on in school because everyone gets on so well together. They are also keen to point out that if it was to occur they have every confidence it will be sorted out quickly and fairly. The overall provision that is made for how pupils' attitudes, values and other personal qualities are developed and nurtured has improved well since the time of the last inspection.
7. The attitudes of pupils are very good and for some of the oldest pupils in school they are excellent. Across the school pupils thoroughly enjoy lessons and all that the school has to offer. From an early age children show good levels of concentration and a desire to want to do well. By the time that pupils leave school they are highly motivated individuals who show a fervent desire to do well. Discussions with pupils revealed that they could not praise school enough for the learning activities that are provided for them both within and outside of the formal curriculum. Discussions about different subjects were filled with genuine excitement and fun as they explained what they had learnt and how teaching had brought subjects springing to life.

8. The behaviour of pupils both in class and around the school is very good and helps to create a very calm, focused and relaxed learning environment. Pupils listen very attentively and respectfully to others and show high levels of self-discipline. Pupils move around the school showing high levels of courtesy and are only too willing to hold the doors open or to talk politely and cheerfully to adults and visitors. Behaviour is equally good at lunchtimes and break times. Older pupils are well aware of the presence and needs of younger pupils and modify their behaviour accordingly. This helps to make these times very pleasant, social occasions. Pupils are very well motivated by the rewards that are on offer for good behaviour, deeds, work or citizenship. There have been no exclusions during the last twelve months.
  
9. Pupils' personal development is good and is enhanced by the very good provision made for pupils' moral and social development and in the good provision made for pupils' cultural development. The provision made for pupils' spiritual development is satisfactory. Much social responsibility is invested in pupils because they are asked to carry out a wide range of tasks and responsibilities around the school, to contribute to the decision making process through the school council and to take initiative and responsibility in the direction of their work. The pupils rise to the challenge very well. The school nurtures pupils' moral development very well through assemblies and through many class and group discussions that cover a wide range of social and moral issues. This all helps pupils to gain a strong sense of fairness and justice and to fully recognise the difference between right and wrong. Pupils show good levels of awareness and respect for different faiths, beliefs, traditions and cultures from around the world as well as their own. Their awareness is raised through assemblies, visits and visitors, religious education lessons and also through subjects such as art, history and particularly music where they are introduced to and celebrate music from different countries of the world. Spiritual development is often fostered in assemblies, but there are occasions in class when opportunities are not capitalised on or specifically planned for.

## Attendance

10. The school has good procedures in place for promoting and monitoring good attendance and regularly reminds parents of the importance of good attendance and of the adverse impact that taking holidays in term time can have on pupils' learning. However, despite these efforts, data shows that attendance rates are unsatisfactory, having fallen from an average level to a level that is now well below the national average. Punctuality is satisfactory.

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

Authorised absence		Unauthorised absence	
School data:	6.2	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.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a **good** quality of education. Teaching, learning and assessment are **good**. The curriculum is **good** with **very good** enrichment opportunities for pupils' learning outside of the formal curriculum. The accommodation and resources are **good**. The care and welfare provided for pupils are **very good**. The involvement of pupils through seeking, listening to and acting on their views is **good**. Links with parents and the community are **good** and with other schools are **very good**.

### **Teaching and learning**

The quality of teaching and learning is **good**. Assessment is **good**.

## **Main strengths and weaknesses**

- Teaching in the Foundation Stage offers children a good range of learning activities that capture their interest.
- The quality of teaching in Years 1 to 6, and particularly in Years 5 and 6, contributes much to how well pupils achieve.
- Reading skills and investigative skills in mathematics and science are taught well across the school.
- Teaching assistants contribute much to the quality of pupils' learning
- Strategies and skills to enhance pupils' writing skills in Years 1-2 are not always consistently taught or applied.
- Teachers' knowledge and enthusiasm help to bring teaching and learning to life in many lessons.
- Assessment and target setting procedures have been used well to improve standards.

## **Commentary**

11. Teaching and learning are good across the school, and at times very good, particularly for some of the older pupils in school. Teaching in the Foundation Stage is never less than good and on occasions very good. Teaching in Years 1-2 is good overall. Teaching in Years 3-6 is good with a significant percentage that is very good or better. Teaching has improved well since the time of the last inspection and is a major factor in how well standards have improved over time.
12. Teaching and learning in the Foundation Stage are good because staff provide a good range of learning activities that children find fun and interesting. The staff have a good understanding of how young children learn best. They provide children with many exciting activities where children can find things out for themselves or learn through well-planned practical and hands-on learning experiences. The children revel in these experiences, develop well as early independent learners and hardly recognise that they are learning. Alongside these activities adults directly teach specific key skills and concepts which strengthen children's understanding and knowledge across all areas of learning.
13. Reading skills are taught well in Years 1 and 2 and pupils are provided with a good range of strategies to use when they come across unfamiliar words and phrases. Teaching encourages pupils to read with fluency and expression and pupils respond well. Opportunities are consistently seized upon to enhance pupils' speaking and listening skills in group and class discussions and through role play and drama such as acting out the capture of Guy Fawkes. The main area for development is in the area of the teaching of writing skills. Whilst there are good features in both classes not all features of good practice, phonic skills teaching, high expectations of presentation and volume of work, and writing for a wide variety of purposes, are consistently present. Teaching in mathematics and science are good and place a good emphasis on learning

through practical, problem-solving and investigative tasks which do much to improve pupils' understanding and to give learning a real sense of meaning. There are occasions when not enough work is recorded to enable pupils to use it as a reminder of what they have previously learnt.

14. Teaching in Years 3-6 is good with a significant percentage very good or better, particularly but not exclusively, for the Year 5/6 pupils. Reading skills continue to be taught well and many pupils leave school as very confident and expressive readers. All aspects of writing are taught well and teaching has played a significant role in raising the writing standards of boys through providing good planning structures and using a wide range of exciting authors' work to provide models for writing. Drama continues to be used very well as an exciting and captivating tool for learning. There are particular strengths in how well mathematics and science are taught. In the best teaching lessons zip along at a cracking pace. Work is challenging and demanding and much is expected in terms of the quantity and quality of pupils' work and in how it is to be presented. A great emphasis is placed on pupils using a range of different strategies to solve complex problems in mathematics or in devising their own experiments in science. There is also a high expectation that pupils will use their scientific knowledge to make well informed predictions or to explain why things happened as they did. Pupils respond very enthusiastically to this high level of challenge. Although all classes at this key stage are mixed age, the school's decision to teach the core subjects in single year groups has proved successful.
15. Teaching and learning in religious education and information and communication technology are good throughout school. Learning is brought to life in religious education through the use of artefacts and through visits and visitors to school which all help to deepen pupils' understanding. Computer skills are being taught well and in a direct manner and pupils are then provided with good opportunities to put newly learnt skills to the test. There are increasingly good examples of computers being used to support and enhance pupils' learning across different subjects. Teachers' own subject knowledge and enthusiasm is often used to good effect to motivate and enthuse the pupils, such as in very good history and physical education lessons for Y5/6 pupils and an excellent lesson taken by the music co-ordinator for the more able Y5/6 musicians.
16. The teaching of pupils with special educational needs is good. Work is well matched to the pupils' needs. Skilled and well-briefed teaching assistants support these pupils very well and make a major contribution to the progress that pupils make. The targets that are set for pupils are highly relevant and address many areas of the curriculum. Teaching assistants are very closely involved in the planning of pupils' work and their contributions are valued and acted upon.

