

# INSPECTION REPORT

## **SWANTON ABBOTT COMMUNITY PRIMARY SCHOOL**

Swanton Abbott, Norwich

LEA area: Norfolk

Unique reference number: 120856

Headteacher: Mrs K Tims

Lead inspector: Ms B Pollard

Dates of inspection: 24<sup>th</sup> – 26<sup>th</sup> November 2003

Inspection number: 258074

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	75
School address:	Youngman's Lane Swanton Abbott Norwich
Postcode:	NR10 5DZ
Telephone number:	(01692) 538246
Appropriate authority:	The governing body
Name of chair of governors:	Ellen Sweet-Escott
Date of previous inspection:	12 <sup>th</sup> October 1998

## CHARACTERISTICS OF THE SCHOOL

This is a small rural school in a Victorian building with spacious grounds. It serves a mixed social catchment area and there are 75 pupils on roll including five Foundation Stage children. All pupils are white British so English is the first language for all of them. Attainment on entry varies considerably from year to year but is broadly average overall. Free school meals entitlement is eleven per cent which is broadly average. There are 33 per cent of pupils with special educational needs which is above average; most have moderate learning difficulties and one has a statement; none need special facilities. Pupil mobility, where pupils join or leave the school at times other than normal, is significant at 12 per cent. There has been some disruption to staffing with four leave of absences in the last three years; this will settle next term as everyone resumes their normal teaching commitment. The school enjoys very good parental support. It received achievement awards in 2001 and 2003 and is involved in the following initiatives:

- Widening Opportunities, which enhances music provision;
- Creative Partnerships, which is a cross curricular project;
- Talking Partners, which develops speaking and listening skills; and
- Sphere Science, which is a science club.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1838	Ms B Pollard	Lead inspector	Foundation Stage, mathematics, geography, history
9306	Mrs B Moore	Lay inspector	
29995	Mrs M Walker	Team inspector	Science, art and design, design and technology, religious education, French, special educational needs
18344	Mr D Earley	Team inspector	English, information and communication technology, music, physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a successful school.** The headteacher, staff and governors are committed to providing the best possible education for pupils and are constantly working to raise standards. Good teaching ensures that pupils achieve well and standards are above average. The school provides good value for money.

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

- Standards in English, mathematics and science are above average and they are also good in information and communication technology, religious education and history by the time pupils leave at age 11.
- Teaching is never less than good and is often very good.
- Pupils have positive attitudes to learning and work hard.
- A rich curriculum enhances learning and helps to maintain pupils' enthusiasm.
- Leadership and governance are very effective in improving the school.
- The school enjoys very good links with parents and carers.
- Pupils' spelling skills are weak.
- Subject leaders are not yet as effective as they could be.

The school has made good progress since the last inspection in 1998. The quality of teaching is good. Curriculum planning and assessment are now linked to ensure pupils make good progress and schemes of work have improved continuity in learning. Cultural development is much better and resource provision has improved in all subjects. The headteacher and governors monitor and evaluate the quality of education; teachers are now going to take on more of this responsibility as they develop their roles as subject leaders. Significant improvements have also been made to the accommodation and outdoor facilities.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	A	B	A
mathematics	C	A	B	A
science	B	A	A	A*

*Key: A\* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average.*

*Similar schools are those whose pupils have attained similarly at the end of Year 6.*

*(Care is needed in interpreting this data because of the small numbers involved, usually less than ten)*

**Pupils achieve well throughout the school because of good teaching.** The spread of abilities varies from year to year. Overall, the special educational needs percentage at 33 per cent is above average; in Year 4, it is 50 per cent. This year, there are no children with special educational needs among the reception children and all are likely to attain the goals they are expected to reach in the Foundation Stage curriculum; in personal, social and emotional development they exceed them. In Years 1 and 2, standards are above average in reading, writing, mathematics, science and information and communication technology. In Years 3, 5 and 6, standards are above average in English, mathematics and science and good in information and communication technology, religious education and history. In Year 4, standards are nearer the average because of the higher numbers with special educational needs. The performance of girls and boys is similar, overall, and pupils with special educational needs achieve well with many reaching the expected national goals. A lot of attention is paid to the higher attaining pupils as shown by the proportion (usually around a third) who

reach the higher levels of the National Curriculum. Pupils make good progress during their time in school. They have particular strengths in carrying out investigations and solving problems. Their good communication helps them to achieve well across a range of subjects but spelling is not as good as it should be in their independent writing.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.** Pupils are enthusiastic about learning and enjoy challenges. They are happy in school and try hard to do their best. Behaviour is generally good and pupils can be trusted both in and out of class. Attendance and punctuality are very good; attendance is well above average.

## **QUALITY OF EDUCATION**

**The school provides a good education. Teaching is good; in a third of lessons seen it was very good. The code of practice for special educational needs is fully implemented and education inclusion is good.** Pupils learn well because of very good relationships with staff and their sense of worth increases because teachers have high expectations and make significant demands of them through lessons conducted at a brisk pace. Staff encourage pupils to question and think for themselves and, consequently, pupils become active learners with a strong desire to succeed. Teachers plan the curriculum with care to ensure that activities are interesting and relevant, using members of the community where appropriate. Children in the Foundation Stage are well provided for and every effort is made to ensure their needs are met in the class they share with Years 1 and 2 through very effective support from classroom assistants. Care and guidance are very good throughout the school. Parents support the school very well.

