

INSPECTION REPORT

HOPTON CE (VC) PRIMARY SCHOOL

Hopton, Diss, Norfolk

LEA area: Suffolk

Unique reference number: 124703

Headteacher: Sheila M Harvey

Reporting inspector: Mr Michael Allcock
19834

Dates of inspection: 12th – 14th November 2001

Inspection number: 197764

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 - 9
Gender of pupils: Mixed

School address: Thelnetham Road
Hopton
Diss
Norfolk

Postcode: IP22 2QY

Telephone number: 01953 681449

Fax number: -

Appropriate authority: The Governing Body

Name of chair of governors: Mr Mark Pritchard

Date of previous inspection: 29 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19834	Michael Allcock	Registered inspector	Mathematics; history; physical education; religious education	What sort of school is it? What should the school do to improve further? The school's results and achievements. How well are pupils taught?
19727	Eric Langford	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?
23483	Enid Rice	Team inspector	English; information and communication technology; design and technology; geography; equal opportunities; special educational needs	How well is the school led and managed?
15666	Kath Oram	Team inspector	Science; art and design; music; foundation stage	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hopton Church of England Voluntary Controlled Primary is a four-class school with the equivalent of 89 full-time pupils on roll, so is smaller than average. It serves the village and surrounding area but a significant proportion of pupils travel from outside the catchment area, due to the school's popularity. About three per cent of pupils come from ethnic minorities but none has English as an additional language, which is low. About 12 per cent of pupils are known to be eligible for free school meals, broadly average. Twenty per cent of pupils are on the register of special educational needs, which is below the national average. No pupil has a statement of special educational need. Children enter the Foundation Stage in the reception class with above average attainments, as measured by the local education authority's baseline assessment procedures.

HOW GOOD THE SCHOOL IS

Hopton Primary is an effective school, with many good and very good features. The pupils reach above average standards and achieve well by the time they leave the school at the end of Year 4. This is due to good teaching of a well-planned, relevant curriculum and pupils' positive attitudes to their learning, and good behaviour. The headteacher provides clear educational direction for the school. She is well supported by the staff, governors and parents, who have very positive views of their school. The school has high running costs, as with all small schools, but still provides sound value for money.

What the school does well

- Standards in English, mathematics and information and communication technology are above average and pupils achieve well.
- Children get a good start to their education in the reception class.
- The quality of teaching is good or better in three out of four lessons, promoting effective learning by the pupils.
- The headteacher provides strong leadership, with very good support from the governing body, ensuring that the school is well managed.
- Pupils behave well, work hard and have constructive relationships with adults and classmates, promoting very good personal development and high academic standards.
- There is a well-designed curriculum made very accessible to pupils by the good level of practical activities, visits and visitors they enjoy.

What could be improved

- Teachers should build more systematically into planning, opportunities for all pupils, especially the higher attaining, to evaluate and modify their own work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in October 1997. Action points identified were quickly addressed in full. High standards and good achievement by the time pupils leave the school have been maintained. Standards in the reception class have improved considerably since the last inspection, when it had just opened. The curriculum for these young learners is now very good, with some excellent features. The quality of teaching in the school is higher overall. There is more very good practice and no unsatisfactory lessons were seen. The proportion of good or better lessons has gone up from one out of two to three out of four. Attendance is very good. Provision for pupils' social development is now very good; for their spiritual development it is now good. The partnership with parents is closer. The school is reflective, focusing clearly on improvement. There is a strong determination to continue to raise standards across all aspects of the school's work. This is shown in challenging targets for Year 2 test results, largely met year on year, leading to an upward trend in

standards, above that seen nationally. Governors work hard to ensure that spending decisions they make are cost effective.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	B	C	C	C
Writing	C	B	B	B
Mathematics	C	B	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards attained by pupils at the end of Year 2 in 2001 were well above the national average and that of schools with similar levels of free school meals in mathematics, above average in writing and close to the average in reading. In recent years, trends in standards have been upward, especially in mathematics, with the usual fluctuations seen in all small schools. Children enter the reception class with above average attainments overall. They make good or better progress in all areas of learning. They attain very high standards in their personal, social and emotional development and mathematical development and good standards in all other areas, showing good achievement by the time they enter Year 1. The standards seen during the inspection indicate that the current Year 2 pupils are attaining broadly average standards in reading and writing but that they are above average in speaking and listening. Standards in mathematics are above average and in science close to those expected. Achievement is satisfactory during Key Stage 1.

By the end of Year 4, pupils reach above average standards in English, mathematics, science, information and communication technology, design and technology, history, geography, music and physical education, achieving well in all these subjects. Teaching is stimulating, ensuring a positive learning response from pupils. Standards are close to the average in art and religious education, with sound achievement made. Pupils with special educational needs are effectively supported and achieve well compared to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils come to their lessons very keen to take part and learn. They work hard in them.
Behaviour, in and out of classrooms	Good throughout the school and in the playground. No exclusions in recent years.
Personal development and relationships	Very good. Relationships are very constructive. The school curriculum promotes personal development very effectively.
Attendance	Very good. Attendance rate well above the national average, unauthorised absence below.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
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 overall. During the inspection, teaching was satisfactory or better in all lessons seen. It was good or better in three out of four and very good in one out of ten lessons. This shows improvement on the high standards already seen at the time of the last inspection and promotes good learning by the pupils.

Teaching is a strong feature in all areas of learning in reception. It is good overall in English and mathematics, promoting effective learning of the key skills of literacy and numeracy, including by those pupils who have special educational needs. They are well supported in lessons and make steady progress, achieving well over time. Teaching is very effective in music, promoting very good learning and high standards from pupils. Teaching and learning are also good in information and communication technology, history and physical education. Teaching was at least satisfactory in all subjects where sufficient evidence was obtained to make judgements. Pupils show interest and enthusiasm for their learning and concentrate well, so that they acquire skills and understanding readily.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Very good in the Foundation Stage, with excellent features. Made relevant and accessible to all pupils.
Provision for pupils with special educational needs	Good. The needs of these pupils are accurately assessed and their progress is carefully monitored.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. Very good provision for pupils' social development, including through the effective personal, social and health education programme. Good provision for spiritual and moral development. Sound provision for cultural development.
How well the school cares for its pupils	Very good overall. Very effective procedures in place to ensure most elements of pupils' welfare. Pupils' academic progress is not supported well enough by ongoing assessment and marking.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Strong leadership is provided by the headteacher. Very good levels of delegation to the committed staff team.
How well the governors fulfil their responsibilities	Very good. Governors are very knowledgeable and effective. All statutory requirements are fully met.

The school's evaluation of	Good. Data are carefully analysed to set challenging targets and plan
----------------------------	-----------------------------------------------------------------------

its performance	strategically. Teaching is monitored effectively.
The strategic use of resources	Good. Available money is well used to support agreed priorities on the school development plan, applying well the principles of best value.

There is a good number of appropriately qualified staff to meet the needs of the school's curriculum. Good levels of training support teachers in their diverse management roles. The accommodation is satisfactory overall but ranges from very good for outdoor provision, including the swimming pool, to unsatisfactory in the temporary classroom, where the temperature is very difficult to regulate and which lacks lavatories. Learning resources are good overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • High expectations that their children will work hard and make rapid progress. • Good behaviour, which means that their children enjoy coming to school and are becoming good citizens of tomorrow. • The good quality of teaching, which ensures high standards in lessons and tests. • The school is well led and managed. • They appreciate the accessibility and responsiveness of teachers. 	<ul style="list-style-type: none"> • Information they receive about children's progress. • The amount and consistency of homework set. • Activities provided by the school outside lessons.

Inspection findings fully support the many very positive views parents have of the school. The school provides many opportunities for parents to find out about their children's progress. Most are effective and helpful. However, inspectors agree that annual reports are too general and give insufficient information about how pupils are doing against national expectations or what they should do to improve further. The amount of homework set and followed up is appropriate. Some parents would value more guidance, including confirmation of the school's homework policy. There are satisfactory levels of extra-curricular provision, commensurate with the school being a four-class rural first school. Pupils go on a good number of relevant educational visits to support work within the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in English, mathematics and science, the core subjects assessed at the end of Year 2, have been broadly maintained since the last inspection. In that time there has been a revision to the way schools are compared. Previously, judgements about results in national tests were based on the proportion of pupils attaining the expected Level 2 or above. Now, points are allocated to the levels attained by pupils and schools' average points compared. By the end of Year 2, results in reading have been about average over the last four years. Those in writing have been average or above and those in mathematics above average. In the 2001 National Curriculum tests when compared to all schools and to those with similar levels of free school meals, pupils' standards were well above average in mathematics, above average in writing and close to the national average in reading. Results of teacher assessments in science, when compared to all schools at the expected Level 2 and above, were average but at the higher Level 3 and above they were well above average.
2. Results over the last three years show that girls outperform boys in reading and writing but that boys do better than girls in mathematics. Both girls and boys have a three-year average higher than the national average for their gender in all three subjects. Although the small numbers sometimes seen in the individual year groups for the school make statistical comparison more risky, trends over time in all three subjects are upward. In writing and mathematics particularly, the upward trend is above that seen nationally.
3. The school analyses results and other data at its disposal carefully. The local education authority actively supports this process with helpful analytical material on results and trends of which the school makes good use. For example, the improved reading result in 2001 came about, in part, as a result of recent school targets to improve provision, particularly for boys. Individual targets for older pupils and challenging targets for groups of Year 2 pupils in the core subjects, particularly in reading and spelling, based on accurate analysis of the abilities and needs of individuals and cohorts, are aimed to raise standards further.
4. Children entered the reception class in all recent years with above average attainments, as measured by the local authority's baseline assessment procedures. The present Foundation Stage children are no exception, nor were the current Year 3 pupils, who achieved the 2001 National Curriculum results at the end of Year 2. Children in reception are making a flying start to their formal schooling and the majority are attaining well above average standards in their personal, social and emotional development and mathematical development. Standards in communication, language and literacy, knowledge and understanding of the world, physical and creative development are above average. Children in reception achieve well overall but achievement is very good in personal, social and emotional development and mathematical development. The vast majority are on course to attain all the early learning goals by the time they enter Year 1 and to be well prepared for the start of the National Curriculum.
5. Progress slows in Years 1 and 2. Teaching is satisfactory overall. However, good teaching is seen in the Foundation Stage and Years 3 and 4 and this is reflected in the brisker progress made in lessons and greater achievement made over time. Inspection evidence indicates that pupils presently in Year 2 will attain broadly similar results in 2002 National Curriculum tests as have occurred recently. As these pupils entered school with above average attainment, this represents satisfactory achievement during Years 1 and 2. The school devotes below average time to English on its timetable. It may wish to reappraise time allocations or give a greater focus to teaching literacy across the curriculum.
6. By the time they leave the school at the end of Year 4, pupils' standards are above average in English, mathematics and science. Inspection evidence agrees with end of Year 4 teacher assessments produced for partner middle schools, optional standard attainment test scores and

local authority reading and mathematics test results provided by the school and analysed. Achievement is good in all three core subjects in Years 3 and 4 due to effective teaching of a well-planned curriculum. However, standards might be still higher if individual lesson planning, particularly as pupils from more than one year group are in the same class, was focused more carefully on individuals or smaller groups. For example, in a Class 4 mathematics lesson with 26 pupils present, the middle group of 13 was working from the same page of a commercial scheme text book, including the higher attaining Year 3 pupils, who in a previous lesson observed had outperformed all but the ablest Year 4 pupils. By the end of the activity the higher attaining members of this broad band had completed the task, the lower attaining had barely started.

