

INSPECTION REPORT

STOKE HOLY CROSS PRIMARY SCHOOL

Norfolk

LEA area: Norfolk

Unique reference number: 120910

Headteacher: Mr M Webb

Reporting inspector: Dr B Male
14906

Dates of inspection: 7 – 9 May 2002

Inspection number: 195147

Full 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:	5 to 11
Gender of pupils:	Mixed
School address:	Long Lane Stoke Holy Cross Norfolk
Postcode:	NR14 8LY
Telephone number:	01508 - 493132
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Kirshen Goodwin
Date of previous inspection:	02/06/1997

INFORMATION ABOUT THE INSPECTION TEAM

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14906	B Male	Registered inspector	English Geography History	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further? Other specified features
11072	S Elomari	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21816	B Thomas	Team inspector	Music Religious Education	
27292	J Calvert	Team inspector	Science Information and communication technology Physical Education	How good are the curricular and other opportunities offered to pupils?
4342	V Ruth	Team inspector	Mathematics Art and design Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This very popular village primary school takes pupils from 4 to 11 years old, and is maintained by the Norfolk local education authority. At the time of the inspection there were 207 full time pupils in seven classes. The school has increased significantly in size in recent years. Many pupils start school with standards of attainment in line with those usually found. The percentage of pupils known to be eligible for free school meals is well below the national average. The percentage of pupils identified as having special educational needs is below the national average. There are no pupils from ethnic minorities or for whom English is an additional language. These proportions are much lower than in most schools.

HOW GOOD THE SCHOOL IS

This is a good school with a very positive and supportive ethos, and which has many very strong features. Pupils make good progress across the school, and by the end of the juniors standards of attainment are well above average in English and mathematics, and above average in science. Standards of behaviour are very good, and pupils have very positive attitudes to school. The quality of teaching is good overall with a significant amount of very good teaching. This teaching, together with the pupils' attitudes and the support they receive from parents, underpins the good progress that they make. The headteacher sets an excellent tone for this school and provides a very good model for the excellent relationships that prevail. He has been very successful in ensuring that the school has maintained its very positive ethos through its recent increase in size. The school gives very good value for money.

What the school does well

- Standards of attainment are well above average in English and mathematics.
- The quality of relationships is outstanding across the school.
- Children's behaviour and attitudes to school are very good.
- The quality of teaching is good overall with a significant amount of very good teaching.
- The school makes very good provision for pupils' personal development.
- There is a very good level of support for pupils within a very positive ethos.
- There is a range of very good assessment procedures.
- The school has excellent links with parents.
- The headteacher sets an excellent tone for the school and provides a very good model for relationships.

What could be improved

- The school needs to continue the development of its monitoring and support procedures as envisaged in its development plan

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997, and has made good progress since then. Standards of

attainment have been improved in English, mathematics, history, geography and

information and communication technology, and maintained in other subjects. The quality of teaching is not significantly different. Pupils' attitudes and behaviour are now very good when they were previously judged as excellent, but this is a good achievement given the significantly increased numbers. The school has successfully addressed the key issue raised by the previous inspection. The headteacher has successfully overseen a large increase in the number of pupils and significant improvements to the school building.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	B	D
mathematics	A	B	B	C
science	C	E	B	C

Key

well above average A

above average B

average C

below average D

well below average E

The school's scores in national tests for 11 year olds in 2001 were above the national average in all three subjects. These standards were in line with similar schools. Scores in English and mathematics declined in 2000 and 2001 after having been well above the national average in previous years. Standards in science have fluctuated, but have seldom been as high as English and mathematics until 2001. Inspection evidence suggests that this year's standards are back to being well above average in English and mathematics, and remain above average in science. These standards are likely to be above similar schools in English and mathematics, and in line with similar schools in science. The standards represent good achievement for the pupils.

The school's scores in national tests for seven year olds over the last four years have been generally above the national average in reading and writing but lower in mathematics, where standards have been below average for the last two years. Inspection evidence suggests that this year's standards are above average in reading and in line with that average in writing and mathematics.

Pupils make good progress through the Reception class, and at the end of the Foundation Stage, most pupils exceed the expected levels in many of the areas of learning. The school sets appropriate targets for its pupils and has been generally successful in attaining them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They are confident learners and are keen to learn. They take a very good interest in their work and sustain their concentration well.
Behaviour, in and out of classrooms	Standards of behaviour are very good in class and outside the school. Pupils are polite and courteous, and thoughtful of others. There is a very pleasant and relaxed atmosphere, and pupils behave so well out of respect for each other and the adults in the school.
Personal development and relationships	The quality of relationships is excellent across the school. Pupils are very caring and concerned for others. These relationships underpin the standards of behaviour and pupils' attitudes. Adults set very good models for caring for and valuing others.
Attendance	The rate of attendance is well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery & Reception	Year 1 - 2	Year 3 - 6
Quality of teaching	Good	Satisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good across the school, with a significant amount of very good and some excellent teaching. Teachers are very hardworking, have extremely good relationships with their pupils and create a very positive ethos. Their valuing approach helps pupils' self-confidence and positive approach to learning. The school is successful in meeting the needs of all its pupils. The quality of teaching is greatly enhanced by the very good support of teaching assistants.

Where teaching is best, there are very high expectations together with a sense of excitement about learning. This teaching is well directed towards what different groups of pupils need to learn. Teaching is particularly strong at the top of the juniors.

Teaching is often satisfactory rather than good in the infants because the level of challenge is not always so high and the pace of work is sometimes slower. Teaching is much stronger at the top of the infants.

There is good teaching of the basic skills of literacy and numeracy, and some very good support for pupils who have special educational needs.

The quality of pupils' learning is good across the school. They make good progress through the Foundation Stage, and particularly good progress at the top of the juniors. This progress is

underpinned by the quality of teaching and the pupils' positive attitudes to learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum that provides well for the needs of all pupils. The school is very successful in ensuring that all pupils have access to the curriculum, There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs. The co-ordinator oversees the provision well and has ensured that support is well co-ordinated and targeted, and that individual education plans have helpful targets. There is some very good support from teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development. There is good provision for cultural development and very good provision for spiritual, moral and social development.
How well the school cares for its pupils	The school provides high a standard of care for its pupils within its very supportive ethos. There is a very wide range of assessment procedures that are used to set targets for pupils. Where targets are set for groups they are used most effectively to support teaching and learning.

The school has an excellent partnership with parents. There is particularly good involvement of parents in the life and work of the school and excellent communications between home and school. Parents hold the school in very high esteem.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets an excellent tone for this school and provides a very good model for the excellent relationships that prevail. He has been very successful in ensuring that the school has maintained its very positive ethos through its recent increase in size. The school plans to revise management responsibilities and focus on monitoring of teaching and progress. The inspection agrees that this is the next step for the school to take.
How well the governors fulfil their responsibilities	The governors have a very good overview of the school and a very detailed knowledge of its work and development. This puts them in a very good position to contribute to the strategic direction of the school.

Aspect (continued)	Comment (continued)
The school's evaluation of its performance	The school is taking many valuable steps to evaluate its performance. A wide range of assessment and other data is analysed and pupils' progress is tracked meticulously in English and mathematics at the end of the year. The restructuring of management responsibilities will provide the opportunity to strengthen ways of impacting on different areas of provision.
The strategic use of resources	The school makes good use of all resources, and systems of financial control are sound. The school applies the principles of best value.

There is a good level of teaching and support staff. The new school building is of a good quality and the hall is surprisingly large. However, four classes are still housed in temporary classrooms, and the school looks forward to being able to complete its extension programme and replace these with a permanent structure. The grounds are extensive and have been very well developed to provide a very attractive and stimulating environment. The level of teaching and learning resources is generally good across the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed • The school helps children become mature and responsible • The school is very approachable • The school expects children to work hard and achieve their best • The teaching is good • Behaviour in the school is good • Children like going to school 	<ul style="list-style-type: none"> • There is no area where a significant number of parents wish to see improvement

Parents are extremely supportive of the school and very pleased indeed with its work. The inspection agrees with all their favourable comments.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Many pupils enter the school with standards of attainment generally in line with those expected for children of this age. They make good progress across the school, and by the time pupils leave the school at the age of 11, standards are well above the national average in English and mathematics, and above average in science. These standards are generally well above those of similar schools. The good progress results from the good quality of the teaching, the pupils' very good attitudes to school, and the support pupils receive from their parents. Progress is particularly good through the reception class and at the top of the juniors.

The school's targets and pupils' achievement

2. The school has set realistically challenging targets and has been successful in achieving them. The standards attained by pupils by the time they leave the school at 11 years old represent good achievement.

Foundation Stage

3. Many pupils enter the school as four year olds with standards of attainment generally in line with those expected. They receive a good start to their education in the Reception Class, and by the time they move to Year 1, most children will have exceeded the expectations for their age in all six areas of learning.