## **LEADERSHIP AND MANAGEMENT**

**Leadership is very good. Governance is very good and all statutory requirements are met. Management is good.** The headteacher has a very clear vision and there is a shared understanding among staff of how to improve the school. Team spirit is good. Teaching and learning are carefully evaluated to raise standards and any necessary changes are successfully implemented. There is a very effective partnership between the school and the governing body and governors make a very positive contribution to the school's effectiveness. There has been some disruption to staffing in recent years and the headteacher has taken responsibility for the co-ordination of the curriculum. This resulted in missed opportunities for staff development and workload sharing but a new management structure should address these issues when staff revert to working normally next term.

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

Parents are very happy with the school and have no significant concerns. They say that children like school, that teaching is good and they appreciate the range of activities offered to their children. Pupils are also happy in school. They know whom to turn to if they have a problem and feel they are treated kindly yet fairly.

## **IMPROVEMENTS NEEDED**

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

- Improve spelling, especially in pupils' independent writing.
- Develop further the role of the subject leaders.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils achieve well throughout the school. Standards in English, mathematics and science are above average in all year groups except Year 4 where they are average because there are more pupils with special educational needs here than in other year groups. Children in the Foundation Stage achieve well; their standards in personal, social and emotional development are good and they are likely to reach the national goals in the other areas of learning. There are no variations in achievement between genders, abilities or those with special educational needs.

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

- All pupils achieve well.
- Trends over time in attainment are above the national average.
- Standards have improved since the last inspection.
- Good standards are reached in English, mathematics, science, information and communication technology, history and religious education by Year 6.
- There is weakness in spelling.

#### **Commentary**

1. As there were only eight pupils in Year 2 and ten pupils in Year 6 at the time of national tests in 2003, tables of their results are not included because the cohorts are too small for valid comparisons as one pupil can represent ten per cent or more of the year group.
2. Results in Year 2 show that pupils were well above the national average in reading and writing and average in mathematics. In Year 6, they were above average in English and mathematics and well above average in science. In Year 2 every pupil reached the expected Level 2 with a quarter to a third reaching the higher Level 3. In Year 6, most pupils reached the expected level 4 with a third reaching the higher Level 5 in English and mathematics; in science three quarters of pupils reached Level 5. When compared with similar schools, based on free meal entitlement, the school is well above average. Results can vary from year to year because of numbers with special educational needs and the impact of one or two pupils on such small cohorts. However, trends over time show that the improvement in this school is above the national trend by the time pupils leave at age 11. There are no significant differences between girls and boys and all pupils, whatever their abilities, achieve well. The school exceeded its targets for 2003 and has set itself even more demanding ones for 2004, expecting 40 per cent of pupils to reach Level 5 in English and mathematics.
3. The abilities of children on entry to school vary considerably from year to year but are broadly average overall. This year there are no special educational needs children in reception. Children in the Foundation Stage are likely to reach the early learning goals in all the areas of learning and in personal, social and emotional development, exceed them. They settle quickly into work routines and achieve well because they are mainly taught in their own small group of five with a classroom assistant to support them.
4. In Years 1 and 2, the favourable staffing ratio of teachers and classroom assistants help pupils to reach good standards and achieve well because of the individual attention they get from readily available members of staff. This inspection shows that they are above average in speaking and listening, reading and writing, and information and communication technology. Judgements could not be made on other subjects because too few lessons were seen. More demands are made of higher attaining pupils and those with special educational needs are



supported very effectively, sometimes in class and sometimes when withdrawn for suitable activities.

5. In Year 4, half of the pupils have special educational needs but every effort is made to help them achieve their best and it is likely many will reach the expected National Curriculum levels for their age. In Years 3, 5 and 6, good standards are reached in English, mathematics, science, information and communication technology, history and religious education. There was insufficient evidence to judge standards in other subjects. Pupils achieve well because assessment is used effectively to set targets based on what they already know and what else they need to learn. Very good classroom support helps the lower attainers to reach the goals in their individual education plans and those who are capable are given extension work that provides more challenge. It is this attention to the individual needs of pupils that helps both girls and boys reach their potential. Another significant factor in the good standards is the ethos of the school that encourages pupils to think for themselves, and find different ways to solve problems. They become independent and pro-active learners with well developed speaking and listening skills. Although good standards of literacy are evident, spelling could be improved, especially when pupils are engaged in independent writing where they do not always apply the spelling techniques they have been taught.
6. Pupils with learning difficulties achieve well overall and make good progress towards their individual targets and during their work in lessons. Throughout their time in school, some groups of pupils, such as those who took the 2003 national tests make especially good progress and achieve highly by the end of Year 6.
7. Progress is good throughout as shown by the value-added data in school. Pupils' good literacy, numeracy and information and communication technology skills help them to achieve well in other subjects that require investigations and research such as history, geography, science and religious education. Computer skills help them to prepare and present findings in the form of charts and tables and word-processing enhances the presentation of their work folders. Standards of attainment have improved since the last inspection.

