

INSPECTION REPORT

ST WILLIAMS PRIMARY SCHOOL

Thorpe St Andrew, Norwich

LEA area: Norfolk

Unique reference number: 120859

Headteacher: Mrs J Barnes

Lead inspector: Ted Wheatley

Dates of inspection: 13th - 16th June 2005

Inspection number: 267968

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	633
School address:	Williams Loke St Williams Way Thorpe St Andrew Norwich Norfolk
Postcode:	NR7 0AJ
Telephone number:	(01603) 434 128
Fax number:	(01603) 439 206
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sandra Whitney
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

St Williams Primary School has 633 pupils and is much larger than the average primary school. There are more boys than girls in most year groups, with the exceptions of Reception and Year 5, where there are slightly more girls than boys. There are 89 children in Reception. The school is oversubscribed, though numbers are starting to fall and a new primary school is being built in the area. The percentage of pupils entitled to free school meals is very low and, whilst there is a high level of employment in the area, incomes are low overall: socio-economic circumstances are below average. The great majority of pupils are from White British backgrounds and there are small numbers of pupils from other white backgrounds and very small numbers of pupils from Black African, White and Asian, White and Caribbean and other mixed backgrounds. No pupils have English as an additional language. The percentage of pupils with statements of special educational needs is well below average and the percentage with special educational needs is below average. Attainment on entry varies between average and slightly below average, although in 2004 it was broadly average. The percentage of pupils joining and leaving the school is above average.

The school is involved in the Leadership Development Strategy in Primary Schools. The school has received the Healthy Schools Award (2005) and Investor in People Award (2004). The school provides out-of-school care, and before and after-school clubs. Its significant partners are Thorpe St Andrews High School (primary-secondary transition issues and cluster work with this and other schools) and the Professional Development Board for Physical Education (School Sport Co-ordinator Programme). The school has a close association with the University of East Anglia for initial teacher training and with Norwich City College for City and Guilds placements.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10013	Ted Wheatley	Lead inspector	Science English as an additional language
19720	Deborah Granville-Hastings	Lay inspector	
19026	Brian Downes	Team inspector	Special educational needs Geography History Religious education
7084	Jack Haslam	Team inspector	Mathematics Information and communication technology Design and technology
22790	Jane Pinney	Team inspector	Foundation Stage Art and design Music Physical education
2626	Marion Thompson	Team inspector	English

The inspection contractor was:

Tribal Education
1 - 4 Portland Square
Bristol
BS2 8RR

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	7 - 10
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10 - 15
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15 - 16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17 - 29
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Williams Primary School provides a **satisfactory standard of education**. Pupils' achievement is satisfactory. The headteacher has a clear vision for how the school should improve, is providing good leadership and is well supported by staff and governors. Teaching and learning are satisfactory and improving. The school gives satisfactory value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Pupils achieve well in the Reception classes, in reading, mathematics and science in Years 1 and 2 and in mathematics and art and design in Years 3 to 6.
- The achievement of the highest attaining pupils is inconsistent, though at its best is good.
- Provision for pupils with special educational needs is very good and is leading to good and frequently very good achievement by pupils with special educational needs.
- The attitudes and behaviour of the great majority of pupils are very good, but are unsatisfactory for a very small number of pupils in lessons where they are not managed effectively.
- Teaching and pupils' achievement in religious education in Years 1 and 2 are unsatisfactory
- Assessment arrangements in a number of subjects are unsatisfactory, but are improving.
- Where some subjects are taught in large blocks of time, the pace of teaching is occasionally too slow and the range of teaching styles is not always varied enough to maintain pupils' interest.

Since the school was last inspected in June 1998, improvement has been satisfactory. Provision for information and communication technology (ICT) has improved and standards have risen. The school's accommodation has improved to being good overall and work to improve the outside accommodation for the under fives is imminent. Overall, standards are much the same as they were at the previous inspection, but are now rising and, whilst the quality of teaching had declined, recent improvements have been good.

STANDARDS ACHIEVED

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

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

Pupils' achievement is satisfactory, but good in the Foundation Stage. Children start Reception with broadly average skills, though there is some variation from year to year. By the time they enter Year 1, the great majority of children have exceeded the early learning goals in language and literacy, knowledge and understanding of the world, physical development and creative

development. They meet the early learning goals for mathematical development and well exceed them for personal, social and emotional development.

Results in the national tests taken by Year 2 pupils in 2004 were in line with the national average. They were above average in reading, average in writing and mathematics and well above average in teachers' assessments in science. In the current Year 2, pupils' achievement in English, mathematics and science is good and standards are above average. Standards meet expectations in most other subjects, but do not meet them in history and religious education.

In the national tests taken by pupils in Year 6 in 2004, results were average overall and average in English, mathematics and science. Compared with pupils of similar prior attainment in other schools, results were average. Results have not risen as fast as results nationally and the school is responding to that with improved teaching. This was evident during the inspection, where standards were seen to be average overall, but rising. Standards are average in English and science and above average in mathematics. Achievement is good in mathematics and art and design. Pupils' achievement is satisfactory in English, science, geography, ICT and RE in Years 3 to 6. Standards are above average in art and design, average in ICT and design and technology, and below average in religious education. There was insufficient evidence to make a judgement in geography, history, music or physical education.

Pupils with special educational needs achieve well and the highest attainers achieve satisfactorily overall, though this is not true on all occasions because work is not yet consistently challenging for these pupils.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall. Pupils' social and moral development is very good. The great majority of pupils have good attitudes to school and to learning. They enjoy being at school and their behaviour is good overall. A very small number of pupils behave badly and disrupt the learning of others. Attendance is satisfactory, although a small but significant proportion of parents take their children on holiday in term time. The attendance of these pupils is unsatisfactory. Pupils are punctual to school.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning are satisfactory overall, but in Reception are good. A small amount of teaching is unsatisfactory and this is associated with ineffective management of pupils' poor behaviour or lack of subject knowledge in religious education. Mostly, teachers have good subject expertise and manage pupils' behaviour very well. In the very best lessons, teachers challenge and have high expectations of the pupils. Assessment is unsatisfactory overall, but improving, and at its best, in mathematics, is used effectively to help pupils improve their work. The curriculum is unsatisfactory overall, though it is satisfactory in Years 3 to 6. In Years 1 and 2, history is not taught to enough depth and religious education does not meet the requirements of the locally agreed syllabus. Accommodation, resources and staffing are good. Care, guidance and support for pupils are good and pupils' views on the school are welcomed and acted on. Links with parents, the community and other schools are also good.

LEADERSHIP AND MANAGEMENT

LEADERSHIP AND MANAGEMENT ARE SATISFACTORY. THE HEADTEACHER HAS A GOOD UNDERSTANDING OF THE SCHOOL'S STRENGTHS AND WEAKNESSES. SHE HAS IDENTIFIED THE WEAKNESSES IN TEACHING, THE CURRICULUM AND ASSESSMENT, AND HAS SET CLEAR TARGETS FOR IMPROVEMENT. SHE IS WELL SUPPORTED BY SENIOR STAFF, OTHER STAFF AND GOVERNORS. GOVERNANCE IS SATISFACTORY OVERALL; GOVERNORS' KNOWLEDGE OF THE SCHOOL IS GOOD AND THEY PLAY AN ACTIVE PART

IN PLANNING IMPROVEMENTS. HOWEVER, THEY HAVE NOT ENSURED THE SCHOOL HAS MET STATUTORY REQUIREMENTS FOR COLLECTIVE WORSHIP, HISTORY OR RELIGIOUS EDUCATION.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very good and pupils' views are good. Parents are supportive of the school and appreciate the work and attitude of teachers. Pupils really enjoy being at the school.