Infants

4. In national tests for seven year olds in 2001, the overall standards, as measured by average point scores, were well above average in reading, average in writing and below average in mathematics. Compared to similar schools, the standards were above average in reading, below average in writing, and well below average in mathematics. Standards in reading have varied, but have been at least above average over the last four years. Standards in writing and mathematics have declined over the last four years.

5. Inspection evidence shows that standards this year continue to be well above the national average in reading, and average in writing, whilst standards in mathematics have improved and are also average. These standards in writing and mathematics are still below those of similar schools. Standards are above average in music and religious education, and generally in line with those usually found in science, history, geography, design and technology and art and design.

Juniors

6. The school's scores in national tests for 11 year olds in 2001 were above the national average in all core subjects of English, mathematics and science. These standards were below the average of similar schools in English, and in line with the average in mathematics and science. Scores in English and mathematics declined in 2000 and 2001 after having been well above the national average in previous years. This variation is associated with differences in the groups of children.

Standards in science have fluctuated, but have seldom been as high as English and mathematics until 2001. Inspection evidence suggests that this year's standards are back to being well above average in English and mathematics, and remain above average in science. These standards are likely to be above similar schools in English and mathematics, and in line with similar schools in science. The standards represent good achievement for the pupils.

7. Standards are well above those usually found in history, geography, music and religious education. Standards are above those usually found in art and design, design and technology and physical education. Standards in information and communication technology are rising but are still in line with the national average.

Progress of different groups

8. The school is successful in providing appropriate challenge for all its pupils and enabling them to progress. Pupils with special educational needs make good progress in meeting the targets set in their individual education plans. The progress of boys and girls, and of higher and lower attaining pupils is in line with the general progress of the school, although boys tend to do particularly well in English compared to boys in other schools. There is no pupil for whom English is an additional language requiring extra help.

Literacy and numeracy

9. Within English, standards of reading are higher than writing in the infants. This is partly because there is a great deal of extra support for reading. By the end of the juniors, standards in both reading and writing are well above average. This results from some very good teaching of writing, particularly at the top of the juniors. Standards in mathematics are average at the end of the infants, but well above average at the end of the juniors. This is also associated with the quality of teaching in the juniors.

Pupils' attitudes, values and personal development

10. Pupils throughout the school have very good attitudes to learning. Behaviour in lessons and around the school is very good. The pupils know what is expected of them and respond very positively to the encouragement and praise given to them. Attendance is well above the national average with no unauthorised absence.
11. Pupils are very keen to come to school because they enjoy their lessons and they join in other activities enthusiastically. Almost every parent who responded to the questionnaire stated that their child liked school. Pupils come to school prepared to work. They listen very attentively to their teacher and to one another. They try hard to complete the work set and concentrate very well. Pupils take a pride in their work and in their achievements. Pupils with special educational needs share the positive attitudes that pervade the school because they are fully included in every aspect of school life. Throughout the school, the very positive attitudes to learning have a significant effect on the progress pupils make.
12. Behaviour in lessons is very good overall. Pupils respond very positively to the high expectations of staff. Pupils come to school well prepared to learn. The school has a purposeful working atmosphere where all pupils are enabled to give their best. Because teachers do not have to spend time managing unacceptable behaviour, the pace of lessons is good. This helps to ensure that pupils learn well. Pupils show very high levels of respect for the

feelings of others and value opinions that may differ from their own. Often they display very high levels of maturity, for example, the thoughtful and sensitive work produced after a visit to the local church. Pupils look after the school's resources very well.

13. Behaviour at playtimes and lunchtime is very good. Pupils play very well together in the playground and take care to avoid bumping into others when running around. Pupils look after one another; for example, when older pupils showed a reception child where to line up in the morning. Lunchtime is a pleasant social occasion. Movement around the school is extremely orderly, and there is calm atmosphere in the school. There have been no exclusions since the headteacher took up his post.
14. Almost without exception, parents state that school helps their children to become mature and responsible. The youngest children are encouraged to grow in self-confidence by the respectful way staff listen to their ideas and value their input into activities. Members of the School Council take their responsibilities very seriously. Pupils enjoy the frequent opportunities they have to work together in pairs or small groups. They work very sensibly together, help one another with their work and share equipment equably. Pupils' mature attitudes enable them to benefit from the many opportunities they have to work independently. Pupils are given a range of opportunities to help others: older pupils are expected to take care of the younger ones and do so willingly, pupils raise money for a range of charities, and pupils are happy to help their teachers in a range of ways.
15. Relationships throughout the school are excellent and there is a strong sense of community within it. Pupils co-operate very well together and develop a very mature understanding of the impact of their actions on others as they move through the school. The outstanding quality of the relationships is a major strength of the work of the school and makes a very significant contribution to the very high standards of behaviour achieved.

Attendance

16. Attendance is consistently well above the national average.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good across the school, with a significant amount of very good and some excellent teaching. Teachers are very hardworking, have extremely good relationships with their pupils and create a very positive ethos. Their valuing approach helps pupils' self-confidence and positive approach to learning. The school is successful in meeting the needs of all its pupils. The quality of teaching is greatly enhanced by the very good support of teaching assistants.

Foundation Stage

18. Children receive a particularly good start to their education in the Reception Class, where the quality of teaching is good overall, and often very good. The excellent quality of relationships and good range of activities enable children to settle quickly into school, and make good progress.

Infants

19. Teaching is satisfactory overall in the infants, but usually good at the top of the infants. Where

teaching is satisfactory rather than good, the lessons lack the challenge and pace of the better ones. Teaching is good overall in English and satisfactory in mathematics, science, history, geography and religious education. Too few lessons were seen in other subjects for a judgement to be made.

Juniors

20. Teaching is good overall in the juniors. Expectations are high, and pupils are involved in a particularly thorough programme of work that deepens and extends their understanding. Teaching is very good in music and religious education, and good in English, mathematics, science, history, geography and physical education. Too few lessons were seen in other subjects for any judgement to be made.

General

21. A feature of the teaching across the school is the extremely good relationships that prevail. Teachers create a very positive ethos where pupils' contributions are valued and they grow in self-confidence. A parent pointed out that "things really matter here", and this is picked up by pupils in terms of the work they do and the way in which they behave. Teachers have done very well to maintain this ethos through the recent doubling in size of the school.
22. Another key feature is the thorough programme of learning in which pupils are involved, particularly at the top of the juniors. A review of pupils' books indicates that a wide range of subjects has been addressed in a very detailed way. For example, when studying other religions, pupils have gone into detail about aspects of beliefs and practices, without losing sight of the main features. In geography, there has been very detailed consideration of physical processes with a range of aspects studied that are not usually covered in such depth. This has greatly enhanced pupils' learning and deepened their understanding.
23. Where teaching is most effective, there are high expectations of attainment and a quick pace to learning. For example, a very good Year 6 geography lesson involved pupils in a very rigorous consideration of coastal erosion and deposition to the extent of distinguishing between different types of beaches, wave patterns and sea currents. These high expectations, together with the teacher's very clear explanations, enabled a significant proportion of the pupils to attain the higher level (Level 5) expected at this age. A very good Reception Class lesson looking at the life-cycle of the frog had equally high expectations, with children learning in detail about the development of gills and legs in the tadpoles and timescales of these changes. Very good resources and use of practical work enables children to understand the concepts involved. Another very good Reception Class lesson took children through the process of using the "Dazzle" art program on the computer. It is not easy to involve a whole class of young children in such a demonstration, and to hold their attention, but it was accomplished very well indeed through the clarity and pace of the work. In all of these lessons, a considerable amount of learning was covered in a short time. This contributed to a sense of excitement. A very good Year 4 games lesson also had a sense of excitement, and focused very well on advanced skills and tactics within a rounders game, thus raising the level of learning well above the usual. An excellent Year 5 history lesson had particularly high expectations, with pupils reviewing the evidence they had from various sources about the role of women in 5th Century Athens. This work was doubly demanding: both in the sociological notion of the role of women, and also the

consideration of the quality of evidence.

24. The best lessons involve pupils in a range of learning strategies that go beyond listening to the teacher and writing answers in books. For example, in a good Year 2 English lesson, pupils worked together in pairs to turn statements into questions. Their discussion enhanced understanding as well as extending the range of language used. In an excellent Year 6 English lesson, pupils were asked to consider in pairs the effectiveness of various opening lines they had written for stories. As the learning objectives had been made very clear by the teacher, and because she had started the lessons by giving some very good examples from literature, the pupils were able to discuss their openings in terms of the set criteria. This was taken one stage further by agreeing in the larger groups the best opening lines. The quality of discussion in this work was outstanding, because the teacher has created such a good ethos for this work, and because she had set such clear criteria for evaluation. There is some very good use of individual whiteboards in Year 3 for pupils to make individual responses to the teacher's questions. This enhances the involvement of all pupils, enables the teacher to make quick assessments of understanding, and quickens the pace of lessons as all pupils can respond at once. This is not a technique that is widely used in the school, and in some classes pupils spend a considerable amount of time watching a fellow pupil or a teacher write on the board, or listening to one pupil respond.
25. Where teaching is satisfactory rather than good, the pace of learning is slower or the expectations lower. In a very small number of lessons, the pace of learning was so slow that the lesson was unsatisfactory. For example, in one English lesson pupils wrote only one sentence in almost half an hour.
26. There is very good use of homework across the school to enhance learning. The school has a very detailed policy which sets out clearly the sort of work expected in each year group. This gives a firm structure to the work. Parents are very pleased with the "Reading Diary" that goes between home and school, and the close communication enables them to make a significant contribution to their children's learning.