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

Pupils' attitudes, values and personal development are very good. Behaviour is good. Attendance and punctuality are very good. Spiritual, moral, social and cultural development are very good. Most of these aspects have improved since the last inspection.

### **Main strengths and weaknesses**

- Pupils' positive attitudes to work means they are active learners who achieve well.
- Behaviour is generally good and pupils are reliable.
- Spiritual, moral, social and cultural development is very good.
- Attendance is very good as pupils enjoy school and are keen to attend.

### **Commentary**

8. According to the surveys of parents and pupils, pupils enjoy coming to school as they find work interesting, for example, every member of the school council likes mathematics. Relationships are very supportive and respect is shown for the needs of others. The school promotes anti-racist attitudes. Staff begin to establish positive attitudes as soon as children start school and reception children soon settle to the routines and grow in confidence. Positive attitudes are maintained in the rest of the school as shown by the oversubscribed clubs and out of class activities that pupils take part in. They are willing to take responsibility and undertake tasks that help in the daily life of school. A particularly successful strategy is to attach an older pupil to a new child so that they always have a friendly face to turn to in the playground or if they need help. Pupils are proud of their school and enjoy talking about it and demonstrating their

achievements to visitors. Staff value pupils and respect their contributions to the ethos of the school and pupils appreciate the care and support they receive from all concerned.

9. Those with learning difficulties have very good attitudes to their learning responding with confidence to the extremely good relationships that exist with all those adults who work with them both in lessons, in smaller groups or as they receive more individual additional support.
10. Pupils can be trusted to work hard even without direct supervision and they strive to do their best. Occasional incidents of bullying are dealt with swiftly and pupils feel secure, knowing there is always someone they can turn to for help. Behaviour is good in classrooms and around school although some of the older pupils are sometimes slow to respond when called to line up after the lunch break and occasional arguments break out. Staff know how to deal with this as procedures are clear. Most pupils are mature, confident and sensible.
11. Pupils' personal development is very good. By Year 6, they show initiative and can make decisions and solve problems. They are articulate when expressing their views and make a significant impact on school development through representation on the school council that helps them to an understanding of citizenship. They leave school at age 11 well prepared for their next stage of education.
12. **Spiritual development** is promoted through acts of worship that allow pupils time for reflection in prayers and while listening to music. Religious education lessons help pupils appreciate how religion affects people's lives through questions such as 'Why do we have religions?' Lessons in science generate a sense of wonder as pupils find out more about the world in which they live. Close links with the local church are important in this aspect.
13. Pupils' **moral development** is enhanced through stories with a moral theme and in history pupils were seen discussing the actions of Henry VIII. Pupils understand their responsibility for stewardship of the environment as shown in a discussion on geography. The youngest children know right from wrong and can explain how people feel if they are not welcome to join in games or play. Assemblies with themes such as "thinking of others" help pupils to consider those less fortunate than themselves and several local charities are supported.
14. There are many opportunities for **social development** as pupils work in pairs, small groups or a whole class. The oldest and youngest children are encouraged to mix at breaktimes and activities such as music-making, sports and clubs promote a sense of community. As a result, pupils are confident and feel a sense of worth. Staff provide good role models as they work well as a team and they share personal stories to illustrate points in assemblies and discussions.
15. The school has no ethnic minority pupils and so makes strenuous efforts to promote **cultural development** through books, games and artefacts. Pupils' own culture is given due importance and used to aid learning as seen in a mathematics lesson, where a task was geared to football to maintain the interest of certain pupils, and in activities such as visits and field trips to local places of interest. An understanding of the culture of others is developed through geography, where pupils compare countries, and in religious education and art and design where the traditions, beliefs and creative work of others are studied. Displays in school reflect the diversity of culture in society.
16. Attendance is very good as it is well above the national average. This puts the school in the top ten percentage nationally for its rate of attendance. Unauthorised absence is below the national average. Registers are immaculate and correct and show that attendance is very good in every year group. Although there is rarely the need for the services of education welfare the school enjoys good relationships with the officer. The school maintains a careful watch on attendance and enjoys the full co-operation of parents who report their children's absence. In many weeks, attendance is 100 per cent. Occasionally, parents take holidays during term-time although discouraged by school.

## Attendance

### Attendance in the latest complete reporting year (%) 2002/2003

Authorised absence	
School data	4.1
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census
White – British

No. of pupils on roll
75

Number of fixed period exclusions	Number of permanent exclusions
0	0

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

## Exclusions

There have been no exclusions in the past year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education. Pupils achieve well because they benefit from good teaching and a rich curriculum. Parental and community support help to improve facilities and the school fulfils the requirements for the National Curriculum and religious education. The school meets the difficulties of teaching three year groups in one infant class by employing classroom assistants and the Foundation Stage children benefit from a favourable adult to child staffing ratio. Although housed in a Victorian building with two mobile classrooms in the grounds, the school is bright with attractive displays and has important facilities such as a hall, library and computer suite. Resource provision is good.

## Teaching and learning

Teaching is good throughout the school. In two thirds of lessons seen, teaching was good and in one third it was very good. This is an improvement on the previous inspection where most teaching was satisfactory and only a small percentage was very good. The teaching contributes positively to good learning. Children in the Foundation Stage make good progress in their first year in school and this is maintained in Years 1 to 6. Teachers have only recently taken responsibility for subjects and so their role as subject leader needs further development.