IMPROVEMENTS NEEDED

The main things the school should do to improve are:

- Develop strategies to ensure that the highest attaining pupils consistently achieve well.
- Work with pupils, support services and staff to ensure that the unacceptable and disruptive behaviour of a very small number of pupils is effectively dealt with.
- Review the arrangements for teaching subjects currently taught in large blocks of time, notably geography and history, so that pupils achieve better.
- In Years 1 and 2, improve teachers' subject knowledge in religious education.
- Improve the arrangements for assessing pupils' work and using the information to plan future teaching.

And, to meet statutory requirements:

- Ensure that history and religious education provision in Years 1 and 2 meets statutory requirements and that a daily act of collective worship is provided.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory overall, but good in Reception. Standards are average overall in Years 2 and 6.

MAIN STRENGTHS AND WEAKNESSES

- Children in the Reception classes achieve well.
- Pupils achieve well in mathematics.
- Pupils with special educational needs achieve well.
- The achievement of higher attaining pupils is inconsistent, varying between very good and occasionally unsatisfactory.
- Achievement is improving as result of the school's work to improve teaching.

COMMENTARY

1. Attainment on entry to the Reception classes is broadly average, but varies from year to year with slightly below average levels of literacy. In the current Year 1, pupils started with above average skills and well-developed personal, social and emotional skills overall.
2. In Reception, children achieve well overall. The majority exceed the early learning goals in communication, language and literacy, in knowledge and understanding of the world, in physical development and in creative development. Most reach the early learning goals in mathematical development and in personal, social and emotional development they well exceed the expectations of the early learning goals.
3. In the national tests taken by pupils in Year 2 in 2004, results were in line with the national average overall, which indicated satisfactory achievement overall as this

group of pupils had below average literacy skills on entry to Reception. Results were above average in reading and average in writing and mathematics. In teachers' assessments for science, attainment was above average. Results have improved overall in recent years but have fallen in mathematics. Compared with schools where there were similar proportions of pupils entitled to free school meals, results were below average overall. Unvalidated results for 2005 show further overall improvements and improvements in mathematics, too – a result of the work done by the school to raise standards.

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

Standards in:	School results	National results
reading	16.5 (17.3)	15.8 (15.7)
writing	14.7 (15.7)	14.6 (14.6)
mathematics	16.0 (16.8)	16.2 (16.3)

There were 88 pupils in the year group. Figures in brackets are for the previous year.

4. Standards seen in Year 2 are average overall. They are above average in English, mathematics and science and pupils achieve well in these subjects. In art and design, design and technology, information and communication technology (ICT), music and physical education, attainment meets expectations and pupils' achievement is satisfactory overall. In religious education, standards are below those expected and achievement is unsatisfactory. This is because in history the subject is not covered in enough depth and in religious education the requirements of the locally agreed syllabus are not met, and teachers' subject knowledge is not comprehensive enough. Pupils' work was sampled in geography but not enough evidence was obtained to make a secure judgement about standards and achievement.
5. In the national tests taken by pupils at the end of Year 6 in 2004, results were average in English, mathematics and science. Results have fallen over recent years. Compared with pupils' prior attainment, results were average in English and science but were above average in mathematics. The school has analysed pupils' progress thoroughly and correctly identified underachievement by some higher attaining pupils. It has introduced strategies to deal with this; staff have implemented them wholeheartedly and teachers' assessments for 2005 show significant improvements and rising standards.

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

Standards in:	School results	National results
English	26.7 (27.7)	26.9 (26.8)
mathematics	27.4 (26.8)	27.0 (26.8)
science	28.5 (28.6)	28.6 (28.6)

There were 99 pupils in the year group. Figures in brackets are for the previous year.

6. By Year 6, standards are average overall. In English and science, standards are in line with the national average and in mathematics, they are above the national average. Taking pupils' prior attainment into account, their achievement is good in mathematics and satisfactory in English and science. Standards are above those expected in art and design and pupils achieve well. In design and technology, geography and ICT, standards meet expectations and achievement is satisfactory. Standards are below those expected in religious education but, taking into account a below average starting point, pupils' achievement is satisfactory. In history, standards

are below average but achievement is unsatisfactory because coverage of the subject is unsatisfactory. There is insufficient evidence to provide judgements for music or physical education, but the quality of singing exceeds expectations.

7. The school's efforts to identify underachievement and to then set about improving teaching to ensure all pupils are suitably challenged have been good. They are leading to improving standards and better achievement. However, there are still some inconsistencies and some pupils, particularly small numbers of higher attainers, are not yet quite achieving as well as they could on a regular basis. There is, however, a positive atmosphere in lessons of a drive to achieve well that comes from teachers and is assumed by pupils. In some lessons, higher attainers achieve very well due to demanding teaching and tasks specifically planned to challenge them.
8. Pupils with special educational needs achieve well in relation to their prior attainment and against the targets in their individual education plans. Pupils identified as gifted and talented attain above average standards and achieve satisfactorily overall but in some subjects, for example, in writing, they could achieve more. There are no significant differences in the learning and achievement of boys and girls.

Pupils' attitudes, values and other personal qualities

Overall, pupils have good attitudes to school and to learning and behave well. Pupils' spiritual, moral, social and cultural development is good. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Pupils' social and moral development is very good because of the school's high expectations of attitudes and behaviour and encouragement of values.
- The attitudes and behaviour of the great majority of pupils is very good.
- Pupils enjoy being at school and tackle the lessons and activities prepared for them with interest and enthusiasm.
- Relationships are very good, creating a happy and productive atmosphere in which pupils learn well and are confident and relaxed.
- Pupils take on responsibility very well and make a real contribution to the daily life of school.
- A very small number of pupils occasionally exhibit unsatisfactory behaviour.

Commentary

9. The school day is based on the values of tolerance and respect which results in very good relationships between teachers and pupils. This has a positive impact on pupils' response and attitudes in lessons and to school in general. In the Foundation Stage, children's personal, social and emotional development is very good. Often, pupils' positive attitudes, questions and suggestions contribute to the progress and direction of the lesson. For example, in a Year 5 English lesson, pupils were preparing presentations on topical issues using a variety of media. Their enthusiasm, creativity and initiative produced work of high quality and originality.
10. The carefully considered personal and social education programme provides many opportunities for teachers and pupils to talk about and reflect on emotions and feelings. For example, Year 5 pupils spoke about peer pressure and ways in which they cope with and resist it. Younger pupils thought about how the way in which they

say something can affect the feelings of others. All pupils tackled the topics maturely and sensitively. Pupils go through the school day happily and enjoy having visitors to talk to. They are friendly, polite and keen to talk about themselves and their school. From an early age, pupils are taught to listen to one another. They show concern and compassion, and a respect for others' needs. Parents and pupils say that there is little bullying in the school and that when it occurs, it is dealt with very quickly and well. In many lessons, pupils helped each other spontaneously when working in pairs and groups and showed a natural and caring understanding of those less able.

11. Behaviour around the school and in lessons is very good overall. Indeed, a strength is the way in which pupils live and work together. Breaks and lunchtimes are relaxed and comfortable with pupils playing easily together. Pupils have a clear understanding of the high standards expected of them and respond accordingly. In lessons, pupils' behaviour ensures that learning takes place at a good rate contributing to the achievement they make. Exclusions have been low and the school works well with outside agencies to help these pupils. Rare instances of very disruptive behaviour are dealt with quickly by the school, but nevertheless do, temporarily, disturb the learning of other pupils.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	609	1	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	4	0	0
Black or Black British – African	2	0	0
No ethnic group recorded	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

12. There are many opportunities for pupils' spiritual development. Assemblies play an important part in the school day and, whilst not always being an act of worship (and therefore not consistently meeting statutory requirements), they are a genuine coming together of pupils and staff to listen, reflect, sing or pray about a particular theme. Cultural development is good, with many pupils taking part in the art, musical, sports and other activities provided by the school.
13. Pupils take a keen interest in how their school works. They enjoy being part of the school council where they have a genuine voice in what happens in the school. Pupils' opinions played an important part in establishing the classroom rules displayed around the school. There are many opportunities for pupils to help during the day. Most pupils, from the very youngest upwards, have jobs in the classroom and older pupils look after younger ones at breaks and lunchtimes. Pupils' confidence and self-esteem improves greatly through being given such responsibilities and they gain a real sense of belonging to and taking pride in their own community. On leaving school, pupils are confident, well-rounded people ready for the next stage of their education.