Teaching of different groups

27. The school gives good support to pupils with special educational needs. The provision is well managed, and there are helpful targets on individual education plans. There is some particularly good support for individuals and small groups from teaching assistants.

The quality of learning

28. The quality of learning, and the rate at which pupils acquire new knowledge, skills and understanding, is good across the school. Progress is particularly good through the Reception Class and across the juniors. Pupils are very keen to learn, and they work hard in lessons, sustaining their concentration well. They are confident learners and respond well to the variety of learning strategies in which they are involved. Where there are opportunities for independence in learning and the following of their own lines of investigation, they do very well indeed. Where targets are shared with pupils they gain a good understanding of what they need to do to improve, and progress is enhanced.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

29. The school provides a broad and balanced curriculum that meets all the requirements of the National Curriculum and the locally agreed syllabus for religious education. The broad range of activities meets the needs of all pupils. The curriculum is particularly detailed and thorough at the top of the juniors. There are extended opportunities for learning within high quality provision in music, history, geography and art and design. Teachers make good links between subjects, for example Year 3 pupils examine the Roman Camp and other landmarks linked to a local geography study, and Year 6 combine geography and science activities during their residential visit to How Hill. Similarly, there is a number of carefully considered opportunities to link curriculum planning for the development of information and communication technology skills with other subjects. For example, older pupils in the juniors used a spreadsheet to record the results of the fitness programme in physical education lessons. Year 6 work shows carefully planned links between mathematics, science and information and communication technology.
30. Medium term planning is appropriately based on national guidance and ensures that the required programmes of study are covered. Teachers do not use a common weekly planning format for English or mathematics and this makes it difficult to monitor the level of challenge for different groups.
31. There is a very good range of extra-curricular activities in school, especially sport, which is a strong feature of the school. Pupils are able to participate in activities such as netball, football, cricket, rounders and cross-country running. Infant pupils can also participate in such activities as football and short tennis. Year 6 pupils are offered the chance to experience a residential visit to How Hill, where they are involved in outdoor, geographical and scientific activities. Other activities include a cycle proficiency course for Year 6 which has been initiated by the school governors and the French club which is available to pupils throughout the school. In music there is a recorder club and the choir represents the school at the county music festival, which enables many pupils to develop music opportunities. Current extra-curricular provision represents a further improvement upon the previous inspection throughout the school when the range of activities was deemed to be good.
32. There are a growing number of opportunities where the pupils' learning benefits from contributions made by the local and wider community. They include links with the local church and with club coaches for sports such as hockey, football and tennis. The school uses many opportunities to bring in the expertise of other people and groups to enhance the teaching and learning in a number of subjects. Pupils visit places of interest to extend their learning in particular subjects, for example in Year 2, pupils visit the local church as part of their religious education studies, and Year 3 spend time at the local Roman Camp as part of their work in history. The school supports the community, for example by raising money for those less fortunate in other parts of the world. Regular assemblies take place to which invitations are extended into the local community. The school is proud to be very much an integral part of the community, which is a strength of the school. Overall, the contribution of the community to pupils' learning is very good.
33. Links with the five local primary schools enhance provision. The 'cluster' initiative is extended

to sharing opportunities for staff training and resources and now includes other members of staff with specific responsibilities such as special educational needs and science. They meet to discuss common issues of benefit to each school's further development. The school has established strong links with the partner secondary school. Collectively, the schools provide good information to parents, demonstrating how closely they all work together in the interest of all pupils' education.

34. There is very good provision for pupils' personal development. There is good provision for cultural development and very good provision for spiritual, moral and social development.
35. Provision for spiritual development is very good. The school has developed a climate through its clear set of values, principles and beliefs within which all pupils can grow and flourish, respect others and be respected. The very good religious education programme provides pupils with the opportunity to explore values and beliefs and the way in which they impact on people's lives and gives the pupils an awareness and understanding of their own and others' beliefs. For example, Year 6 pupils have written movingly and deeply about what faith means to them, and of their thoughts, feelings and emotions in time given for reflection when they visited the church. For example, "The quietness inside the church, away from the noises of the road or birdsong, felt full of thoughts of past worshippers" and "When I looked into the tiny flickering flame I thought about how lucky I was. It made me realise I shouldn't take life for granted." These pupils also have a good understanding of others' beliefs.
36. The well-cared-for outside environment truly reflects the joy of nature. The opportunities given to the pupils to listen to and watch the birds, develop the outside classroom, plant shrubs, trees and flowers fuel the imaginations of children to ask questions and helps them to respect the environment and learn to appreciate beauty in unexpected places and peace. Appreciation of beauty and nature is further developed through visits, such as those to Suffolk Wildlife Park and How Hill. For the 60 pupils in the choir, the visit to sing in St Andrew's Hall Norwich was a very special occasion.
37. There is an excellent framework for the promotion of moral development. All the staff set a very good example for the pupils to emulate by promoting the school's values and standards and treating the pupils with care and respect. Pupils' self esteem and confidence is enhanced in lessons and elsewhere through constant praise and encouragement. The school fosters the values of honesty, fairness and very good behaviour. It has a very positive ethos of encouraging pupils to think about the world in which they live and care for others and the environment. From the Reception Class onwards, pupils are taught to distinguish right from wrong and to understand what constitutes acceptable and unacceptable behaviour. Consequently, the pupils' conduct in and out of school is very good. Religious education develops respect for others' feelings and a desire to explore their own faith and others' view point. Teachers use English, history and geography lessons well to debate moral issues, for instance, considering the rights and wrongs of events in World War Two, and the consequences of atomic power and nuclear fuels, and other contemporary issues such as pollution. Circle time promotes consideration for

others, taking turns listening to and thinking of others around them. The school encourages a calm atmosphere so pupils feel secure and special.

38. The school provides very good opportunities to support pupils' social development. Relationships are outstanding in the school. Teachers foster a sense of community and self-esteem is well promoted. Pupils' comments and responses in class are invariably valued and respected and never undermined. There are many opportunities for pupils to take responsibility and make important decisions. The very good range of educational visits and extra-curricular activities provides opportunities for pupils to develop skills in co-operating, communicating, negotiating, persuading others and recognising each others skills. The school supports a number of charities locally and nationally.
39. Provision for pupils' cultural development is good. Pupils learn about their own and other faiths and cultures, traditions and activities through their religious education, literacy, geography, history, music, and art and design lessons. In geography, there are in depth studies of Africa and India and in history, Egyptian, Greek and British culture is covered well. Visiting speakers and dancers enhance this programme.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Welfare

40. The school provides a very good level of care for all its pupils and has built on the standards noted in the previous inspection report. The climate of care is established and strongly promoted by the headteacher and consideration for pupils' welfare lies at the heart of school life.
41. The arrangements for ensuring the welfare of pupils are very good. The excellent quality of relationships throughout the school ensures that staff know the pupils very well, which promotes very high standards of care for all pupils. The procedures for child protection are very good. The headteacher is the designated person responsible and has received relevant training, regularly updated. At the time of the previous inspection, child protection procedures were not formalised into a policy. This has since been addressed, and the school now has thorough policies and procedures covering health and safety. Staff pay good attention to issues of health and safety in lessons and when pupils go on school trips. There are regular health and safety checks and clear procedures are in place for dealing with accidents.
42. Procedures for monitoring and promoting good behaviour are very good. The behaviour policy provides a clear framework for achieving and maintaining very high standards of behaviour. The pupils clearly understand what is expected of them. They are well motivated by the high expectations placed on them as well as by the praise and certificates they receive. Teachers monitor behaviour and consult early with parents when there are concerns. Teachers and other adults provide very good role models for pupils. Procedures for eliminating bullying and other forms of harassment are very good and securely based on the respect pupils are encouraged to show to their peers.

Assessment

43. The school uses a very wide range of assessment procedures, which are effective in monitoring

pupils' performance. All pupils are assessed annually in the core subjects and meticulous records are kept of their attainment. These assessments are carefully analysed and used to set targets to be achieved by individual pupils at the age of seven and 11. The school is aware that boys tend to outperform girls, which is against the national trend, and teachers seek to ensure that they have high expectations of all pupils and in particular give encouragement to girls who are less confident in mathematics.