## Main strengths and weaknesses

- Teaching quality is consistently good throughout the school.
- Staff have good knowledge of the subjects they teach.
- Expectations are high.
- Assessment is used effectively to help pupils make progress.
- Lesson planning is detailed and clear about what has to be learned.
- Classroom assistants make a very positive contribution to the good standards.
- Inclusion is very good and the needs of all pupils, whatever their abilities are met successfully.
- Teachers have not yet developed their role fully as subject leaders.

## Commentary

### **Summary of teaching observed during the inspection in 24 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	9	15	0	0	0	0

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

17. The table above indicates the quality of teaching in school. There are no significant differences in the quality of teaching and learning in the Foundation Stage and Years 1 to 6 but more very good teaching was seen in the Year 5/6 class. Both parents and pupils appreciate the good teaching. All parents who responded to the questionnaire distributed before the inspection declare teaching to be good. Most pupils in their survey show appreciation of the kindness and fairness of teachers, they feel work is fun and they respond positively when encouraged to be independent.
18. Teachers are knowledgeable and confident in their teaching of the National Curriculum and religious education. They have also introduced oral French to the oldest pupils as an additional subject. Staff who teach the Foundation Stage children understand how to present the curriculum in imaginative and appropriate ways that appeal to young children. During the inspection, it was through a nursery rhyme theme and children were given many opportunities to sing, paint, look at books and play with suitable equipment to reinforce their learning. In Years 1 and 2, the successful teaching of basic literacy and numeracy helps pupils to achieve well and they become articulate, confident learners with above average speaking and listening, reading, writing and mathematical skills. Pupils are encouraged to find out for themselves what might happen in a scientific investigation or what patterns might emerge from work on number pairs. Pupils benefit from this good preparation when demands increase in Years 3 to 6. Teachers are able to guide pupils to an understanding of the impact of powerful writing on an audience and help them improve their own efforts. An insistence on accuracy in measuring and calculations helps pupils to apply their mathematical and scientific knowledge across the curriculum because they are so used to solving problems and carrying out experiments in a systematic, logical way.
19. Because all of the adults working with those pupils with learning difficulties thoroughly understand their individual needs and respond to each one very successfully pupils learn with confidence and achieve well both in lessons and when withdrawn for more specific help.
20. Expectations are high and pupils are encouraged to think for themselves and work hard and fast because of the brisk pace of lessons. Where pupils reach high standards they are encouraged to attempt higher levels in the National Curriculum and more challenging tasks are provided for them. This was seen in Years 5 and 6 where pupils were exploring probability and using scattergraphs to present findings on hypotheses they had created themselves. Where pupils have special educational needs, work is tailored to their requirements and they are supported by very competent classroom assistants. This early intervention in Years 1 and 2 means that, because of the high expectations, some special educational needs pupils, initially on the school's special educational needs register, reach average levels in national tests in Year 6. A good example of high expectations is the production by pupils of the school's newsletter that is distributed to parents and is of a high quality. Homework is used well to extend the work done in class; it is followed up and pupils understand it needs to be done conscientiously.
21. Assessment, overall, is good. Assessment of the core subjects is very good but staff are not complacent and have plans to improve assessment of the foundation subjects of the National Curriculum. Every child has a file which shows his or her progress, strengths and

weaknesses. In addition, records are kept of year groups to ensure all pupils achieve as well as they can and make as much progress as they can compared with other year groups. It is clear from the detailed lesson plans, and the helpful and rigorous marking of work, that assessment is also used to set targets for learning and teachers use it in their curriculum planning to identify what needs to be learned and what pupils need to do next. Teachers use assessment to evaluate the success of their teaching methods and they adjust these when necessary. As well as internal assessments, standardised tests are used to compare performance nationally. Good assessment means staff know the pupils well and the high quality reports to parents bear this out. The very effective use made of assessment means individuals can be targeted specifically and this raises the achievement of all pupils.

22. Classroom assistants make a significant contribution to teaching and learning. They ensure a favourable staffing ratio, especially in Years Reception to Year 2, where all three year groups would have to be taught in one class simultaneously if they were not there. They fulfil various roles, for which they have undertaken training; some support special educational needs pupils; one uses her computer skills to take groups of pupils for work in the information and communication technology suite and another ensures the reception children enjoy appropriate activities for their age. Classroom assistants are well briefed about what they are expected to do and there is good written communication between them and the classteachers. They attend training days and contribute to curriculum planning meetings. They contribute positively to inclusion as they often work with small groups or individuals to ensure they participate fully in class activities. They are valued members of staff.
23. Teachers have only just been allocated their roles as subject leaders because of special circumstances over leave of absence and therefore they have not yet developed this aspect of their role to include the monitoring and evaluation of subjects across the school. The headteacher has been acting temporarily as curriculum co-ordinator but plans are in place to implement developments from next term when staffing in school is back to normal.