ATTENDANCE

14. Attendance is satisfactory. Since the previous inspection, the school has done much to discourage parents from taking their children on holiday in term time but holidays still make up a large part of authorised absence. Punctuality at the beginning of the day is good. The morning routines have been re-established and school starts promptly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.4
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 TEACHING AND LEARNING

Teaching and learning are satisfactory overall and frequently good. Assessment is unsatisfactory.

Main strengths and weaknesses

- Teaching in mathematics and science in Years 1 and 2, and in mathematics and art and design in Years 3 to 6, is good, and results in good learning and achievement.
- The teaching of religious education is unsatisfactory and limits pupils' learning.
- Pupils have frequent opportunities to develop their speaking and listening skills throughout the school and express themselves well.
- A minority of lessons do not meet the learning needs of all pupils.
- Occasionally, the behaviour of a small number of pupils is not managed effectively and slows the learning of others.
- Assessment arrangements and procedures are unsatisfactory in a number of subjects.

Commentary

15. Teaching and learning are satisfactory overall and frequently good. A small proportion is very good and a similar proportion is unsatisfactory. The quality of teaching and learning has declined since the previous inspection when it was judged to be good overall. However, there is evidence of significant recent improvement. The school has rightly focused on improving teaching and learning in the core subjects of English, mathematics and science over the last two years and on addressing deficiencies identified at the previous inspection in ICT.
16. Teaching has improved dramatically in mathematics and is good. Lessons have a satisfactory pace, and challenge. Teachers have consistently high expectations, leading to effective learning and improved achievement. In science, teaching and learning are good in Years 1 and 2, where there is a good range of well-organised practical work, and are satisfactory in the rest of the school. Across the school, work is frequently challenging, but is not consistently planned to meet the learning needs of all pupils. Teaching and learning are satisfactory in English; the teaching of reading is well organised, particularly in Years 1 and 2, where it results in above average standards for the highest attaining pupils. As a result of recent improvements in

teaching and assessment, standards of pupils' writing are improving rapidly. Teaching and learning in ICT are now satisfactory.

17. In most other subjects, teaching and learning are satisfactory. In art in Years 3 to 6, where teachers have good subject knowledge, they are good. In religious education, teaching and learning are unsatisfactory in Years 1 and 2 because teachers lack subject knowledge.
18. In most lessons, teachers have clear learning objectives and include activities that are planned to meet the learning needs of all pupils. However, in a very small minority of lessons, the work is insufficiently demanding for the highest attainers. In the majority of lessons, a sound range of teaching styles is used to engage pupils and support them in their work. However, where some subjects are taught in large blocks of time, occasionally the range of teaching styles and activities does not always hold pupils' attention and the pace of learning slows. This was seen in some history lessons. Throughout the school, the development of speaking and listening is a strength; pupils have frequent opportunities to develop their ideas through discussion and in most classes listen attentively to each other. Most teachers have good relationships with pupils and insist on high standards of behaviour, creating an atmosphere that supports learning. Very occasionally, the behaviour of a small number of pupils is not effectively managed, and slows the pace of learning for others in the class. Teachers have good knowledge of most subjects, which they use to engage and motivate pupils. However, teaching in a large minority of lessons, whilst satisfactory, lacks rigour, precision and drive. Pupils work steadily rather than hard, and lessons lack a sense of urgency or excitement.
19. Assessment is unsatisfactory overall, but good in mathematics, where it is used well to plan teaching and learning. It is unsatisfactory in music and physical education, where assessment systems are not in place, and unsatisfactory in history and geography because satisfactory procedures are yet to make an impact on the quality of teaching or to guide pupils on how they can improve. In some subjects like science, assessment procedures are good but are not used to guide teaching, though many pupils have a good idea of what they need to do to improve their work. In other areas like English, where the procedures are improving rapidly, their use is inconsistent. More focused marking and self-assessment are being used very well in some classes to help pupils to improve their work. They are being used less successfully in others.
20. Teaching and learning for pupils with special educational needs are good. Teachers know their pupils well and set work at an appropriate level for their individual needs. All staff have had good training to implement the 2001 Code of Practice for Special Educational Needs and this is a strong factor in the very good overall provision for pupils with special educational needs. Class teachers take responsibility for preparing individual education plans for pupils with special educational needs in their classes. This enhances the value of these plans and they are of good quality. Teaching assistants give very effective and caring support to pupils with special educational needs.
21. Improvement since the previous inspection has been unsatisfactory, as the quality of teaching and learning had declined, as is evident from the end of Year 6 national tests results in recent years (before 2005), showing that a significant minority of pupils had not achieved as well as their end of Year 2 tests results indicated they should have

done. However, recently, improvement has been good due to work initiated by the headteacher since she arrived two years ago. The school has successfully improved teaching, learning and assessment in key areas fairly rapidly, resulting in improved achievement for pupils.

Summary of teaching observed during the inspection in 77 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (5%)	46 (60%)	23 (30%)	4 (5%)	0 (0%)	0 (0%)

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

The curriculum

Overall, the curriculum is unsatisfactory. Extra-curricular provision is good. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum in Years 1 and 2 does not meet statutory requirements for history or meet the requirements of the locally agreed syllabus for religious education.
- The Foundation Stage curriculum is good.
- A good range of extra-curricular activities enriches learning.
- Resources and accommodation are good.
- Provision for pupils with special educational needs is very good.

Commentary

22. Although the curriculum is unsatisfactory overall, there are differences within the provision. The provision for the school’s youngest children in the Foundation Stage is good and enables them to make good progress towards the early learning goals. Whilst the curriculum in Years 3 to 6 is satisfactory overall and recent changes have ensured that pupils receive sufficient time in the great majority of subjects, the time for religious education does not ensure there is sufficient coverage for religious education; as a result, the school does not meet the requirements of the locally agreed syllabus. However, the school is awaiting expected changes to the local agreed syllabus before initiating changes in the subject .In addition, the arrangements for history in Years 1 and 2 mean that the subject is not covered in enough depth. All pupils are satisfactorily included in the school’s curriculum.
23. Provision for pupils with special educational needs is very good and has improved considerably since the previous inspection. Parents are involved at an early stage when the school identifies pupils for inclusion on the special educational needs register. Pupils with special educational needs have access to the same curriculum as other pupils and to all the school’s activities. Pupils identified as gifted and talented, for the most part, are provided with tasks that present appropriate challenges for them.
24. There is a smooth transition between infant and junior parts of the school. Pupils are well known to receiving teachers as they pass from one part of the school to another and class teachers are involved in discussions about the best provision for pupils as they move into Year 3. There are also good links between the school and the local high school. Pupils visit their secondary school and staff from the secondary school

come to the primary school to meet with teachers and pupils, so that pupils know what to expect when they enter secondary school.