#### **Summary of teaching observed during the inspection in 31 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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1 (3%)	8 (26%)	17 (55%)	5 (16%)	0 (0%)	0 (0%)	0 (0%)
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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.

17. Assessment in the Foundation Stage is good. There are good procedures in place for recording and monitoring children's achievements and the information is used well to guide and inform planning and to ensure that tasks are well matched to the individual needs of children. Assessment for pupils with special educational needs is good. Pupils' needs are identified at an early age and pupils' progress is tracked and monitored effectively using a range of good quality procedures. Assessment in English, mathematics and science is very good. Good quality procedures are in place for assessing pupils' attainment and the school has established very good procedures for setting targets, reviewing targets and for rigorously tracking pupils' progress. Challenging targets are set for all pupils and if pupils do not reach their targets, or even when they exceed them, the reasons why are carefully examined. Pupils are becoming increasingly aware of the targets that are set for them and are only too ready to play their part in achieving them. Assessment procedures in the foundation subjects are satisfactory but the school is planning to refine them to make them more effective.

### The curriculum

The curriculum provides a **good** range of learning opportunities and a **very good** range of activities outside the formal curriculum. The accommodation and range and quality of learning resources are **good**.

### Main strengths and weaknesses

- Curriculum provision in the Foundation Stage and Years 1 to 6 meet children's and pupils' needs well.
- The school provides a very good range of enrichment opportunities.
- The school makes good provision for pupils with special educational needs.
- The school plans well to further pupils' personal and social education.
- There are good examples of pupils' literacy, numeracy, and computer skills being developed across different subjects.
- The good accommodation and resources add to the quality of the learning environment.

### Commentary

18. The Foundation Stage curriculum helps to ensure that children are motivated and enthused in their learning as soon as they start at the school. Care is taken to ensure that children undertake activities that are carefully geared to their needs through first-hand experiences, imaginative and well-planned structured play and the direct teaching of key skills. Children are encouraged to be independent learners from the outset. The well-planned links between different areas of learning bring added interest to the activities on offer and successfully promote the children's curiosity in their everyday learning.

19. The curriculum on offer in Years 1 to 6 is good and has improved well since the time of the last inspection. It is securely based on the National Curriculum and fully meets statutory requirements. This is a school that offers a broad and balanced curriculum and recognises the importance of giving sufficient emphasis to subjects other than the core subjects. Topics in different subjects are covered in depth and this gives the pupils a deeper understanding. This is reflected in the fact that standards are above average in many foundation subjects by the time that pupils leave school. A good emphasis is given to pupils carrying out practical and investigative work in mathematics and science and in finding things out for themselves in subjects such as history and geography. Good examples were observed of pupils using their literacy, numeracy and computer skills across different subjects and this enhanced the quality of pupils' learning because it provided pupils with meaningful and relevant opportunities to put their skills to the test. Occasionally such opportunities are missed.
20. The school has good procedures and provision to support and guide pupils with special educational needs. There is a well structured and planned programme in place to ensure that pupils with special educational needs receive the necessary support within school. Teaching assistants play a valued and important role. Outside agencies are brought in where necessary to provide additional help and guidance. Good quality individual education plans clearly lay out suitable targets for pupils and are regularly reviewed with teachers, support staff, parents and pupils all making telling contributions. All these factors go a long way in explaining why the pupils achieve as well as they do.
21. A very good range of educational visits and visitors to the school provide pupils with good quality opportunities to strengthen their understanding of topics that they are studying and to learn about different faiths and cultures. Educational visits are planned regularly and enhance the quality of learning. Visitors are invited to talk with pupils and share their knowledge and expertise. The depth and range of extra-clubs and activities on offer are very good. The activities include a good range of musical and sporting activities as well as a host of other activities for those pupils that are not sportingly inclined. Activities at lunchtime as well as after school are a regular occurrence. There are good opportunities for pupils to take part in team sports and to compete against other schools in a range of different sports and to enter many musical events and celebrations. Discussions with pupils indicate how much pupils appreciate the effort that the school puts in to make learning more fun and interesting.
22. There is a well-planned programme to enhance pupils' personal and social education. Teachers use the science, religious education and physical education curriculum to discuss with pupils issues concerned with drugs education, healthy lifestyle, and sex and relationships education. In addition there are timetabled slots for pupils to take part in lessons and discussions about citizenship and about issues that may be of importance or concern to the pupils themselves.
23. The school's accommodation and resources are good and the school makes effective use of both to enhance and promote learning. Much of the internal

accommodation is attractive and the school has extensive external grounds which are used well for physical education and for subjects such as science and geography. The 'bandstand' built in memory of a former pupil is an attractive and poignant setting for musical performances. The school has the benefit of a separate dining hall. This means that clubs can be held in the main hall in the lunch hour without disrupting the organisation of lunch. The school has the additional benefits of a spacious and well-laid out computer suite and the newly developed library is a most attractive, valued and well-used feature. The range and quality of learning resources in many subjects are good and bring an added dimension to learning.

### **Care, guidance and support**

The procedures to ensure pupils' care, welfare, health and safety are **very good**. Pupils receive **good** support, advice and guidance. **Good** provision is made to involve pupils in decision-making and to act on their views.

### **Main strengths and weaknesses**

- All pupils are very well cared for and they learn in a safe and secure environment.
- Health and safety issues are monitored well through very good procedures.
- Pupils' academic and personal development are monitored well.
- Very good induction arrangements help children to settle quickly into school routines.
- Pupils have a strong voice in the school and their ideas and opinions are valued.

### **Commentary**

24. Since the last inspection, the school has continued to provide a happy and secure learning environment. Staff know pupils very well and they are alert to their individual needs. Children in the Foundation Stage and pupils in Years 1 to 6 are very well cared for and this helps them to make good progress and to enjoy learning. Parents are very satisfied with the way their children are treated throughout the school, and they rightly speak highly of the very good induction arrangements which help children to adapt quickly to school life. Health and safety issues are very well monitored through regular risk assessments. Child protection procedures are very good and all staff are aware of their responsibilities. Pupils have very good and trusting relationships with their teachers and other adults in the school. This contributes well to developing their confidence and self-esteem.
25. The school has good procedures for assessing pupils' academic and personal achievements, and these are used well to monitor progress. Pupils help to set their own targets for improvement and these are discussed with them and their parents each term. Staff work very closely as a team to encourage pupils to work and behave to their best ability, and pupils clearly understand the

school's high expectations of good behaviour and system of rewards. Through the very strong links with the high school to which most pupils transfer, those in Year 6 receive a good amount of help and advice during their preparation for secondary education. Pupils with special educational needs are well supported.

26. Good arrangements are made for pupils to undertake a range of responsibilities around the school and pupils' voices are listened to and valued. Pupils in Years 5 and 6 enjoy acting as 'buddies' for children in the reception class and examples were seen of pupils showing consideration and care for each other. The school is committed to taking the views of the pupils on board and in deepening their understanding of the concept of democracy. In all classes pupils have negotiated and agreed a code of conduct to meet the needs of the different year groups. The school council is well established and involves pupils of all ages in decision-making and suggestions for improvements to the school environment. The council has made many suggestions for improvements that have been acted upon with council members particularly proud that through their own instigation they now have a bandstand in the grounds which acts as a meeting point on the field and a memorial for a former pupil

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

The school has a **good** partnership with parents. Links with the community are **good**. There are **very good** links with other schools.