## **The curriculum**

Overall the curriculum is very good and is both rich and stimulating providing many very interesting and worthwhile learning opportunities for pupils of all ages and abilities. The provision is very well enhanced through visits, visitors, and clubs and particularly through involvement in the arts. The curriculum is thoroughly planned and ensures progression in learning and this is an improvement since the last inspection. All statutory requirements are met.

## **Main strengths and weaknesses**

- There are many planned opportunities that enable all pupils to experience a rich and lively curriculum.
- All pupils are fully included in the life of the school.
- Very good provision is made for those pupils with learning difficulties.
- Pupils' personal development is very well promoted through the values that underpin the school's work.
- There are extensive experiences, and participation, in the arts.
- The recent improvements made to the accommodation, both within the building and to the outdoor facilities, have enhanced the curriculum.
- Best use is made of the mobile classrooms.

## **Commentary**

24. This is a very inclusive school where all pupils are equally valued and are encouraged to achieve their best through the very wide range of learning opportunities and experiences open to them. The curriculum is thoroughly planned and very clear guidance is provided within the termly plans for each subject. This takes fully into account the fact that pupils spend two years

in each class. All concerns raised at the last inspection have been successfully addressed. Many links are made between the subjects and the good literacy, numeracy and computer skills are applied well in other subjects. Extending these links to make learning even better is something the school is planning to develop. Very attractive displays of pupils' work reflect the welcoming, busy working atmosphere of the school and the diversity of the curriculum.

25. So many aspects of the school's work epitomise the enrichment of the curriculum. Learning to converse in French is proving very successful in building confidence in a new language as well as enjoyable for older children. Visits to places of interest, such as the parish church or the coast or staying in Derbyshire, to experience a different geographical area, widen learning opportunities very well. Visits to a Tudor manor bring the historical period to life and inspires Years 5 and 6 to research and prepare their own presentations to the class on aspects of Tudor life ranging from houses to employment and entertainment. A good range of club activities reflect the sporting, artistic and musical interests of the pupils and all have a chance to participate. As part of the Sphere Project, Year 5 pupils ran a science club for younger children.
26. The school is justifiably proud of its participation in the arts and uses those with differing expertise so well to enrich the experiences of all pupils. Working with experienced musicians, pupils thoroughly enjoy learning and performing African drumming, notably at the Festival Hall. Currently, steel pans are the focus of their musical attention and learning. An art day with Years 3 and 4 inspired pupils' beautiful representations of stained glass windows. Amongst the many book week activities, a writer and poet worked alongside all of the classes, his motivation continues as Years 5 and 6 recreate, through drama, the changing atmosphere of the forest as a setting for their own writing. Sporting opportunities are also well established, not only within the curriculum but through clubs such as gymnastics and netball, the village football club or when representing the area schools at cricket or participating in cross-country events.
27. Very good provision is made for pupils' personal, social, health education and citizenship (PSHE), incorporating both sex and relationships education and awareness of drug misuse through a full programme of work. This is well reflected in both pupils' very good attitudes to their learning, their confidence and self-esteem and the high expectations of caring and supportive relationships that are central to the work of the school. These attributes are seen in action throughout many aspects of school life, for example, through their 'friendly faces' responsibilities, older pupils look after younger new members of the school. The school council represents everyone and works hard for the good of the school. Producing their own newspaper, pupils invited a local journalist to launch their new venture. Citizenship at its best was seen at time of the national elections when a full mini-election was organised by the pupils - with winning candidates honouring their manifesto promises to improve aspects of the school environment, for example, providing bird boxes. The school prepares pupils well for the next stage of their education.
28. Those with learning difficulties are very well provided for in many ways. The code of practice for special educational needs is fully implemented. Pupils' needs are clearly identified in their individual education plans and fully considered in the support they are given. In lessons, teachers know their pupils very well, and prepare tasks that are well matched to pupils' level of understanding but are demanding so that they progress well. Very skilled support by teaching assistants is carefully considered and focused where it can be most effective. When working towards their own targets with the special needs co-ordinator each week, pupils' individual needs are very well addressed, their good progress matched by the confidence they develop. The newly introduced Talking Partners programme is very beneficial in helping pupils to organise what they want to say and to listen attentively to others. No pupils are disapplied from any National Curriculum subjects.
29. The school's accommodation meets the needs of the curriculum well. Outside, the very extensive grounds with many new features such as the copse, garden, and safe play areas for the youngest children provide wide-ranging opportunities not just for the reception year

children, physical education lessons and sport but for other subjects and for community use. Within the building, the recent changes greatly enhance the curriculum provision – the new library and computer room both make very valuable contributions to the quality of education and are used very effectively. Having successfully relocated one mobile classroom, very careful consideration is given to the organisation of the curriculum for the reception and infant children within the two units to ensure that the restricted accommodation they provide is used as well as it can be.

30. Resources overall are good and have improved very significantly since the last inspection, now supporting both teaching needs and pupils' learning well. Those for information and communication technology have had a particularly positive impact on the good standards achieved in the subject.

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

The care, support and guidance of pupils are very good, overall. There has been significant improvement since the last inspection.

### **Main strengths and weaknesses**

- Pupils have access to well-informed support and guidance.
- Pupils' views are taken into account in decision making.