25. The school provides a good range of extra-curricular activities, although these are mostly for older pupils. There is a good range of sporting activities that enhances pupils' learning and the school takes part in a number of sporting competitions. The range and quality of the music and drama activities are strengths of the school. Pupils have opportunities for a number of visits each year. These include visits to places of historical interest where pupils can become involved in living life as it was in times past.
26. Overall, resources are of good quality and are well deployed so that the best use can be made of them. Accommodation is good and is well maintained by the caretaking and cleaning staff. The mobile classrooms are still cramped and unattractive but there are less of them than at the previous inspection. Three playgrounds and a field provide good space for lunchtime, breaks and physical education. The outdoor play area for the Foundation Stage is unsatisfactory but due to be upgraded very shortly.

Care, guidance and support

The school provides well for pupils' care, welfare, health and safety Pupils are supported well and are involved very effectively in school life.

Main strengths and weaknesses

- An atmosphere of trust and respect pervades the school.
- Well-informed teachers know pupils and families well and support individual needs well.
- Pupils are not sufficiently involved in evaluating their own learning to help them improve.
- Pupils are involved in the daily life of school very well and they know their views are important.
- Procedures for looking after pupils on a daily basis are good.

Commentary

27. The school is a happy place where pupils feel safe and confident. Staff have very good understanding of all their pupils' needs and a genuine concern and interest for their welfare and progress. They know much about individual families and are quick to spot and respond to pupils' needs. The before and after-school club is well used and the school has good relationships with outside agencies to give extra support for those pupils and families that need it. A trained counsellor helps pupils with particular problems to help them learn effectively.
28. Pupils' academic progress through the year is monitored and recorded so teachers know what pupils can and cannot do. A pupil tracking system enables individual targets to be set and progress against them monitored. As yet, pupils are insufficiently involved in looking at their own targets and evaluating their own performance against them. Pupils feel they are doing well at school but they do not relate their performance to National Curriculum levels and few think about what they need to do to improve.
29. The school values pupils' opinions highly, seeing them as an integral part of school life. This aspect has improved since the previous inspection. Pupils enjoy discussing issues to put before the school council and many of their ideas and views have been used. Recently, they have looked at the issues involved in cycling to school and how the school can recycle more and conserve energy.

30. Young children settle into the Reception classes quickly and easily because of the school's sensitive approach. Classroom routines are soon familiar and even the youngest children are confident and relaxed. Pupils are also well prepared at the end of each year and look forward to the move into their next class.
31. The school pays good attention to the daily care of its pupils. Sickness and accidents are dealt with in a sensitive way to minimise the upset for young children, and the school liaises closely with parents at all times. Procedures for child protection are clear and known to all staff. Management of health and safety is good and risk assessments are carried out annually.

Partnership with parents, other schools and the community

The school has good links with its parents, other schools and the local community. These all support pupils' learning well.

Main strengths and weaknesses

- There are many opportunities for parents to play an active part in the school.
- Good quality information keeps parents up-to-date with activities and events.
- Year 6 pupils are well prepared to move on to secondary school.
- Very good use is made of the local community to supplement the curriculum but there are few links with people and groups further afield in this country and beyond.

Commentary

32. Overall, parents have positive views about the school and the experience they and their children have. Their children are happy at school and parents are pleased with the progress their children make. Most parents have confidence in the staff and feel comfortable in approaching the school with questions and problems. A small number of parents have expressed concern over the behaviour of a very small number of pupils, and how their misbehaviour occasionally disrupts the learning of other pupils. The school is aware of these issues and is working with staff and the local authority to resolve them.
33. Parents are actively encouraged to be part of school life in many ways. They receive good quality information on school life, activities and events and, more recently, good information on how pupils learn. For example, a forthcoming workshop on how mathematics is taught will give parents first-hand experience of what their children do in lessons. Parents are often seen around school helping with reading, running a book club, in lessons and on trips. The St Williams Association is a long-established and successful supporter of the school. Its members organise many social and fund-raising events throughout the year and the school greatly appreciates the contribution they make.
34. Parents' views are now more genuinely sought and their concerns are responded to quickly and appropriately. A recent survey highlighted parents' concerns regarding homework and a need for a better understanding of the curriculum, and the school is now working on improving both these areas. Parents of children with special educational needs are very well informed and supported throughout the year.

35. The school has good partnerships with other schools in the area. They meet regularly with the 'cluster' schools and share common issues and good practice, often having joint training on common topics. The relationship with the high school is very good, particularly regarding the transfer of pupils from Year 6 to Year 7. Very good communication and liaison between teachers ensure that pupils are well prepared and ready to move on to secondary education. Pupils have many opportunities to visit the high school, particularly through the sports co-ordinator programme and swimming lessons. The school also has a good relationship with the University of East Anglia, supporting the training of new teachers.
36. The school has some very good links within its local community which are used well to supplement the curriculum and provide pupils with new experiences. People from Norwich City study centre visit the school regularly and work with pupils on boosting literacy skills and confidence. Writers, storytellers, dancers, theatre groups and charities are all regular visitors into lessons and assemblies. All pupils go on residential and day trips to extend and develop their lessons. Recent visits have included Norwich castle, Sutton Hoo, Thetford Forest and the John Innes centre for a talk by a Nasa astronaut. The special focus weeks involve pupils in activities in and out of school on a special topic – in September, the theme is recycling and the environment. Although the school takes part with other schools in the Norfolk Our World Festival, which celebrates faiths from around the world, the school does not have any links with groups or schools from either different parts of Britain or abroad to give pupils a greater understanding of cultures very different from their own.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall and the leadership of the headteacher is good. Governors have not ensured that statutory requirements for collective worship, history and religious education are met in full.

Main strengths and weaknesses

- The headteacher provides clear direction for how the school can improve.
- Governors have a good knowledge of the school's strengths and weaknesses.
- Leadership of provision for special educational needs is very good.

Commentary

37. The headteacher took up appointment two years ago and has established a comprehensive view of the areas that the school needs to work on to continue to improve, and this view is shared by all staff. She has identified areas of teaching and learning, assessment and the curriculum that need to be worked on and with the support of staff, particularly of the deputy headteacher and other senior staff, has set an agenda for improvement that is having a positive effect. This is most evident in the identified rising standards and improving achievement.
38. Management is satisfactory overall. At the senior level, it is good. The senior team manage their responsibilities well; they observe and evaluate teaching, examine pupils' work, analyse assessment information and national tests results and provide a detailed picture of the school's strengths and weaknesses that are then used to set priorities for improvement. They are working hard to push forward the school's efforts to improve the use of assessment information to improve teaching and learning and to

guide pupils in how to improve. Management at subject level is satisfactory overall, but unsatisfactory in religious education and history, where subject coverage does not fully meet statutory requirements. Subject co-ordinators are gradually taking on these issues as their responsibilities and are increasingly involved as their subjects become a focus of the school's work.