7. Achievement overall is good. In subjects other than the assessed core subjects of English, mathematics and science, pupils attain at least average and often above average standards, achieving well in most by the time they leave the school. By the end of Year 2, standards are above average in history and music with pupils achieving well. Standards are average in information and communication technology (ICT), religious education, art and design, design and technology and physical education. Pupils' achievement in these subjects is satisfactory. Insufficient evidence was available to assess standards in geography. By the end of Year 4, pupils' standards in ICT, design and technology, geography, history, music and physical education are above average, with pupils showing good achievement. Standards in art and design and religious education are average with satisfactory achievement made.
8. By the time they leave the school at the end of Year 4, pupils have above average standards in all aspects of English and achieve well. Standards of literacy are high. Teachers plan well for literacy skills to be rehearsed and applied by pupils in lessons widely across the curriculum. By the end of Year 4, pupils' standards are above average in speaking and listening. Pupils are confident when speaking before their classes and in assemblies, most fluently linking ideas into complex sentences. They listen carefully to teachers and classmates before answering. Teachers plan carefully so that pupils have ample opportunity to develop oracy skills further. By Year 2, pupils have positive attitudes to reading and discuss their current books enthusiastically. They recognise known words in familiar texts and use an appropriate range of strategies to try to read unknown words. By Year 4, pupils discuss favourite authors and styles avidly. They read widely with fluency and expression. Strong home-school links help promote improving achievement in reading as pupils move through the school. Year 2 pupils write short pieces in logically arranged sentences, confident enough to attempt unknown spellings and using appropriate punctuation. By the end of Year 4, pupils write for a range of purposes, using increasingly complex vocabulary to give their output interest and vigour. Spelling is secure and grammar accurate.
9. Standards are above average at the end of Year 2 and Year 4 in all aspects of mathematics, including numeracy. Pupils achieve well throughout the school. Pupils in Year 2 have secure knowledge of appropriate mathematical language and use number bonds and early table knowledge effectively in their work. Most pupils add and subtract small numbers, the higher attaining working with three digit numbers, showing good understanding of place value. They know the names and properties of common two-dimensional shapes and simple solids. Year 4 pupils develop place value further in work with four digit numbers, the higher attaining using multiplication and division of smaller numbers. They confidently work out the perimeters of regular and irregular shapes. Mental agility and facility with number is effectively promoted by the use of regular speed tests involving tables, sequences and patterns. Numeracy is well used across the curriculum, including in geography and science.
10. By the time they leave the school, pupils attain above average standards in science. Year 2 pupils show growing understanding of the concept of designing and carrying out fair tests. They use appropriate scientific terminology in discussions and in their reports. Year 4 pupils display developing understanding of some of the major concerns facing scientists today. They write detailed reports, often using computers to aid their work. They are increasingly confident and independent in their practical work, due to the extended lessons teachers plan, which give pupils time to experience the good range of resources deployed for their use. Achievement in science is good.

11. By the end of Year 4, pupils have above average attainment in information and communication technology (ICT). Achievement is good. By the end of Year 2, pupils have developed a sound range of ICT skills. They use mouse and keyboard accurately and most save and retrieve their work without help. Year 4 pupils use ICT, often independently, widely across the curriculum. They mix text and graphics when making presentations as part of their current topic. They are well aware of the power of ICT and its increasing use in the home and the world of work.
12. Pupils' standards in religious education meet the expectations of the locally agreed syllabus at the end of both Year 2 and Year 4. Pupils achieve satisfactorily. Pupils in Year 1 and 2 understand that certain occasions are special and that some have particular symbols or clothing to help us celebrate them. The higher attaining pupils realise that some, for instance Mothers' Day and weddings, take place in church and that some, like Remembrance Day and Red Nose Day, have national significance. Year 2 pupils make good progress in work on Christianity, based on the stories Jesus told and the special festivals celebrated by Christians. Year 4 pupils recognise the need for rules within society. They distinguish between rules and customs, giving examples of each, including those customs that are special to their own family.
13. Pupils with special educational needs achieve well, especially in literacy. Pupils are regularly monitored by the special needs co-ordinator, teachers and support assistants, so that clear targets are set for each pupil. In group or individual work, pupils are usually on task and respond well. Learning support assistants liaise readily with class teachers in order to monitor achievement and plan new work. More able pupils achieve well in lessons that are well planned and structured to their particular needs.

Pupils' attitudes, values and personal development

14. The attitudes, values and personal development of pupils in and around the school are very good and have been maintained since the last Ofsted inspection in 1997. Pupils of all ages and abilities are keen to come into school and quickly settle down to their work. The great majority of pupils demonstrate good listening and speaking skills, which enable them to take an active part in lessons and make a valuable contribution to class and group discussions. Pupils demonstrate high levels of commitment to their work and most are highly motivated and enthusiastic learners. Many are able to sustain good levels of concentration during their lessons and collaborate well with each other in both group and paired activities.
15. The level of good behaviour and discipline in school serves to enhance the very positive relationships that exist between staff and pupils. The good, sometimes very good, behaviour seen in the classroom is very much the result of the good teaching and the consistency with which teachers manage and monitor behaviour. However, there are a minority of pupils who occasionally indulge in silly behaviour and fidgeting during lessons and need time to settle and concentrate on their learning. The recently revised system of behaviour rewards and consequences is clearly understood by pupils. It is proving to be effective in supporting the ongoing development of the good behaviour and discipline to be seen in and around the school. A number of parents expressed great satisfaction with the significant improvements in behaviour achieved by their children since the new behaviour procedures were implemented.
16. The school is rightly proud of the fact that there have been no exclusions over the last decade. No evidence of any poor behaviour was seen during the inspection. An anti-bullying culture is actively and successfully promoted within the school. Parents and pupils agree that any incidents of inappropriate behaviour, such as occasional name-calling, are swiftly and effectively dealt with by staff to the benefit of all involved.
17. A feature of the school, and an area of improvement since the last Ofsted inspection, is the very good relationships that exist between pupils and between pupils and adults. Many pupils from all age groups display a natural sensitivity and awareness of the needs of others. Many examples were seen in the school, and in the playground, of unsolicited help and support being offered to other pupils and adults alike. Examples include pupils in Class 2 helping each other with their spelling and a boy in the music club, volunteering to play the piano. Pupils are friendly and polite

to each other and willingly share and treat property and learning resources with care. Pupils with special educational needs have a good attitude to their learning and to school generally. Their relationships with teachers, support assistants and other pupils are good. Most pupils mix well with others in the playground. The school has a policy to include pupils in lessons and in every aspect of school life. All pupils are valued. As a result pupils with special educational needs work with confidence, playing a full part in the school community.

18. Worthy of note are the high expectations of the reception teacher and the significant impact this has in promoting the very good attitudes and relationships to be found in the reception class. These young learners are actively encouraged from an early age to consider the needs of others, to show initiative and take responsibility for their own learning and personal development.
19. The school provides pupils with a very good range of opportunities to promote their personal development. From the reception class onwards, pupils are continually encouraged to take responsibility for aspects of their own learning. Pupils respond well to these opportunities and willingly accept and undertake their assigned responsibilities in school with vigour and pride. These include helping the teacher to get out and put away learning resources in class and using their initiative to take off and put on their coats at the beginning and end of lessons. Of worthy note is the wide range of whole school duties assigned to the Class 4 pupils. The level of commitment and dedication shown in performing these duties is commendable. A good example is the role of lunchtime table leader, which has a significant impact on involving pupils in the development of their own social skills and the management of their own behaviour. Staff within the school provide good role models for the pupils and a welcoming and warm family atmosphere of consideration, care and tolerance of others permeates the whole school.
20. Pupil attendance at school is very good and represents an improvement since the last Ofsted inspection in 1997. Pupils enjoy coming to school and there is very little late arrival recorded. Punctuality within school is good and lessons were seen to start on time during the inspection week. There was no unauthorised absence recorded during the last school year.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching is good overall. It contributes significantly to the effective learning seen in the school. Teaching was good or better in three in four lessons seen during the inspection and very good in about one in ten of them. No unsatisfactory teaching was seen. This shows improvement since the last inspection when less good or better teaching was seen and some unsatisfactory teaching was reported. The school has targeted areas for development following its comprehensive monitoring programme and supported teachers with both additional training and enhanced resources to improve standards of teaching and learning. This has been particularly successful in the reception class, where a key issue was identified in the previous report. Now, no lesson was judged other than good for teaching with many very good features noted. Inspection judgements support parents' views about the quality of teaching in the school, which was almost universally believed to be good.
22. Teaching is good for children in the reception class, where a very productive start to formal education is made. Children acquire effective work habits. They are sensitively allowed both time and space to become independent and take responsibility for their own learning. They soon become accustomed to changing for physical development lessons unaided and select for themselves resources they need for their classroom activities. The class teacher shows effective understanding of their learning needs, plans their work carefully and has very high expectations of the standards they should attain and the way they should behave. The children respond very well to her gentle but very effective organisational and management style and get off to a flying start to their school career. Children enter the school with broadly above average attainment. The good progress they make, due to the good teaching they receive in the Foundation Stage, means that most children are achieving well and are attaining well above average standards in some areas of learning by the time they enter Year 1.

23. Teaching is satisfactory overall in Years 1 and 2, with many good features. Planning is detailed and is rooted in a secure knowledge and understanding of the National Curriculum. Resources are carefully prepared and well deployed, so that pupils get the maximum benefit from them, including human resources, as in an effective history lesson where a volunteer helper, in period costume and in role, explained the physical demands and drudgery of the Victorian washday.
24. Teaching is good for pupils in Years 3 and 4. All the very good teaching was given by teachers working in these year groups. Lively and challenging lessons of good pace stimulate pupils. They are motivated by the tasks they are given and respond well. They learn quickly, following interests generated by their lessons, often by personal research at home or in school. They concentrate well, often during lessons of considerable length. The school plans extended sessions, knowing its pupils have the capacity for sustained effort in such subjects as art, design and technology, history or geography, which can last for most of the afternoon.
25. The teaching of literacy and numeracy skills is good. It has a substantial impact on the progress pupils make in lessons and the way they achieve over time, especially in mathematics. The school has worked hard to plan and implement the National Literacy and Numeracy Strategies consistently, helping pupils build securely on previous learning. Teachers plan opportunities effectively across the curriculum to help pupils to make use of both their literacy and numeracy skills. Work is not always sufficiently well matched to the needs of individuals in terms of the different levels of activities set. Often, large numbers of pupils from across the ability spectrum are expected to attempt the same activity, with differing outcomes or with additional support. This means that some pupils will attempt several pages of the work set, others struggle with the first few examples. This is highlighted further when pupils from different age groups but within the same class are attempting the same activities.
26. Teaching in the core subjects is good overall in English and mathematics but it is better in Years 3 and 4 than for Years 1 and 2 pupils. It is sound overall in science. The quality of music teaching is very good throughout the school, promoting high standards of learning and pupil attainment. Teaching is good in history, physical education and information and communication technology (ICT). Most teachers are confident and competent users of ICT promoting good attitudes to the subject and above average skills in the pupils by the end of Year 4. Insufficient evidence was available to judge overall teaching standards in other subjects, though teaching was good in Year 3 and 4 in design and technology. The quality of teaching reflects the teachers' good subject knowledge and understanding seen in lessons.
27. In almost all lessons there are strong features, which help create the positive ethos and effective working environment in the school. This contributes to the good achievements of pupils and their open response to their learning. Planning is thorough and effective organisation carries it out well in practice. Good relationships make overt classroom discipline rarely necessary but almost all teachers are effective managers, should the need arise. In lessons, teachers interact regularly with individuals or groups of pupils to assess understanding. However, the quality of direct feedback pupils are given to move their learning on is variable. Marking and the level of critical comment, intended to show pupils clearly what they must do next to improve, is inconsistent. The review session at the end of lessons is sometimes too brief to reinforce learning and allow pupils time to evaluate the activities they have undertaken. Parents' responses to the level of homework set also varied. However, inspectors found it to be consistent with that seen in first schools and satisfactory overall. It was good for children in the Foundation Stage.
28. The teaching of pupils with special educational needs is good. Support assistants work closely with class teachers to promote pupils' understanding and encourage them to persevere. Where pupils are withdrawn for individual or group activities, work is well matched to the targets on individual education plans. Through clear questioning and explanations, teachers and support staff are able to evaluate pupils' learning, making every effort to help them gain independence.