### **Main strengths and weaknesses**

- The school welcomes parents and there is a strong partnership that supports learning.
- Parents' views are sought and valued in the development of the school's work.
- Regular helpful information keeps parents well-informed about events and their children's progress.
- Pupils' learning is enriched by the school's close links with the community and very constructive partnerships with other schools.

### **Commentary**

27. The school has continued to maintain a good partnership with parents. Parents are very supportive and most are very satisfied with the quality of education provided. The majority of parents feel welcome in the school and a large number help regularly in classrooms and with extra-curricular activities. Parents bringing children into the reception class in the morning are warmly encouraged to read with their child and to be involved in activities. A number of parents support their children by attending their class assemblies. The Parent Teacher Association (PTA) is a very active group of parents who provide valuable support for the school by organising a range of social and fund-raising activities.
28. The majority of parents feel well informed although there are a few who would like more information about their child's progress. The school has regular communication with parents through newsletters and good quality curriculum

information sheets. The reception class teacher provides a weekly newsletter for parents which they find very useful. Consultation evenings are held regularly and are very well attended by parents. The staff are readily available to discuss any issues with parents through daily informal contact. Parents of pupils with special educational needs are involved well and receive good information about individual education plans, assessments and reviews. The annual reports of pupils' progress are good and provide clear information about what has been taught and pupils' progress and achievements. Targets are clearly stated, and parents and pupils are invited to include their comments.

29. Links with the community are good and provide many opportunities for pupils to experience a range of additional activities. The school's facilities are in regular use by a number of community groups. There are strong links with a range of local sporting clubs and coaches, and this helps to enhance the quality of physical development on offer for pupils. The school works in partnership with the After School Club and a significant number of pupils take advantage of the provision. The school choir performs at a variety of venues in the community, and has recently worked with the Theatre Royal Norwich and Opera North on a performance of 'The Barber of Seville'. The school is well supported by a local business whose employees act as reading and mathematics partners for a number of pupils.
30. The school has very good links with other schools and this helps to enrich the curriculum and provide support for pupils and teachers through shared training days. Working with the local cluster of schools enables pupils to take part in a good range of sporting fixtures and musical events which contribute very well to their personal and social development. Exchange visits with the nearby high school enrich learning opportunities in subjects such as French, music and information and communication technology, and this positively supports older pupils very well in their preparation for transfer. The strong links with the local nursery and playgroups have resulted in the reception teacher successfully running a weekly story club for children and parents as part of the induction process.

## LEADERSHIP AND MANAGEMENT

The leadership of the school is **good**. Management of the school is **good**. The school is **well** led and managed by the headteacher. Leadership and management of other key staff are **good**. The governance of the school is **good**.

### Main strengths and weaknesses

- The headteacher has a strong educational vision for school improvement.
- There is a strong team approach, which builds on the various strengths of all teachers.
- The subject leaders and other managers of key aspects of school life contribute well to the leadership and management of the school.



- The governing body is very supportive, and has a good grasp of the school's strengths and weaknesses.
- The finances are very well managed and monitored and the school runs smoothly.

## **Commentary**

31. The overall quality of leadership and management has improved since the previous inspection. The headteacher provides clear leadership for the school and has set a very clear agenda and vision for school development and improvement. He has played a significant role in helping the school to achieve the successes it currently enjoys. His quietly determined and focused leadership style has proved most effective in helping to create a very strong team approach with high morale. The headteacher has the support of all the staff and the way in which all adults at the school work together and support each other is another key factor in the school's success. The deputy headteacher and the senior management team support the headteacher very well. The school has a very positive ethos, and there is a strong commitment from all staff to providing the best education possible for pupils of all ages and abilities. The good climate of self-improvement for pupils, teachers and managers is a critical factor that accounts for the school's improvements and it is in a good position to build on this and raise standards still further.
32. The management of the school is good. Good procedures are in place for monitoring the quality of teaching and learning. The headteacher, senior management team and subject leaders have well defined roles in this process and have all made an important contribution to raising standards because they do not shirk from identifying areas for development and improvement or from being ready to disseminate good practice. The headteacher carries out detailed analyses of test and assessment data and uses the information very well for identifying school priorities and for setting challenging targets for individual pupils, small groups of pupils and year groups. These targets then form the focus for the performance management of teachers. Long-term strategic planning is very well thought out, and is reflected in the good quality school development plan. This clearly outlines the main priorities for the short and long term.
33. Leadership and management of the Foundation Stage are good because the co-ordinator ensures that the curriculum is well geared towards meeting the needs of how young children learn, has established strong and effective links with parents and has played an important role in continuing to improve the quality of curriculum provision. Management of special educational needs is good and the school's commitment to ensuring that those with particular needs are included in all that the school has to offer is visible and genuine.
34. The governance of the school is good. The full governor review and the subsequent action plan from two years ago, as well as a great deal of training, have strengthened and developed the governing body, which takes its role

seriously and ensures that all statutory requirements are met. Governors are also well informed and show a strong and astute awareness about the school's strengths and weaknesses through their very effective formal visits and the links that they have established with subject leaders and leaders of other aspects of school life. They receive written reports from the teacher with whom they are paired. They also sample work and are well informed about standards throughout the school and current priorities for development. The committee structure within the governing body is very effective, and enables the governors to use their individual and collective expertise well for the benefit of the school.

35. The financial planning and management of the budget is very good. The budget deficit caused by the reduction in numbers is being gradually reduced with the consent of the local education authority. The school and governors ensure the principles of best value are applied well when purchasing goods and services. Good procedures are in place to assess the impact of major spending decisions on standards and the quality of education provided. Spending is very much linked to the educational priorities that are identified in the school development plan. The very effective office staff ensure that the day-to-day running of the school is smooth, unobtrusive and efficient. Taking all factors into account the school is providing good value for money

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	448 198	Balance from previous year	(3 486)
Total expenditure	448 915	Balance carried forward to the next	(4 203)
Expenditure per pupil	2245		



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **good**.

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

- Teaching provides children with a good range of learning activities which enthuse them.
- Curriculum planning is of good quality and incorporates the foundation curriculum effectively.
- Assessment is good, and day-to-day procedures are effective.
- The curriculum places a good emphasis on children developing as independent learners from an early age.
- Support staff enhance the quality of children's learning.