39. Leadership of special educational needs is very good and senior staff and the special educational needs co-ordinator have ensured that staff are fully trained to implement the 2001 Code of Practice for Special Educational Needs. The co-ordinator for special educational needs has shown very good management in setting up procedures and administration for special educational needs. As a result, the provision is vastly improved since the previous inspection. Statutory requirements for special educational needs are fully met.
40. The headteacher manages staff well. She is well aware of individual teachers' strengths and weaknesses and deploys them effectively to make best use of their strengths. The school provides a good programme of training and support to help teachers develop their professional skills in line with personal needs, performance management targets and the school's priorities. The induction of newly appointed staff and the school's support for the training of new teachers is good.
41. The school improvement plan provides a sharp focus on the priorities for the school's work and governors have a good understanding of these. Governors are linked to subject areas and are well informed about the areas the school needs to work on to raise standards. They support the headteacher and school and play an active part in producing the improvement plan. However, they do not ensure that statutory requirements for history and religious education in Years 1 and 2 are met or that requirements for collective worship (whilst good in those assemblies seen) are consistently met.
42. Financial management is good. The school receives well below the national average funding for each pupil and plans its expenditure carefully, with a close scrutiny of how money is spent. Financial information from the local authority is detailed and, along with information provided by the school administrator, governors are well informed for the decisions they have to make.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,365,752
Total expenditure	1,346,388
Expenditure per pupil	2,127

Balances (£)	
Balance from previous year	42,265
Balance carried forward to the next year	61,629

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The good provision in the Foundation Stage has been maintained since the previous inspection. The children enter Reception in the September before they are five, with younger children attending part time for the first term. Levels of attainment on entry are variable, with occasional literacy weaknesses, but for the current cohort, attainment is broadly as expected, most children having attended local playgroups. They are taught in one of three Reception classes and all achieve well, including children with special educational needs. This is because the teaching is good and the curriculum is planned to meet their needs. All adults skilfully manage the children and set very good role models for them. A large number of adults are employed in the Foundation Stage and they work well together as a cohesive team. A number of parents voluntarily provide valuable help. The inside accommodation is satisfactory and plans are advanced to improve the outdoor area. This was an area of weakness at the previous inspection and continues to limit opportunities for teaching and learning outdoors – an integral part of the Foundation Stage curriculum. Children are very well supported on their entry to the school and well prepared for their transition into Year 1. Leadership and management are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships between adults and children are very good.
- Children's confidence and independence are very well promoted.

Commentary

43. Children make very good progress and by the time they reach Year 1 their personal and social skills well exceed expectations. They achieve very well because of very good teaching that includes consistent routines and clear expectations of behaviour, reinforced by positive rewards. Children rapidly gain in confidence. They have a very positive attitude to school and behave very well. Staff seize every opportunity to encourage the children to act independently. The very good relationships enable children to feel comfortable in expressing their opinions and they are not afraid to try new experiences. Children are given plenty of well-planned opportunities to learn to interact with each other and as part of a wider group. For example, they are fully included as a valued part of the whole school community. As they confidently participate in school assemblies and hymn practices, they are being well prepared for transfer to Year 1 and the next stage of their education.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teaching of reading and writing is well focused on the consistent development of basic skills.
- Progress is slower towards the end of the Reception Year, when the lessons reflect the requirements of the National Curriculum more than the recommended Foundation Stage Curriculum.

Commentary

44. Children make good gains in their learning because, for the most part, teaching is good. Children's work shows that for most of the year they make good progress because activities are well planned with focused objectives based on individual needs. As a result, by the end of the year, children achieve well and their attainment is above expectations. Most children have already achieved the early learning goals recommended for this age group. They read and write simple sentences independently. More capable children know that non-fiction books can be used to provide information and are beginning to use full stops and capital letters correctly to punctuate their writing. Children listen well and express themselves articulately. However, towards the end of the year, learning slows when lessons become more formally structured towards the National Curriculum, and children find it difficult to adapt quickly to a different learning style. For example, children who are reading on their own as part of a guided reading session make limited progress when they are unaware of reading some words incorrectly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- The children's mathematical vocabulary is developing well.
- Activities are not always well planned to most suitably meet the children's needs.
- The outdoor area is not used effectively to enhance mathematical development.

Commentary

45. Children's achievement is satisfactory and the majority achieve the expected standards by the time they start Year 1. For example, they recognise, write and sequence numbers to 20 and carry out simple addition. Teaching is satisfactory. Teachers plan a range of activities to promote mathematical understanding and vocabulary effectively. Resources are used well to capture the children's interest and good questioning effectively extends their mathematical understanding. Teachers have a good awareness of each child's level of mathematical understanding so they consolidate and extend concepts well through the wide range of tasks that children tackle. Good gains are made through practical activities, such as counting, sorting shapes, and using construction toys. However, as with communication, language and literacy, progress slows when lessons become more formally structured and children are not given the chance to make their own choice of activity. There are insufficient opportunities for children to use the outdoor environment to develop their mathematical understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers plan a good range of activities that stimulates the children's interest.
- Resources, such as sand, water and joining materials, are used effectively to develop skills.
- Children are keen and eager to find out about the world about them.

Commentary

46. Teaching is good and children achieve well. By the time they enter Year 1, most have exceeded the early learning goals in knowledge and understanding of the world. This is because teachers plan activities, usually connected to a suitable topic that stimulates the children's interest. They use questioning well to find out what the children know and to consolidate the learning that has taken place. This was the case when, as part of their topic on boats, children were investigating the materials that toy boats were made from. Information and communication technology (ICT) skills are above expectations. For example, children work independently as they confidently guide the cursor to draw and colour pictures of boats. An understanding of time is developed as the children sequence a series of boats, from the earliest raft, to the latest aircraft carrier. The annual visit to a local farm encourages children's natural curiosity about the world in which they live. They use a wide range of construction toys to build with and, as they construct boats from junk materials, select their own tools for cutting and sticking. The outdoor play area is used effectively to enhance learning, as children use water play to extend their understanding of why some objects float and others sink.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Good teaching ensures that the children achieve well.
- Good use is made of the hall to develop children's physical skills.
- The current limitation of the outdoor play area restricts opportunity for adventurous activity.

Commentary

47. Children achieve well overall and exceed the expected levels by the end of the Foundation Stage. They develop a good body control and awareness of space. The children have also started to understand the importance of keeping healthy. They are well able to hold pencils, brushes and tools correctly because teachers focus on the development of these skills.

48. In their sessions in the hall, children make good progress because the quality of teaching is good or very good. For example, in one lesson, children improved their control of bats and balls because the teacher was building on their previous learning very well. She was continually assessing the children's abilities throughout the lesson

and changed her instructions accordingly to suit their individual needs. Since the last inspection, the resources for outdoor physical activities have been improved, but not enough; the school is aware that limitations of the outdoor area continues to constrain progress. Work is due to start on improvements in the near future.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have lots of good opportunities to explore and experiment with many different media to help develop their creative skills.

Commentary

49. By the end of the Foundation Stage, most children have achieved, and many exceed, the early learning goals. They are well able to use a range of materials to produce attractive and interesting work. For example, children blend pastels for skin tones in their drawings of their friends and manipulate clay to make models of leaves. They confidently mix paints to make the appropriate colours for their paintings of fruit and vegetables. Children join in singing songs enthusiastically and play imaginatively in the role-play area, which has been creatively transformed into a pirates' ship for the duration of the topic on boats. Teachers plan their lessons well and have a clear understanding of the needs of the children in this area of learning. Interesting and stimulating learning environments such as the pirates' ship have been created for the children in all three classrooms. All adults have high expectations of behaviour and children behave well. Consequently, teaching and learning are good and all children are achieving well.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in their reading by the end of Year 2 due to well-organised teaching.
- The writing of a minority of higher attaining pupils is not as good as it should be by the end of Year 6, but it is improving rapidly due to recent improvements in teaching and assessment.
- Teachers provide good opportunities for discussion and, as a result, pupils express themselves confidently and listen carefully.
- Pupils with special educational needs achieve well throughout the school due to well-organised support.
- Occasionally, pupils underachieve because the behaviour of a very small number of pupils is not managed effectively and slows the learning of the class.
- Pupils' attitudes to their work are good and support effective learning.

Commentary

50. In the national tests taken by pupils at the end of Year 2 in 2004, results were average in writing and above average in reading. Results have risen steadily over recent years but fell

slightly in 2004. In the tests taken by Year 6 pupils in 2004, results were average and lower than in 2003, mainly because this year group entered school with lower levels of attainment. Pupils made as much progress as those from similar schools on the basis of their prior attainment.