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

29. The quality of the curriculum is good and meets statutory requirements. It is sufficiently broad and balanced, with all the subjects represented on a regular basis, including personal, social and health provision. The high quality curriculum provision has been maintained in Years 1 to 4 since the last inspection. The curriculum for the youngest children in the Foundation Stage has improved since that time. There are now excellent opportunities planned for children to learn through all areas of the curriculum. The curriculum is carefully planned to provide a range of activities of a suitable practical nature which are linked across all areas of learning, helping to make their learning make sense to children. The National Literacy and Numeracy Strategy have been successfully implemented. The school has given careful consideration to how the curriculum is planned and made good use of national guidelines alongside their own planning. This helps ensure pupils have a curriculum that builds on previous experience and makes connections between subjects where this is appropriate. This is an improvement from the last inspection where some schemes of work were not in place. There is a good curriculum for personal, social and health education, with lessons planned to a scheme and circle time used effectively to talk about relevant issues.
30. The school has a commitment to good relationships and equality of opportunity, which is reflected in its work. A warm welcome is extended to visitors in the calm working atmosphere, which is evident in the school. Teaching methods take into account pupils' age, gender and capability. Pupils therefore have equal access to the curriculum and its resources. If the school becomes aware of a particular group with lower attainment, as in reading with boys recently, steps are taken to deal with this issue immediately.
31. The curriculum for pupils with special educational needs is good. Pupils receive good support from teachers and classroom assistants. The planned activities take account of the clear targets in pupils' individual education plans. Pupils have work appropriately matched to their needs. Pupils withdrawn for work with support assistants are not disadvantaged. Classroom assistants liaise well with class teachers and attend regular meetings to monitor and evaluate achievements. Therefore, all pupils work with confidence and know what is expected. High attaining pupils by Year 4 are challenged and work independently, with interest, at their own rate.
32. Most lessons have a clear sense of purpose where teaching is good and pupils' needs are met. Staff communicate well showing respect for each other and for all pupils. All teaching staff have management responsibilities and contribute to the curriculum as a whole.
33. Extra-curricular provision is satisfactory. There are clubs for games, skipping, gardening, cycling proficiency and music. It is reported that clubs are well attended. The music club observed during the inspection was of particularly high quality. Some parents said there are insufficient extra-curricular activities. The inspection team consider that given the limited number of staff in the school there is suitable provision. There are a number of visitors who enrich the curriculum. During special events, such as a science and environmental week, a gamekeeper came to talk about his work and other visitors involved the pupils in discussions on protecting wildlife. Arts week also gives children opportunity to work with artists. There is a good range of visits to local places of interest in connection with subjects being studied in school. These include Wroxham Barns, Framlington Castle and Sutton Hoo linked to a history topic.
34. Links with the local community are good. Good use is made of contacts with local business, such as the sugar beet factory, and the village community. There are many visits to the church and surrounding area. People from the community willingly give of their time to help in school. For example, during a history topic a lady from the village dressed in period costume and came in to talk to the children about washing, using original artefacts to explain the process. Year 3 and 4 pupils visit the older villagers at Christmas to sing with them. Close links have been made with the local pre-school playgroups and nurseries. Links with the middle school to which most pupils transfer after Year 4 are very good. They have sensibly agreed about what will be taught in the primary school and how this will connect with the middle school curriculum.

35. Pupils' personal, social and health education is well considered and effectively taught. Pupils have opportunities to talk in depth about issues important to them such as safe places to play in Years 1 and 2. Citizenship is well developed through discussions with older pupils around the meaning of Remembrance Day and responsibility in the community. Health, including drug education, and sex education is taught through a personal safety programme in Years 1 and 2 and science lessons in Years 3 and 4.
36. The provision for pupils' personal development is good. This aspect enhances their overall progress and provides a stimulating environment for learning. There have been improvements since the last inspection in providing for pupils' spiritual development, which is now good and social development is very good. Other areas remain the same as the last inspection with moral development good and cultural development satisfactory.
37. The spiritual dimensions are well developed through assemblies and other aspects of the curriculum. Through assemblies, pupils learn to reflect on issues including caring for others and thinking about those more needy than themselves. There are good opportunities for pupils to experience a sense of wonderment in the world around them through science and art. In Years 3 and 4, pupils collect pictures for their art sketchbooks and a classroom display. They are encouraged to think about the feelings that these stimulating pictures evoke for them. They have other spiritually uplifting learning experiences through listening to and making music together. In the Foundation Stage class, children explore the school wild area collecting conkers and talk about their feelings. In art, pupils draw together in response to hearing a story.
38. Moral provision is good and there is consistent reinforcement of the difference between right and wrong. This is implicit throughout the school day and forms an important part of the school's ethos. There is an effective system for dealing with unacceptable behaviour, which is well known by pupils. Pupils know how they should behave and remind each other about good attitudes and work habits. Pupils generally have high expectations of themselves and there is a suitable rewards system to encourage improvement and good effort. Circle times and assembly themes help to raise moral issues and instil good values such as fairness, kindness, sharing and happiness.
39. Social development is very good and a high priority is given to developing social skills. In the early years unit, as an important part of their introduction to school, children are guided on how to conform to daily routines, how to be independent and the rules of sharing, taking turns and working co-operatively. They are given time to develop these skills through an excellent low-key, calm approach to managing children by all the staff in this unit. All classes give pupils opportunities to take responsibility for clearing away and actively involve them with routine jobs that help them to take on increasing responsibility as they move up through the school. Lunchtime arrangements contribute well to social development. The family service and special 'Angel' table, which has goblets and a tablecloth for the best table from the previous week, are valued by pupils and staff alike.
40. Cultural development is satisfactory overall. The school plans for enrichment through visits to places of interest and through art, music, history and geography. Pupils study different countries, for example in reception children learn about Africa and in Years 3 and 4 pupils study India. In music, pupils learn about non-European music and play instruments, such as when visiting the Suffolk Gamelan. Planning across the curriculum, to further develop tolerance in acknowledging the diversity of the world in which we live, is less secure. The school acknowledges that this is an area for development. The school makes good provision to promote and develop pupils' understanding of their rich local heritage. This includes good links with visitors to the school and a wide range of visits to extend pupils' understanding of the local culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The provision for the care and welfare of the pupils is very good and a strength of the school. This represents an area of significant improvement since the time of the last inspection in 1997. The

support and guidance the school provides for its pupils is effective overall in helping to promote and maintain good achievement.

42. Very good child protection procedures are in place, which are well understood and acted upon by staff in the best interests of the pupils. Teachers and support staff are aware of, and alert to, the need for vigilance in monitoring the well-being and welfare of the pupils in their care. The very good relationships between staff and pupils mean that pupils are confident about sharing any concerns they may have, knowing staff will respond in a discreet and sensitive manner.
43. Teachers and support staff know their pupils well and make the best possible provision to support them in their learning and personal development. All staff display high levels of care and concern for the pupils. Good and effective strategies have been established to identify those pupils identified with having special educational needs and for involving parents in agreeing how best to support their child's learning. The arrangements for assessing and monitoring pupils with special educational needs are good. The co-ordinator meets regularly with teachers to review each pupil's achievement. Pupil records are kept efficiently; support programmes, targets and subsequent standards are carefully recorded. A particular strength is the system, which enables teaching assistants to liaise closely with teachers to record achievement and evaluate standards attained.
44. The governors have recently agreed a revised policy for health and safety that includes critical incident reporting. Good health and safety procedures are in place to report on the whole spectrum of the pupils' time in the school. Pupils and adults in school are aware of the need to work safely and most demonstrated good health and safety practice during the period of the inspection. The school has a good provision of staff trained in first aid and very good arrangements are in place for the effective management and reporting of pupil injuries occurred during the school day. Good management systems are in place for the correct recording, storage and administration of medicines to pupils in school, as and when requested by parents.
45. Regular fire evacuation drills are undertaken and effective arrangements are in place to ensure all certificated annual inspections take place. Governors are involved in the formal twice-yearly health and safety inspection of the school premises and a system of in-term checklist audits are undertaken to record and action any health and safety issues arising. Health and safety reports are a regular feature of governors' meetings, with recommendations being considered and acted upon by the governors. However, the school has yet to formalise the practice for the recording and reporting of risk assessment in the school. During the inspection a perceived health and safety risk was brought to the attention of the headteacher.
46. There are very good standards of catering achieved in the school with a family service menu range providing appetising meals, including multi-cultural food experiences, all of which provide a well-balanced and nutritious diet for the pupils. The involvement of the catering staff in support of pupil development is excellent. There is much evidence of the imaginative use in food presentation by the school cook stimulating the pupils' learning. The school premises are maintained to a good level of cleanliness, are kept tidy and provide a safe environment for the pupils.
47. Satisfactory procedures are in place to record and promote pupil attendance and address incidents of pupil absence. However, there is no formal practice to monitor and report pupil absence to governors on a termly basis. The daily registration practice within the school complies with statutory requirements.
48. Very good and established behaviour management routines help to ensure an overall good standard of behaviour, and to promote the self-image of pupils through positive reinforcement and reward. Great emphasis is placed on promoting good behaviour and the school operates a number of incentives to encourage and reward pupils' good work and behaviour. The school behaviour policy has been developed following consultation with pupils and parents and is personalised within each classroom to provide each pupil with a meaningful focus of their teacher's expectations and rewards for good behaviour. The clear, simple and well-documented rewards and consequences are understood by pupils and parents. They are applied in a fair and consistent manner by staff and are successfully used to promote the overall good behaviour to be seen in and

around the school. There is no evidence of any oppressive bullying or harassment of pupils and occasional incidents of inappropriate behaviour, such as mild name-calling, are judged by pupils and parents to be swiftly and effectively dealt with by staff. The school presents a warm, family environment where all pupils feel happy and safe.