### **Commentary**

31. Child protection procedures are all in place and the health and safety policy is clear and specific to the site. Pupils are trained to use equipment and tools safely. As the school is small, staff know the pupils well; their knowledge is underpinned by extensive assessment and records of the needs of pupils. This enables staff to identify any special needs swiftly and take appropriate action. Inclusion is given due importance and pupils are monitored carefully to make sure they achieve as well as they can. Pupils spoken to all knew whom they could turn to if they had a problem and they feel they are dealt with fairly. Very good relationships exist between pupils and staff. Induction arrangements are very good and ensure pupils who join the school settle quickly.
32. Those pupils with learning difficulties are very well supported through the carefully considered provision made for them both in lessons and when they are withdrawn for more specific individual help. Full regard is given to the national Code of Practice. Where a statement of special educational need has been awarded the school ensures that the requirements of the provision are totally met. The high quality of the provision makes an extremely important contribution to the progress and achievement of individual pupils. The Talking Partners programme is proving particularly beneficial in building pupils' confidence to communicate clearly and listen carefully to others.
33. Pupils' views are sought through the school council and even the youngest children are included. Representatives are elected by classmates and they report back after meetings. Discussions with pupils reveal that their views are considered and acted on, for example, new fencing has been erected, football nets purchased and play equipment provided for the playhouse for the youngest children. Pupils take their responsibilities seriously and they feel valued as they are allocated £100 to use for the benefit of the school. The pupil survey shows a positive response to life in school and this is borne out by the parental survey where every respondent said their child likes school.

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

The partnerships between school and home and with the community are very good. Links with other schools are good. There has been significant improvement since the last inspection.

### **Main strengths and weaknesses**

- Information provided for parents is comprehensive and helpful.
- Parents' views are given due emphasis in decision making.
- The school enjoys good parental support for pupils' learning.

### **Commentary**

34. The very good quality information for parents and carers helps them to support their children at home. School reports give parents a clear picture of their child's progress and particular emphasis is given to what children need to do to improve. Parents' evenings are held twice a year with an option for a third one after the annual report if necessary. Newsletters are sent out every half-term and parents receive an outline of the curriculum so that they can arrange family activities to enhance their child's learning in school. Notice boards are positioned prominently in areas where parents meet to collect their children. The prospectus provides very useful information and it meets statutory requirements. The governors' annual report to parents is very attractive and friendly; it gives a very clear insight into the life of the school. The parental survey reveals that the vast majority of parents are happy with the information they receive and they feel well-informed about their child's progress.
35. A very close working relationship is well established with parents of pupils with learning difficulties as with those of all pupils. From the very earliest concerns about an individual child's progress, parents are fully informed and progress and support are regularly discussed.
36. Parents are regularly consulted about important decisions and there is evidence of the school responding positively to their reactions, for example, over reports on pupils' progress. Nearly all parents and carers are comfortable approaching the school and they appreciate the communication between home and school, for example, through the reading record. At the meeting for parents prior to the inspection, parents explained how open the school is to suggestions and concerns. They stated that the school is constantly seeking ways to improve and cited the informal open afternoons where they can meet with governors as a good example. They consider the school to be dynamic as it encourages parental involvement and it responds quickly to concerns.
37. There is good parental support for learning because of the efforts made by school to provide guidance on how to help children at home (at the request of parents). Most parents are knowledgeable about the homework policy and support their children. They know homework is valued and followed up. Curriculum evenings on literacy and numeracy were organised to explain the national initiatives and the school enjoys 100 per cent attendance at parents' evenings to discuss children's progress. Parents have enhanced the curriculum in practical ways through the provision of outdoor facilities such as a sand pit, a safe play area for the reception children and a 'trim trail' for physical activities. Several parents help in classrooms.
38. There is mutual support between the pupils and the community. Local people are invited to school on open days and there is a close association with the local church and clergy. Pupils take part in local music festivals and sporting activities. Activities organised by the parent, teacher and friends' association also encourage local community involvement. Children support local charities such as the air ambulance and collect items for distribution for inner city Norwich. Effective links with the playgroup, and with the schools to which pupils transfer at age 11, aid the transition from one stage of education to another.



## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher is very good. Governance is very good and statutory requirements are met. Management is good.

### **Main strengths and weaknesses**

- The headteacher has a very clear vision and communicates this very clearly so that there is a shared understanding of how the school can improve.
- The processes for checking and evaluating performance are very efficient and help to raise standards.
- Planning for future developments is very good and is closely linked to the school's budget.
- Governors make a very good contribution to the work of the school.
- The headteacher has not been able to delegate responsibilities for subjects in recent years (because of staff absences) and there have been missed opportunities for staff development and for sharing the workload.

