

INSPECTION REPORT

TROWSE PRIMARY SCHOOL

Trowse, NORWICH

LEA area: Norfolk

Unique reference number: 120862

Headteacher: Mrs Sandra Barker

Lead inspector: Cheryl Thompson

Dates of inspection: 7 - 9 February 2005

Inspection number: 268146

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 93

School address: Dell Loke
Trowse
Norwich
Norfolk
Postcode: NR14 8TH

Telephone number: 01603 622 485
Fax number: 01603 622 485

Appropriate authority: Governing Body
Name of chair of governors: Mr J Macdonald

Date of previous inspection: January, 1999

CHARACTERISTICS OF THE SCHOOL

Trowse primary is a popular, smaller than average school on the outskirts of Norwich. It serves its local village community and beyond; just over a third of pupils live outside of the school's catchment area. There are 93 boys and girls on roll. Almost all are white with their origins in the United Kingdom and most come from socially advantaged backgrounds. Attainment on entry can vary from year to year but is generally above that expected. The proportion of pupils eligible for free school meals is around the national average as is the proportion with special educational needs. The main area of identified need is specific learning difficulties (dyslexia) and speech and language difficulties. There is an average proportion of pupils joining and leaving the school at times other than at the start of Reception and end of Year 6. A feature is that some pupils join the school in Year 4 when parents choose to send their child to Trowse rather than middle school in Norwich. Of the current Year 6 pupils, only half started at Trowse in Reception. The school has twice gained the Investors in People award, most recently in 2004. Also in 2004, the school achieved the Healthy Schools award and in 2003, the Staff Wellbeing award. It maintains strong links with Framingham Earl High School particularly for sport.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22822	Cheryl Thompson	Lead inspector	English Art and design Religious education French Special educational needs
9519	Sue Pritchard	Lay inspector	
18360	Cecelia Davies	Team inspector	Science History Geography Music The foundation stage
22291	Keith Saltfleet	Team inspector	Mathematics Design and technology Physical education Information and communication technology

The inspection contractor was:

Cambridge Education Associates
Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school with some very good features. It provides good value for money. Very good leadership by the headteacher, good teaching and high expectations ensure good achievement and high standards. Trowse is a happy and well-ordered school where pupils are very keen to learn, behave very well and develop into responsible, thoughtful young people.

The school's main strengths and weaknesses are:

- Very good teaching for Years 3 to 6 leads to well above average standards in Year 6
- Children get a very good start to school in the Reception class
- Pupils are very enthusiastic about learning partly because the school makes meaningful links between subjects
- Standards are not high enough in information and communication technology (ICT) and in religious education
- There is not enough rigour in the checks made on teaching, learning and what is taught
- There are not enough opportunities for pupils to develop a good understanding of the diversity of cultures present in contemporary British society

Since the previous inspection in January 1999, the school has made good improvement. Teachers' planning for, and assessments of, pupils' learning are now good. Systems for checking on teaching and pupils' progress are now in place but lack rigour. The school has made very good and imaginative improvements to the accommodation.

STANDARDS ACHIEVED

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

*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.*

Year 6 standards in 2004 national tests were well above average for the most part and there has been a good trend in improvement since 2002. Teachers know their pupils well and set realistic targets. Inspection evidence shows standards remain well above average in English, mathematics and science in Year 6. Year 2 standards in 2004 tests were well below average in reading and writing and average in maths. However, the previous year, results were well above average. This significant variation illustrates that when small numbers of pupils take the tests, the results of just one or two pupils can make a big difference from year to year. Currently standards in Year 2 are above average in reading, writing, mathematics and science. At Trowse, pupils' **achievement is good**. From their starting points, they make good progress overall as they move through the school. In Reception, children achieve very well because teaching is very good; standards are well above average. In Years 1 and 2, achievement is satisfactory rather than good because assessment is not always used profitably to pitch the teaching at the right level to move pupils on at a good rate. In Years 3 and 4, achievement is good because teaching is good. In Years 5 and 6, pupils do particularly well because teaching is very good and at times excellent. Standards in ICT are around average, the school has yet to make the best use of programs for data handling and control technology therefore, pupils have not progressed sufficiently in these areas. Standards in religious education are below those expected because the school does not devote enough time to teaching the subject.

Pupils' spiritual, moral, social and cultural development is **good** overall and very good in social and moral development. The school is not doing enough to make pupils aware of other cultures represented in Britain today. Pupils behave very well, with excellent behaviour noted in the Reception class and in some Year 5/6 lessons. They have very positive attitudes to learning and school in general. They are thoughtful and show genuine care and concern for one another. Attendance is good. Pupils arrive punctually.

QUALITY OF EDUCATION

The school provides a **good quality of education**. Reception children benefit from highly motivating and relevant learning experiences. Therefore, children are interested in what they learn and the ways in which they do this. The curriculum is good for Years 1 to 6 and includes French. The school has made great progress in introducing interesting and meaningful links between subjects such as English and history with ICT used effectively for finding out information and presenting work. Pupils are given very good opportunities to apply the knowledge and skills learned in one subject to others. Unfortunately, in the pursuit of an interesting curriculum, not enough attention has been paid to teaching religious education in accordance with the requirements of the locally agreed (Norfolk) syllabus. The school recognises that it now needs to check that requirements for all subjects are met in sufficient depth. **Teaching is good** overall. It is very good for Reception and for Years 3 to 6 where teaching is founded on very good relationships and very high expectations for learning at a good rate. Teachers of older pupils use test results and marking to plan demanding work for pupils of all abilities and needs. Teaching is satisfactory for Years 1 and 2 with some good lessons observed. Although assessment procedures are good, not enough use is made of the results to plan work to stretch these pupils. Also, in these year groups, on occasions, topic sessions go on too long and pupils' interest flags. Parents are helped and encouraged to be involved in their children's learning; consequently, pupils read at home frequently and the quality of homework completed by older pupils is impressive. Pupils with special educational needs are catered for well. Throughout, proficient teaching assistants are a valued and valuable part of the school team. They play an important part in pupils' good achievement and very good personal development.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **good**. Governance is sound. Many governors have been recently appointed and are keen to develop their roles. The headteacher provides a very clear sense of purpose for the school within its community. It is very clear that teachers like working at Trowse; their expertise and enthusiasm are valued and deployed effectively. Collectively, in the limited time available, they provide good leadership for their subject responsibilities but have too few opportunities to check on teaching and learning. The Reception class teacher provides very good leadership for the provision for these young children. Currently, the systems for checking on the quality of teaching, what is taught and how well pupils are progressing are not rigorous enough to ensure consistency across the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school and many very good things to say about it. They appreciate teachers always being approachable and helpful. Pupils love school and admire and respect their teachers. They know that someone will always listen to them if they have concerns or suggestions to make about their work.