51. Pupils in Year 2 reach above the level expected for their age and achieve well. Writing is at the expected level, whilst reading, listening and speaking are above. By the end of Year 6, pupils reach average levels for their age. Whilst many pupils reach expected levels in writing, too few reach the highest levels. Achievement is satisfactory overall. It is good for pupils with special educational needs because support is well organised and teaching of these pupils is good.
52. The improvement of writing is a high priority, particularly in Years 3 to 6, where sentence level work is beginning to improve the quality of extended writing. In Years 1 and 2, pupils develop their ideas successfully. Work is logically sequenced with a beginning, middle and end. Older pupils make satisfactory progress. New setting arrangements and good teaching have resulted in above average standards for the highest attainers in Year 4. Pupils use a variety of different writing styles and adapt their language to suit their audience. They write in many different forms, selecting style and vocabulary appropriate to their intended reader.
53. Spellings are taught and tested regularly and the newly introduced system is leading to improvement. Care is taken to develop pupils' punctuation skills. The standard of handwriting varies. It is usually clear, joined up and legible, despite difficulties experienced by some older pupils as a result of the introduction of a new system when their style is already developed.
54. The quality of pupils' listening and speaking skills is above average. Pupils are encouraged to discuss and develop their ideas and to listen attentively to others. They ask perceptive questions and empathise with others. They perform well, and often very well, when addressing a wider audience or in a more formal setting, for example, in the recent production of Cinderella or in class assembly.
55. The teaching of reading is consistently good and timely interventions are made when pupils fall behind where they should be. Older pupils also make good progress, reading expressively and paying attention to punctuation. They have positive attitudes to reading and favourite authors. Parents help their children to read at home and this supports their reading in school.
56. Teaching and learning are satisfactory overall and good in a large minority of lessons. The teaching of writing is improving rapidly. Assessment is satisfactory overall, but it is inconsistent across the school. The recently introduced self-assessment sheet is being used very effectively in some classes to help pupils improve the quality of their writing. Pupils have good attitudes to work and a confident approach to learning. However, in a very small minority of lessons in Year 1, the disruptive behaviour of a very small number of pupils in the class occasionally slows the pace of learning for other pupils. Strengths of teaching include good relationships with pupils, good subject knowledge, planning matched to pupils' needs, a brisk pace and good opportunities to develop ideas through discussion. Pupils work hard and contribute confidently to discussion. Closer attention to sentence construction is improving writing. However, in a large minority of lessons, teaching lacks rigour and precision, leading to steady, rather than rapid, learning.
57. Leadership and management are satisfactory and improving. Action taken is beginning to raise standards, particularly in writing. Improvement since the last inspection has been unsatisfactory until recently, but has been rapid over the past year.

Language and literacy across the curriculum

58. The development of language and literacy across the curriculum is satisfactory. Listening and speaking are developed well in most lessons, but there are limited opportunities to develop

extended writing in some areas. In science, for example, writing is not always used effectively to record pupils' work. Reading supports pupils' work effectively in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching results in pupils achieving well and having positive attitudes to mathematics.
- The subject is led and managed effectively.
- Good use is made of thorough assessment procedures to inform planning and raise pupils' attainment.

Commentary

59. Results of the National Curriculum tests in 2004 showed overall attainment to be in line with the national average at the end of Year 2 and Year 6. Results have fallen over the previous three years but unvalidated results for 2005 indicate they are now rising. Inspection evidence based on lesson observations, a review of past work and discussions with pupils indicates levels of attainment for pupils at present in Years 2 and 6 to be above average. Evidence from the inspection shows standards representing good achievement and an improvement since the last inspection.
60. Standards are rising because lessons are thoroughly planned and teachers use a good range of effective teaching strategies. Teaching is good overall and occasionally very good. Teachers make effective use of the National Numeracy Strategy and provision meets the requirements of the National Curriculum. Teachers have good subject knowledge and provide interesting and relevant tasks that are matched well to pupils' stages of learning, ranging from those with special educational needs to higher attainers. Learning objectives are shared with pupils so they know what is expected of them, and lessons proceed at a good pace. On many occasions, teachers make particularly effective use of interactive whiteboards to enliven teaching and learning. Teachers have high expectations of pupils' behaviour and performance, and give good praise and encouragement.
61. The impact of effective teaching is that pupils are keen to learn and respond well to the tasks they are given. A successful feature of all mathematics lessons is the emphasis placed on pupils' mental and oral activities. Whether in the introductory 'warm up' session to the lesson, or during the main activities, pupils are eager and confident to explain how they arrive at their answers. Teachers have fully grasped the need for pupils to demonstrate speedy recall of facts during the 'warm up' and 'starter sessions'. The investigative and problem solving element of the curriculum is having a positive impact on pupils' performance. Teachers use question and answer techniques well to generate discussion and develop pupils' understanding. For example, the speed and accuracy with which Year 2 pupils made progress in adding and subtracting two-digit numbers was good as a result of challenging questions. Progress was brisk because of the ability of pupils to explain their reasoning. Higher attaining pupils in Year 6 have a very good understanding of how to use simple formula correctly. They make very good progress because the teacher splits the learning into manageable steps that pupils can cope with well. The teacher also takes great care to ensure that pupils understand the learning before moving on to the next stage.

62. Assessment procedures are thorough and resulting information is used well to guide lesson planning and in the formulation of individual education plans for pupils with special educational needs. Careful analysis of statutory assessment results enables the school to monitor and track pupils' performance, to set targets for learning, and modify curriculum provision. Marking, which acknowledges pupils' effort, gives clear directions as to how pupils can improve their performance. Work in pupils' books and folders is well presented and reflects pupils' good attitudes towards the subject and pupils' ability to sustain concentration and effort.
63. Leadership and management of the subject are good. Effective systems are in place to monitor pupils' work and the quality of teaching. The subject co-ordinators have a full understanding of the subject and its developmental needs, and provide good leadership. Staff have appropriate access to further professional subject development, and resources for teaching mathematics are good. Improvement since the last inspection has been good.

MATHEMATICS ACROSS THE CURRICULUM

64. Pupils use mathematical skills effectively in many aspects of the curriculum. For example, data handling is used well both in ICT and in science lessons. Pupils measure and weigh in design and food technology, and make good use of timelines in history.

SCIENCE

Provision in science is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- The quality of investigative work is good.
- Higher attaining pupils do not consistently achieve well.
- The quality and range of assessment information are good, but currently it is not used enough to improve teaching.
- The plans for improvement are good and the subject is well led.

COMMENTARY

65. In teachers' assessments of pupils at the end of Year 2 in 2004, results were in line with the national average overall, though the percentage of pupils obtaining the higher levels was well above average. In the national tests taken by pupils at the end of Year 6 in 2004, results were close to the national average. Whilst results have fallen in recent years, the achievement of pupils in 2004 was satisfactory overall, taking into account their attainment on entering the school.
66. Standards in Year 2 are currently above average, reflecting good achievement from when pupils started in Year 1. Pupils' investigative skills are good. Pupils have a good understanding of the principles of fair testing and higher attainers speak with real grasp of the basic ideas, for example, about plants using oxygen in their leaves to make food. Overall, spoken understanding is better than that shown in writing, though a small proportion of pupils express their knowledge well in writing.