### **Commentary**

39. The headteacher inspires and motivates staff to join with her in raising standards and achievement and in making very good provision for pupils' personal development. She is fully committed to the school and staff share her high aspirations. She has created a very strong team of teachers and support staff. She provides a very good role model in her own teaching. The headteacher has helped to create a very purposeful ethos within a friendly and welcoming environment where all feel valued and respected. This gives pupils and staff confidence and self-esteem so that they work hard and achieve high standards.
40. The school is well managed. It has in place a very efficient system of self-evaluation that is focused on a close analysis of pupils' performance. This helps to raise standards in English, mathematics and science. It has successfully addressed criticisms from the previous inspection so that teaching, learning and the curriculum are effectively monitored in order to make improvements. In a similar way the school has a very detailed and comprehensive improvement plan which identifies priorities for improvement and monitors and evaluates progress towards them. This is enhanced by the school's rigorous process of self-review. Forward planning is very closely linked to the well-managed and monitored budget. This gives the headteacher and governors a very clear understanding of future developments, with a high priority given to achieving high standards. The principles of performance management, linked to support and opportunities for professional development, are firmly established and closely linked with the school development plan so that there is a very cohesive approach to improvements. Because the day-to-day management of the school is efficient, staff can concentrate on teaching and learning.
41. Although the staff work together as a team to help to manage the subjects of the curriculum, responsibility for subject co-ordination has recently been the headteacher's. The school has adopted this approach because during the past three years four members of staff have taken leave of absence. This means that teachers do not have sufficient opportunities to develop professionally in this area of their work and places an extra workload on the headteacher. The school has identified the need to delegate responsibility for subjects, although this will not be fully implemented until the staffing situation has settled in the near future.
42. Governance is very good. Governors are knowledgeable and experienced. They have a very good understanding of the strengths and weaknesses of the school and are very supportive. This allows them to make effective contributions to future planning and to monitor the progress of the school. They have very good relationships with staff and parents. This affords them valuable insights into the life and work of the school. Decisions are reached after well-informed, open and sustained discussion and governors take very seriously their role as

critical friends of the school. They have engaged in training and have carried out a self-review of their role in school followed by an effective action plan in order to increase their efficacy. The school has addressed a criticism from the previous inspection and now includes all relevant information in its annual report to parents.

## Financial information

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

Income and expenditure (£)	
Total income	238,711
Total expenditure	249,709
Expenditure per pupil	3,329

Balances (£)	
Balance from previous year	21,795
Balance carried forward to the next	10,797

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

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

Provision for children in the Foundation Stage is **good**. It has improved since the last inspection. At the time of the inspection there were five reception children in the infant class (one of them part-time) and they are taught with Year 1 in the mornings and with Years 1 and 2 in the afternoon. Attainment on entry varies considerably from year to year but, overall, is average. There are no special educational needs children in the current reception group. The infant teachers are part-time but they work well as a team with the classroom assistants, who share in the planning, to make good arrangements for learning so that children work with their year group or in ability groups, as a whole class and in small groups. The good staffing ratio allows the youngest children to be taught together for much of the time with one adult to five children, and classroom assistants make a significant contribution to the standards achieved by the reception children as they often take responsibility for activities. Although accommodated in mobile classrooms without toilet facilities, reception children have good outdoor facilities with a safe play area of their own and easy access to an outdoor sandpit, garden, gymnastics equipment and the school's field.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**. Standards are **good** and children exceed the national targets. They achieve well.

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

- Children achieve well because of the emphasis given by staff to developing independence.
- The very good relationships help children to feel secure and confident.
- The good staffing ratio ensures children have ready access to help and support.

#### **Commentary**

43. Effective links with the local playgroup, and between home and school, ensure a smooth transition to the school. Although still in their first term, children have settled quickly to the well-ordered routines and they cope confidently with the complicated arrangements for teaching and learning which means changing rooms and staff. They can be trusted to leave the mobiles to use toilets in the main building and they know who to ask if they need help. Staff treat children with kindness and sensitivity but also encourage them to mix with older children in school at breaktimes. Children already listen well, with good levels of concentration, and they know how to take turns, clear away equipment and work and play amicably. They are mature for their age.
44. No direct teaching of this area of learning was seen so a judgement cannot be made on teaching but there are many opportunities to see this area of learning through children's behaviour. Staff use every opportunity to explain the reasons for rules such as not shouting out and they encourage children to organise their belongings. Children contribute to the classroom 'golden rules' which emphasise positive behaviour, politeness and respect for others. The youngest children take a full part in tasks such as taking the register to the office and acting as classroom helpers so they feel valued. Personal, social and emotional development are strengths.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**. Early indications are that the reception children are likely to reach the national targets and they achieve well.

### Main strengths and weaknesses

- Speaking and listening skills develop well because of good teaching.
- Children show interest and enjoyment in stories.

### Commentary

45. Children are developing good listening skills as shown by their interest in a Chinese story about a monkey and a water dragon. This was helped by the effective way the teacher told the story, using good expression and pertinent questions to maintain interest. They are learning to communicate their needs and wants in a coherent and articulate way because there is always an adult available to help them express themselves. They have learned a wide range of nursery rhymes and can recognise their name. They are beginning to print their first name, with adult help, with careful attention paid to the formulation of the letter shapes. They are learning the sounds of the alphabet and can match sounds already learned to a picture or object in preparation for learning to read.
46. Teaching is good and sometimes very good. Effective use of classroom assistants ensures children receive individual attention when necessary and this has a positive impact on their speaking skills. Staff employ many useful strategies to develop communication, language and literacy skills such as encouraging work in pairs where a child who can already play a computer game explains to a partner what to do. Role-play areas in the classroom provide more opportunities for communication. The organisation of the curriculum, where areas of learning are taught through a term or half-term theme, helps to reinforce language skills and, at the time of the inspection, children were learning a good range of traditional nursery rhymes. They could then 'read' them in books because they had committed them to memory. This was very suitable for the reception children. Careful assessment of what children can do is used very effectively to help children make good progress at a steady rate.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**. Children are likely to reach the national targets and in some instances exceed them. They achieve well.