IMPROVEMENTS NEEDED

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

- teach religious education according to the requirements of the locally agreed syllabus
- check more rigorously on teaching, what is taught and pupils' learning
- provide sufficient opportunities for pupils to learn about the diversity of cultures represented in contemporary Britain

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good overall. In Reception and Years 5 and 6, achievement is very good. In Years 3 and 4, achievement is good, and in Years 1 and 2, it is satisfactory.

Main strengths and weaknesses

- Current standards in Reception and Year 6 are very good and children achieve very well
- Standards in Year 2 are currently above average and pupils achieve satisfactorily
- Standards in religious education are below expectations
- Though average, standards in ICT are not as good as they should be

Commentary

1. At Trowse, in both Year 2 and Year 6, the number of pupils taking national tests is relatively small and varies considerably from year to year. For example, in 2003, 14 pupils took the Year 2 tests and in 2004, just eight pupils. Consequently, results can vary considerably from year to year because the results of just one or two pupils can make a significant difference.

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

Standards in:	School results	National results
English	29.7 (27.7)	26.9 (26.8)
mathematics	28.5 (29.5)	27.0 (26.8)
science	30.6 (30.2)	28.6 (28.6)

There were 21 pupils in the year group. Figures in brackets are for the previous year

2. When Year 6 test results are analysed over five years it can be seen that the trend for improvement is above the national trend. Standards of attainment rose in 2003 and have remained well above average in 2004. Compared to their Year 2 results, by Year 6, pupils had made satisfactory progress in 2003 and good progress in 2004. Teachers know their pupils' abilities very well and set realistic targets for attainment in tests. Pupils with special educational needs get good support and achieve as well as their class mates.
3. Attainment on entry can vary from year to year, but in the main, children's attainment is above that expected for their age when they start in Reception. Very good teaching based on very thorough assessment ensures that children build on what they already know and that basic literacy and numeracy skills are developed systematically. Children achieve very well and use these skills confidently as they are reinforced through relevant and appealing activities. Inspection evidence shows that children's standards are well above average; they have made a very good start on reading, writing and developing mathematical skills.
4. There is a wide range of ability within the current Year 6 group but all are achieving very well due mainly to their teacher's very high expectations and very well planned learning opportunities. Inspection evidence found no difference in the attainment and achievement of boys and girls. Standards in English, mathematics and science are well above average. The very good links between subjects ensures pupils can apply what they learn in one subject to another. A key feature noted was pupils' ability to undertake research and investigative work; this was noted in history, science and mathematics.

5. *The table of 2004 results for Year 2 is not included in the report as there were fewer than ten pupils taking the test.*
6. In 2003, standards in Year 2 in reading, writing and mathematics were well above average, whilst in 2004 they were well below in reading and writing but average in mathematics. Analysis of the school's data shows that in 2004 pupils achieved well from wide ranging starting points.
7. In the current Year 2, standards are above average in reading, writing, mathematics and science. Pupils' achievement is satisfactory in reading, writing, mathematics and science. There are two main reasons that achievement is satisfactory rather than good –
 - there have not been enough rigorous checks to note areas for improvement, such as planning to cater well for different abilities, and the effectiveness of the topic provision
 - the teacher is new to the age group and not totally familiar with the expectations for this year group and has not received enough help to get to grips with planning
8. Throughout the school standards in religious education are below those expected. This is due to the school's oversight in not including enough religious education in its topic planning. There has also been no rigorous checking on the curriculum to detect this oversight. Though religious education is taught, it is not taught according to the requirements of the locally agreed syllabus and there is not enough time allocated to the subject.
9. Given pupils' generally good or better standards of attainment in other main subjects, standards in ICT, though average, are not high enough. Pupils are not getting enough opportunities to develop their skills in using databases and older pupils are only just beginning to use control technology equipment. However, pupils have good skills in word processing and use these well to present their topic work. The co-ordinator is well aware of the areas for improvement but has no opportunities to check on teaching and learning in other classes to monitor what is being taught and how.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and relationships are very good. Their attendance is above average and there have been no exclusions in the last year. Pupils are keen to start school and so lessons start punctually. Provision for pupils' spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils' responses to their teachers' high expectations are shown in their very good attitudes to school and very positive learning habits
- Very good relationships between everyone in school, together with pupils' very good behaviour, create a fruitful learning environment
- The ethos of the school encourages pupils to be considerate and thoughtful
- Pupils are not made sufficiently aware of the similarities and differences in the traditions and beliefs of other cultures found in Britain today

Commentary

10. Pupils of all ages, including those with special educational needs, enjoy being at school with their friends and teachers, confirming parents' positive views of the school. They are very keen to learn and are highly motivated by staff who make lessons 'fun and interesting'. Their good attendance means that pupils are continually building on what they know as they do not miss lessons unless they are ill.

11. Very good behaviour is the norm as pupils know what is expected of them and they are motivated by the good quality of teaching. However, there is a very small minority of younger junior pupils, mainly boys, who do not always respond positively to these expectations. Relationships in school are very good. They are based on mutual respect, modelled very well by all adults in school. Children in the Reception class achieve very well in their personal and social development. Their behaviour is excellent. By the time they move to Year 1, the vast majority reach, and a significant proportion exceed, the goals set for this area of learning. This is due to the very good encouragement that the school gives to all learners and the positive way in which it promotes the idea of working together and self-discipline. Pupils in Years 5 and 6 exemplified the quality of relationships during a mathematics lesson by their respect for the classteacher, their enthusiasm for the subject and willingness to be involved.
12. The overall good provision for pupils' spiritual, moral, social and cultural development enables them to become caring, thoughtful and responsible. In fact, their moral and social development is very good and pupils put what they learn into action. For example, the school council and their personal, social and health education lessons positively influence their decision making, respect for property, people and the environment and so they contribute thoughtfully to the school. The result is a happy, caring community. However, the quality of provision for pupils' cultural development could be improved, as it does not sufficiently prepare pupils for life in multicultural Britain.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.5
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.