44. Young pupils are assessed soon after they start school and the results are used in teachers' planning. National testing at ages seven and 11 is conducted appropriately and there are sound arrangements for ensuring that teachers have a common understanding about different levels of attainment. Individual teachers check on pupil progress in a wide range of different ways, however, as yet there is no common approach to assessing pupils' attainment during the year. This makes planning, the setting of curricular targets for groups and the monitoring of standards more difficult.
45. Teachers know individual pupils very well, and keep detailed 'field notes' of their behaviour and personal development. Pupils with special educational needs are identified effectively and given good support, often by teaching assistants working with groups in the classroom. Under-achieving groups in the juniors have received targeted support in mathematics using the new 'Springboard' and Booster material and plans to evaluate the effectiveness of these programmes are in place.
46. Pupils are involved in assessing their own work. Self assessment, along with teacher-pupil conferences, helps teachers to provide guidance on what pupils need to do to progress well. This approach operates very successfully in Year 6 where pupils receive individual guidance in their preparation for national tests. Good systems are in place for recognising and celebrating achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents hold the school in very high esteem, and overall responses to the inspection questionnaire were exceptionally supportive. The school's excellent links with parents are a significant factor in the progress pupils make.
48. The school has established a wide range of excellent links with parents, including the well established home-school agreement. Parents are encouraged to help their children at home, and are provided with very useful information about how to do so. The homework books are very well developed as a channel of communication between home and school. A notable feature of the successful partnership the school fosters with all its parents is the daily presence of the headteacher on the playground at the start of the day. This ready accessibility helps to ensure that any issues are dealt with at an early stage.
49. The School Association is a successful group that holds events throughout the year and raises a significant amount of money to support the work of the school as well as providing opportunities for parents to meet socially. Support for the events is very good. The committee is fully involved in decisions about how the money is spent.

50. The school provides a good range of high quality information for parents. School policies are available to all parents in a rack in the foyer and are written in a clear style, without jargon. The school brochure and governors' annual report to parents contain the full range of required information, attractively presented. A recent governors' report won an award within the local education authority. Newsletters are frequent and informative, celebrating achievements as well as providing information about forthcoming events. Parents of pupils with special educational needs are well informed and involved at all stages.
51. The quality of the annual progress reports on pupils to their parents is good overall. Reception class reports cover the six areas of learning and provide a clear picture of the child's attitude to learning. In Years 1 to 6, comments on English, mathematics and science are usually detailed and provide a clear picture of attainment. Parents have the opportunity to discuss their child's progress in detail at a subsequent consultation meeting. Attendance at this is very high.
52. Parents are welcome to help in school in a variety of ways. Currently around 20 parents provide regular support. In Year 3, for example, small groups of pupils work on the computer one morning a week with the help of a mother. Parents are very willing to help on visits. They are also keen to attend events such as class assemblies and school productions, which are always very well supported.
53. Overall, the school has built well on the positive partnership with parents reported by the previous inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The headteacher and senior staff

54. The headteacher sets an excellent tone for this school and provides a very good model for the excellent relationships that prevail. He is a very strong presence in the school, and his own warmth and openness has contributed significantly to the school's very positive ethos. He has been very successful in ensuring that the school has maintained this ethos through its recent increase in size. The school is well managed and appropriate targets are set through its development plan.
55. Subject co-ordinators manage their subjects well, with provision in music, physical education and religious education being particularly well managed. The provision of support for pupils with special educational needs is well co-ordinated, with effective systems for training, briefing and allocating support assistants. This enables them to give some very good support to pupils. Individual education programmes for pupils are well written with helpful targets and the school is already preparing well for adapting to the new national Code of Practice.
56. The school is reviewing its present system of subject and key stage co-ordinators. Such a review is necessary as there is an overlap of responsibilities, and the present system of key stage meetings does not always allow co-ordinators to play their full role. The school plans to revise management responsibilities and focus on monitoring teaching and progress. The inspection agrees that this is the next step for the school to take so that the quality of teaching can be made consistent across the school, the best practice can be shared between classes, and planning and standards can be monitored quickly and effectively.

The governors

57. The governors have a very good overview of the school and a very detailed knowledge of its work and development. They fulfil all of their responsibilities very well indeed. They have a clear vision for the future of the school, and are well aware of the possible disadvantages in the school growing even bigger, now that it has one class for each year group. The governing body contributes very well to planning the school's strategic direction.

Monitoring, evaluation and targets

58. The school is taking many valuable steps to evaluate its performance. A wide range of assessment and other data is analysed and pupils' progress tracked meticulously in English and mathematics at the end of the year. The restructuring of management responsibilities will provide the opportunity to strengthen ways of impacting on different areas of provision. The targets set for pupils have been realistic, and the school has been successful in achieving them. The school has set an appropriate range of targets in its development plan.

The budget and best value

59. The school's finances are well managed, the principles of best value are applied, and systems of financial control are sound. The budget is well planned to ensure a good level of resources and to support the targets of the school's development plan. The school's basic income per pupil is generally in line with the national average. Pupils make good progress across the school and it therefore offers good value for money.

Staffing, accommodation and learning resources

60. There is a good level of teaching and support staff. The new school building is of a good quality and the hall is surprisingly large. However, four classes are still housed in temporary classrooms, and the school looks forward to being able to complete its extension programme and replace these with a permanent structure. The temporary classrooms provide barely adequate accommodation and this restricts the scope for reading and research areas. The grounds are extensive and have been very well developed to provide a very attractive and stimulating environment. The level of teaching and learning resources is generally good across the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to build on its already high standard of provision, the headteacher, staff and governors need to:
- 1) Continue the development of its monitoring and support procedures as envisaged in its development plan so that:
 - the quality of teaching can be made consistent across the school;
 - the best practice can be shared between classes;
 - planning and standards can be monitored quickly and effectively. (*paragraph 55*)

The school has already recognised this area in its development plan.

62. The school may also wish to consider the following minor issues raised in the report:

- the provision of outdoor equipment at the Foundation Stage (*paragraph 79*)
- a common approach to recording assessments during the year. (*paragraph 43*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	23	11	3	0	0
Percentage	4	22	46	22	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	209
Number of full-time pupils known to be eligible for free school meals	N/A	5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	35

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	12	12	12
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	96 (93)	96 (89)	96 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	12	12	12
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	96 (89)	96 (89)	96 (96)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	8	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	12
	Girls	7	6	8
	Total	18	15	20
Percentage of pupils at NC level 4 or above	School	86 (92)	71 (96)	95 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	12
	Girls	7	7	7
	Total	17	16	19
Percentage of pupils at NC level 4 or above	School	81 (92)	76 (96)	90 (88)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	179
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23.2
Average class size	29.9

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	125

Financial information

Financial year	2000/2001
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	£
Total income	318919
Total expenditure	325252
Expenditure per pupil	1740
Balance brought forward from previous year	1838
Balance carried forward to next year	-4495

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	3.0
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	42	3	1	0
My child is making good progress in school.	62	47	3	0	0
Behaviour in the school is good.	66	47	0	0	0
My child gets the right amount of work to do at home.	46	54	12	0	1
The teaching is good.	74	38	1	0	0
I am kept well informed about how my child is getting on.	62	42	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	29	4	1	0
The school expects my child to work hard and achieve his or her best.	76	33	1	1	2
The school works closely with parents.	58	47	1	1	5
The school is well led and managed.	84	29	0	0	0
The school is helping my child become mature and responsible.	80	31	2	0	0
The school provides an interesting range of activities outside lessons.	42	51	8	4	6

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. Overall provision for children in the Foundation Stage is good and they make good progress through the Reception Class. Many children enter the class with standards of attainment generally in line with those expected, and by the time they enter Year 1, the majority will have exceeded the nationally expected standard (early learning goals) in all areas and the others will be well on their way to attaining these.

Personal, social and emotional development

64. Children's personal, social and emotional development in reception is given high priority to very good effect. By the time they leave the reception class, all the children are on target to exceed the early learning goals and show above average attainment. This shows good progress and reflects the skilful teaching, where children are constantly encouraged to feel confident about what they can achieve.
65. The teachers' relationship with the children and care of them is excellent. Children quickly learn the routines of the class and gain in confidence. A sense of community is developed as children learn to work together and have respect for each other. They concentrate and persevere with their learning and seek help when required. All staff have very high expectations of children's behaviour. All the children respond well, learn to know what is right and wrong quickly and why they should behave in this way.
66. Children recognise and respond freely to emotional moments; for instance, in response to seeing the wormery, and the pleasure when they spotted a budgerigar on the bird table outside the window.

Communication, language and literacy

67. Many children start with skills in this area of learning that are in line with those usually found. The good quality of the teaching helps the children to make good progress, and the majority of children attaining above average standards by the time they move to Year 1. Children build well on their good speaking and listening skills, and make good progress in reading for sound recognition and good progress in writing and reading for meaning and enjoyment. Although a few are still below average by the end of the Foundation Stage they are likely to be close to achieving the early learning goals. The teacher and learning support staff plan their main activities well, taking into account the needs of the pupils, and this has a good impact on learning. Very good opportunities are taken to increase all children's knowledge and develop a wider vocabulary.
68. There are some good clear notices, labels, instructions and word banks, related to the themes in the classroom which help children to recognise and appreciate the need for writing words and reading them; for instance, in the area where the children watch for the birds, the word 'head', 'beak', 'legs', 'tail' are clear for all to see. This promotes good word recognition. Children demonstrated their skills when talking about various materials. They were able to identify words such as 'spiky', 'rough', 'slithery', 'smooth', 'bendy', 'shiny', 'slippery',

‘soft’, ‘silky’ and ‘absorbent’. Good use is made of name cards to help them recognise and write their names independently.