67. In Year 6, standards are average overall and pupils' achievement is satisfactory overall but many pupils achieve well. The knowledge and understanding shown by higher attaining pupils are inconsistent, mainly because work is not regularly challenging enough or specifically planned to meet their needs, though overall attainment is broadly average. Nevertheless, investigative skills are generally good, with pupils having a thorough understanding of what they need to do to manage various quantities in practical work so that results are reliable. Pupils' writing skills are average overall and contribute to helping them understand the subject. Pupils use graphs and calculation skills competently. Pupils with special educational needs make good progress because of the carefully planned work teachers provide and the good support they receive.
68. Teaching and learning are satisfactory overall and often good, particularly in Years 1 and 2 and in Year 6. Teachers plan lessons well and in most cases provide activities and work matched to the learning needs of all pupils. Occasionally, teachers have an expectation that the highest attainers will achieve well without providing specific tasks to challenge them or approaches to encourage them to achieve well. Investigative work is well planned and pupils are expected to predict, plan experiments (occasionally with a little too much guidance), to collect results and interpret what they mean. With few exceptions, pupils respond very well to the challenging, varied work and the high level of responsibility teachers give them for their own success. Marking is useful and mostly gives good guidance to pupils on how to improve their work.
69. The subject is well led with a clear view of areas for improvement. Management is satisfactory overall. Co-ordinators have a good grasp of how well pupils attain and have effective means to collect assessment information. However, this information is not yet used well enough to guide teaching to ensure all work is well matched to all pupils' needs. However, many pupils know what they need to do to improve the standards of their work. Resources are good and well managed. Improvement since the previous inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Resources are much improved since the last inspection.
- An effective programme of professional development has raised teachers' confidence and improved their subject knowledge.
- Teachers make very good use of data projectors to enliven lessons.
- Good use is made of ICT to support learning across the curriculum.

COMMENTARY

70. Since the last inspection, resources for ICT have been improved significantly with the provision of a well-equipped computer suite and the purchase of data projectors. Standards for pupils now in Years 2 and 6 meet those expected nationally for their ages and represent satisfactory achievement. This is mainly as a result of effective and well-organised teaching. As a result of a programme of in-service training, teachers have a secure knowledge of the subject and ensure that an appropriate range of work, that meets with National Curriculum requirements, is provided.

71. Pupils in Years 1 and 2 use the Internet and CD-ROM encyclopedia programs to good advantage to support their study of topics. They use a 'paint' program with skill, combining drawing and colour, showing good control of the cursor. Year 2 pupils are confident when combining text and images. In Years 3 to 6, pupils effectively develop their word processing skills. Older pupils use PowerPoint well to prepare multimedia pages, successfully combining text, graphics and sound to provide lively presentations. Pupils in Year 5 successfully program the computer to control traffic lights. In lessons observed in the computer suite, pupils in Year 3 and Year 4 used the Internet with much confidence to gain information about the lives of the Romans and Vikings as part of their history studies.
72. Teaching and learning are satisfactory overall, and are good in many lessons. It is very evident that pupils demonstrate much enthusiasm for ICT and clearly enjoy the tasks given them. Teaching in the ICT suite is often good with lively, well-organised lessons that have a good, often dynamic, pace. For example, pupils in Year 5 responded with confidence and enthusiasm to the teacher's skilful explanation and demonstration of how devices can be controlled by computers. A strong feature of the good quality of teaching observed during the inspection was the imaginative and skilful use made of data projectors to enhance learning across the curriculum.
73. The subject is led and managed well. A well organised programme of professional development has been well received by teaching and non-teaching staff, greatly enhancing staff confidence and improving subject knowledge. The school has a sound and improving range of assessment procedures to elicit what pupils know and can do, and to monitor and track performance. This indicates good improvement on the findings of the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

74. In addition to teachers making very effective use of data projectors, pupils make good use of their developing ICT skills to support learning across the curriculum. In addition to using computers for a variety of literacy and numeracy activities, pupils were observed using Internet search engines and CD-ROM programs to gain information to support work in history and geography. In Year 6 classes, pupils use their computer skills to good effect when preparing multimedia presentations using sound and digital images.

HUMANITIES

Geography and history were sampled. Religious education was inspected in full.

Geography

75. In geography, a small number of lessons were seen and pupils' work and teachers' planning were examined, indicating satisfactory provision in the subject.
76. Standards are broadly as expected in Years 2 and 6 and pupils achieve satisfactorily overall. This is consistent across different levels of attainment and between boys and girls.
77. No teaching was seen in Years 1 and 2 and only one lesson was seen in Years 3 to 6. In the lesson seen, the teacher managed pupils well and pupils behaved well and worked hard. Pupils generally showed interest in geography and had good attitudes to work. This was seen, for example, in the care they took over presentation of written

work. Pupils had a sound factual knowledge, but it was a feature of teaching that was otherwise satisfactory that pupils had limited opportunities to think, analyse, pose their own questions and investigate for themselves. Assessment procedures are now being developed. At present, the data provided is inconsistent and is not used to set targets or to show pupils how they can improve their work. Pupils have good opportunities to take part in discussions, read aloud in class and write in a range of styles. This makes a good contribution to their literacy development.

78. Geography makes a good contribution to pupils' spiritual, moral, social and cultural development. The leadership of the subject is good. The joint co-ordinators have clear priorities for development and have been able to keep geography in a fairly strong position in planning and delivery of the curriculum. Management is satisfactory. Monitoring of teaching and learning are not yet sufficiently rigorous to significantly raise standards. Consistent assessment is not yet fully developed. The subject has made satisfactory progress since the previous inspection.

History

79. In history, the range of teaching seen was limited, but pupils' work and teachers' planning were examined. On the basis of this, provision is unsatisfactory because too little time is given to the subject in Years 1 and 2. As a result, standards are below expectations in Year 2 and achievement is unsatisfactory. In Year 6, standards meet expectations, and achievement is satisfactory and overall achievement is satisfactory. This applies to both boys and girls and across all levels of attainment.
80. Overall, teaching and learning are unsatisfactory but in Years 3 to 6 they are satisfactory. Teaching is stronger on providing pupils with factual knowledge rather than on providing good opportunities for pupils to research and investigate evidence. Pupils have limited opportunities to study the reasons why people acted as they did or to look at the different ways in which the past is represented and interpreted. This was a weakness at the time of the previous report which has not been satisfactorily corrected. Teachers insist on high standards of behaviour; pupils respond well and show good attitudes to work and behave well. Teachers make sensible use of praise and encouragement and this helps pupils to work harder and gain self-confidence. Teachers plan and prepare their lessons well so pupils and teachers are clear about what is happening in lessons and no time is lost unnecessarily. Regular assessment procedures are now in place but the use of assessment to help pupils improve their work is unsatisfactory because pupils are not aware of how well they are performing and what they need to do to do better.
81. The school has decided to teach the subject in large blocks of time, but teaching styles and the range of activities which would be suitable in shorter lessons are not always varied enough to engage pupils fully over long periods. The leadership and management of the subject are unsatisfactory; the school has not fully evaluated teaching of the subject well enough, especially with regard to curriculum coverage. There has been unsatisfactory progress since the previous inspection.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Pupils show good attitudes to work and behave well in lessons.
- Teaching and pupils' achievement are unsatisfactory in Years 1 and 2.
- The use of assessment for showing pupils how to improve their work and for target setting is unsatisfactory.
- The curriculum in Years 1 and 2 does not meet the requirements of the locally agreed syllabus.