13. Pupils' attendance is good having recovered from the slight dip it took in the last reporting year. This was at a time when one or two pupils, who have since left the school, were receiving the help they needed to improve their poor attendance records. Parents value the school and give good support to its good attendance procedures. The school places great importance on pupils feeling happy and settled about coming to school and deals very effectively, for example, with bullying issues. Pupils arrive in good time and in a good frame of mind. Accurate registration procedures quickly alert staff to the unusual occurrence of a pupil failing to turn up for school for no apparent reason.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Reception children learn from a very good curriculum and get a very good start to school. Years 1 to 6 work from a good curriculum enriched with a good range of activities outside lessons with particular strengths in music and drama.

Teaching and learning

Teaching, learning and assessment are good overall.

Main strengths and weaknesses

- Very good teaching for Reception children ensures that they are very well prepared for future learning
- Very good teaching for Years 3 to 6
- Teachers plan interesting and relevant lessons; as a result, pupils are very enthusiastic about learning
- Assessments, though good, are not being used to optimum effect

- There have not been enough rigorous checks to make sure that the quality of teaching is consistent across the school

Commentary

14. Pupils learn well at Trowse. Within a framework of very good relationships and very high expectations, pupils know what their teachers expect of them, work hard and enjoy learning through the very interesting opportunities provided. Pupils work very well in groups and individually. Two strengths noted throughout were pupils' ability to organise themselves quickly for their tasks and their mature approach to investigative work. Parents, too, play an important part in how well their children do because they give good support at home with reading and homework.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	7	10	2	0	0	0

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

15. In Reception, early literacy and numeracy skills are taught very thoroughly and made relevant through interesting topics. For example, children developed speaking and listening skills in their Vet's Surgery and practised measuring through comparing their dog and cat models. Very thorough assessment is the basis for the very detailed planning which makes sure children build on their previous learning. The teacher and classroom assistant provide calm and consistent role models. Children are encouraged to make choices and become independent. Consequently, children have developed excellent attitudes to learning; they persevere with their interesting tasks for good lengths of time. Parents are valued as partners in their child's education and play an important role in the good progress made, especially in reading.
16. Very good planning is a key feature of the teaching for Years 3 to 6. In the great majority of lessons observed, teachers had planned work at just the right level to make sure pupils of all abilities in the mixed year groups made good progress. The school's decision to make learning more relevant by linking subjects has been seized upon enthusiastically by teachers. They draw on their very good subject knowledge and have worked very hard to come up with many innovative ideas which have, clearly, enthused their pupils. Pupils are given very good opportunities to apply the knowledge and skills learned in one subject to others. The high quality work completed by Year 5 and 6 pupils in their Victorian topic brought science, history, mathematics together. Different types of writing were also practised very effectively. Research and homework is, again, of high quality with very good use made of the Internet and wordprocessing skills. In Years 5 and 6, marking is exemplary and reflects the very good relationships and mutual respect established between teacher and pupils. The latter are in no doubt as to how well they have done and what they need to do to improve.
17. Teaching for Years 1 and 2 is satisfactory overall with some good lessons observed. Currently, the good assessment systems are not being used as effectively as they could be to provide a consistently good match of work to pupils' capabilities. Another factor is that there have not been enough checks made on the quality of teaching and learning and the organisation of the topic sessions. Consequently, not enough support has been provided to help raise the quality of teaching or modify the organisation of topics.
18. Pupils benefit from the very good opportunities teachers provide for them to take responsibility. It is impressive to see pupils of all ages start their school day. They do not waste time; they use their lockers to store belongings, head for their classrooms and start work quickly at the activities expected of them. Year 1 and 2 take responsibility for registering themselves for dinners. Inspectors were impressed with the opportunities provided for Year 5 and 6 pupils to show initiative and take responsibility and also with the way pupils responded.

The curriculum

The school's curriculum is good. With the exception of religious education, it ensures that all pupils have access to a good quality and range of learning opportunities. It is enriched by a good variety of educational visits, visitors to the school and extra-curricular activities.

Main strengths and weaknesses

- Meaningful links are made between subjects
- Very good provision is made for children in the Reception class
- The provision for religious education does not comply with the requirements of the Locally Agreed Syllabus
- The enrichment of the curriculum is good
- Imaginative improvements to the accommodation create an effective learning environment
- The school has recognised the need to check that all the National Curriculum requirements are met in sufficient depth particularly in the foundation subjects

Commentary

19. All subjects of the National Curriculum are taught and statutory requirements are met in regard to these. A topic approach has recently been introduced but, as yet, the curriculum provision has not been rigorously monitored in order to ensure that all subjects are studied in sufficient depth.
20. Although religious education is taught, it is not taught in sufficient depth to comply with the requirements of the Locally Agreed Syllabus. French is taught to younger pupils and plans are in place to continue this provision as pupils move through the school. The school ensures that every pupil has equal access to all aspects of school life.
21. Every opportunity is made to make effective links between different subjects, providing good development in acquiring skills across all subjects. Some subjects are taught for a block of time, giving pupils a good opportunity to consolidate and extend their learning. There is good provision for pupils' personal, social and health education with pupils having regular lessons each week. Pupils are encouraged to develop their thinking skills and make reasoned choices.
22. Provision for pupils with special educational needs is good. The school spends considerable amounts on providing support from teaching assistants who are guided very effectively by the special needs co-ordinator and their class teachers. This support is clearly beneficial in addressing specific needs through individual learning programmes and also in ensuring pupils' good self-esteem. The school makes very good use of ICT to help pupils with specific learning needs and is preparing them well for coping with the next stage of their education.
23. The school provides a good range of extra-curricular activities including recorder club and football. The school places high value on the performing arts and gives pupils first hand experiences of theatre visits including opportunities to see ballet and opera performed. There is good collaboration with other schools enabling pupils to participate in sporting activities and residential visits.
24. Curriculum provision for the Reception class is very good. Children achieve very well because of the consistently very good teaching and many first-hand experiences and the well-planned opportunities to work and play together. An attractive Reception classroom has been created from a Victorian shelter and the learning environment is enhanced by interesting displays that stimulate the children's interest.