69. Children’s early attempts at writing are built on in a clear systematic way. Older children are already able to write simple sentences and their own sequences about events. All children are able to hold and use a pencil effectively to make recognisable letters, most of which are correctly formed.
70. Books have a high profile in all work. Stories are planned to link with each topic studied. Children are encouraged to join in with the reading of the pictures as well as the words. As a result, children in reception are aware and handle books well. Children are encouraged to read through a range of texts, and this helps them to read their first books well. There is a good selection of non-fiction books, and children are keen to look for information. For example, some found out which creatures live in damp dark places, on the ground, in the soil, in grass and on plants. They point to the pictures using great expression.
71. Speaking and listening skills are developed well in all aspects of work. Children are able to listen well for long periods of time as they listen to stories and pay attention, without prompts, whilst letters and sounds are identified. Speaking is developed in imaginative play and encouraged through links to the theme being studied. Some of the children are very articulate and use talk well to negotiate; for example by asking, ‘Please can I have a turn there after you?’

Mathematical development

72. Teaching and provision for the development and awareness of mathematical language are good, which helps children learn and make good progress. By the end of the Foundation Stage, the majority of the children will have achieved the early learning goals in mathematics, partly as a result of the range of good appropriate practical activities, which the children enjoy. Some children will not only have achieved the goals, but be working well beyond them.
73. Some children can already count to and write a number square to 100. They know ‘more than’ and ‘less than’ and are able to add together $9+10=19$ and $5+8=13$. They easily count on in 2s and are good at making graphs. The others recognise the numbers 1-20, sort and match objects and have knowledge of shapes and patterns. Children’s understanding of simple shapes is good. This particular area of learning is built into many activities that children experience in reception such as searching for shapes, creating shape pictures and using flat and solid shapes to construct with. Children soon learn to recognise a circle, square, triangle and rectangle.
74. Displays encourage understanding of number and reflect the work done by the children. A bird watching tally chart identifies which of the nine birds is the most common. Animals in a race are identified as 1st, 2nd, 3rd and 4th. A question about the place of the seal in the circus parade helps children to use good mathematical language. Areas provide a wealth of experiences for learning during free time through sequencing numbers, counting on to number charts, using magnetic numbers to sequence, first number books, number jigsaws and boxes

of shapes.

Knowledge and understanding of the world.

75. Provision and teaching for children to develop knowledge and understanding of the world around them are very good. This helps children's learning and they make very good progress building on the very good knowledge they have when they start school. By the end of the Foundation Stage, all will have clearly exceeded the early learning goals and be achieving well beyond them. Teachers build on children's natural curiosity and help them to understand the world in which they live very well indeed.
76. Exploration and investigation are very well taught, and children make very good progress in this area. Children have been observing the birds and identifying the differences. Their love and fascination of nature is amazing, especially regarding the wormery, and they are constantly asking questions about how it works. They can recall the 'mini-beasts' seen in a previous lesson and know why some are called insects. Their work displayed on the life-cycle of the butterfly is very good and the children can recall the stages of its development. The lesson observed on the lifecycle of the frog showed how inquisitive and knowledgeable these children are. They learned about frogspawn and the sac, that the back legs grow first, the word 'froglet', the use of gills and about the adult frog. Two boys were able to talk knowledgeably about frogs in other climates. All of these activities make the children confident investigators, curious about living things and events and ask questions about why things happen and how things work.
77. Children are given good opportunities to develop their skills in information and communication technology. They gain knowledge of the computer and confidently control the mouse; for example using the 'Dazzle' art program. Children know how to turn on the computer, enter the password, and select the program. Good teaching helps the children to change thickness of line, select the colour and delete. They use programs relating to the reading schemes and access the text. The children had the opportunity to keep in touch via e-mail with fellow pupils who went to Australia and America.
78. Displays and well-planned group activities help children have a good understanding of their local environment. Children are helped to be observant about where they live and know some of the key features of their own village. During their walks around the area the children have identified the park, different types of houses, the river and the snowdrops. They are beginning to have a sense of time through the study of daily and weekly events; for instance, birthdays and the first day at school and sequencing activities like morning, afternoon and evening, and the months of the year. From their study of '*People who help us*' the children can remember in detail the work and uniforms of a care worker, fire fighter and the police officer after they had visited them in class.
79. The religious education work is of a high standard. The children have taken part in the festivals of Harvest, Christmas and Easter as well as listening to well known Bible stories such as Noah's Ark. Children have developed some knowledge of other cultures through listening to stories from around the world.

Physical development.

80. Before entering the reception most of the children have had the opportunity to develop their climbing and balancing skills from playgroups and visits to the park. Teaching is good and children of all abilities make good progress. Opportunities for the children are carefully planned to develop their skills.
81. The small outside play area helps children to be aware of themselves as individuals. Children can ride the available large wheeled tricycles well, trying to give each other rides. They are beginning to show awareness of space and play safely, but as yet there is a limited number of wheeled vehicles and other outdoor equipment. A physical education lesson seen during the inspection showed how well the children move with confidence, imagination and in safety. Dexterity is developed well through the handling of objects for example, by threading, working in sand and water and rolling and cutting. The children learn to work things out for themselves as they piece together jigsaws and construction kits. The many art and craft activities provided, increase confidence and develop the children's use of a range of tools and materials. In all aspects of this area all children will have exceeded the standard expected at the end of the Foundation Stage.

Creative development.

82. This area of learning is well taught and the majority of children will have achieved the early learning goals by the end of the Foundation Stage. Children enter school with good brush control and some of their pictures of the people who help us show a maturity when using paint. Staff provide children with a rich environment for creative development, and the attractive displays in the corridor and classroom reflect the broader range of their work showing how far children have progressed since starting school.
83. Children have had very good opportunities to use materials and suitable tools. Large, beautifully made and painted ladybirds are displayed on the ceiling and children are now involved in making large models of dragonflies. One boy proudly told how they had used papier-maché to form the head, thorax and abdomen.
84. Children are designing and making their own animal puppets from a wide variety of materials available. They chatter about what their animal will do in the show, and one girl was carefully choosing bright tissue paper to represent the Queen of the horses. The teddy bears on display show how children have experimented with colour and a variety of materials to add texture to this frieze. These displays show respect for their effort and helps to stimulate further learning.
85. All the children enjoy singing nursery rhymes and taking part in the whole-school hymn practice, joining in enthusiastically and responding to actions.
86. Staff create role-play opportunities for children, however these could be more imaginatively structured. With help the children act out the characters in the nursery rhymes.

General

87. The accommodation of the Foundation Stage is good. The room is colourful and bright and gives the impression of a 'big top', as the present theme is 'The Circus!' It is divided into

areas where the children can learn quickly. The outdoor area available for all the children is small and as yet does not have a wide enough range of equipment, however facilities are good for small groups. There are very good links with parents. Resources in the classroom are good for all areas of experience.

ENGLISH

88. Pupils make good progress across the school in all aspects of English, and particularly good progress at the top of the juniors. This progress is promoted by the quality of the teaching, and the pupils' very good attitudes to work, together with the support they receive from parents, especially in reading. By the end of the juniors, standards of attainment are well above the national average; this represents good achievement for the pupils and is an improvement since the previous inspection.
89. Standards in speaking and listening are well above average across the school. Many pupils enter Year 1 with already high standards, and they build on these well as they move through the school. At both key stages, there are good opportunities for pupils to discuss things in groups and pairs, and to report orally to the class. At the top of the juniors, high expectations of these discussions in English and other subjects ensures that most pupils reach the higher expected level (Level 5), where they operate in a formal style and develop ideas and make contributions that take account of what other have said. For example, when Year 6 pupils were discussing which opening sentences were most effective in a story, they were able to reply to points made by others, and put forward their own views in a most sophisticated way.
90. The school's very good drama programme has made a significant contribution to pupils' confidence and ability to speak publicly. Older pupils were able to extemporise speech very well indeed in a drama lesson when they acted out scenes from school life. They were not only able to capture the tone of speech, but also able to envisage the replies that would have been made as they developed the situations. Many were able to use their voices very well to simulate anger, surprise and disappointment. There are also many opportunities in assemblies for pupils to speak in public and so grow in confidence.
91. Standards of reading are above average at the end of the infants, and well above average at the end of the juniors. There is a considerable amount of support for reading through the infants and this is a significant factor in developing standards. Many parents and other adults hear pupils read individually and in small groups. There is a very good quality of support in these situations that goes well beyond the correction of errors, and takes older infant pupils to a consideration of the stories they read. The Literacy Hour is used well to focus on elements of reading such as phonics, and also the wider literacy skills. By the end of the key stage, almost all pupils attain the expected level (Level 2) where reading of appropriate texts is generally accurate, and many pupils achieve the higher level where they read fluently and accurately, and understand the main points of the fiction and non-fiction that they read.
92. By the end of the juniors, standards in reading are well above the national average, with most pupils attaining the higher level, where they understand meanings beyond the literal and can

support their opinions from the text. Pupils are involved in a very good range of literature, and the teaching of reading, particularly at the top of the key stage, is very well focused on the higher-order skills such as the use of inference and deduction to look for 'hidden' meanings. There is a very thorough consideration of the various literary forms and structures of literature, so that pupils understand how authors achieve their effects. The example has already been given of Year 6 pupils discussing the effectiveness of opening lines. This good teaching of structure carries over into the development of pupils' writing. Many pupils develop a love of reading and have their favourite authors and books. These very good attitudes to reading come from their good teaching and the good range of literature available.