#### **Commentary**

36. During the week of inspection only a small number of children were attending school full-time, although all children were present for the morning session and many stayed to lunch. The children in the Foundation Stage get off to a good start in their educational lives and the provision made for children is a strength of the school. Although attainment on entry covers a relatively broad spectrum, the majority of the children are assessed as being below average. During their time in the reception class children of all abilities make good progress and achieve well. By the time they move into Year 1, the majority of the children will have achieved the nationally recommended Early Learning Goals in all six areas of the Foundation Stage curriculum, or be close to doing so.
37. Teaching and learning are good in all areas and some very good teaching was observed during the inspection. A good balance is struck between children learning through practical, hands-on learning experiences and the direct teaching of key skills across all areas of learning. Staff place much emphasis on children developing skills and confidence to become independent learners. The good quality of planning and organisation contributes much to the quality of children's learning experiences and support staff make an important contribution to children's learning. Effective links are created across all six areas through thoughtful and creative planning. Good use is made of assessment data for ensuring that work is well matched to the individual needs of the children and day-to-day assessments are used well to assess what children have or have not achieved and to determine if additional support or challenge is needed. The children quickly settle into school life because of the strength of relationships between adults and themselves and work in an atmosphere that enhances their very positive attitudes and which encourages them to behave very well.

38. The school has established a strong partnership with parents who are keen to support their child's learning in as many ways as they can. There is good information provided for parents as to how they can help their child at home and members of staff are available at the start and end of sessions if parents want to discuss any issue or concerns. The Foundation Stage is well led and managed because the co-ordinator ensures that the curriculum is well matched to how young children learn best, that all staff are deployed well and shows a high commitment to ensuring that all children achieve well.
39. Children achieve well in their **personal, social and emotional development** and most children attain the Early Learning Goals by the end of the reception year. Teaching and learning are good. Teaching encourages children to develop their confidence and to establish good relationships with one another, their class teacher and those who work with them in the classroom. The children respond very well to these expectations. Children's behaviour is very good and they are considerate of the needs of others. Children's interest and attention is captured well because adults are enthusiastic, and the use of varied resources supports learning effectively. Through a range of interesting and fun tasks and activities, concentration is fostered and maintained well, and many children are only too ready and willing to share resources because they know that is what is expected of them. All the children receive plenty of praise and encouragement which does much to raise their confidence and self-esteem and those with particular needs are suitably supported. Personal independence is focused on, and promoted effectively. Children cope well with changing for physical education and in making decisions about which tasks to participate in and returning resources after they have used them.
40. Children make good progress and achieve well in the area of **communication, language and literacy** skills. Most children attain the Early Learning Goals in this area of learning by the end of the reception year because of the good quality teaching and learning. Teaching provides good opportunities for children to use and extend their speaking and listening skills across all areas of learning. Sensitive adult input encourages the children to talk about what they are doing, for example sharing their thoughts and observations as they painted a play map based on nursery rhyme characters. Questioning is used effectively, and the children are encouraged to develop their words and short phrases into sentences. Adults are patient and give the children time to think about what they want to say, and help them to articulate their thoughts. Early reading and writing skills are taught well. The children enjoy listening to stories and the classrooms have a range of picture fiction and non-fiction books, which are stored where the children have easy access to them. Early writing is encouraged effectively, often through role-play. More able children are beginning to develop early reading and writing skills well.
41. Children achieve well in their **mathematical development** and most attain the Early Learning Goals by the end of the reception year. Teaching and learning are good. Teaching ensures that the many opportunities that present themselves both within mathematics lessons and other lessons to reinforce children's number skills are seized upon. The children are taught well to gain an early understanding of addition and subtraction and many children's

recognition of different numbers is satisfactory. Teaching allows children to use a wide range of practical resources to gain a satisfactory awareness of long and short, heavier and lighter or to explore which container holds the most. The children's use of mathematical vocabulary, such as 'bigger' or 'smaller' is fostered well. Games and puzzles, specifically designed to support early understanding of number, are readily available and their use is effectively planned. Children made faces for their clocks in 'Hickory Dickory Dock' and most position the numbers with a fair degree of accuracy.

42. Children make good progress and achieve well in their **knowledge and understanding of the world** because they have opportunities to experience a range of activities. Most children are on track to attain the Early Learning Goals by the end of the reception year and teaching and learning are good. Most of them show a curiosity and interest in everything presented to them, and make good gains in their learning. Well-planned and exciting "expeditions" around the school, and its grounds, make them aware of the wider world. In a visit to a local farm children learnt about life in a Victorian household and farm, pretending to milk a cow and watching a horse being shod. The children learn more about their world by handling and discussing a variety of objects and artefacts and through learning about materials, animals and different habitats. They quickly learn to use computers and are developing suitable control of the mouse. They used simple computer programs with confidence to 'build' a wall for Humpty Dumpty and then drew his picture to sit on the wall. Teaching takes regular opportunities to expand children's knowledge and understanding of the world when discussing the passage of time, months of the year and birthdays. Children learn about their own feelings and those of others through religious education, attendance at assemblies and during class activities.
43. The children achieve well in their **physical development**. By the end of the reception year, most children attain the Early Learning Goals. Teaching and learning are good. Children have regular, well planned and structured play sessions in their own fenced outdoor area. The use of the school hall with its gymnastics equipment promotes the children's physical development well. Good teaching fosters the development of physical agility well as children balance, climb, crawl and swing in a satisfactory manner and with a good awareness of the needs of others. Teaching is good at combining music, dance and drama effectively using nursery rhymes and other music to which the children respond with a real sense of enjoyment and fun. Fine motor skills are developed well through the direct teaching of what children need to do to use pencils, brushes, scissors and other small tools safely and competently.
44. By the end of the reception year most children reach the Early Learning Goals in their **creative development**. Children achieve well because of the good quality teaching and learning. Teaching provides children with good opportunities to work with a variety of media such as pencils, paints, chalks and collage to create images. Examples of children's work, such as firework pictures using coloured chalks on black paper, are on display. The quality is

never less than satisfactory and in some instances good. Teaching provides lots of opportunities for children to learn and sing a number of songs and rhymes, and they have opportunities to listen to music as well as playing percussion instruments. Imaginative and creative play is fostered well and children use their imagination well in role-play and enjoy using the classroom's 'RSPCA animal hospital'.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

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

- The quality of teaching plays a significant role in how well pupils achieve.
- Reading skills and opportunities for developing speaking and listening skills and drama are developed well.
- There needs to be a greater emphasis and consistency in how well writing skills are taught in Years 1-2.
- Very effective procedures are in place for assessing and tracking pupils' progress and for target setting.
- Teaching assistants make an important contribution to how well pupils learn
- The leadership and management of the subject have contributed much to the rise in standards.
- The school has a very good library which is used well.

#### **Commentary**

45. On the basis of the 2004 National Curriculum tests for Year 2 pupils, standards were in line with the national average in reading and writing and at an average level when compared to similar schools on the basis of free school meals. The 2004 National Curriculum tests for Year 6 pupils show attainment to be well above the national average. When the school's performance is compared to that of similar schools on the basis of prior attainment it is above average and well above average on the basis of eligibility for free school meals. The results attained in 2004 for the Year 6 pupils were the highest that the school has attained in recent years. Inspection findings show that standards are above average in reading and average in writing and speaking and listening by the end of Year 2. These results represent good achievement given the attainment levels when children start at the school but there is some further scope for improvement in writing standards. Inspection findings show that the high level of attainment for Year 6 pupils reached in 2004 is set to continue as standards are well above average overall. Pupils of all abilities achieve well, particularly the Year 5 and 6 pupils. Across the school, the school is narrowing the gap between the achievement of boys and girls and it is no longer significantly different. Improvement since the last inspection has been good.