49. The school's arrangements for the assessment of pupils are good. Standards have been maintained since the last inspection. Procedures are comprehensive and the information gained is well used to plan future learning and organise groups within classes. Good use is made of individual and class records and the comprehensive set of portfolios of work kept on almost all subjects as evidence to support teachers' judgements. Information gathered from tests and all other data are used effectively to inform targets for school improvement. Monitoring is productively undertaken to identify strengths and weaknesses within subjects, for example reading within English. With the local education authority's help, national, county and the school's own data have been analysed to assess levels of value added over time. All this information is effectively shared with governors.
50. The use of information gained within lessons is not always used to set sufficiently challenging targets for what pupils, especially the higher attaining, should do next to improve their performance further. Nor is oral feedback to individual pupils during lessons focused clearly enough on raising standards by such statements as "in order to reach Level 3 you will need to..." Marking too does not often give these messages directly enough. Pupils' own self-assessment skills are not harnessed to help them decide for themselves what they need to do to improve. Not all teachers ask the appropriate questions to involve the pupils in this process.
51. In teachers' marking, comments are often supportive and give praise. However, written comments do not sufficiently offer advice on how pupils might improve their work, nor are they followed up. There is little link between the targets set in literacy and numeracy and agreed with pupils, and the marking of work. At the same time, pupils are not given enough feedback on how well they are doing in comparison with national standards, and what they need to do to achieve higher levels. The whole school marking policy is not effective as a tool for helping pupils know how well they are doing. However, the positive comments teachers make have a beneficial effect on their self-esteem.
52. The early years unit makes very good use of ongoing assessment and reports to keep parents informed about their child's progress. Each term the teacher suggests a range of targets to be worked on with the child, the report sets out what the school is going to do to help the child and what is expected of the parent. Parents have an opportunity to add comments and to meet the teacher at the end of each term to review the progress being made. Reports to parents in the rest of the school are not always so helpful. In Years 1 to 4, they generally give an overview of pupils' attitudes to learning and some description of areas they have covered. It is less clear what progress the pupils have made against national expectations.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents are very supportive of the school, hold the staff in high regard and believe their children receive a very good quality of care and education during their time in school. The school has worked hard to establish very good links with parents and provides a wide range of opportunities for the parents' full and regular involvement in all aspects of their children's education and personal development. This represents an area of improvement since the last inspection.
54. Parents are welcomed in school, are consulted about school policies and changes to the curriculum, and actively encouraged to become involved in their children's learning. The response of the great majority of parents to work as partners with the school has made a positive impact on the progress achieved by pupils. However, there remains a small minority of parents who are either unable or unwilling to work with the school in supporting their child's learning in the home. A number of parents stated they would like parents to be invited to more school assemblies.

55. Teachers appreciate greatly the valuable contribution of some 12 regular parent and community volunteer helpers, who are able to provide a planned weekly input and support to pupils in the classroom. Many more parents willingly volunteer to accompany and support pupils on out of school visits. Home-school agreements are in place and all school-organised meetings are well attended by parents. The close working relationships that exists between a majority of parents and their child's teacher has a significant impact on the continuity and quality of pupil learning and the good progress they are achieving. The school benefits from a very active parent and teacher association, which organises regular half-termly fund raising social events, all of which are well attended and provide informal opportunities for meetings and communications between teachers and parents.
56. The quality, timeliness and range of information provided to parents is good and has improved since the last inspection. Parents are kept well informed on a regular basis about all aspects of school life. This quality provision of information is further enriched by the informal opportunities for parents to raise any queries with teachers at the beginning and end of each day. Parents are kept well informed on a regular basis through the monthly school newsletter and regular "Dear parent" letters on all aspects of school life, from school events and pupil activities to school visits and pupils' achievements. The school prospectus and governors' annual report are comprehensive publications and viewed by parents as valuable reference documents about all aspects of their child's time in school. Teachers provide parents with good and appropriate guidance on how to help develop their child's literacy and numeracy skills in the home and how best to use the "book bags" in support of their child's learning. Very good use is made of the parent notice board in the school entrance to ensure parents are aware of the full range of information available to them.
57. Termly target sheets and "encouragement" forms are well used by the reception teacher to involve parents in the support and review of progress made by their children. Progress reports produced in the reception class are excellent and provide parents with a clear insight to their child's achievements and areas for development. However, the progress reports produced for other pupils in the school are less detailed in respect of how well pupils have performed and identifying future learning targets. They fall short of parent expectations.
58. There is a good practice to provide parents with termly literacy and numeracy targets for their children and to review the progress achieved at the organised teacher and parent consultation meetings. A majority of parents make good use of the home reading diaries to exchange comments with the teacher. However, there remains a minority of parents who show no interest in using this communication medium in support of their child's learning.
59. Parents of pupils with special educational needs are fully involved in all aspects of their child's learning. A close link has been made between school and home, enabling parents to share in their child's success and contribute to their achievement in school.
60. The ongoing development of the school's partnership arrangements with parents helps to promote the good name of the school. It raises a positive awareness amongst parents of the successes being achieved in raising pupils' academic standards and provides significant benefits and enrichment to the pupils' learning and development opportunities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The headteacher provides a clear educational direction for the school. She has established an effective partnership with the deputy headteacher and other members of staff, the governing body and parents. As a result, they have confidence in the way the school is led and managed, so give active support. There is a strong commitment to good relationships throughout the school and to equality of entitlement for all pupils and staff. The aims of the school are often seen in action in the classrooms. For example, in many lessons pupils show that they are confident learners and that in and outside school they behave in a responsible way. Subject co-ordinators have a positive effect on the standards and the quality of the education provided, as schemes are in place enabling them to monitor teaching and learning. Good communication can be seen within the

school and this helps to ensure its smooth operation. Overall, the leadership and management of the school are good, maintaining the high standards reported in 1997.

62. The governing body plays an active role in the management of the school, effectively led by a very able chairman. Governors make regular school visits; some members are able to support teachers in the classroom. In this way, they have first hand experience of the school's learning environment. Sub-committees are in place dealing with finance, personnel and curriculum and buildings. A governor has been appointed to be responsible for targeting. She attends the annual review with the management team and link adviser from the local education authority. The governing body fulfils its statutory obligations well. They make a positive and significant contribution to the direction of the school. The governors are ably assisted by the headteacher, who keeps them well informed in her regular reports.
63. The school has good systems in place to monitor and evaluate its performance. Classroom observations are carried out, pupils' work is examined and National Curriculum test results are analysed. School development planning covers the whole curriculum but certain areas are prioritised for development, for example reading. Longer-term targets are identified but do not appear on the current plan, which addresses one year only. Governors and staff are appropriately involved in the formulation of the school's development plan. The headteacher has developed good teamwork among teaching and support staff, who work diligently to raise educational standards.
64. Financial control and management is good. The day-to-day management is good, including effective use of new technologies. A recent auditor's report found no weaknesses in procedures. The headteacher, administrative assistant and governing body have clear and effective arrangements to monitor spending. The school development plan reflects educational priorities appropriately, apportioning finances according to need. For example, finance has been used from the school budget to increase classroom support, with an aim to raising standards in literacy. Funds raised by parents are used for the benefit of all pupils throughout the year. The strong working partnerships help the school manage the national and local demands upon its time efficiently.
65. The governing body fulfils its statutory obligations for pupils with special educational needs. A good policy exists, which is well implemented. The special needs co-ordinator is effective, supporting teachers and classroom assistants equally. Spending on special educational needs is used effectively. The role of the special needs co-ordinator is well developed, as the provision for special needs is managed effectively promoting good levels of support and equality of access for pupils. Relationships with staff, parents and outside agencies, who contribute to the writing and reviewing of individual education plans, are good. The co-ordinator allocates time to monitor and evaluate plans and records, working closely with class teachers and support assistants. A link governor is nominated for special educational needs and makes regular visits to school.
66. Taking into account the levels of spending allocated to the school, the standards achieved by pupils by the time they leave Year 4, the quality of teaching and the overall standard of education provided, the school gives satisfactory value for money.
67. The school has sufficient appropriately qualified and experienced teachers to deliver the curriculum. The staffing ratio is similar to that in the last inspection. The level of educational support staff has improved. As a result, a positive contribution is made to pupils' learning. Pupils are also well supported by parents, who help in a variety of ways in school.
68. Teachers are hardworking, committed and suitably deployed. Support staff take an active part in school life, so that everyone works together as part of an effective team. The school cook, for example, prepares special meals, involving herself in the topic work of the pupils. Teachers receive effective support from parents, friends and the local community. The National Curriculum is fully covered and staff with subject and aspect responsibilities contribute well to pupils' learning and achievement. Governors ensure that training is aligned closely to the school development plan. The school is working appropriately with the local education authority to address training needs.

Grants are obtained, as in information and communication technology, for whole school training. Targets for performance management are in place.

69. The quality of the accommodation is satisfactory. All teaching areas are rather cramped but resources are carefully stored. As a result, the best use is made of the accommodation provided. The hall is used daily for assemblies, music and physical education. The outside classroom, for Year 4 pupils, is extremely small. It is difficult to maintain a constant temperature because of lack of space. Consequently, the atmosphere is not conducive to active learning. Governors have applied to have a new classroom and staffroom. They are hoping that the local education authority will recognise their need. The school building is maintained well. Classrooms and other areas within the school are clean and tidy.
70. Outside provision for pupils is very good. The playground area is generous, leading to extensive playing fields, an adventure playground and nature area. The outdoor swimming pool is well used by pupils when the weather is warm. The school shows its community links by making the pool available out of school hours. Outside areas are well maintained throughout. A new lay-by has been constructed so that pupils, who travel by bus, do so with increased safety.
71. Learning resources are good. Good provision can be seen in ICT with modern computers, good quality software, a digital camera, and computer microscope. The outside classroom is shortly to join the main building by being linked to the Internet. Sufficient good quality resources are available to cover National Curriculum requirements in other subjects. The central library is a satisfactory resource, but the condition of some of the books indicates that there is no systematic policy of audit and renewal. However, books in classrooms and around the school have been updated and are plentiful and in good condition.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In the context of the school's many strengths, the headteacher, governors and staff should address the following in their action plan in order to raise standards and the quality of education still further:

- (1) Build more systematically into planning opportunities for all pupils, especially the higher attaining, to evaluate and modify their own work by:
 - providing regular feedback and marking to enable pupils to know and understand clearly what they must do to improve (see paragraphs 27, 50, 51, 98, 104, 108, 114, 128 and 148);
 - allowing pupils to evaluate, explain and develop ideas, promoting self-assessment (see paragraphs 50, 99, 108, 114 and 141);
 - using plenary sessions at the end and opportunities during lessons to review and modify work (see paragraphs 27 and 104).

In addition to the above, the following points for development should be considered for inclusion in the action plan:

- Provide parents with sharper, more focused reports. (See paragraphs 52 and 57.)
- Plan more carefully, in subjects across the curriculum, for opportunities for pupils' cultural, especially multi-cultural, development.* (See paragraphs 40 and 149.)
- Bring to the further attention of the local education authority the need to replace the temporary building currently housing Class 4.* (See paragraphs 69 and 71.)

*Items already identified for improvement by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
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	0	3	24	9	0	0	0
Percentage	0	8.3	66.7	25.0	0	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	89
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	18

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	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
---------------------------	-----

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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	14	15
	Girls	13	13	13
	Total	25	27	28
Percentage of pupils at NC Level 2 or above	School	86 (83)	93 (89)	97 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	14	15	14
	Girls	13	13	13
	Total	27	28	27
Percentage of pupils at NC Level 2 or above	School	93 (94)	97 (89)	93 (94)
	National	85 (84)	89 (88)	89 (88)

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	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	82
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 – Y4**

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	19.4
Average class size	22.25

Education support staff: YR – Y4

Total number of education support staff	5
Total aggregate hours worked per week	59.25

FTE means full-time equivalent.