25. Since the last inspection, considerable building work and refurbishment have taken place to provide additional teaching space and more is planned. An attractive study room has been created which impacts positively on the quality of provision for ICT. Good storage facilities have been provided in the hall so that there is more space for physical activities. The attractive mezzanine floor creates a quiet area for small group work and the re-designed office accommodation is appreciated by administrative staff. Although there is no grassed area, the school overcomes this by using facilities in the locality. Resources are good and used effectively to promote learning.

Care, guidance and support

The school promotes a good level of care for all its pupils. Very good account is taken of pupils' views. Pupils have good access to well-informed support and advice.

Main strengths and weaknesses

- Pupils are sensible and responsible due to the good support and guidance they receive
- Pupils are very confident that their views will be taken into account and acted upon
- There are good procedures that ensure pupils are happy, healthy and safe in school
- More use could be made of assessment procedures to keep a clear focus on pupils' achievement
- Good, proven, child protection procedures operate in school

Commentary

26. Many of the strengths found at the time of the previous inspection are reflected in this report. There is a very comprehensive induction package when children start school and when they join at other times. Pupils have a healthy respect for adults in school. They say that staff listen to them and are fair. School council sessions allow pupils to voice their often very sensible suggestions on ways of improving their school. They leave the meetings knowing their comments are well and truly valued. The targeted care they receive helps them come to sensible decisions about the way they conduct themselves. The pupils are very good ambassadors for their school.
27. Teachers take time to talk to pupils about their personal achievements and give them the help and encouragement they need to tackle more demanding work. They spend time at the beginning and end of a lesson helping pupils examine the purpose of it. Pupils enjoy the element of self-evaluation this brings, gaining satisfaction from finding out how well they have done against others in their year group. Teachers have a good range of assessment procedures in place and pupils have appropriate targets for improvement based on their teachers' good marking. Currently, these good procedures are not being exploited as well as they might. Teachers are not routinely levelling pupils' work against National Curriculum criteria. Therefore, opportunities are missed to include these levels in the tracking system so that a clear focus is kept on whether pupils are doing as well as they should.
28. Pupils with special educational needs receive good support through well-focused individual education plans and careful use of allocated funds. Good liaison is maintained with parents of children with specific medical needs. Effective liaison is maintained with the relevant outside agencies for these two groups and also for any pupils with irregular attendance. The school is acutely aware of its duty towards children at risk. Reporting arrangements for child protection issues are made known to governors, staff and parents. Pupils know that they can talk freely to any adult in school and the headteacher deals conscientiously with all referrals.
29. Good health and safety procedures are now well embedded into school routines. Risk assessments, and any issues arising from them, are managed effectively with due consideration given to making the school accessible to people with disabilities, and impairments such as deafness. Nutritious school meals are cooked on the premises and meet high standards of food hygiene. Storage areas have been created in the school hall which, like the rest of the school, is clean, tidy and well-organised. Staff have a good

awareness of basic first aid, sufficient for them to be able to deal with minor accidents and injuries and to know what to do in an emergency. The provision here is set to improve with one member of staff soon to be more comprehensively trained in the administration of first aid.

Partnership with parents, other schools and the community

Links with parents and the community are good. The very good links with other schools support learning and achievement well.

Main strengths and weaknesses

- The school has a high standing in the local community and is valued by parents
- Links with local schools and local organisations enrich and strengthen the curriculum
- The school makes insufficient use of the community to develop the pupils' cultural awareness
- There is strong staff commitment to effective home-school liaison
- The headteacher is committed to developing the school to meet the needs of the community

Commentary

30. Parents have very favourable views on the work of the school and it is not difficult to see why. The school is valued and respected locally. Parents like the school, and so do their children. They admire the way it is managed and led and trust the staff to treat their children fairly. The pupils' very good conduct impresses all who witness it. Local groups are proud to be connected with the school. They, and the parents, lend good support to it on an individual basis. A parent puts together the school newsletter and two others run the recorder club. Local sports clubs and the YMCA provide venues and some coaching for the pupils' sporting activities. The parish council were confident that the pupils would come up with a good name for a local wildlife trail, and were not disappointed. These productive and worthwhile links make a good contribution to the pupils' personal and social development.
31. Events hosted in school such as the summer and Christmas fairs enable the whole community to meet together. However, the absence of a strong and active parent/teacher association means that parents have less opportunity than they might otherwise have of influencing school improvement, spending priorities and the social dimension of school life. At the same time, there are no special arrangements to encourage local people or groups to contribute something of themselves to the school in a way that would celebrate the diversity of cultures that makes up today's society.
32. The end-of-year reports form a sound basis for a constructive discussion at parent/teacher consultation sessions. Parents of pupils with special educational needs have additional opportunities to discuss their children's targets and be involved in setting new ones. When read together, the parents' handbook, the prospectus and the governors' annual report meet the requirements on information that, by law, must be given to parents. Giving pupils a chance to air their views about the school and their learning through featuring them in these documents immediately turns the latter into a more interesting read. A simple feedback form attached to pupils' annual reports encourages all parents to share their perceptions of between school and home on the pupils' achievements. They also add to the very good and pro-active approach the school takes towards dealing with parents' concerns and ensuring their satisfaction with its work.
33. The school has an outward looking approach to working in partnership with the local community. In an effort to strike the balance between what the community needs and the experiences that pre-school children should have, the school is currently drawing the local community together into campaigning and raising funds for a nursery to be built on school grounds.
34. Significant advantages arise from the strong and well-established links with local schools and colleges. Teachers take up opportunities the links give to share good practice, exchange

ideas and find joint solutions to common problems. The impact of their work can be seen in the current strength of the school's provision for children under five years old. Pupils from this small village school benefit from working alongside students from larger establishments in joint music, drama and PE activities. Teachers from the linked sports college support the school in its teaching of dance and gymnastics. The links are purposeful and make a very good contribution to the continuity of learning for pupils transferring from one key stage to the next.

LEADERSHIP AND MANAGEMENT

Leadership and management are both good. Governance is satisfactory.