46. Speaking and listening skills are average by the end of Year 2 and well above average by the end of Year 6. The many opportunities that the pupils have to speak both in the classroom and more formally in assemblies and on other occasions raises their self-confidence and develops these skills. Particularly good is the drama work the school does and this together with performances in local theatres and school presentations contribute much to the high standards pupils reach by the time that they leave school.
47. Reading has a very high presence throughout the school. Teaching ensures that pupils are provided with a good range of strategies to tackle unfamiliar words and phrases, and pupils are encouraged to read expressively and fluently. This contributes much to the above average standards by the end of Year 2. Standards continue to rise in Years 3-6 and standards of reading are very high by the time that pupils leave school because higher order reading skills are taught well. Throughout Years 3-6 pupils are encouraged to read expressively, and eventually understand beyond the literal level, a wide variety of stimulating texts. The work of a wide variety of children's authors is shared and discussed. The pupils also use the very good library facility on a regular basis. The library has a very good range of modern children's authors. There has also been a very good emphasis in stocking the library with books, which particularly appeal to boys, as well as a very good range of reading resources for younger pupils. These are all factors which contribute to how well all pupils achieve in their reading.
48. Standards in writing are continually improving, particularly by the time that pupils leave school but there is some scope for improvement in Years 1-2 as there is not always a consistency of approach between classes as to how writing skills are developed. By the end of Year 2 pupils use capital letters and full stops in a satisfactory manner and spelling standards are at an average level although there are some pupils who lack a phonic awareness. Pupils make good and for the older pupils very good progress in their writing skills in Years 3-6. By the time that pupils leave school many are accomplished writers who write with flair and panache for a variety of purposes and whose writing first captures and then holds the attention of the reader.
49. Teaching and learning are good overall with some particular strengths in Years 4-6. In these classes the direct teaching of specific skills to enable pupils to write for a variety of audiences and purposes is done very well. In addition there is a good emphasis on motivating boys to write by providing tight planning structures, ensuring that the content is one that appeals to boys and using a wide range of exciting authors' work to provide models for writing. These initiatives have proved successful in raising the standards of boys' writing. Across the school, teachers plan work well to take account of the pupils' abilities and teaching assistants make a significant contribution to how well pupils with special educational needs learn and achieve. In the better teaching in Years 3-6, lessons often proceed at a good pace with a good



balance of teacher input and pupil activities and good use is made of such techniques as “Hot Seating” and drama activities, which make writing exciting and meaningful. Reading is taught well in Years 1 and 2 and good use is made of drama to enthuse the pupils. There are some good features in the teaching of writing but they are not always consistent in both classes. Whilst there are some good cross-curricular links with other subjects, such as history and geography, there is still at times not enough emphasis on writing for a variety of audiences and purposes. The newly formed team of Year 1 and 2 teachers has made a good start to planning and working together and the inconsistencies in the teaching of writing are being rigorously addressed. These include a different approach to the teaching of phonics, different expectations of presentation and how much writing pupils are to produce. Across the school the marking of pupils’ work is of a good standard.

50. Leadership and management are good. Good procedures are in place for monitoring the quality of teaching and learning and the information gained from these procedures has been used well to disseminate good practice, tackle any weaknesses and to help improve standards. Very good procedures are in place for data analysis, assessment, target setting and tracking pupils’ progress. Class and individual targets are drawn up, with pupils being involved in their production. Test results are analysed very carefully, and appropriate action is taken to address any weaknesses that become apparent.

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

51. The use of pupils’ language and literacy skills across the curriculum is good. Pupils have many opportunities to use their skills in speaking, listening, reading and writing in other subjects apart from English. Discussion is a feature of most lessons and all pupils are encouraged to contribute. Science, religious education, history and geography are used very effectively to develop and consolidate reading and writing skills in a range of forms.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The emphasis teaching places on learning through practical and investigative work is helping pupils to achieve well.
- The strong procedures that are in place for tracking and target setting impact very well on learning.
- Teaching assistants help pupils with special educational needs to achieve well.
- The subject leader plays an important role in monitoring provision and influencing standards.
- Pupils’ numeracy skills are put to good use in different subjects.

## Commentary

52. On the basis of the 2004 National Curriculum tests for Year 2 pupils, attainment was in line with the national average and above average when compared to similar schools on the basis of free school meals. The 2004 National Curriculum tests for Year 6 pupils showed attainment to be well above the national average and well above average when compared to similar schools on the basis of prior attainment. An even stronger picture emerges when compared to similar schools on the basis of free school meals, as here attainment is very high, in the top 5 per cent of similar schools nationally. The 2004 test results are the best that the school has attained in recent years. Inspection findings indicate that standards are at an average level by the end of Year 2 and this represents good achievement given the attainment of children when they start at the school. Standards by the end of Year 6 are currently well above average and this again indicates good achievement overall with achievement at its strongest for the Year 5 and 6 pupils. There are no significant differences in the achievement of boys and girls. Improvement since the last inspection has been good.
53. By the end of Year 2 pupils have a satisfactory understanding of number and how to solve problems mentally. Increasingly opportunities have been provided for pupils to learn through practical and problem solving tasks where their number skills can be tested out. These strategies together with how pupils are expected to try different ways of solving problems are beginning to pay dividends in deepening pupils' understanding, although pupils still struggle a little with word problems. Pupils have a satisfactory knowledge of shapes and their properties and of drawing and interpreting graphs. By the end of Year 6 pupils have very well developed number skills and knowledge and understand well how different strategies such as 'partitioning' can help them solve problems involving addition, subtraction, multiplication and division. Pupils have a strong knowledge of decimal notation, shapes and a good understanding of probability. Pupils are provided with many opportunities to solve increasingly complex problems and the challenging nature of the tasks enthuse the pupils and they solve them using a good range of different and equally effective strategies. Pupils are very good at presenting mathematical information in the form of tables, charts and diagrams and are good at interpreting the data.
54. Teaching and learning are good overall with particularly good examples of teaching observed for the older pupils in school. Across the school, work that is set is interesting, captures the interest of the pupils and matches the needs of individual pupils. Many lessons also give the pupils good scope to work in pairs to think through ideas and then share their thinking with the rest of the class. This proves useful for all pupils as they develop the confidence to explain their thinking to the rest of the class. In Years 1 to 2 pupils whose general capacity to retain what they learn is not as strong, are given good opportunities to use practical equipment to reinforce their understanding of the mathematical concepts they are learning. However, occasionally what teachers

expect of the pupils in terms of what they formally record is a little low and this sometimes makes it difficult for pupils to use their exercise books to refer back to what they have covered previously in order to recap on their learning. In Years 3 to 6 most teachers have very good subject knowledge and understanding and provide pupils with interesting, and often enjoyable, work. Opening sessions are crisp and effective and involve the use of strategies, such as pupils using a range of numbers to try and reach a specific target set by the teacher. Pupils respond well, trying very hard to get the right answer and as a result they learn that there are different ways and solutions to problems. Teaching is at its best for the older pupils as the demands on pupils are high, the pace of the lesson never drops and pupils are under no illusions as to what is expected of them. Across the school the teaching assistants play a pivotal role in ensuring that pupils with special educational needs achieve as well as their classmates. The marking of pupils' work is good across the school as it directs pupils to explore and learn from the mistakes they have made.