93. Pupils make satisfactory progress in writing in the infants, and by the end of the key stage, standards are in line with the national average. Most pupils attain the expected level (Level 2) where they can write a sequence of sentences with generally accurate spelling and punctuation. Few pupils attain the higher level, where writing is more complex as well as being organised, imaginative and clear. Pupils are involved in a good range of writing both in English and in other subjects, but the writing tasks set do not always promote the higher level. For example, younger pupils often write single sentences or very short answers, rather than being expected to develop sequences of sentences, and older pupils are not always asked to write the more complex pieces that promote the higher levels. Where they are asked to write at this level, many show that they have the capability. For example, in a good Year 2 geography lesson, pupils were asked to write a continuous piece about the differences they had noted in facilities in a seaside town and in their own village. In this context, many showed elements of the higher level of attainment, writing sentences such as "There are lighthouses at the seaside because they need to tell ships where the rocks are, but we do not need them here because there is no sea."
94. Pupils make particularly good progress in writing though the juniors and by the end of the key stage, standards are well above the national average. There is a very good focus on the skills of writing that explores the structures of a range of different forms such as stories, poems, letters and persuasive pieces. Teachers are often very clear in their teaching of these structures, and help pupils to revise and amend their work so that they understand the different requirements and forms. Some of the writing by older pupils is of a very high standard indeed, with most of the pupils attaining the higher level (Level 5).
95. There is a good range of literature available to the pupils, but the junior classrooms do not have sufficient space to provide reading and research areas. The school's central library is adequately resourced, but is rather small for a whole class to use at once. The subject is well led by a very knowledgeable and enthusiastic co-ordinator who has done much over the years to promote the subject through the school. She can be justifiably proud of her achievements.

MATHEMATICS

96. By the end of the juniors, standards of attainment are well above the national average. The standards are higher than those in national tests in 2001, and higher than those found by the previous inspection. At the end of the infants, standards are in line with the national average. This is in line with the results of national tests in 2001 and similar to the findings of the

previous inspection.

97. In 2001 a high proportion of seven-year-olds attained the average level (Level 2), however the number of pupils reaching the higher level (Level 3) was low. Inspection findings indicate a similar pattern this year. This is because teachers have focused on enabling all pupils to reach the average standard and not focused sufficiently on providing challenge for the higher attainers. The school is aware of the need to enable more pupils to attain the higher level and has set a target for improvement; however, clear strategies for reaching the target are not yet established.
98. The quality of teaching in the infants is satisfactory overall, and is better at the end of the key stage. Teachers provide good support to individual pupils but whole class and group teaching is less effective. Across the infants progress is satisfactory. Most pupils have a sound understanding of place value and can calculate using numbers up to 100. Their understanding of shape, measure and data handling is as expected. Their knowledge of mathematical vocabulary is sound. Pupils are provided with a wide range of mathematical experiences including some opportunities to use and apply their skills; for example, Year 2 pupils have collected and recorded data about cars travelling down a ramp and displayed this in a bar chart.
99. Teaching and learning in the juniors are consistently good. Pupils make good progress overall, with very good progress at the end of the key stage. Progress is good because pupils are very well motivated to learn and their attitudes and behaviour are very good. The majority of pupils work quickly and accurately and when faced with challenging work, they persevere until they have overcome the difficulty. They are very confident in written calculations and have a good understanding of measures, shape and data. The very good progress in Year 6 is due in part to pupils being encouraged to choose their own methods to solve problems. For example, in a lesson on long multiplication, the majority used the traditional written method, while less confident pupils were able to use informal mental methods involving multiplying by 10 and doubling to reach the answer. Year 6 pupils have also been engaged in challenging cross-curricular work involving the use of information and communication technology and mathematics in a data-handling project in which they measured and recorded changes in fitness over a period of time.
100. Across the school, teachers are familiar with the National Numeracy Strategy (NNS) and all plan activities for differing levels of attainment. The impact of NNS training provided by the local education authority can be seen in several junior classes where direct interactive whole class teaching is applied effectively. In the good lessons, teachers use the board and visual resources well to demonstrate concepts and relationships. These strategies, seen in a Year 4 lesson on money, and in a Year 6 lesson on ratio and proportion, enabled pupils to gain a deeper understanding of what was being taught. Identifying what is to be learnt in a lesson is clearly defined in the planning, and in the better lessons these objectives are shared with pupils. The better oral and mental sessions were delivered with pace and incorporated strategies for ensuring all pupils were involved. This was demonstrated well in a Year 3 lesson where pupils responded to questions about measurement and length by writing their answers on individual whiteboards and holding them up to show their teacher. The use of clear questions at the end of sessions to assess what pupils have understood was a good

feature of most lessons. Teaching assistants provided excellent support and showed initiative to extend pupils' learning when working with groups of pupils. Good examples of such support were seen in lessons in Years 1 and 2. 'Springboard' and Booster material is used appropriately in Years 4 and 6 to raise achievement of under-performing groups.

101. Teachers use informal observations and, with older pupils, regular mental tests to assess attainment. Assessment and record-keeping during the year is based on the 'Steps' mathematics scheme, but this does not always match the objectives in teachers' planning. The school uses national tests and non-statutory test material well to track pupils' progress from year to year and uses the results to set targets for attainment at ages seven and 11, but the school is aware of the need to develop a simple and consistent approach to assessing pupils' attainment thus enabling the setting of curricular targets for groups of pupils throughout the school.

SCIENCE

102. Standards have been maintained since the previous inspection and are broadly average at the end of the infants and above average at the end of the juniors. As only two lessons were observed during the inspection, judgements on standards are based on additional evidence from extensive analysis of pupils' work and discussions with staff and pupils.
103. In the 2001 teacher assessments in Year 2 the school's results were above average for the proportion of pupils reaching the expected level or above. However, the proportion reaching the higher level was well below average. Inspection evidence indicates that current standards at the higher level are on course to be in line with the national average. The above average results in the 2001 national tests at the end of the juniors represent the good progress these pupils made through the key stage. The good progress is because the quality of curriculum provision and resources have improved since the previous inspection.
104. By the end of the infants, pupils are able to explain clearly how a candle melts with heat and that it hardens again to become a solid as it cools. They know the difference between solids and liquids. In the one infants science lesson observed, pupils learned that plants need water to grow, because the teacher set up an experiment that enabled pupils to measure growth of cress over a short period of time. They recognised the difference if the cress is not watered, and the pupils undertaking an extension task knew they needed to place their bean seeds in contrasting light and dark areas in order to test to see if light is needed for plant growth.
105. By the end of the juniors, pupils have a good knowledge and understanding across the subject, and are able to draw upon previous learning to describe key features in experiments carried out. They understand the importance of fair testing and the value of and need for prediction. They are able to systematically record their investigations to be able to use their results to draw comparisons and reach logical conclusions. However, there are occasions when opportunity is limited for higher attaining pupils to be further challenged through extended investigation and explorations. Because teachers encourage good organisation of work and systematic presentation, pupils are careful and proud to produce consistently neat work in their science books. Where marking of pupils' work is very good, and teachers'

ongoing assessment is thorough, pupils are able to respond to comments and questions, which challenge and extend their scientific thinking. All pupils make good progress overall, because of the suitable range of science experiences offered and their teachers' overall good knowledge and understanding of topics being studied. For example, in a Year 4 science lesson, the teacher made very effective use of time, and pupils responded well to a range of questions and became enthusiastically involved in a whole-class discussion. This enabled them to think carefully and precisely about how they carried out their experiment, challenged their knowledge and understanding of electrical circuits, and helped them to draw conclusions about the conductivity of materials.