Main strengths and weaknesses

- The headteacher provides very clear leadership for the school's place within the community
- There is a strong team approach to providing an innovative curriculum
- There are not enough rigorous and regular checks on what is taught and the quality of teaching and learning

Commentary

35. The headteacher provides a very strong sense of purpose for the school within its community and is committed to developing the care it can provide. The school's ethos is good. Whilst there are high expectations for pupils' academic achievement, pupils' personal development is also high priority.
36. The headteacher has led the way in linking together the National Curriculum programmes of study and developing the school's curriculum. Teachers have welcomed the challenges this concept has provided and have developed innovative and exciting learning opportunities for their pupils. They have been particularly successful in Years 3 to 6 where teachers have an in-depth understanding of the needs of the age groups. In Years 1 and 2, where the understanding of the needs of the age groups is less well developed, there are times when the approach is less successful. The school has recognised that it now needs to do a full evaluation of the many successes of the development and to adapt areas where they identify concerns.
37. The statutory requirements for performance management are met successfully. However, there are few other occasions when teaching and learning are checked on formally and in a rigorous manner. Whilst the standard of teaching in the school is good overall, there are areas where, with encouragement and support, teaching and learning could be even better. Similarly, teachers do not have opportunities to observe each other teach and this is a pity as there is some exceptional practice, especially in Reception and Year 5 and 6.
38. Subject leaders in mathematics and science provide good leadership, although they do not have enough opportunities to check on teaching and learning in their subjects. In English, the subject leader provides sound leadership because, as yet, she does not have a good enough grasp of the curriculum for the older pupils. In her role as the Foundation Stage leader, she provides very competent leadership for a highly efficient team.
39. Governors are very supportive and proud of the school and provide satisfactory governance. Currently, there is a high proportion of governors who are new to the role. The 'established' governors and headteacher are providing very effective support for their new colleagues who are very keen to develop their roles. However, at the moment the governing body as a whole is not in a good position to question what goes on and consider if the school could be doing even better.
40. The headteacher and governors are proactive and successful in seeking funding. All monies allocated to the school are used wisely and in the best interests of pupils. The current surplus

is earmarked for continuing the French language programme, implementing the workforce reform legislation and providing extra teaching staff if extra classes are needed where year group cohorts become too big to put together.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	255587
Total expenditure	280014
Expenditure per pupil	2979

Balances (£)	
Balance from previous year	48816
Balance carried forward to the next	24389

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

AREAS OF LEARNING IN THE FOUNDATION STAGE (Reception Class)

Provision for children in the Foundation Stage (Reception class) is **very good** and one of the strengths of the school. Provision has improved since the last inspection. Children start school in the Reception class in September after their fourth birthday. Initially, the younger children attend part-time. At the time of the inspection, all children in the Reception class were attending full-time.

Attainment on entry is above average overall, but covers the full range of attainment. Children achieve very well in all areas of learning for three main reasons –

- the consistently very good teaching
- proficient support from the learning support assistant
- the well-planned curriculum with meaningful links made between the six areas of learning

There is a good blend of child-initiated and teacher-directed activities, which are appropriate to the age and abilities of the children. The provision is very well managed and this ensures that the needs of all children are met very well.

The school works hard to involve parents and they are valued as key partners in their child's education. Induction arrangements are very good. Assessment is very thorough and used very well to plan the next steps in children's learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships between staff and children promote the children's confidence and encourage them to work hard
- Members of staff have very high expectations and give children very good opportunities to be independent

Commentary

41. Children's personal, social and emotional development is nurtured very well and they achieve very well because of the very good teaching. Staff are very skilled at promoting this aspect in everything the children do. As a result, almost all children are on track to exceed the goals expected of them in this area of learning. Staff are calm and very well organised and treat the children with respect and courtesy. This leads to warm and trusting relationships and helps children to be kind and considerate to each other. Children are exceptionally well behaved and sociable. They work very well in small groups and are beginning to learn how to work independently, without adult support. Personal independence is encouraged and children quickly learn to manage their own personal hygiene.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **very good**.

Main strengths and weaknesses

- Reading and writing skills are taught very well
- Role-play is used well as a way of developing skills
- There are very good opportunities for children to develop their speaking and listening skills
- Very thorough assessment arrangements mean that children's needs are met well

Commentary

42. Very good teaching in this area of learning means that children make very good progress and achieve very well. Nearly all children are on track to exceed the 'early learning goals' by the end of the Reception year and a significant number are already working on the early stages of the National Curriculum. A key strength in teaching is the very detailed assessments and records made. These help to ensure that work is adjusted according to individual need.
43. Reading skills are taught very effectively. A good range of strategies is used to teach children letter sounds, for example, through sharing books with an emphasis on rhyme, so that children change the initial sound and make new words. Every opportunity is taken to teach children about the sounds that letters make and to introduce them to a range of written vocabulary. The classroom is a stimulating place with lists, labels, sentences, and questions used on displays. Children are heard to read regularly by a teacher or support assistant. This contributes to the good progress made because it means that errors or weaknesses can be corrected quickly.
44. Children are writing confidently. Children write their names on pieces of work as a matter of course and letters are generally well formed. Children are given many opportunities to use talk and although children come to school with generally well-developed speaking and listening skills, these are extended further. In almost every activity, the teacher and learning support assistant ask questions and encourage children to speak clearly and they employ their own good use of language to help children broaden their own vocabulary. Role-play is used regularly to support learning as when children enjoyed play in the 'Vet's Surgery' especially when adults joined in.
45. Parents support their children well in developing reading skills. They hear their children read regularly at home, making helpful comments in reading diaries.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Mathematics is well integrated into everyday activities
- Teachers provide a wide range of activities to develop and strengthen children's knowledge of number and shape

Commentary

46. Children achieve very well because of the very good teaching and learning. Most should be working at the early stages of the National Curriculum by the end of the Reception year. Teachers develop children's early understanding of number and shape through carefully planned activities often linked to other areas of learning. For example, after visits to the class by two dogs and a cat, children made models that they measured with non-standard measures and then compared their measurements.
47. Mathematical concepts are taught in a practical way that involves the children and promotes learning. Mathematics is part of everyday activities. Children count how many children are present and work out how many are absent; they then choose the number to put on the

calendar. At the end of the lesson about size, the children consolidated what they had learnt by singing a song about big and small animals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The emphasis on first-hand experiences means that children enjoy finding out for themselves and achieve very well
- Adults ask challenging questions to make children think
- Information and communication technology is used well to support learning

Commentary

48. Achievement is very good and almost all children should exceed the goals expected nationally by the end of the Reception year. Teaching is very good and children are given first-hand experiences to learn about the world around them. They enjoyed visits to school by a cat and two dogs as part of a topic about animals. They talk confidently about what cats and dogs need and know that animals need somewhere warm to sleep, food to eat and water to drink. There are very good opportunities for children to develop thinking skills because adults ask challenging questions.
49. The use of information and communication technology is well integrated into activities with children using the mouse confidently. Good opportunities are provided for children to construct and there are opportunities to learn about other cultures, for example, Chinese New Year.