55. Leadership and management of the subject are good. Teaching and learning are monitored well and the results used to target areas for improvement and to help raise standards. The subject leader is aware that the emphasis that the school now places on problem solving activities needs to be maintained to continue the thrust on raising standards. Very good procedures are in place for analysing test and assessment data, target setting and tracking pupils' progress. The effective and rigorous use of this information has been a significant factor in the rise in standards over time.

### **Mathematics across the curriculum**

56. The use of mathematics across the curriculum is good. Greater and more consistent use is currently made of the potential in other subjects to extend and reinforce pupils' learning of mathematics. Subjects such as design and technology, science and geography are used well by teachers to develop, for example, pupils' understanding and skills in measurement, recoding, drawing graphs, tables charts and in using and understanding co-ordinates. This successfully expands the pupils' understanding of how mathematics is to be seen and used in their everyday lives.

### **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Teaching places a good emphasis on pupils learning through practical and investigative tasks.
- Good procedures are in place for target setting and for tracking pupils' progress.

- Leadership and management of the subject have played an important role in helping to raise standards.

## Commentary

57. On the basis of the 2004 teacher assessments in science for Year 2 pupils, attainment was at an average level. National Curriculum tests for Year 6 pupils in 2004 showed attainment to be well above the national average. A strong picture also emerges when the school's performance is compared to similar schools, as attainment is well above average on the basis of prior attainment and very high, in the top 5 per cent, on the basis of free school meals. The 2004 Year 6 results are the best that the school has achieved in recent years. Inspection findings show that this pattern of attainment is set to continue as standards are well above average by the end of Year 6 and all pupils achieve well in Years 3 to 6 with achievement particularly good for the Year 5 and 6 pupils. Inspection findings show that attainment at the end of Year 2 is at an average level but this represents good achievement given the attainment levels when children start at the school. Improvement since the last inspection has been good.
58. By the end of Year 2 pupils have a satisfactory understanding of healthy living and what is needed for a good diet. They label different body parts and recognise that exercise is an important aspect of healthy living. Pupils differentiate between living and non-living things and recognise that different materials are suited to different purposes. Pupils have developed satisfactory investigative skills and show high levels of enthusiasm when talking about the practical tasks that they are asked to carry out although their scientific vocabulary is a little limited. By the time that pupils leave school they have developed a strong body of scientific knowledge and are very good at carrying out scientific investigations. Pupils' knowledge of materials, forces, healthy living, factors that help micro- organisms to grow, evaporation and filtration are all very good. They have in-depth knowledge of topics that they have studied but alongside this pupils have well-developed investigative skills. The higher-attaining pupils instigate their own investigations and many pupils use their scientific knowledge well to guide their thinking when establishing hypotheses and in explaining why things happen as they do in their scientific experiments. Pupils use a good technical vocabulary when talking about their work.
59. Teaching and learning are good across the school and particularly good for the older pupils in school. From an early age teaching places a good emphasis on pupils learning through practical tasks. Pupils are encouraged to find things out for themselves and pupils thoroughly enjoy doing this. Lessons for the older pupils often have a practical element and a high level of expectation as to how pupils use their knowledge to make well informed predictions rather than simply making a guess. A very good example was seen in Year 6 where the pupils had to devise their own investigation to ascertain the conditions in which micro organisms grow best. The well-planned lesson really tested out pupils' knowledge and understanding as well as keeping them enthralled throughout

the afternoon. Teachers have good subject knowledge and use this well to make things clearer for pupils as well as deepening their understanding. The manner in which the subject is taught really enthuses the pupils who in turn are very keen to develop as scientific investigators. Good procedures are in place for target setting. Targets are set for both investigative skills as well as scientific knowledge. Pupils are fully aware of their targets. The marking of pupils' work is often good and there are some good examples, particularly for the older pupils in school, of the subject being used well to develop pupils' writing skills.

60. Leadership and management of the subject are good. Teaching and learning are monitored and evaluated well and action taken when and where necessary. Good procedures are in place for analysing test and assessment data and the information is used well to identify areas for development and improvement. All these rigorous procedures are well embedded in school practice and have contributed much to the rise in standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Key computer skills are being taught well.
- Increasingly good opportunities are being seized upon for computers to be used in different subjects of the curriculum.
- The leadership and management of the subject have played an important role in raising the profile of the subject in school.

### **Commentary**

61. Standards are at an average level by the end of Year 2 and achievement is satisfactory overall and at times good when matched by good teaching. Standards are above average by the end of Year 6 and achievement is good in Years 3 to 6. Improvement has been good since the time of the last inspection.
62. By the end of Year 2 pupils have satisfactory keyboard and word processing skills although pupils are a little slow at typing and recognising where letter and number keys are. Pupils know how to log on and save work and merge pictures and text in a satisfactory manner. Pupils use creative programs to create fireworks pictures. The finished products are satisfactory and in some instances good when pupils control the mouse well to produce imaginative and colourful pictures. Pupils are beginning to understand how computers are used in the wider world. By the time that pupils leave school many are confident and competent computer users. Pupils cut and paste well and put these skills to good use when making good quality multi-media presentations. They have a good knowledge and awareness of spreadsheets and are confident at interrogating different databases. They use the Internet well for research

proposes and have helped to design a school website. Pupils use computers well for drafting and editing their work and improve the quality of presentation by importing different pictures and graphics. Pupils show less confidence at using electronic mail.

63. Teaching and learning are good overall. A key strength of the teaching is that specific computer skills are taught in a direct and effective manner and this enhances pupils' learning as they are provided with good quality tasks to put these skills to the test. Good and regular use is made of the computer suite and effective teaching ensures that pupils are given the opportunity to try things out for themselves rather than teaching being over-directed. In a very good lesson observed for Year 5/6 pupils the teacher used her subject knowledge very well to set a challenging task where the pupils had to create a spreadsheet to organise and budget for a party. Throughout the lesson additional challenges were provided for the higher-attaining pupils and this ensured that motivational and interest levels were kept at a high level throughout the lesson. Teachers use a good level of technical vocabulary which older pupils pick up on and use when talking about their work.
64. Leadership and management of the subject are good. The subject leader has a good grasp of the quality of provision in the subject because of the good procedures that are in place for monitoring teaching, learning and planning. The subject leader has played an important role in developing the quality of provision in the subject, in seeking to improve the way in which computers are used to support pupils' learning in different subjects, in developing teaching and learning links with a local high school and in generally raising the profile of the subject across the school. There is a good portfolio of moderated and levelled work which helps teachers to make accurate assessments of how well pupils are attaining.

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

65. The use made of computers to support and enhance pupils' learning across different subjects of the curriculum is satisfactory overall, but improving at a good rate. Teachers are increasingly identifying good quality opportunities for computers to be used in subjects such as mathematics, science, art and design and music as well as in English and for computers to be used for research on a regular basis. This has not been the case over time but the increased use now being made of computers is adding to the quality of pupils' learning as well as improving their computer skills.

### **HUMANITIES**

Due to timetable constraints, not all subjects were inspected in depth and therefore a judgement on provision cannot be made. The following represent the inspection findings.