Financial information

Financial year	2000/1
	£
Total income	227,816
Total expenditure	226,193
Expenditure per pupil	2,486
Balance brought forward from previous year	5,175
Balance carried forward to next year	6,798

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
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	101
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	35	5	2	2
My child is making good progress in school.	49	42	4	0	5
Behaviour in the school is good.	42	51	0	0	7
My child gets the right amount of work to do at home.	32	46	17	2	1
The teaching is good.	54	37	2	0	7
I am kept well informed about how my child is getting on.	42	42	11	5	0
I would feel comfortable about approaching the school with questions or a problem.	65	28	7	0	0
The school expects my child to work hard and achieve his or her best.	49	44	0	2	5
The school works closely with parents.	51	30	10	2	7
The school is well led and managed.	53	37	10	0	0
The school is helping my child become mature and responsible.	44	49	2	0	5
The school provides an interesting range of activities outside lessons.	22	45	7	12	14

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

73. The school makes very good provision for these children. Their progress is supported by clear and careful planning and high quality teaching and classroom support. The teaching is consistently good and staff make full use of the early learning goals to plan a suitable curriculum. The needs of all children are considered through detailed observations and subsequent planning of suitable activities to help them learn well. A feature of the good teaching is the time given for children to explore and experiment within a warm, secure environment, which gives them the confidence to learn for themselves. There are very good systems in place to assess the children's progress, set targets for learning and involve parents in supporting their child at home towards meeting the targets. Parents are also encouraged to work with children in the classroom and those seen during the inspection made a good contribution to the children's learning. Achievement is good overall but in the key areas of personal, social and emotional development and mathematical development it is very good. Many children reach the early learning goals before they leave the Foundation Stage. The early years unit is a strength of the school and this is a major improvement since the last inspection.
74. There are 21 children in the early years unit, 12 boys and 9 girls. Many of the youngest children are still attending for mornings only. Children's attainment on entry to the school is above average, as measured by the local education authority's baseline assessment procedures. The early years unit is staffed by one full-time teacher and, for much of the time, a nursery nurse. The classroom is small but good use is made of additional space in areas surrounding the room. Children have access to the field and hard play area for physical activities and a small, enclosed area specifically for their use. There are few resources for use in these outdoor play areas and this limits the range of activities offered to children.
75. The children enter school in the September of the year in which they are five. They begin full-time if their birthday falls in the autumn term and part-time if it is later in the year. Parents are invited to visit the school beforehand to meet the headteacher and the early years teacher. By the time children start school they have had opportunities to visit the school with their playgroup, and been visited by the teacher in their pre-school settings. This good liaison contributes to children starting school with confidence and settling quickly into the routines.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

76. Children enjoy school life and quickly learn how to be part of a social group. The good quality teaching by all staff in the early years unit has a significant impact on children's attitudes to school and to one another. The staff provide good role models and have a low-key approach to managing the pupils, which helps them become increasingly independent and self-confident. The good relationships seen between children and adults and children throughout the school are established in this class.
77. Children work happily alongside each other, normally taking turns politely and sharing well and fairly. They move confidently about the teaching areas and are very orderly throughout the school, for instance when walking to assembly and to the environmental area. Children can concentrate for extended periods, for example, two girls became engrossed in their play with the new dolls house. Children behave very well and rarely lapse, when this does occur other children and staff remind them firmly, but gently, about what is appropriate. They are confident, if slow, in dressing following physical activities and know the importance of hand washing when preparing snacks for the class and after they use the lavatory. The teachers have high expectations of what children can do for themselves. This encourages them to try and persevere with things they find difficult. They rise to these expectations, for example, in creative activity children were directed to make use of the floor area outside the classroom to make collage pictures using paper and paste. They organised themselves, working well in harmony with each other and keeping their workspace tidy.

78. Most children are likely to exceed the early learning goals by the end of the Foundation Stage. They achieve very well in this area of their learning, significantly increasing their awareness of others, learning to behave in different situations and developing confidence in making choices.

Communication, language and literacy

79. Teaching of language and communication is good, so that learning is good and children exceed the expected level of the early learning goals by the end of the reception year, achieving well. Every opportunity is taken to reinforce language skills and teach children to talk about their experiences. Very good use is made of the local environment to encourage children to observe and, for example, to start to read signs around the school. This work is then continued in the classroom through the use of photographs to remind children of the walk. Explicit links are made between the written and spoken word with the teaching of initial letter sounds through this work.
80. Children make good progress in lessons when beginning to read. They start school with positive attitudes to reading and books. This is successfully built on by providing attractive books and giving children time to browse and share their book preferences with adults. They can recognise simple words and learn through repetition and initial sounds the words in well-known books such as 'A Book for Jack'. Children have good access to a range of books and are able to take them home to share with their parents. There is good communication between home and school through the reading log.
81. There are very good opportunities for children to practise reading and writing activities in the 'office' and 'house' role-play areas. In these areas, they are also learning about taking turns and playing happily together. They use writing as a means of recording and are beginning to write recognisable letters. Children complete dinner registers and write notes using a keyboard and notepad. They are beginning to write their names and attempt to write simple words using the first few letters where they can. They come to reading and writing with confidence and try hard. The use of story cards showing a bear involved in play activities is used well to stimulate talk about safe places to play. Most children gave thoughtful ideas about playing safely outdoors although spoke so quietly it was difficult to hear them. The good relationships in the group encouraged reluctant children to talk about their experiences and listen to one another.

Mathematical development

82. Teaching of mathematics in this class is always good and children achieve very well to reach standards well above those expected. Children are on target to exceed the early learning goals by the time they enter Year 1. Teachers use every opportunity to develop children's mathematical skills. During registration periods, children count on and back with numbers beyond 20. They work out the number for the register when some children are absent. They point to numbers on the 100 square, the majority able to count up to 58. Children make good progress when the teacher uses a range of different ways of teaching the same point. For example, when teaching about the number five children count the number of parts of a leaf and listen for how many conkers are dropped into a bucket. Humour is used well to help children remember how to correctly write the number five on a flipchart. They take turns to write the number whilst reciting "straight back and fat tummy" as they draw the figure.
83. Children understand addition and subtraction and are able to use counters and to work out sums mentally. Their mathematical language is very good. They use more, fewer, as well as positional direction of forwards and backwards. In their constructive play they are able to explain how the toys they have made are moving. In addition, children recognise and name accurately many two-dimensional shapes. There are good links with parents through the mathematics game exchange system. A parent comes into school to help run the initiative, which involves children taking home good quality mathematics games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

84. Children achieve well in their knowledge and understanding of the world, as a result of the good teaching, enabling them to reach higher than expected standards in the early learning goals at the end of the Foundation Stage. Children have good opportunities to explore and investigate places around the school and farther afield. Good use is made of walks around the school to encourage children to describe their journey, through the gates and around the building to the swimming pool. They use this knowledge to place labels on a three-dimensional map of the school they had made earlier, correctly identifying the willow tree and their classroom.
85. Children learn about living things such as the giant snails kept in the classroom and the insects found in the environmental area of the school. They have been able to feed lambs and learnt to handle chicks with care on the school trip to a local farm centre. The 'school office' role-play area enables children to learn about this aspect of the school, taking messages, adding up dinner numbers and answering the telephone. Children learn about other aspects of school life by visiting the kitchen and interviewing the cook. They planned to tape record her interview. In the past they have dressed in African clothes and played in an African shelter in the play area outside.
86. Children are able to operate tape recorders for listening to stories and some children can type their names on the computer and print them without adult help. Children can show by drawing plans how they made models out of bricks and other construction toys. They are able to add labels to show what they have made.

PHYSICAL DEVELOPMENT

87. Teaching in this area is good, which enables children to achieve well and exceed the early learning goals by the end of the Foundation Stage. Observations in lessons and playtime show children moving with confidence, imagination and safety. They have great fun in a physical education lesson when warming up at the beginning of the lesson by using quoits as steering wheels to negotiate traffic lights. The teaching is particularly sensitive when the teacher allows children time and space to change and gently gives reminders of appropriate behaviour. Children are challenged to aim carefully when throwing and they respond well to self-evaluation when asked how they might improve.
88. Children have good opportunities to handle tools and to learn about healthy eating when they help prepare snacks for the rest of the class. They enjoy this activity and take it seriously. They cut bananas and other fruit safely and with care. They also manipulate a range of small equipment such as in the dolls house and the play people. The school makes good use of the limited number of wheeled vehicles and outdoor play equipment for these children. It has identified the need to extend the quantity and range of equipment for outdoor play.

CREATIVE DEVELOPMENT

89. Teaching in this area is good. This enables children to learn appropriately and attain above the expected levels in the early learning goals by the time they leave the Foundation Stage. Achievement is good. They make interesting twig weavings from wool and explore fabrics in other weaving pictures. Children persevered even when they had difficulty during a lesson to explore how easy or hard it was to tear different types of paper. Following a walk around the school, some boys were able to paint their experience and make good representations of the buildings. They have many planned opportunities to use their imagination during role-play activities in the 'house' and 'office', with small world toys, such as the hospital figures and toys, and in free drawing activities.
90. Children have good opportunities to express themselves musically and join in known songs and games, such as 'Looby Loo' and 'Cobbler Cobbler'. The teaching by the specialist music teacher is good and the curriculum shows a good understanding of the needs of young children. They have well developed listening skills when recognising parts of familiar songs when clapped by the teacher. They sing confidently alone and with partners. They can match movement to music in songs such as 'Thumbkin' and are generally keen to join in.

ENGLISH

91. In the 2001 national tests at the end of Year 2, results in reading were broadly in line with national averages when compared with all schools and those with similar levels of free school meals. Results in writing were above the national average when compared with all and similar schools. The percentage of pupils reaching the expected Level 2 and above in reading was close to the national average but at the higher Level 3 and above it was above average. The school's performance in writing was above average at both Level 2 and Level 3 and above. Over the last four years results in reading and writing have been variable, indicating a wide range of ability in fairly small Year 2 groupings. Girls generally performed better than boys. The upward trend in writing in recent years followed school and countywide targets to improve this aspect of pupils' English. Teacher assessments matched test results closely overall. Standards in the subject have been broadly maintained since the last inspection.
92. Inspection findings show that by the end of Year 2, standards are broadly in line with national averages in reading and writing and above average in speaking and listening. Differences between 2001 test results in writing and inspection findings are largely explained by the different size and composition of year groups often seen in small schools. The 2001 group was the most successful in recent years. Pupils benefit from a well-organised approach to the teaching of the literacy strategy and by Year 4 have above average attainment in all aspects of English. Achievement is good for pupils in Years 3 and 4, and for the school overall.
93. In all classes, pupils have frequent opportunities to develop their speaking and listening skills. By Year 2, most are confident to share their ideas and many answer questions using full sentences. Pupils are enthusiastic and contribute eagerly to lessons. In a Year 1 and 2 literacy lesson, pupils showed a sense of inquiry when discussing "times past". One pupil asked: "Why hasn't he got a car?" His question promoted further discussion. By Year 4, most pupils express themselves clearly sustaining conversations well. They enjoy conversing with other pupils and with adults using interesting and appropriate vocabulary.
94. By Year 2, many pupils read their books satisfactorily. They enjoy reading and talk readily about the story and what they think might happen next. They understand a range of common words and use various strategies to attempt unfamiliar words, for example, sounding out letters or looking for familiar patterns. Higher attaining pupils read with expression and greater understanding. By Year 4, pupils are able to talk about familiar authors and read both fiction and non-fiction with greater fluency. They are able to discuss the merits of films and books. For example, one Year 4 pupil who enjoyed the Harry Potter stories understood why the film was an edited version. When reading stories, they pay greater attention to punctuation such as speech marks, altering their voice accordingly. Pupils use reference books to retrieve information and research topics. Books relevant to topic work are displayed in classrooms for this purpose. Parental links are strong in this area of the curriculum, as both library and school reading books are taken home. These links are strengthened by the use of reading diaries, which give parents the opportunity to comment on their child's success.
95. By Year 2, many pupils are able to write a sequence of sentences in a logical way. Pupils spell common words accurately and are developing phonic strategies to write unfamiliar words. The use of a 'have a go' spelling book helps pupils to gain confidence and to work with greater independence. Many pupils use capital letters and full stops in their writing, whilst higher attaining pupils use punctuation more consistently to organise their work. Pupils consider how stories are constructed, for example, by studying beginnings and settings. The majority of pupils form their letters correctly and write with care. By Year 4, pupils are writing for a range of purposes. An example could be seen in a class where Year 3 pupils were converting prose to play script in order to dramatise their work and finally perform to another class. Year 4 pupils were studying 'powerful verbs', using them to enrich their vocabulary in order to increase the quality of the written work. As a result, writing is well constructed, interesting and well punctuated. Some literacy books contain comments to improve achievement. An example occurred in Year 3 with a simple suggestion: "I

will take good care to give a full answer.” Spelling is generally accurate with an attempt to use more complex words appropriately.