PHYSICAL DEVELOPMENT

50. It was not possible to make an overall judgement of provision for **physical development**. No hall or outdoor sessions were observed. Opportunities for children to work outside are fewer than found in most Reception classes. The school recognises that improvements should continue to be made to the outside area. Already more wheeled toys have been bought and this is an improvement since the last inspection. There are insufficient opportunities for children to climb and balance although they do have experience of this in planned PE sessions.
51. Manipulative skills are developing very well through handling scissors, brushes and a variety of mark making tools. Children manipulate small construction equipment with dexterity.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children are given very good opportunities to develop skills in a wide range of interesting activities

Commentary

52. Most children should exceed the expected standard by the end of the Reception year. They achieve very well because of the very good teaching that encourages children to try out different activities. Through very good planning and organisation, children develop their skills well.

53. The learning support assistant supports children well, as when they made a toy for a cat using a wide range of materials. Children drew and painted very carefully. They were encouraged to observe pictures of cats before painting their own pictures. Children sing songs and rhymes and enjoy using percussion instruments.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is good.

Main strengths and weaknesses

- Year 6 standards are well above average and pupils achieve very well
- Very good opportunities are provided for practising writing skills
- Basic literacy skills are taught well
- Information from good assessment procedures could be used more profitably
- The subject co-ordinator does not have enough opportunities to check on teaching and learning

Commentary

54. National Curriculum Year 6 test results have improved significantly in the past two years and the trend looks to continue in 2005. The well above average standards of 2004 were similar to those found at the time of the last inspection. The above average standards at Year 2 also remain. The good provision noted at the last inspection has been sustained.
55. The quality of teaching and learning is good overall. It is satisfactory in Years 1 and 2 where the results of assessment are not used as profitably as possible to plan work to stretch pupils. In Years 3 and 4, pupils achieve well; teaching and learning are good with a particularly good feature in planning to meet the needs of some very able pupils in the class. In Years 5 and 6, teaching and learning are consistently very good, consequently, pupils achieve very well in this class. ICT is used well in English. Across the school, pupils use word processing very confidently and effectively to present work. Programs are used daily to help pupils practise spelling commonly used words. Year 1 pupils were very keen to keep their score and improve on their previous attempts. In Years 5 and 6, pupils with special educational needs make good, confident use of specific programs with word banks to help them use the words they find difficult to spell in their writing.
56. A high proportion of the current Year 6 are on track to gain the higher Level 5 in English. All pupils in Year 6 rise to their teacher's very high expectations and work very hard in lessons. Their homework is exceptionally well prepared for them so that pupils enjoy doing the work and often spend time finding out more and doing more than expected. Pupils write at length and have a very good sense of writing for a particular audience. In class, pupils respond very well to complex and challenging questions, giving reasoned answers to such questions as *'How does the author make you feel panicky?'* In a very good lesson pupils made very good use of adjectives and short sentences to bring atmosphere to their stories. Handwriting and spelling standards are good. Pupils take responsibility for checking their spelling and keeping track of words they get wrong so that they can practise the correct spelling. In a short session observed, pupils acted very responsibly when they tested each other's spellings. Pupils are very well prepared for their secondary education.
57. The school listens to its pupils' ideas; one of these was to have a 'silent writing' time. In response, the school has timetabled in fifteen minutes per week for this activity. Discussions with pupils during this session shows that they *'... love writing'*, and *'... we can write what we like'*. Pupils were happy to share their work which included poems, lists, instructions and letters. Across the school, pupils have very positive attitudes towards writing and the range of work completed in topic books shows that they write confidently and at length. The good links

between subjects means that pupils have many opportunities to practise their writing skills through other subjects. They write well-sequenced accounts of science experiments. Years 5 and 6 have completed high quality work showing well-developed research skills when writing about Victorian railways. They have also looked carefully at Victorian poems to see what they can find out about the every-day lives of Victorians. Year 2 have developed their understanding of alliteration through their topic on healthy living – ‘*super sausages, crispy custard*’. Pupils have also learned to formulate questions when writing about animals that live in cold places – ‘*What do polar bears eat?*’.

58. In Reception, children generally start school with standards in communication, language and literacy which are above those expected for their age. Through very good assessments, children’s knowledge and understanding are built on systematically. Speaking and listening skills are developed through a wide range of opportunities and very good attention paid to providing them with a good vocabulary. Reading and writing skills are taught thoroughly and practised in meaningful situations. In Years 1 and 2, the basic skills are built on. Many interesting and relevant reasons for writing are provided which encourage pupils to write for a purpose.
59. The school has good assessment procedures in place. Pupils complete set pieces of writing which are marked and areas for improvement are noted. These areas are then transferred to pupils’ individual ‘target books’. Pupils know what their targets are and take pride in achieving them. In Years 5 and 6, marking is exemplary and gives pupils a very clear idea of how well they have done and what they need to do next. At the moment, teachers are not routinely levelling the work according to National Curriculum criteria. Thus, opportunities are missed for using the data in the school’s tracking system, setting further, aspirational targets and having the means to check if targets are met.
60. The subject co-ordinator provides sound leadership and has a very thorough understanding of the curriculum for the younger pupils. At the moment she does not have enough opportunities to check on teaching and learning across the school and to build up her understanding of the curriculum requirements for the older pupils. Fortunately, the Year 5/6 teacher has significant expertise and can be called on for support.