106. Long and medium term planning ensures full coverage of the National Curriculum programmes of study throughout the infants and juniors. The school extensively uses the nationally scheme of work for science and looks forward to adapting this to incorporate the needs of its pupils and its own environment and circumstances. The completion of the new information and communication technology suite, and the increase in relevant resources should have a positive impact upon teaching and learning in science. It is evident that teachers understand their pupils' needs, and use informal assessments to set individual targets at the end of each school year. However, progress through each unit of work is not always assessed to contribute to these targets. The co-ordinator is now looking to draw upon the good practice already existing in some classes so that a simple, manageable system incorporating a common approach can be introduced.
107. The subject benefits from effective co-ordination and management. A thorough audit has resulted in a good level of resources, which are well organised, fully accessible and well used. The school also enjoys good grounds and immediate environment including a secure and well maintained pond, gardens and wooded area which offer an additional dimension for practical work and first hand experience to support teaching and learning in several areas of science study. The co-ordinator shares subject expertise to support colleagues; for example, through a recent staff training initiative.

ART AND DESIGN

108. The attainment of seven-year-olds is in line with that expected for their age. Eleven-year-olds attain standards which are above national expectations. Standards are similar to those found in the previous inspection.
109. Satisfactory progress is made in the infants. Pupils are provided with a range of practical experiences including observational drawing, clay work and model-making and produce work of an average standard. In Year 1, pupils have looked closely at pieces of fruit and produced drawings of satisfactory quality. Year 2 pupils can use a variety of materials and techniques, comment appropriately on their work and suggest ways of improving it. For example, they were able to use books to consider colour and shape before making models of fish. Pupils can develop ideas, make pictures and objects and evaluate their work. They are less confident about adapting and improving their work.
110. Pupils in the juniors make good progress overall, and particularly good progress in Years 5

and 6. A wide range of art and design opportunities are provided, and by the end of the key stage, pupils produce work of good quality. Their control of materials, tools and techniques develops very well and their knowledge of the work of other artists is good. In Year 3, for example, pupils are able to work from their imaginations to draw and make fantasy fish using papier-mâché and collage. In Year 4, pupils know about mixing colours and complementary colours. Standards in Year 5 are very good. Pupils can talk about the work of a range of artists and have explored techniques used by them, such as ‘pointillism’, to very good effect. Their art folders and sketchbooks as well as work displayed in the classroom show that standards are consistently very high. Standards in Year 6 are good. Pupils are able to combine and organise visual qualities in impressive displays such as the L S Lowry mosaic wall hanging. Inspired by poetry and music, they can combine materials and techniques such as paint, pattern and laminating to good effect.

111. The quality of teaching is satisfactory overall. Lessons are well planned and appropriately resourced. Teachers manage practical activities well. Where teachers are confident and enthusiastic about the subject, teaching is good. In the better lessons, pupils are helped to consider first the techniques to be used and the best way of developing their ideas. In such lessons, expectations are high and pupils produce work of which they are very proud.

DESIGN AND TECHNOLOGY

112. Pupils make appropriate progress through the infants and standards of attainment are in line with those usually found by the end of the key stage. Pupils make good progress through the juniors, and standards are above those usually found by the age of 11. These findings are similar to those of the previous inspection.
113. Little design and technology was seen during the inspection, therefore judgements are based on pupils’ finished work, and discussion with pupils. Pupils are able to talk about their work and explain their methods well. In Year 1, pupils have enjoyed making fruit salads for members of their families. They used a range of tools and could explain that apple juice was added “to stop the fruit turning brown”. Year 2 pupils have joined pieces of material to make glove puppets and have made simple wheeled vehicles with the subject co-ordinator.
114. Across the juniors, pupils undertake an increasingly complex range of design and make assignments. They can make choices, develop their own ideas and evaluate the outcomes, identifying what works well and what could be improved. For example, Year 3 pupils have designed and made soup packaging, evaluated their work and suggested ideas for improvement. In Year 4, pupils have explored moving mechanisms and made “moving books” of good quality. In Year 6, pupils can discuss the materials and tools used and why, as well as the joining techniques involved in making wheeled vehicles with ‘Jinx’ frames, motors and batteries.
115. It is not possible to make an overall judgement about the quality of teaching. However, in the one lesson seen teaching was good. Building well on previous learning, the teacher helped pairs of pupils to plan and design torches, giving careful consideration to the materials and equipment needed.

116. The co-ordinator is enthusiastic about the subject and has identified the need to raise standards in the infants. There are plans to remodel the food technology area to improve provision and to update the policy to take account of the QCA scheme of work now being used. Resources for the subject are very good.

GEOGRAPHY AND HISTORY

117. The very thorough programmes planned for both subjects ensure that pupils make good progress across the school and attain well above average standards by the end of the juniors. Teaching and progress are particularly good at the top of the juniors. Standards have improved since the previous inspection.
118. Pupils make appropriate progress though the infants and cover the required programmes of study well through a series of linked topics. By the end of the key stage, almost all pupils attain the expected level (Level 2) in both subjects. In history, pupils are well aware of the differences between life now and in Victorian times in the context of their seaside topic. For example, they can talk knowledgeably about clothing and transport, and about the way in which bathing machines were used. In geography, many are able to recognise the differences between their own village and other localities, such as the seaside. They are aware of the nature of their village and the neighbouring city of Norwich and the differences in facilities to be found. Many pupils are very well-travelled and have a good general knowledge of other parts of the world. Expectations of attainment are generally appropriate across the key stage and pupils are involved in a good programme of visits and visitors that enhances their understanding. Where expectations are higher, such as the good Year 2 geography lesson already mentioned, pupils rise well to the higher demands.
119. Pupils make particularly good progress through the juniors, and standards are well above average in both subjects by the end of the key stage. Pupils are involved in very thorough programmes for both subjects that involve them in very detailed consideration of the topics studied. The depth of study is much greater than found in most other schools. This has the effect of enhancing understanding and exposing all pupils to the higher levels of attainment. As a result, a much higher proportion of pupils than in most schools attains the higher level (Level 5) in both subjects. In history, most pupils have a very good factual knowledge of the periods they have studied, and can use this to discuss the changes that have taken place within and between the various periods and the reasons for these changes. For example, Year 5 pupils were already able to discuss the role of women in ancient Greece, and how this had changed in modern times. In geography, pupils have a similarly good factual knowledge of the places and processes they have studied, and have developed a very good understanding of geographical patterns, and the reasons for these. For example, Year 6 pupils were able to discuss with confidence the forces of coastal erosion and deposition and apply these to other areas, predicting what was likely to be happening.
120. The progress and attainment are enhanced by some very good and excellent teaching, particularly at the top of the key stage. Teachers have very good understanding of the

subject, and this enables them to give very clear information and to present some complex material in a way that makes it understandable. There are also very high expectations of attainment. For example, in an excellent Year 5 history lesson in which pupils were asked to discuss the position of women in ancient Greece, they also discussed the nature of the evidence they had for their views. In a very good Year 6 history lesson, pupils discussed a variety of technological discoveries and considered the effects these had on the world in terms of benefits or disadvantages. This required not only sophisticated thought, but also very good knowledge of the periods involved. The quality of the teaching and learning is significantly enhanced by the very good programme of visits and visitors.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

121. At the end of both key stages, standards of attainment are generally in line with the national average. It was not possible to see sufficient lessons for any overall judgement to be made about the quality of teaching, and judgements about standards are based on discussions with pupils and a review of work. Good improvement has been made in provision and standards since the previous inspection.
122. At the time of the inspection, the new computer room was not operational, and opportunities for pupils to develop skills fully remained limited. However, teachers made arrangements to ensure, where possible and practical, pupils use the class computer to suitable effect. Whilst improving basic skills, pupils use ICT to support learning in other subjects such as geography, history and physical education. Overall though, pupils are unable to spend sufficient time using a computer, and this restricts any further progress they might make. The larger majority of pupils however, use a computer in the home and therefore bring a range of skills into school.
123. There is a range of work displayed in school, which demonstrates pupils' ICT skills and shows how many pupils use ICT confidently and competently. For example, in Year 1 within science work on materials pupils use the digital camera and then are able to use the computer confidently to carry out basic word processing. Year 3 pupils have copied and pasted animal pictures in their Africa study using specific computer programs correctly. They have created tessellating patterns in mathematics and know how to load and save data using 'My World' program as they work in small groups to design a small town. Year 6 pupils have compiled a good quality display which shows ICT work from spreadsheets within their physical education fitness programme. In this, they have analysed data to draw conclusions about their performance, and also used databases to help them with statistics to support literacy arguments. Pupils know how to make a 'Power Point' presentation incorporating the use of the digital camera and design school fete posters using the 'Publisher' program. Year 6 pupils can send, receive and open e-mail and know how to use the Internet to research information. The school has its own website, but present pupils make little contribution to this. Small group and pair work supervised by classroom assistants or parents is well structured to enable pupils to develop various skills through progressively challenging activities; for example, the use of search skills. Whilst there has been a marked improvement in ICT skills at the end of the juniors since the previous inspection, the completion of the fully functional suite and addition of necessary equipment is necessary to enable further progress

to take place. Classrooms are equipped with their own television and video facility and with funding from the Parents' Association the school is to buy an interactive white board to support teaching and learning.