96. The pupils’ rate of learning is satisfactory by the end of Year 2 and good by the end of Year 4. They develop their reading, spelling, punctuation and writing skills through a broad range of experiences including role-play, prose and poetry. By Year 4, pupils’ achievements are influenced by the high expectations staff have of how hard they will work and the quantity and quality of writing they will produce. In some classes pupils are made aware of lesson objectives not merely by discussion but by the use of visual aids. An example of this could be seen with a caption used before a lesson: “What am I looking for?” Information and communication technology (ICT) is used to broaden the curriculum, particularly the use of word processing. By Year 4, pupils are encouraged to improve these skills by consulting a checklist, which is displayed in the classroom. Pupils with special educational needs make good progress overall. They benefit from tasks, which are matched to their needs and work closely with language support assistants.
97. In all classes pupils have a positive attitude to English. They are keen to answer questions and discuss ideas. Pupils work well with set tasks, older pupils showing greater independence. Pupils relate well to one another and to adults. They are polite and helpful.
98. The good quality of teaching in English is helping to raise pupils’ attainments by the end of Year 4. In the most effective lessons, teachers plan well and set appropriate targets, matching work generally to ability. As a result, pupils work with enthusiasm and usually remain on task during lessons. Procedures for assessing pupils are satisfactory and samples of written work are kept. Teachers have a sound knowledge of the subject and where the pace of the lesson is brisk pupils progress well. Marking is satisfactory overall but more purposeful when comments lead pupils to improve their work. Many parents help in classrooms, for example, hearing pupils read and working with computers. They assist teachers, serving to enrich the learning experience of pupils. Support staff working with pupils with special educational needs liaise regularly with class teachers, helping to plan future work and monitor achievement. Pupils make use of their literacy skills in other subjects across the curriculum. For example, labelling of maps and plans in geography, word processing skills used in ICT and comment on the making of view finders in design and technology: “we were pleased with the results.”
99. The leadership of the subject is good. The school has systems for planning which are effective and the National Literacy Strategy is appropriately implemented. The school’s targets are defined in the school development plan and are realistic, every effort being made by the school to achieve them. The co-ordinator oversees teachers’ planning and good systems of assessment exist. Progress is tracked in relation to tests as pupils move through the school, but little evidence of pupil self-assessment can be seen. ICT is used widely. Word processing is seen through the school as an aid to writing development. New resources are good, especially books with a wider appeal for boys. However, the central school library contains a number of outdated and unappealing books. The organisation by the co-ordinator of county library borrowing, book weeks and outside visitors enriches the English curriculum.

MATHEMATICS

100. Results of the 2001 National Curriculum tests at the end of Year 2 show pupils’ attainments to be well above average against all schools and those with similar levels of free school meals. The proportion of pupils attaining the expected Level 2 and above was above average and at the higher Level 3 and above was well above average. The school’s results over the last four years have varied, as is often the case in small schools, where differences in year groups can be more pronounced. The 2001 results show considerable improvement over all years since 1997. Boys have outperformed girls over recent years overall. However, due to the small year group fluctuation, girls attained higher average points scores than boys in two out of the last five years, so not much should be read into this statistic, which differs marginally from the national picture. Teacher assessments accurately match test results. Inspection evidence indicates that by the end of Year 2 pupils attain above average standards in all elements of mathematics, including in the key area of numeracy, achieving well. By the end of Year 4, pupils continue to show good achievement and

in optional Standard Attainment Tests and the local educational authority's countywide mathematics tests show evidence of high and very high attainment. This is borne out by inspection evidence from the present Year 4.

101. By the end of Year 2, the majority of pupils identify patterns of numbers, to aid calculation including odds and evens. They add and subtract double-digit numbers accurately. Pupils are asked to develop personal strategies for such calculations and explain them to the class, as in Class 2, where pupils of all levels of attainment used patterns of numbers to generate and solve their own number sentences. Higher attaining pupils, early in the school year, are confident with tables to six times and with place value into three figures. Mental mathematics introductions to lessons encourage speedy recall and use of number, including halves and doubles. Numeracy is effectively planned in units of work in other subjects, including science, information and communication technology (ICT), and geography, to further promote key learning of core skills. In their work on shape, space and measurement, pupils name and define the properties of regular two-dimensional shapes and simple three-dimensional solids. They estimate the length of objects in the classroom, then check using standard measures. When handling data, they generate graphs from class lists of names with differing numbers of letters, from Ben to Stephen. Such information is routinely fed into the computer to get a range of different presentations of the data, promoting improved ICT skills.
102. By the end of Year 4, stimulating teaching of a well-planned curriculum has reinforced above average standards. Higher attaining pupils are confident when dividing double-digit numbers with a remainder. Secure understanding of place value is shown by work in up to four digits using all four rules of number. Most average attaining pupils can do so with some support. Lower attainers with practical apparatus and the learning support assistant's help divide smaller numbers, without a remainder. Some Year 3 pupils have difficulty defining what a fraction is and correctly writing simple common fractions such as $\frac{1}{2}$. In the mental introduction to lessons, pupils double numbers accurately into three figures, the majority able to redouble further. In work on shape and space, pupils name shapes, define perimeter and work out perimeters of various shapes before checking by measuring. However, even the highest attaining use fractions rather than decimals when measuring in metres and centimetres.
103. The quality of teaching is good. This has been helped by effective implementation of the National Numeracy Strategy. The school has adopted an appropriate planning format to support the strategy's three-part structure. Resources to promote pupils' numeracy skills and to encourage rapid acquisition of mental agility and facility in the oral introduction to lessons are well used, including individual white boards and number fans. Teachers effectively develop mental strategies with the pupils, reinforcing these key skills well at the start of lessons. They share learning objectives with the pupils, laying clear foundations for the main focus for lessons. Teachers have had significant levels of good quality training. They display secure subject knowledge and teach core numeracy skills well. They insist on appropriate mathematical language from their classes. Pupils quickly acquire subject specific terminology and the basic skills. They have positive attitudes to the subject, behave well in lessons and work productively. Teachers aim to develop independence in pupils, so that they can generate their own questions. As in Class 4, where pupils used two paddles of a number fan to create a double-digit number and divided by the number rolled on a conventional dice.
104. Pupils are biddable so relationships are constructive, allowing a relaxed atmosphere and excellent use of humour in the best lessons. Tasks are not always well enough matched to individual or group needs. Sometimes group sizes are too big, contain pupils from more than one year group and result in a range of outcomes. This was seen in Class 4 when the same textbook questions were set for half the class, as they worked on shape, space and measures. Occasionally tasks are too challenging. As in Class 2, where all but the higher attaining were not fully aware that the tasks they were set depended on number patterns to help them find the answer to addition and subtraction of two-digit numbers. Again, a broad band, this time of average and below average attaining pupils were set the same activities. Learning support staff and volunteer parent helpers, including governors, are well briefed and make a significant contribution to the learning of individuals and groups of pupils, especially those with special educational needs. Review sessions

are well used overall. For example, in Class 2 pupils of all levels of attainment shared their results and explained the strategies they had adopted. However, in a Class 3 lesson where the introduction took over half an hour, too little time was allowed for the plenary follow-up, which lasted about one minute. Homework, especially the creative use of mathematical games and toys borrowed by families from the school, and classroom displays, supports learning well.

105. The subject manager has attended much relevant training in recent years. She has ensured that her colleagues receive the benefit of understanding and knowledge she has acquired and attend appropriate training themselves. For example, the development plan for the subject targets extended staff development training for the teacher of Year 4 pupils. ICT is carefully programmed into appropriate units of work. The school has appropriate software and good levels of programmable roamers to facilitate this. The school portfolio is a comprehensive analysis of pupils' completed work, annotated and moderated to help teachers' accurately assess pupils' levels of attainment. However, some examples are considerably out of date, well preceding the current mathematics curriculum, so are overdue for reorganisation. Examples of pupils' work in mathematics are helpfully kept in their Records of Achievement, to further enhance already good records held. Marking is up to date but for Year 1 and 2 pupils contains few comments. Helpful evaluations in their books, for Year 3 and 4 pupils, give them clear indications of what they need to do to improve. The school has been successful in maintaining the high standards reported following its last inspection. Uprated resources and focused training following the successful implementation of the Numeracy Strategy have enabled the school to keep the quality of teaching and learning high, so that standards remain above the national average.

SCIENCE

106. Attainment in science in lessons observed and seen in work inspected is average for Year 2 pupils. Standards for Year 4 pupils are above average in science. Achievement is good across the school. At the time of the last inspection, standards at the end of Year 2 and 4 were above that expected. The results of the 2001 teacher assessments for science at the end of Year 2 were close to the national average at the expected Level 2 and above but well above average at the higher Level 3 and above. There is no indication of underachievement in science; fluctuations in levels of attainment can be explained by differences in the size of year groups and, for the current Year 2, coverage of the curriculum at the time of the inspection. There is no significant difference in the performance of boys and girls.
107. In Years 1 and 2, pupils are beginning to understand fair testing and use appropriate terminology. For instance, when pupils in the Year 2/3 class were testing the difference the height of a ramp makes to the distance a toy car travels, they soon became aware of the need to measure accurately and start the car at the same place with every run. Pupils in the younger Year 1/2 class were able to classify magnetic and non-magnetic materials and test out their ideas carefully. Pupils show good understanding and general knowledge of science. Discussions with pupils in Year 4 show that they have above average understanding of how light travels and the effects of exercise and smoking on the body. They are able to describe accurately body parts and their functions. Pupils make appropriate use of diagrams and make good use of graphs and ICT to record their findings. Pupils are increasingly aware of scientific issues and use more scientific vocabulary as they progress through the school.
108. Teaching is satisfactory in Years 1, 2 and 3. No lessons were seen in the Year 3/4 class for a judgement to be made on teaching with these pupils. A strength of science teaching in these classes is the time given for pupils to explore and investigate materials and to organise themselves, which enables them to make suitable progress. Lessons are well prepared with good resources provided for the practical work. Good use was made of the hall to allow pupils in the Year 2/3 class to test out their ideas using large equipment without interfering with the work of others. Teachers make appropriate use of technical language and encourage pupils to do the same. Some good questioning was used in the older class to assess pupils' understanding of what they were trying to achieve. Generally, however, there is little feedback to pupils on what they need to do to improve or discussions that encourage pupils to evaluate their own learning. Marking largely consists of ticks and stars for good work with few comments for pupils to know what they

need to do to improve and reach a higher standard. Planning appropriately shows what is to be learned in the lesson but fails to specifically build in challenging tasks or questions for the higher attaining pupils.