Language and literacy across the curriculum

61. The school’s focus on making interesting and relevant links between subjects has been particularly beneficial in developing pupils’ writing skills through history, geography and science. A notable feature in many lessons was teachers providing opportunities for paired discussions about a particular point. Pupils’ very positive attitudes and very good behaviour ensured that these discussion opportunities were used very profitably. The school’s strong focus on drama and end of term productions gives pupils opportunities to develop their talent in these areas.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards of attainment are above average in Year 2 and well above average in Year 6
- The quality of teaching and learning is consistently good
- The subject is well led and managed
- Opportunities to develop and assess pupils’ investigative skills are not identified in teachers’ planning
- Pupils are not given sufficiently precise personal targets for improvement

Commentary

62. Pupils' performance in the national tests in the last two years shows that by the end of Year 6, attainment is consistently above the national average. There is a similar positive picture for the pupils in the current Year 2 whilst in Year 6, attainment is well above average. As the majority of pupils start school with above average levels of attainment, this represents satisfactory and good achievement respectively. Pupils with special educational needs achieve well because learning support assistants help them very effectively and because work is matched to their needs. There is no significant difference between the attainment of boys and of girls.
63. The quality of teaching and of learning is consistently good. Teachers plan lessons with clear objectives, which they always share with pupils. Questioning is used well to make pupils think, not just in mathematical terms but often in a wider perspective. A particularly effective example was seen in the Year 5 and 6 class where pupils were evaluating the results from a survey of 'Tricky Tables' test results. One boy carefully considered his answer and suggested that the results could be used to provide individuals with homework targets. Teachers direct pupils well so they understand what is to be done and effective modelling shows them how to do it. Learning support assistants are well-briefed and often lead groups effectively on specific tasks. Pupils are given good opportunities to consolidate and reinforce their learning.
64. There has been good improvement since the last inspection with a rise in pupils' attainment, particularly in Year 6. The national numeracy strategy has helped to improve pupils' performance, for example, with their mental strategies. The subject is led and managed well although the co-ordinator does not have time to allow her to monitor the quality of teaching and learning closely and so raise standards further. There is also recognition that opportunities in using and applying mathematics need a higher profile in teachers' planning and assessment. Pupils' progress is regularly tracked and broad targets for improvement are in place. However, these are not sufficiently rigorous or personal because they do not tell pupils precisely the small steps they need to take to improve. Resources are good.

Mathematics across the curriculum

65. Teachers plan useful opportunities for pupils to use their mathematical skills in other subjects. For example, in history, they add and subtract Ancient Egyptian numbers and in ICT they use spreadsheets to convert the times taken to complete their tables tests from minutes to seconds and total the scores.

SCIENCE

Provision in **science** is **good**.

Main strengths and weaknesses

- Standards are well above average by Year 6 and pupils achieve well because of the consistently good or better teaching for Years 3 to 6
- There is a very strong emphasis on practical and investigative activities and pupils develop these skills well
- Pupils are interested and enthusiastic about their work because meaningful links are made with other subjects
- The subject is well led and managed by the headteacher who has a clear vision for development

Commentary

66. National teacher assessments in 2004 showed standards attained by the small cohort in Year 2 to be well above the national average. Inspection evidence shows that current standards for

Year 2 are above average. In 2004, pupils' results in National Curriculum tests in Year 6 were well above average and were much better than those for similar schools. This is an improvement from the previous inspection. Inspection shows standards attained by the present Year 6 to be well above average.

67. Pupils have many opportunities to investigate and find out for themselves and this is a key factor leading to the above average standards and good achievement. The emphasis on learning through first-hand experiences was evident in all lessons seen during the inspection. In a very good lesson for pupils in Years 3 and 4, they were amazed to discover what happened when water was poured through containers of soil from different regions, compost and sand.
68. Another reason for the above average standards is the way in which pupils approach their work. Pupils in Years 3 and 4 work together effectively to plan and carry out an experiment. Brisk pace and very good relationships help pupils to make predictions which results in good gains in learning about planning a fair test.
69. Overall, teaching and learning are good with consistently good or very good teaching for pupils in Years 3, 4, 5 and 6. Lessons are well planned to stimulate pupils' interest and the use of questioning aimed at all groups of pupils is a strength. This helps pupils to develop good scientific vocabulary. Pupils learn well because teachers have high expectations for them. In Years 1 and 2 teaching was only satisfactory when they were expected to carry on with work from a previous afternoon even though their concentration had lapsed.
70. Throughout the school, ICT is used well to support learning. Pupils' very good attitudes and behaviour are evident in the careful and accurate recording seen in their work. Teachers' marking of pupils' work is of high quality, particularly in Years 5 and 6. Pupils are set targets that show them what they need to learn next in order to improve their scientific skills and knowledge.
71. The co-ordinator provides good leadership. Although formal monitoring has not taken place this academic year, she provides good support for colleagues and assessment procedures have been improved. She recognises that although the National Curriculum requirements are covered through cross-curricular topics, the time is now right for rigorous monitoring to ensure that programmes of study are covered in sufficient depth. Plans are in place for science to be a focus for a full review of provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been good improvement since the last inspection
- Effective cross-curricular links help pupils in other subjects
- Pupils are confident and enjoy using information and communication technology equipment
- Pupils need more opportunities to use databases and control technology

Commentary

72. Improvement since the last inspection has been good. The quantity and quality of resources and accommodation have greatly improved. As a result, the ratio of pupils to computers is now better than seen in many schools. The recent introduction of a study room with an interactive whiteboard allows teachers to teach pupils discrete skills. These are then practised using computers in the classroom and are often applied in other subjects. At the previous inspection two teachers taught all year groups but now all teachers have been appropriately trained. The co-ordinator has also trained learning support assistants so they

have the skills to help teachers effectively and so make a useful contribution to pupils' learning. The use of word processing programs is helping older pupils with special educational needs to develop their writing and editing skills.