66. In **geography**, evidence from pupils' work, teachers' planning and discussions with pupils and teachers indicate that standards are at an average level by the end of Year 2 and at least at an average level by the end of Year 6. Scrutiny of teachers' planning shows that a good balance is struck between the teaching of geographical knowledge and geographical skills. By the end of Year 2 pupils

have developed satisfactory mapping skills and know simple landmarks in the area. They know that there are different forms of transport and that some are better suited to distance or speed than others. This is reinforced when pupils discuss the travels of Barnaby Bear. They also use the local area to develop an understanding of the local environment and what they can do to improve it. Older pupils speak with great enthusiasm about geography topics they have enjoyed, such as a project on mountains. They have a good level of knowledge about different mountain ranges around the world and have a satisfactory knowledge of capital cities and continents. Pupils understand how to use co-ordinates to locate places on maps and can eloquently describe similarities and differences between where they live and other parts of the world. Pupils' knowledge of climate is satisfactory, but they put forward persuasive viewpoints on issues such as tourism and pollution. Pupils make good use of the Internet to undertake research in geography. The subject is well led and managed and the subject co-ordinator ensures that skills are developed systematically through a well-structured curriculum. Assessment procedures in the subject are satisfactory.

## **Religious education**

Provision in religious education is **good**.

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

- Pupils throughout the school show good levels of knowledge and understanding.
- Teaching often helps to bring learning to life through a range of well planned visits and visitors.
- The subject leader manages provision well.

## **Commentary**

67. Standards of religious education have improved since the most recent inspection and are now above the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. Pupils across the school achieve well. Improvement since the last inspection has been good.
68. By the end of Year 2 pupils have a good knowledge of Christianity and demonstrate a good early knowledge of other world faiths. They understand that different faiths have different celebrations such as Easter, Christmas, Subhot and Divali. Pupils have a good awareness of the fact that different faiths have different buildings that are important to their followers and pupils show good levels of respect for people who may have different beliefs than themselves. By the time that pupils leave school they have a strong knowledge and understanding of many different faiths including Buddhism, Sikhism, Judaism as well as Christianity. They are well aware of symbolism such as light and that there are special books and objects that are important to followers of different faiths. Pupils know and re-tell stories from the different faiths and can outline the morale of the story. They are very enthusiastic about learning about different faiths, show high levels of respect and eagerly point out the similarities as well as the differences in different faiths.

69. Teaching and learning across the school are good overall and at times very good. Lessons are well planned and structured. Teachers have very good relationships with the pupils, which help to create a helpful and supportive learning environment where pupils and staff alike feel confident about sharing their ideas, values and beliefs. The innovative way older pupils work together in one group to research, for example Buddhist artefacts, and report their research back to a newly formed group makes their learning very active, is very effective and one, the pupils themselves say, that is very motivating. There are very good links with drama such as when the infants participated in a moving assembly to celebrate a Hindu festival. All pupils behave very well and get on well with their work. Consequently, opportunities for reflection are very well used and there are very good links to personal and social education. Learning is particularly well enhanced by the programme of visits and visitors that the school runs. Representatives from several churches regularly come into school and give good input into whole school worship and into lessons. Visits to other places of worship such as a local synagogue, Norwich cathedral and the school's participation in an annual multi-cultural festival all help to deepen pupils' knowledge and understanding of many religions.
70. The subject is well led and managed and the subject leader has a very clear overview of the subject. For example, the school has identified that, in the revised locally agreed syllabus, some elements in the teaching of religious education are not being fully covered and there needs to be a greater emphasis on Eastern religions. The school has therefore put in some school-designed units to ensure full coverage of the curriculum. Teachers make good use of assessment systems to track and monitor the pupils' progress.

## **History**

Provision in history is **good**.

## **Main strengths and weaknesses**

- Pupils' learning is brought to life through lively and interesting teaching.
- Good links are made with other areas of the curriculum.
- A good programme of visits and range of artefacts and resources enhance the quality of learning.
- The subject leader is keen to continue to develop the subject further.

## **Commentary**

71. Standards in history are above average by the end of year 2 and Year 6. Achievement for all pupils is good. Improvement since the last inspection has been good.
72. By the end of Year 2 pupils have good recall of periods of history that they have studied. They have a good knowledge of Guy Fawkes and the account of what happened to him is recounted with great relish and gory detail. Pupils have a good sense of chronology and know that events and artefacts used in such things as " washday" are very different now than they were in the Victorian era. By the end of Year 6 pupils have a good knowledge of different



periods in history such as the Vikings, World War 2, the Victorians, Ancient Egypt and Ancient Greece. Pupils recognise the importance of artefacts and speak knowledgeably about primary and secondary sources of evidence. Discussions with pupils show that they understand well the fact that different events in history may be interpreted differently by different people.

73. Teaching and learning are good in Years 1 to 6. Across the school pupils thoroughly enjoy studying different periods of history with the older pupils showing particularly high levels of enthusiasm. They are keen and eager to find out about the past. Teachers encourage pupils to be historical investigators using books, computers and artefacts. Resources are often well prepared and immediately capture the imagination of the pupils. A particularly good example of this was seen when Year 6 pupils were learning about Greek gods. The subject is enlivened by links with other areas of the curriculum. Year 1 and 2 pupils re-enact the capture of Guy Fawkes in a literacy lesson and then write the experience up in their own words. Pupils in the lower juniors enjoy making Celtic chariots and Roman forts as part of their design and technology work and researching their own projects on the Romans often using the Internet. The subject is also used well to develop literacy skills. Learning is also enhanced by visits to museums and historical sites, which keep pupils highly motivated and desperate to find out more.
74. Leadership and management of the subject are good. Although the subject leader has only recently been appointed, she already has a good overview of the subject. Work has been sampled to monitor standards and there have been some observations of teaching and learning linked to teachers' performance management. The school's stock of artefacts and resources has been greatly improved. The subject leader is keen to continue to develop resources, visits and visitors and to ensure the systematic teaching of skills as well as knowledge, so that standards continue to rise and the enthusiasm of pupils does not wane.

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

Due to timetable constraints, not all subjects were inspected in depth and therefore judgements could not be made in either art and design or design and technology. The following represent the inspection findings.

75. In **art and design**, on the basis of scrutiny of available, pupils' work, teachers' planning and discussions with pupils and teachers, evidence indicates that standards are at an average level by the end of Year 2 and Year 6. Younger pupils in school mix colours to produce the desired effect and are becoming more confident at carrying out observational drawings of people and objects and of looking for and then drawing patterns on buildings and other structures in the locality. Pupils have made Diva lamps but there is less evidence of other three-dimensional work. Pupils are encouraged to be creative and imaginative in their work and to experiment with colour to present different effects. By the

time that pupils leave the school there have been many opportunities for pupils to work with a wide range of different media including paint, chalk, pastels, charcoal and pencil and have used techniques such as shading or using different hardness of pencils to produce different effects. Pupils have worked with fabrics and materials and have produced both wire and clay sculptures and clay pots. Pupils have a good knowledge of the work of famous artists such as Van Gogh, Monet, Lowry and Picasso and have produced work in the style of these artists. Planning shows that pupils are directly taught key artistic skills which they are expected to put to good use when putting their own stamp of originality on their finished work. Artists visit the school to share their skills and enthusiasm with the pupils and pupils have made visits to art galleries. Discussions with pupils show that they are very enthusiastic about the subject and look forward to lessons with great anticipation. The subject is well led and managed and assessment procedures are satisfactory.