COMMENTARY

82. Standards are below the expectations of the locally agreed syllabus for religious education, both in Year 2 and in Year 6. Pupils' achievement is unsatisfactory in Years 1 and 2 and satisfactory in Years 3 to 6, taking into account the below average standards pupils start with. This is mainly because insufficient time is allowed for the subject in Years 1 and 2 and curriculum coverage is inadequate as a result. There are also elements of unsatisfactory teaching in Years 1 and 2. There are no differences in achievement between girls and boys. Pupils with special educational needs and those identified as gifted and talented achieve as well as other pupils.
83. Teaching and learning are unsatisfactory in Years 1 and 2 and satisfactory in Years 3 to 6. Where teaching is least effective, teachers do not have detailed enough subject knowledge to make best use of resources and fully enhance pupils' learning. In these lessons, pupils are rather restless and take time to get organised. As a result, the pace of the lesson is not sufficiently brisk. In the vast majority of lessons, pupils behave well and show good attitudes to work, a strong indication of teachers' good management of pupils. Where teaching is at its best, teacher and pupils work well together to develop not only a good level of factual knowledge, but also a level of understanding about what it means to people to be part of the various faiths studied. In general, pupils develop an adequate knowledge of religious practices and key beliefs of the religions studied. Teaching and learning with regard to religions' claims to answer human needs, recognising different points of view and insights into inner life are not as strong. The link between religious education and literacy is inconsistent and does not provide a range of opportunities for pupils to write at length and in a range of styles. Assessment procedures are in place but are not yet developed enough to enable teachers to assess pupils' strengths and weaknesses or to give them advice about how they can improve their work. In Years 3 to 6, religious education makes a satisfactory contribution to pupils' literacy and spiritual, moral, social and cultural development.
84. Leadership and management of the subject are unsatisfactory. The management's monitoring of teaching and learning has not been rigorous enough to ensure that the curriculum is fully covered and standards rise. Religious education has made unsatisfactory progress since the previous report.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

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

Design and technology

85. A scrutiny of teachers' planning, a review of work on display, together with evidence from two lessons in design and technology, confirm that appropriate provision is made for design and technology, and that pupils' understanding and ability with regard to the

design, make and evaluate process are in line with expectations. In the lessons seen, pupils in Year 4 worked with much enthusiasm and interest to design and make a simple alarm system using a pressure switch. In a Year 6 class, pupils used an electric motor in a circuit to drive a pulley as part of a topic about Fairground Rides. Evidence from work seen on display shows pupils in Year 2 have designed and made puppets using card and fabrics with good results. They made labelled drawings of their design intentions, and used a range of materials to make their puppets, evaluating and improving their designs as they worked. In Year 3, pupils have used a range of different ingredients to make sandwiches which appeal to different preferences and tastes. Discussions with the subject leaders indicate that strengths and weaknesses in provision are analysed and evaluated, and relevant action is taken.

Music

86. Not enough evidence was available to make a judgement about standards in music in Years 1 and 2. Pupils in Year 1 investigate how sounds can be used to describe things. They explore timbre, tempo and dynamics as they listen to music. In Year 2, pupils explore how sounds can be changed as they develop their understanding of symbols representing different sounds.
87. Of the two lessons observed, the quality of teaching and learning was good in one lesson and unsatisfactory in the other. Where teaching was good, the lesson was well planned to include the opportunity for listening to music, singing and performing with percussion instruments. Pupils were well managed and responded positively to the interesting activities. Where teaching was unsatisfactory, too much time was spent in managing the behaviour of a few unruly pupils, which limited the amount of learning achieved by the rest of the class.
88. Throughout the school, the quality of singing exceeds expectations. In hymn practices and assemblies, younger pupils sing tunefully and with expression. Older pupils sing to a high standard with good attention to dynamics and pitch as they confidently sing in two-part rounds and provide a descant. A large number of pupils benefit from the opportunity for instrumental tuition from a visiting teacher and the annual school production effectively enhances learning.
89. Leadership and management of the subject are satisfactory. The co-ordinator, who is a trained musician, is strongly committed to raising the profile of music. She has recently introduced a new scheme of work to provide improved guidance for teachers. She is aware that assessment procedures are an area for development. From the start of next year, she will be using her expertise to teach music throughout the school.

Physical education

90. In physical education, Year 1 pupils attain standards in games that exceed expectations. Pupils demonstrate good control and co-ordination as they practise their skills with hoops and attempt to skip with ropes. In Years 1 and 2, pupils develop their gymnastic skills satisfactorily as they travel in different ways around the school hall, progressing to a simple sequence. In swimming, most pupils reach the standard expected at the end of Year 6 (to swim 25 metres).
91. In the lessons seen, all pupils, including those with special educational needs, take a full and active part. Pupils are managed well and work with interest and enthusiasm because tasks are suitably challenging to their needs. Teachers often use pupils to

demonstrate good practice, although pupils are not encouraged to identify the area where they might improve upon their performance. In some lessons, teachers are aware of their own lack of knowledge of the subject but they are receiving good guidance from the scheme of work, which has been introduced this term.

92. A wide range of activities provided outside the school day enhances the physical education curriculum, particularly for older pupils, who have enjoyed success in local sporting events. The school makes good use of local expertise. For example, during the inspection, a group of Year 5 pupils enthusiastically received expert tuition from Norwich City Football Club. These pupils achieved good standards in fielding and controlling the ball.
93. The co-ordinators provide good, well-qualified leadership and management. Physical education is currently a focus of whole school improvement and during this time the co-ordinators have had the opportunity to introduce the new scheme of work and monitor teaching. As yet, there has been insufficient time to implement procedures of assessment, which will be linked to the new scheme of work.

Art and design

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

Main strengths and weaknesses

- Pupils achieve well against their prior attainment and standards are above average by Year 6.
- Pupils use a good range of materials and media in two- and three-dimensional work.

Commentary

94. At the end of Year 2, standards in art and design meet expectations. For pupils in Year 6, standards exceed expectations, which is an improvement on the standards at the time of the last inspection. Achievement overall is good. This is because the curriculum is well planned and teachers provide an interesting and varied range of activities. Pupils are given good opportunities to explore and develop their ideas in two and three dimensions.
95. Pupils in Years 1 and 2 use a range of media, including paint pastels and clay to develop appropriate techniques. By Year 2, these sound foundations to learning result in pupils working confidently and skilfully. For example, pupils use their skills effectively to mix colours for self-portraits.
96. In Years 3 to 6, pupils continue to develop the practice of different techniques using a variety of media, so that work is of increasingly high quality. For example, in Year 5, pupils demonstrate very good skills with textiles in their banners depicting the wives of Henry VIII. By Year 6, pupils have a good knowledge of a range of artists and the techniques they used. They contrast the work of these artists and sensibly evaluate their work and express their own feelings about them.

97. It was not possible to observe any teaching in Years 1 and 2, but the range of work on display indicated high expectations and a satisfactory range of techniques in use by pupils. Older pupils receive good teaching and this enhances their learning well. Teachers have a good knowledge of the subject and transmit their own enthusiasm for the subject to the pupils. They plan well so pupils receive lively lessons and are well motivated to work hard. There is good use of questioning and direct teaching of techniques to improve standards. The use of sketchbooks provides good opportunity for pupils to practise and refine their artistic skills. Pupils' attitudes are good because they understand that their work is valued. It is well presented and contributes to the high quality displays around the school. Pupils in Years 4, 5 and 6 were recently given the opportunity to participate in a design project at the Victoria and Albert Museum. Their involvement in the project significantly enhanced their understanding of the design process.
98. Leadership and management of the subject are good. Although the subject co-ordinators are relatively new to the post, they have a good understanding of the areas for development in the subject and have already begun to implement improvements. For example, a commercially produced scheme of work has been introduced to improve guidance to teachers and is already being adapted to meet the needs of the school. Assessment is satisfactory overall. Because of the co-ordinators' enthusiasm and expertise, the subject is well placed to retain its high profile within the school and for the good standards to be maintained. Pupils enjoy working with a good number of visiting artists and sculptors, which, together with the popular school art club, provide valuable enrichment of the subject provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled

99. The programme for personal, social and health education is good. It is well established and effective in supporting pupils' personal development, giving them many opportunities to think about their own reactions, emotions and feelings to situations as they grow up. The local police and school nurse are used effectively to add an extra dimension to topics such as sex education, drugs and alcohol abuse, and pupils have a sensible and mature attitude to life. Resources are appropriate and used well, and the school places a high value on preparing and helping pupils become good citizens.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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