73. Pupils' achievement in Years 2 and 6 is satisfactory. Standards throughout the school are in line with those expected nationally. Attainment at the last inspection was judged to be above average. However, a direct comparison is difficult due to the differences in curriculum, the more sophisticated technology available and the overall raised expectations since that time. All this being said, standards are not as high as they should be. To raise them further, pupils throughout the school need more opportunities to use databases. For example, infant pupils need to collect and sort information, whilst older pupils need to devise their own rather than adding to an existing model and to develop further their search and interrogation skills. In the junior classes pupils' experiences of control technology should move from screen-based programs to using real life control systems.
74. Insufficient direct teaching of information and communication technology skills was seen to make overall judgements about the quality of teaching throughout the school. However, from talking to pupils about their work it is clear that they enjoy working with computers. A high proportion have access to one at home. The co-ordinator works hard and there is clearly the potential to raise standards. At the moment her management role is not fully developed as it does not give her opportunities to monitor standards, or the quality of teaching and learning and so focus her attention on areas for improvement through effective action planning.

Information and communication technology across the curriculum

75. Teachers include opportunities to use information and communication technology in other subjects in their short-term planning and this adds depth to pupils' learning. For example, in science Year 1 and 2 pupils experiment on screen with pushes and pulls, whilst older pupils use an art program to draw micro-organisms and write poems about their work in science. For example, *'There's six billion microbes on my hand, Do they think it's their own land?'*

HUMANITIES

76. In **religious education**, due to timetabling, only a small part of one lesson for Year 5/6 was observed. Therefore, it is not possible to give a judgement on the quality of teaching. However, it must be said that **provision in religious education is unsatisfactory**. The planning for religious education appears to have been subsumed within the overall topic approach. As a result, the requirements of the locally agreed syllabus are not being met and pupils are not getting enough teaching in the subject. Standards are, therefore, below those expected. Discussions with more able Year 2 and Year 6 pupils show that they have a very patchy understanding of religions other than Christianity and that their knowledge of Christianity is not strong. The provision for the subject has declined since the last inspection.
77. In humanities, work was sampled in **history** and **geography**. Therefore it is not possible to give an overall judgement about provision in these subjects. In both subjects, information comes from pupils' work, school documents, displays and discussions.
78. The focus for this term's work throughout the school was **geography** where one lesson was seen. In this good lesson, pupils in Years 5 and 6 considered issues relating to a planned traffic calming scheme in Trowse. It was part of a cross-curricular topic on 'Change' and pupils were enthusiastic about their work because it was relevant to their daily lives. Map skills are developing well and pupils are given good opportunities to develop their enquiry skills. They also apply skills learnt in English and mathematics to their **geography**.
79. Pupils' work in **history** reveals that by Year 2, they have sound knowledge of the lives of famous people such as Florence Nightingale. By Year 6, pupils understand the importance of collecting evidence from different sources. Examples of pupils' work show that good links are made between history and other subjects, for example, studying the work of William Morris in art as part of a Victorian topic and linking the story of Joseph and his coat of many colours

with work about Ancient Egypt. Pupils in Years 5 and 6 have completed a very good in-depth study of the Victorians and have been taught how to use primary sources of evidence from which to make deductions and draw conclusions. The subject is made more enjoyable and relevant for pupils because of visits to museums and other places of interest.

80. In both **history** and **geography**, ICT is used well to support learning. Through topics, skills for both subjects are taught but it is recognised that monitoring of provision is needed to ensure that both subjects are studied in enough depth throughout the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Unfortunately, due to time constraints, inspectors were not able to observe enough teaching in these areas of the school's work to form valid and fair judgements about the provision. However, it is very clear from displays, discussions with pupils and watching videos of end of term performances that pupils enjoy their creative and practical work and take great care and pride in it. In **art and design**, Year 6 pupils' watercolour paintings of Victorian buildings and artefacts were of a particularly high standard. Throughout, the school pupils have good opportunities to experience working with different media. Displays around the school show good quality work linked to other subjects. For example, Year 2 used paint, pastels and pencils to complete still life pictures of vegetables to fit with their healthy eating science topic. Year 3/4 had completed very well-constructed and decorated 'death masks' for their Ancient Egypt topic.
82. In **music** the whole school was heard singing in assemblies and in the one lesson where pupils were composing, the focus was on ICT skills. Pupils sing tunefully and with enthusiasm. They have good opportunities to take part in concerts. Videos of performances show how much pupils enjoy participating in these and performances are of high quality. There have been visiting musicians to the school, for example, the Samba Band, that enhance the musical experiences of the pupils. Pupils have opportunity to learn the recorder in an out of school club but, as yet, no opportunity to learn other musical instruments. This issue was raised by parents at the pre-inspection parents' meeting and the school has already begun to explore the possibility of providing instrumental tuition. Music is recognised as having an important place in pupils' cultural development.
83. There were no opportunities to see **design and technology** taught during the inspection so it is not possible to make overall judgements about provision. However, from talking to pupils, looking at displays around the school and their finished models it is clear that they enjoy the subject. There are useful links with other subjects. For example, pupils in Class 2 design and make wheeled vehicles as part of their topic on forces and those in Class 3 make gold death masks of Tutankhamun. Year 5 and 6 pupils in Class 4 show good evaluative skills when considering their finished Victorian tiles, one commenting that, *'I would make my tile a lot flatter because it has a lot of bumps and so that made it difficult to paint'*.
84. The subject co-ordinator is new to the post. She recognises the need to audit the curriculum to ensure that the programmes of study are fully covered so pupils can effectively develop their knowledge, skills and understanding as they move through the school.
85. No **physical education** lessons were observed so it is not possible to make detailed judgements on the quality of provision throughout the school. Pupils have access to a range of extra-curricular sport. For example, the sports partnership with Framingham Earl School gives pupils specialist tuition in dance and gymnastics. It also enhances their social development when they meet children from other schools at local tournaments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. The school's high expectations for pupils to develop into considerate young people are evident in all its work. Pupils' good manners, kindness and very good relationships are evidence of the success of these expectations. Only one lesson in Year 5/6 was observed in this area of the school's work, therefore no judgement can be made as to the quality of overall provision. In this good lesson, pupils demonstrated mature thought and reasoning as to how punishment should, or should not, fit the crime. Assemblies often reinforce pupils' understanding of being responsible and kind to others. Pupils have opportunities to be a member of the school council which gives them a good understanding of the need to take note of others' opinions. Pupils participate in a good range of sporting activities. Through science activities, they learn about making sensible choices of food and the dangers of drugs and smoking.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	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	2
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
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).