109. "We don't like science, we love it" offered a Year 4 pupil when asked whether children liked science in this school. The response sums up the attitude of most pupils throughout the school to science. They behave well in lessons and become engrossed in the activities. They work well together collaborating over the use of equipment and sharing their findings from experiments. Teachers encourage this positive approach by planning interesting activities for lessons and having a 'science week' as a focus and inviting visitors into the school to share their enthusiasm for the subject with pupils.
110. Leadership and management of the subject are good. There are helpful guidelines for teachers and the planning is thorough, helping to ensure good coverage of the subject, revisiting topics as pupils' progress through the school building on their previous knowledge. Good links are made across subjects including health education, geography and ICT. The co-ordinator is aware of the need to develop assessment to record pupils' progress in science. There are useful systems for monitoring teaching and learning in science. A portfolio of assessed pupils' work is updated regularly, after staff discuss and match it against National Curriculum levels. This helps to ensure teachers have similar expectations in science teaching. The usefulness of this portfolio is marred by the inclusion of many old examples of work, which do not match the current curriculum. Resources in science are good and include high quality videos and a recently acquired microscope that projects magnified images through a computer. Science makes a helpful contribution to pupils' spiritual, moral, social and cultural development. Pupils discover the joy of science for example, when studying life processes. They are taught to care for the environment and offered useful social opportunities, when working in groups. Cultural opportunities include learning about important scientists. Use of the school grounds and local places of scientific interest enhance work in science.

ART AND DESIGN

111. During the inspection only one art lesson was observed. Other evidence was gained from examples of work. Therefore it was not possible to make an overall judgement about the quality of teaching and learning. By the time pupils are aged seven standards are broadly average. They achieve satisfactorily, so that standards overall remain average by the time the pupils have reached the age of nine, at the end of Year 4. This is a change from the previous inspection where pupils were seen to make good progress from ages seven to nine, with standards better than those expected. All pupils have an equal access to the subject and suitable support is given to those pupils who have learning needs.
112. In Years 1 and 2, pupils make appropriate drawings and patterns using textiles, paint and a range of other materials. Good use is made of links with other subjects when pupils look at Saxon times in the Year 2/3 class. They see how fabrics were made then continue with their own weaving using a variety of materials. There is good variety on this weaving theme throughout the school, starting with the youngest children making woven twig sculptures and continuing with Year 1 and 2 pupils weaving with paper to make two- and three-dimensional pictures. These pupils also make good use of tonal paintings as a basis for carefully executed collage work and printing. Work is planned so that the teaching builds on the skills taught in earlier classes, as seen with the printmaking and weaving examples throughout the school. Pupils are beginning to use information and communication technology (ICT) to make their own line drawings based on the work of Mondrian in the Year 1/2 class.
113. Pupils in the Year 2/3 class have framed parts of magazine pictures and replicated them in paint, using fine brushwork. Many of the observational drawings in the school lack detail and watercolour work is insufficiently developed, so that much work appears immature. There are examples of good large-scale collaborative work with Year 4 pupils. There are impressive line drawings made following the reading of a story about the journey of a maggot. A pupil took a pride in describing how her group had worked together and carefully made their patterns whilst listening to the story.

Further examples of good collaborative work include, in Year 4, wall hangings using textile painting and printing. These pupils are beginning to develop a sketchbook to record their ideas and gather clippings of interesting colour combinations and patterns from magazine pictures.

114. Pupils enjoy art and in the lessons seen concentrated for a good while, some wanting to continue although the lesson had ended. In this Year 1/2 lesson, pupils shared materials well and worked hard. They were insufficiently challenged to think about what they might do to improve their work or to make helpful comments to others about their pictures.
115. There are bright displays of art and design in all classrooms and around the school, which successfully promotes pupils' self-esteem and gives them a pride in their work and surroundings. These displays show pupils have a varied curriculum in the subject and also draws their attention to the natural world and the cultures of other countries and times with studies of African, Roman and Greek art. Where possible, the school has planned art and design activities to link with topics being studied. This makes the work interesting and helps to overcome the shortage of time for the subject. The subject is well planned and resourced. Good use is made of visits and visitors to the school to promote art in the curriculum.

DESIGN AND TECHNOLOGY

116. Only one lesson in Years 3 and 4 was observed in design and technology during the inspection. The study of pupils' work, records and planning sheets help provide the evidence for this inspection. Standards of attainment are above the national average and pupils achieve well. This is similar to the previous inspection findings. No secure judgment can be made about standards or achievement by the end of Year 2, as limited evidence is available and no lessons were timetabled during the inspection.
117. In Year 4, pupils were making a purse. Their design folders indicated they had planned their design, made a paper pattern and chosen suitable materials. They discussed the characteristics of the purse, the uses and fastenings. This was a preview to the making process. A fact sheet entitled 'top tips for sewing' included an evaluation sheet, enabling pupils to focus on the finished product. Teaching in this lesson was good with clear explanations and expectations of the task, producing effective learning from the pupils. However, it was not possible to make a clear judgment of the teaching overall in this subject due to lack of evidence.
118. Pupils' attitudes to design and technology are good. They work well and respond readily to support from the teacher and parents. A pupil with special educational needs was encouraged to persevere with the task, his success being celebrated by the class during the plenary session.
119. Resources for design and technology are appropriate and include tools, a workbench, needlework materials, technical Lego and construction toys for younger pupils. Parents are involved in food technology, helping in school with cookery sessions. No evidence was seen of the use of information and communication technology in this subject.
120. Evidence from completed work indicates pupils are being taught appropriate design and making skills. They work with a range of materials and acquire skills such as measuring, cutting and joining. Evidence of these processes could be seen in Year 1 and 2 with the designing of houses and in Year 3 and 4 where pupils made Anglo-Saxon homes and constructed view finders to frame photographs.

GEOGRAPHY

121. Only one lesson was observed in geography during the inspection, in Years 3 and 4. The study of pupils' work, teachers' records and planning, provide additional evidence. Standards of attainment are above average by the time pupils leave the school at the end of Year 4. Achievement is good. This is similar to the previous inspection findings. As geography was not featured in Year 1 and 2 during the inspection and due to limited evidence, no secure judgements can be made about pupils' standards or the quality of teaching and learning.

122. In Year 4, pupils discussed physical features before making a map of a village. They were aware of different locations. For example, they know European countries by name. Pupils discussed how people must sustain their environment. They understand how environmental changes can affect the lives of people who live in certain locations. A key was used to add symbols to the map. Higher attaining pupils worked diligently and with independence, some developing their own symbols. Pupils added rivers, woods and fenlands to their maps. A link was formed with history, as the work resulted from a visit to an Anglo-Saxon site at West Stow. Information and communication technology (ICT) was well used in this lesson. A 'power point' programme was used to make a presentation to the class. Another programme, 'Suffolk from the Air', gave pupils further experience of different locations. During the plenary session, an Ordnance Survey map became the focal point of discussion and led pupils to understand the next geographical assignment.
123. Pupils' attitudes to geography are good. They listen well and respond positively to the teacher and to other pupils. Behaviour was good and pupils worked well throughout the lesson seen. In this lesson, the quality of teaching was good. The pupils were challenged by the tasks planned and designed their own map of a village settlement, following their own personal research. However, it is not possible to make a secure judgement on teaching overall in this subject. Planning indicates a full coverage of the National Curriculum.
124. Resources in geography are appropriate and well stored, even though space is at a premium. Topic packs include photographs and artefacts and cover the programmes of study for the subject. A library loan scheme operates and is used to supplement school resources. Future work is planned with a direct link proposed with a school in India. Cross-curricular links are evident in this work, especially between geography and ICT.

HISTORY

125. Standards in history have been improved since the school was last inspected. Only one lesson was seen at each key stage, due to the way blocks work in the Humanities. However, evidence from these lessons, a scrutiny of pupils' completed work and school documentation and discussion with pupils and the subject manager allow secure judgements to be made.
126. By the end of Year 2, pupils' standards are above average, showing improvement since 1997 when they were found to be broadly average. By the end of Year 4, they remain above average. Pupils achieve well throughout the school. Most Year 1 and 2 pupils know that electricity and its many benefits were not available to most Victorian households, while considering the huge undertaking a washday required in those times. Pupils made good progress in understanding how our forebears used to manage their domestic affairs in a well prepared active session very well led by a former Suffolk headteacher, in appropriate costume and in role. Pupils empathised with a Hopton family of the time, with father and mother plus 19 children making the weekly wash a truly mammoth venture. Higher attaining Year 4 pupils, following up a visit to Sutton Hoo, wrote persuasively about finds from the site they had chosen to study. One pupil knew that the garnets on a helmet came from India and that the craftsman took many weeks to place them in their settings; so well that only three have been lost in the centuries since. Pupils of all levels of attainment answered their teacher's questions and framed hypotheses about their Suffolk ancestors from finds and field trips both to Sutton Hoo and West Stow, enabling them to build up an increasingly detailed picture about the past.
127. Pupils clearly enjoy the subject. The school works very hard to make history relevant to its pupils. Active, practical sessions, including those led by visitors, and visits to rich sites around the county give all pupils, especially the lower attaining, helpful insights into the contexts in which events took place. Pupils behave well in lessons. They handle artefacts with care, showing both respect for them and an interest in the past they represent.
128. Teaching is good. The teachers' subject knowledge is secure and their planning detailed. Work in lessons stimulates pupils' interests, so they are motivated to extend their research at school in work they undertake voluntarily at home. Pupils showed rapt interest in the dolly and mangle, the

high technology of washdays past. They carefully grated flakes from an enormous bar of soap and were amazed at the idea of an overnight soak for whites before the boiler was lit for the boil-wash. Their visitor used questions very astutely to extend both their historical understanding and also their literacy and numeracy skills. These were extended further by the class teacher. However, she missed an important opportunity, outlined in planning, for pupils to put their own questions to their well-informed source. Year 3 and 4 pupils were challenged to think like archaeologists, as they interpreted key finds at the Sutton Hoo burial site. Well-designed worksheets required them to work out what sort of people owned the artefacts they were studying, giving compelling reasons for their answers. Reference books and the listening centre were helpful tools but the computer had crashed, so information and communication technology (ICT) was not available to them. However, ICT is regularly used in the subject. Teachers' marking tends to be restricted to ticks and positive comments, which sometimes use praise over-enthusiastically. Too few evaluative comments are made, to give pupils a clear indication of how they are doing and what they are not doing well enough.