76. In **design and technology**, scrutiny of teachers' planning and pupils' work and discussions with pupils and teachers indicate that standards are at an average level by the end of Year 2 and at least at an average level by the time that pupils leave school. Planning indicates that over time the subject is taught in sufficient depth in Years 1 and 2 and pupils have the opportunity to make different products, to take part in food technology activities and to build using different construction kits. The subject appears to have an even greater emphasis in Years 3 to 6 and by the time that pupils leave school they have made a range of products, including market stalls, stringed instruments, chairs, photograph frames, moving toys with cams, vehicles, slippers and purses to name but a few. It is clear that pupils have been taught key skills and techniques for fixing and joining materials and fabrics together and they use these well when constructing. Pupils have worked with wood, paper, plastic, leather and a range of other fabrics and materials. Pupils are very conversant with the importance of the designing and evaluating aspects as well as the making element. The pupils show very high levels of interest and enthusiasm for the subject. Leadership and management of the subject are good. Assessment in the subject is satisfactory.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- Pupils sing well across the school and many pupils leave school as good musicians.
- All aspects of the subject are covered in depth through a range of vibrant learning opportunities.
- The subject knowledge and expertise of the subject leader are put to good use to enhance pupils' learning.
- The subject makes an important contribution to pupils' cultural development.
- The subject is led and managed effectively.

## Commentary

77. Standards in music are at an average level by the end of Year 2. Achievement is never less than satisfactory and good when teaching is good. Standards by the end of Year 6

are above average and achievement in Years 3 to 6 is good. Improvement since the last inspection has been good.

78. By the end of Year 2 pupils have a satisfactory awareness of how different pieces of music can evoke different feelings. They name a satisfactory range of tuned and untuned instruments. Pupils create in a satisfactory manner different sounds with untuned instruments to represent the sounds and actions of fireworks. Singing standards are good. During their time in Years 3 to 6 pupils are provided with opportunities to play different instruments and many pupils leave school as accomplished musicians. Pupils continue to sing well, compose music in an effective manner and show good levels of appreciation of different kinds of music. Pupils know and understand a good amount of musical vocabulary and a good range of classical composers.
79. Teaching and learning are good overall with particular strengths in Years 3 to 6 where the subject leader takes most of the classes for music and at times teaching is excellent and inspirational. The subject leader has introduced the idea of banding the Year 5 and Year 6 pupils by ability for the teaching of music. She uses her undoubted expertise to enthuse, motivate and enhance the learning of the more musically talented pupils through expert teaching, high levels of challenge and great fun as the pupils' performance of playing a wide range of musical instruments improves with every minute of the lesson. Good teaching was also observed for the other Year 5 and 6 pupils and for the younger pupils in school as teachers teach with gusto and enthusiasm in helping to bring the subject to life. Throughout the school pupils love listening to and performing music. Learning is enhanced by the opportunities that are provided for pupils to perform at different events both locally and nationally, to take part in musical productions, to play a wide range of instruments and by the musical visitors that come to the school to introduce pupils to music from different cultures and traditions from around the world. Within lessons and assemblies as well, pupils listen to all kinds of music representing a host of different cultures and traditions. There are also many extra-curricular activities that a high number of pupils take part in. There is little doubt that all these good quality, vibrant learning opportunities do much to enhance pupils' cultural awareness as well as improving their musical knowledge.
80. The subject is well led and managed. The subject leader leads by example and has a very good grasp of the quality of music provided in the school. She has played an important role in improving standards in the subject, in ensuring that music has such a high profile in school, that many pupils have the opportunity to play an instrument and in using the subject as a vehicle for raising pupils' awareness of music from many different cultures.

## **Physical education**

Provision in physical education is **good**.

## **Main strengths and weaknesses**

- Many pupils leave school with good sporting skills
- All aspects of the curriculum are covered well and learning is enhanced by a good range of extra-curricular and other activities.
- The effective teaching of key skills leads to improvements in pupils' performance.
- The subject is well led and managed

## **Commentary**

81. Standards are at an average level by the end of Year 2. Achievement is never less than satisfactory and at times good when the quality of teaching is good. Standards are above average by the end of Year 6 and achievement is generally good in Years 3 to 6. Improvement has been good since the time of the last inspection.
82. By the end of Year 2 pupils have developed a satisfactory awareness of the impact that exercise has on the body. Pupils move around with a satisfactory level of physical agility with the higher-attainers showing good levels of creativity and imagination when putting a sequence of movements together. Pupils show a satisfactory awareness of space and the needs of others when moving around the hall at speed. By the time that pupils leave school many demonstrate good levels of physical agility. They show a good balance between being competitive and also working well as a team when needed. Pupils have developed good throwing and catching skills, pass balls with accuracy and power and have developed good dodging and marking skills in team games situations. Pupils have a good awareness of the impact of exercise on the body and are fully aware of how keeping physically fit is good for the health and well-being of individuals. Swimming standards are above average by the end of Year 6 as all pupils can swim at least 25 metres and many can swim much further.
83. Teaching and learning are generally good. Teachers are adept at teaching key skills well, whether it is how to pass a rugby ball, how to throw and catch well or how to balance on different body parts. Pupils are highly motivated and listen well to how to improve their level of performance. In good lessons observed at both key stages plenty of opportunities are provided for pupils to evaluate their own performances and to look at others who are performing particularly well. Pupils learn a lot from these activities. Throughout school pupils are kept physically active in lessons and much is expected of them in terms of how much physical effort they are to put into their work. Pupils are generally managed well with pupils only too willing to take responsibility for helping to organise the lesson and to set out and return equipment. Over the course of the year all elements of the curriculum are covered in significant depth, and learning is enhanced by the good variety of extra-curricular sporting activities that are on offer for both boys and girls and for younger as well as older pupils. Pupils are also given the chance to work with coaching experts, who the school brings in, in many different sports. These activities together

with the many inter-school sporting competitions that the school enters add to pupils' personal and social skills as well as developing their sporting prowess.

84. Leadership and management of the subject are good. The subject leader has a good awareness of provision in the subject through the monitoring of learning and planning and through some direct observations of teaching. The subject leader has played an important role in maintaining the importance and high profile of the subject across the school.

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

85. The programme for personal, social and health education and citizenship is good and adds positively to pupils' personal development. The school promotes healthy eating and healthy lifestyles through both the science and physical education curriculum and through the Fruit for Schools scheme which provides the pupils with healthy choices. There is good provision made for pupils to learn about sex and relationships and drug awareness. Pupils are provided with many good quality opportunities to learn about life in a multicultural society. In many lessons and in 'circle time' and citizenship time pupils are encouraged to offer their views and opinions on a wide range of different and diverse issues. The pupils are encouraged to take responsibility for tasks around the school and do so well, and there is a good emphasis on pupils taking initiative and responsibility for their own learning. Discussions with pupils show that they feel confident in expressing their views but also express the opinion that they know that their voices will be listened to, respected and taken on board. There is also an active school council which both the school and pupils are proud of. The council plays an important role in decision-making and pupils genuinely feel that the actions of the council have led to improvements in the school environment and in the life of the school in general. Inspection findings certainly support the pupils' views.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### Inspection judgement

### Grade

<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	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).*