124. The subject is well co-ordinated by the knowledgeable and enthusiastic co-ordinator. The school is now well placed to carry out its very clear development plan for ICT and build upon its efforts and successes since the previous inspection to improve the quality of teaching and learning and further raise standards.

MUSIC

125. Standards of attainment are above those usually found at the end of the infants and well above those usually found at the end of the juniors. This is an improvement for the older pupils since the previous inspection that is mainly due to the very good teaching by the co-ordinator in Years 4, 5 and 6. The quality of singing is very good across the school. Extra-curricular activity work is well organised and contributes to the musical life of the school. The school has adopted the recent national guidance for planning lessons to add to the excellent handbook developed by the very effective co-ordinator to support the non-specialist.
126. By the end of Year 2, pupils are well able to recognise musical instruments and know how to use them properly. They have developed good musical language and had experience of structure, tempo, pitch, timbre and dynamics. For example, after listening to 'April Showers,' they were able to sequence a picture showing the structure well. They know about the orchestra and such elements as the string and woodwind sections.
127. Pupils continue their good progress though the juniors where they are given good opportunities to listen to and discuss pieces of music. Year 4 pupils can already identify the title and composer as well as the instruments being used, the tempo, dynamics, mood and then think or write about how the music made them feel. This is built on particularly well through Years 5 and 6. Pupils learn to compose pieces using a variety of instruments and are able to write a round. In a very good Year 5 lesson, the pupils were able to accompany the 'Rainbow Warrior', a piece of music requiring the maintenance of a complex rhythm. The pupils recognised the change of mood and responded well to the appeal, 'Will he come?' There was a good sense of phrase and musical expression as they sang, and they evaluated the performance well deciding how to improve; for example, by suggesting, "Let's have another tambourine here."
128. By Year 6, pupils are very good listeners, able to describe the mood, the sound of the instruments, their names and the beat and suggest improvements to their own and others' work, and commenting on how intentions have been achieved. They are able to refine and improve their work. In a very good Year 6 lesson, the pupils were able to give a very good performance using a wide range of tuned and un-tuned instruments that matched the mood of the piece particularly well.
129. Music plays a very important part in the school performances at Christmas and in the summer. Music of the period is used well in subjects such as history, and at times visiting

musicians enhance the learning. Hymn practice provides a sense of community, and it was there that singing in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression was observed. Pupils learn to play the recorder on a regular basis. The very good choir is chosen regularly to sing at St. Andrews Hall. They have compared their experience with a picture showing a choir on the same stage in 1902. Apart from the clothes they are wearing, little has changed as both choirs are reported as “singing their hearts out.’

PHYSICAL EDUCATION

130. Standards in physical education are in line with those expected nationally by the end of the infants and above expectations by the end of the juniors. Standards have been maintained since the previous inspection because the overall good teaching continues to focus upon the development of skills in a wide range of physical education activities. The good progress is due to the enthusiasm and expertise of staff, the very good co-ordination and management of physical education, and the very effective use of outside specialists with particular skills in certain games such as cricket. The effect of these aspects has been a further increase in the provision for the growing number of pupils since the previous inspection, whilst retaining a high profile for physical education in school and ensuring all pupils have equal opportunities to enjoy full and active participation.
131. Pupils in the infants enjoy warm up exercises and perform them correctly as they respond well to good examples provided by their teachers. In Year 2, when pupils make good progress it is because they show a clear understanding of what they are to learn and respond well to the teachers’ high expectations. They make helpful suggestions about how they might extend and improve their work. Most pupils can catch a soft ball with two hands and are keen to improve their controlled striking of the ball using the palm of the hand. They demonstrate their understanding of striking for a purpose in a particular way as they explain how they will transfer the practised skill into a game such as volleyball, tennis and cricket. Overall, infant pupils are able to work independently and with a partner but on the occasions when the teachers do not provide sufficient opportunities for continuity and extension of ideas and activities, pupils do not achieve as well as they can.
132. The work is of a better quality in the juniors where overall the teaching is good. Amongst the reasons is that teachers have good subject knowledge and an understanding of the importance of providing pupils with opportunities to evaluate their own performance and that of others. Teachers challenge pupils well and demonstrate good management and organisational skills. The work progresses well from Year 3 onwards because teachers clearly focus on development of skills, knowledge and understanding. In games lessons seen, pupils achieve at least well because they are taught skills and techniques systematically to use in rounders and cricket. This is well illustrated in the Year 5/6 lesson when the teacher’s very effective planning incorporated the expertise of a Norfolk County Cricket coach to provide all pupils with the opportunity to extend batting and bowling skills. Resources are used effectively to enable pupils to work impressively together in small groups and use time to the

full. Carefully focused practice in order to improve was clearly evident through a very well structured range of activities which built upon previous learning. Year 5 pupils, as part of the 'Super Stars' Keep Fit Programme, learn to improve their personal fitness along with further development of ball skills. They show an increased knowledge and understanding of their own capabilities and respond enthusiastically and purposefully with added effort to each challenge as they better their previous performance. In a dance lesson, Year 6 pupils respond imaginatively in groups and repeated a series of movements with increased accuracy and control. They plan to compose a complex sequence of events and as they learn to share and discuss ideas, connect techniques and evaluate previous success, they adapt in order to consider relationships within the group.

133. The subject benefits greatly from very effective leadership. There is a very good programme of extra-curricular activities and in the juniors pupils experience outdoor adventurous activities when they visit the partner high school and spend time at How Hill on a residential visit. During Years 3 and 4 the majority of pupils learn to swim a minimum of 25 metres and by the time pupils are in Year 6 all can successfully swim this distance. Resources and sporting facilities are very good, for example the well-designed spacious hall, which allows pupils to move freely and safely, is effectively used in physical education lessons.

RELIGIOUS EDUCATION

134. Standards are above those expected for pupils of seven years of age and well above those expected at 11 years of age. This shows good improvement since the previous inspection when standards were judged to be good across the school. Curriculum plans have been rewritten using some of the new curriculum guidance, and the locally agreed syllabus for religious education is being covered well. The good assemblies reinforce learning, and there are good links with subjects as well as personal and social education. The significant feature is the very thorough programme of study and the depth of learning in each topic.
135. By the end of the juniors, standards of attainment are above those expected by the locally agreed syllabus. The younger pupils have already learned about celebrations from events in their own life such as birthdays, and about religious festivals such as the Christian harvest festival and the Jewish festival of Sukkot. This was made real for them through making and decorating a Sukkah, and preparing for and attending a harvest festival in school.
136. Older pupils in the key stage build well on this through their study of a range of other celebrations such as Advent and the Hindu festival of Diwali. In a good lesson, the pupils learned about the Jewish holy book, the Torah, and why it is special and precious to Jews. They watched as the Torah scroll, with its beautiful cover, was opened. They learned that it is written in Hebrew and discussed well the similarities and differences with the Bible. In their study of religious buildings, they learn the importance and significance to people of temples and towers, synagogues, shrines, mosques and minarets.
137. This good work is extended and developed as the pupils move through school. Year 3 pupils have a good understanding of Hindu, Christian, Sikh, Islamic, and Buddhist faiths after studying and comparing the different signs and symbols. Very good use is made of

quotations and their meanings, for instance, 'God is my rock,' and 'Jesus is the light of the world'. Pupils learn to be detectives, asking many good questions about what Jesus was like, and learn to use the Bible as a library: a reference book to find the answers. Their enquiry skills are further developed as they seek to find out more about Mary, Joseph, the shepherds and the wise men. What type of person were they? Why did they journey? How did they feel? There is very good coverage of the festivals of Holi, Purim and Holy Week. Again feelings and emotions of the disciples and the reasons to rejoice and celebrate are explored well.

138. The very good quality of teaching through Year 5 and 6 promotes particularly good understanding of a wide range of religious matters. Some very sensitive teaching also helps them to explore their own responses to religion. The pupils are confident enough to question others about their meaning of 'Faith,' and have put their thought-provoking responses into a class book. Whilst visiting the local church, the pupils sat in contemplative silence before expressing their thoughts eloquently in writing; for example, "The visit to the Church helped me. I had never sat through two minutes silence. I felt that I was at peace with everyone." Others reflected on how lucky they were, thought about others less fortunate and how life should not be taken for granted. Pupils are helped to question even further. This was displayed in a very good Year 6 lesson seen. The mood was created with background music and a candle flickering. This lesson showed the depth of understanding, through replies ranging around birth, death and tolerance, and also the difficulty with faith was addressed. Some pupils suggested that, "There is no proof," and one compared faith with power, and the power of America in the Middle East.
139. The high standards are due to the dedication and support from the very good co-ordinator who has worked hard to raise standards and implement the changes that have taken place since the previous inspection. She has encouraged the use of visits, music, resources, painting, drawing, writing, dance and drama activities to provide further opportunities for thought, reflection and discussion. Pupils respond very well to these opportunities.