129. The subject manager is very knowledgeable and enthusiastic. A history graduate, she has designed a very relevant curriculum for the pupils. The subject is well resourced and is further enhanced by very good support from local library and museum sources and local amateur historians' collections. Local history is very well taught. The county's rich heritage is well used, for example by visits to Framlingham Castle and to the Suffolk coast. These visits enable the teachers to put pupils into the places where history was made to help them imagine more clearly how people felt, thought and behaved in the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Evidence from lesson observations, pupils' work and discussion with pupils, indicate that by the end Year 2 pupils' standards are close to the national average but by the end of Year 4 above average attainment is evident. Basic skills such as loading, printing and saving work are sound. Word-processing is used to draft work and overall pupils operate computers with confidence. The subject is well used across the curriculum, enhancing study skills and presentation. Strong links are made to the core subjects and detailed planning ensures appropriate use in other subjects, for example geography and history. Pupils know how to find information and use it in their work. An example in Year 4, where pupils are working on an Anglo-Saxon project, showed how they could successfully use 'power-point' to combine text and graphics. They use the Internet for research, sharing and exchanging information gathered. Homework assignments give breadth to this work and foster a sense of inquiry, where pupils are able to convey information accurately. Pupils have a wide knowledge of computer technology and how it is used in the modern world. Pupils achieve well overall. Teaching ranges from satisfactory to good, being good overall. The most effective teaching shows a secure knowledge of the subject with challenging tasks for pupils. Objectives for lessons are clear and questions thought provoking. Explanations are appropriate and where lessons move at a brisk pace, learning is effective. However, planning does not always distinguish between those pupils who will be expected to undertake more complex tasks to further develop their understanding and those who need additional reinforcement. For example, in a Year 2 art and design lesson no distinction was made between pupils who should use flood and fill drawing tools, and those who still needed practice using the straight line tool.
131. As pupils move towards Year 4 they gain greater independence. They are able to discuss their work and are beginning to follow instructions accurately. Pupils understand the operations they have used, working competently. For example, older pupils were able to insert images from a camera folder, edit their text and use a variety of techniques for presentation. Pupils with special educational needs are well supported by both teaching staff and parents who help in the classroom. By giving pupils individual attention and discussing tasks, they help pupils to gain confidence. The school has its own website. A higher attaining pupil was well able to discuss its merits, search for information and understand its use for the wider community.
132. Resources have improved since the last inspection. Quality software is available and generally matched to the ability of pupils and the National Curriculum Programmes of Study. New computers have been purchased, the ratio of pupils to computers being 12 to one, slightly lower

than the previous inspection. Younger pupils are able to use concept keyboards for their writing and a Roamer is available. The school has purchased a scanner, digital camera and computer microscope. Additional resources have therefore increased the potential for information and communication technology (ICT) to be used across the curriculum.

133. ICT is well co-ordinated. Regular monitoring occurs to ensure coverage of the National Curriculum, balance, continuity and progression. Samples of work are kept by the co-ordinator to track pupils' achievement in this subject. Assessment procedures are effective, information gained, including a detailed skills analysis, is well used to ensure that pupils build progressively on previous attainments as they move through the school. A useful start has been made to developing pupils' own self-evaluation in the subject.

MUSIC

134. Standards at Year 2 and 4 are above average in music. This is an improvement since the last inspection where standards were judged to be average. The improvement in standards can be traced to the significant impact of the high quality teaching by the subject specialist in all classes. She plans lessons that progressively build on pupils' skills and knowledge, are fun and engage the pupils. Pupils achieve well throughout the school.
135. In Years 1 and 2, pupils sing well showing good control of pitch and rhythm. All pupils show an appropriate understanding for their age of variations in pitch in a sequence of notes. Pupils in Year 1 respond well when challenged to guess the size of the new drums being played by other pupils. Year 2 pupils listen well to a pattern of claps from the teacher and identify phrases from a familiar song. Year 4 pupils can clearly explain the effects of adding different instruments to a piece of music, layering the sounds and changing the effects. Pupils throughout the school are able to sing canons of increasing difficulty, with and without guitar and piano accompaniment. Pupils of all ages have regular opportunities to listen to and comment on a range of music from various styles and traditions, for example in assemblies and music lessons.
136. In the lessons seen, teaching and learning were very good. The teacher has secure knowledge of her subject, which she communicates well. The main elements of the music curriculum are covered effectively in lessons. There are frequent opportunities for performing and composing, both with voice and instruments. Pupils are beginning to appraise their own work and that of others. Pupils enjoy music making and are keen to do well. They sing confidently alone and with partners, and the warm relationships between pupils and with the teacher ensure that they try their best. They show respect for the efforts of others and are beginning to offer constructive criticism in a sensitive way. The teacher shows enthusiasm for music and this is infectious, motivating the pupils well. All lessons were organised with many interconnected activities that were matched to the interests and needs of the pupils. For example, skipping and dancing games for the youngest pupils and skilful playing of percussion instruments for a collective piece of music with older pupils. Good use is made of resources and the hall for music lessons. Activities promote understanding of other cultures well for example, with work on Gamelan and with Indian rhythms in a lesson with Year 3 and 4 pupils.
137. The subject is well led by an experienced and able co-ordinator. She takes a club for music, which is well attended by pupils. This club adds significantly to the music curriculum, with pupils learning to play the recorder and having an opportunity to play instruments learned during private tuition. The pupils attending the club progress to playing as an orchestra by the end of the year, performing for the village and parents. Assessment procedures are mainly informal but the co-ordinator is aware of the need to have a manageable system in place. Parents have recently purchased a good selection of instruments for the school, which are well used already.

PHYSICAL EDUCATION

138. Good improvement has been made in physical education since the last inspection. Pupils now attain above average standards by the end of Year 4, achieving well. Well above average amounts

of time are devoted to the subject and improved resources, including those related to the Top Sport scheme, are well used to make efficient use of the time allocated.

139. Only one lesson each in Years 1/2 and 3/4 were seen during the inspection. However, from this evidence and from an analysis of school documentation for the subject and of the accommodation and resources available for teachers' use and a discussion with the subject manager judgements have been made. The last inspection took place during early autumn and comment was made then about the pupils' well developed swimming skills. No swimming took place during this inspection but detailed records show that standards remain high in that strand of the subject and in all others. The school is working hard presently to further develop the outdoor and adventurous activities it offers pupils, both within the school grounds and on day visits to High Lodge, a Thetford Forest field centre.
140. By the end of Year 2, pupils reach average standards, achieving appropriately. Most travel confidently around the hall, bouncing balls with appropriate control, showing sound awareness of space and the need to avoid other pupils. Some find close control difficult while on the move. One higher attaining pupil displayed well above average skills, with close control when dribbling with either hand, a basketball star in the making. The teacher effectively made use of his skill by choosing him to demonstrate to the class. Skills were refined by the use of different sized balls and a slalom course to increase the level of challenge to pupils.
141. By the end of Year 4, pupils are well aware of the health related aspects of the work. They display appropriate understanding of the short-term effect of vigorous exercise on the heart. Pupils, in pairs, develop a sequence of movements, including a range of balances linked by rolls, twists and turns. Boys and girls of all levels of attainment plan, practise and repeat their sequences. A small minority do not finish off movements, for example the roll element of their sequence, tidily. However, most meet the challenge in full. In the one lesson seen, pupils volunteered very readily to demonstrate and analyse the control and fluency displayed in their own and the performances of others. However, in the teacher limited the self-evaluation pupils did by embarking on too much analysis herself. The majority are well co-ordinated and organise their work efficiently, communicating effectively with their partners to maximise the quality of their performance.
142. Teaching is good. Teachers had to change the lessons they intended from outside games lessons to the ones seen, due to inclement weather during the inspection. This restricted the amount of space available greatly, from generous hard-surface and very generous grassed areas outside to a small hall, with semi-open plan classrooms off. Pupils respond well to the requirements to respect the working needs of fellow pupils nearby. Teachers manage them well, should the need arise. Not all teachers change for vigorous lesson leadership but most show good subject knowledge, model skills themselves and insist on quality in the performance of the pupils. However, teachers do not all insist on the removal of jewellery, which is a health and safety issue the school must address.
143. The very spacious and attractive outside facilities are further enhanced by a well-equipped learner pool. This is timetabled so that all pupils have three sessions per week in the summer term, with provision available to the community out of school hours. The subject manager is a conscientious and effective co-ordinator. She has monitored teaching and learning in physical education lessons and enhanced training and resources have resulted. A portfolio of annotated pupils' work is kept but there is no indication whether these graphic and text examples are from the school or from some other source, for the teachers to use as exemplars.

RELIGIOUS EDUCATION

144. Evidence from the one lesson seen in Class 2, together with discussions with pupils and staff, scrutiny of planning, previous work and displays indicate that by the end of both Year 2 and Year 4, pupils meet the expectations of the locally agreed syllabus and achieve appropriately. Some higher attaining pupils exceed this standard in their knowledge of Christianity. Boys and girls in Class 2 of all levels of attainment make good progress in the aspect of their work relating to special occasions and how different people celebrate significant events in different ways. Year 3 and 4 pupils achieve well in an extended topic on rules and customs.
145. By the end of Year 2, pupils are able to list special occasions within their own lives. However, in the lesson seen the majority of pupils were not able to identify the special occasions that occurred in the story, 'The Chocolate Wedding', they were reading. They identify the religious, family and national events signified by a well-prepared set of stimulus items, referring to such diverse celebrations as Christmas and Red Nose Day. The higher attaining pupils identify which are specifically Christian in character, so take place in church. Pupils' completed work indicates that they have concentrated on the teachings of Jesus and the major festivals of Christianity so far this year and that standards are as expected.
146. By the end of Year 4, pupils have written their own harvest prayers and understand the major differences between rules and customs. For example, they identify not running inside the school building as a rule, while sending Christmas cards to friends as a custom. They use this knowledge effectively to generate a set of rules of their own to govern their lives in and out of school, showing understanding of major issues of the day, including drug awareness. As Christmas nears, pupils follow up recently completed homework on a custom specific to their own families, listing how Holy Days and special days like birthdays are celebrated. Age-old traditions like making a wish as the Christmas pudding is stirred are obviously in safe hands and the tooth fairy still plies a good trade!
147. Pupils respond well to religious education. They display positive attitudes to lessons taught and the messages delivered, both in class and assemblies. They behave well, show interest and collaborate well. They apply knowledge learnt to their daily lives. Parents are convinced that school is helping their children become good citizens. The school uses religious education well as a vehicle to deliver its positive Christian message and promote constructive relationships and a caring ethos.
148. Only one lesson, in Year 1/2, was seen so it is not possible to make detailed judgements about the quality of teaching and learning. The scrutiny of work and the lesson seen showed that religious education is well used to promote key literacy skills, especially speaking and listening and reading. However, the presentation of pupils' work, both on photocopied sheets and in their workbooks, does not always display sufficient care and handwriting standards dip below that seen in formal written work. Marking is up to date but lacks comment, so that pupils are not made aware of improvements they need to make. For example, a higher attaining Year 4 pupil who missed pages out, leaving gaps in her book, was not reminded to use every page. Religious education contributes effectively to the pupils' overall personal, spiritual, moral and cultural development. For example, as they learn about respect for the values and beliefs of others and the importance of rules within societies.
149. The curriculum is well planned in broad areas of study, following local education authority guidelines. The subject manager monitors the subject regularly. She records her findings and has a clear idea of strengths and areas for development for the subject. She has planned effectively to improve provision, for example by all classes addressing work on each faith together, to maximise the impact of displays and use resources and artefacts more efficiently. She is conscious of the need to address the multi-cultural and multi-faith aspects of the subject, particularly in the context of a largely white, rural school.

150. A helpful portfolio of work has been assembled but it does not yet refer to standards, concentrating primarily on the content of the curriculum. Additional resources and a more comprehensive scheme of work have been introduced since the last inspection. Since then, improvement has been satisfactory overall.