### Main strengths and weaknesses

- The quality of the classroom assistants makes a positive impact on standards.
- The teaching of skills across the areas of learning reinforces mathematical understanding.

### Commentary

47. Children can count to ten and identify the missing number in a sequence. They can recite and sing a good range of counting rhymes. They are learning to shape numbers correctly when writing them. They can collect information and, with adult help, represent it as a simple pictorial graph as seen in work on favourite nursery rhymes. They sort shapes and use hands and feet for measuring. They learn well because staff find ways of making tasks fun and they are relevant to children, for example, organising footwear in the cloakroom. Work linked to a design and technology lesson reinforced counting skills and introduced the notion of pairs while the learning of number rhymes aids speaking and listening. The rhyme about Jack and Jill was used to sequence events in a time span.

48. Only one lesson was observed in this area of learning and the teaching was very good as the task was challenging. With the very effective guidance of the classroom assistant, children produced a pictogram to show favourite rhymes. The youngest children benefited from working with older children on this task as they received additional help from them. The running commentary from the adult and his skilful questioning guided children to an understanding of what the graph represented.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**. Children are likely to reach the national targets and they achieve well.

### **Main strengths and weaknesses**

- Curriculum planning reinforces learning across areas of learning.
- A wide range of interesting and relevant activities promotes this area of learning effectively.

### **Commentary**

49. The curriculum is based on a theme for a term or half-term and teachers' plans identify ways in which learning can be linked so that work in one particular area can reinforce understanding in another. During the inspection the theme was nursery rhymes and a focus on one nursery rhyme per week was used imaginatively to address all the aspects of knowledge and understanding of the world. The traditional rhymes give a sense of times past. The rhyme, 'One, Two Buckle My Shoe' was used to make pegs and name tags for the children's wellington boots to keep the cloakroom tidy. 'Incey Wincey Spider' was linked to information and communication technology through an electronic spider and science work on webs. 'Hickory Dickory Dock' helped to illustrate the clockface and the passage of time. In addition, children record the seasons through displays of autumn and walks in the school's grounds. Sand and water play give them experiences of the features of natural materials. Simple maps and plans of the school develop early geography skills. Computer programmes based on nursery rhymes help to reinforce literacy and numeracy skills and discussions on how people from different backgrounds have different coloured skins help children understand, and show respect for, the world around them.
50. Teaching is good. Effective questions such as 'What is the problem?' and 'How can we do it better?' help children to generate their own solutions and develop more independence in their learning. These techniques resulted in some good work seen in a design and technology lesson where children considered the best way to organise their wellington boots. Staff encourage children to think about how things are made and how they work. Praise is used effectively to encourage children to participate and they are confident at putting forward their views because they know they will be received positively.

## **PHYSICAL DEVELOPMENT**

As no lessons were seen in this area of learning, a judgement cannot be made on provision or the quality of teaching. However, children were seen at breaktime on outdoor equipment and using implements such as brushes and pencils in class and, based on these observations, their physical development is likely to reach the national targets by the end of the reception year.

### **Main strengths and weaknesses**

- Children are confident on apparatus.

### **Commentary**

51. The school has a 'trim trail' consisting of equipment for various forms of physical exercise.
52. Reception children can use this to balance, jump, climb and swing using wooden planks, chains and logs. They are independent and confident. They also have access to other outdoor equipment such as tricycles, scooters and prams. Small apparatus such as bean bags and balls are used in lessons in the school's hall and games using a parachute are used to develop team co-operation.
53. Hand and eye co-ordination activities, such as drawing, painting, cutting and sticking, are used to develop reading, writing and computer skills. Children are learning to use tools such as scissors, brushes and pencils correctly and a demanding task was seen where a child using a computer mouse had to move the cursor around the screen to open a box, catch a fish or move a frog.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**. There are signs at this early stage that children are likely to reach the national targets and they achieve well.

### **Main strengths and weaknesses**

- Pencil drawings are good.
- Teachers provide a wide range of media.

### **Commentary**

54. The theme of nursery rhymes lends itself well to creative activities and children were enthusiastic about illustrating their favourite rhyme. They use pencils to draw identifiable figures and objects associated with traditional nursery rhyme characters. They mix colours to paint nursery rhyme scenes, using illustrated books for accuracy. The results are thoughtful and recognisable. This is because children always have an adult to guide them and train them in the appropriate techniques, for example, a spider had the correct number of legs and was a realistic colour because of a discussion with a classroom assistant. Children also draw round their hands and feet, make collages and finger puppets and make prints with their fingers. They have music sessions where they sing nursery songs, clap rhythms and play percussion instruments such as chimes, bells and triangles.
55. Teaching of creative activities is often led by a classroom assistant and, in the activities seen, this was good. Constant reinforcement of techniques and the correct handling of tools and implements helps children to work carefully and successfully. Due attention is paid to safety when gluing or using scissors and children are expected to clear away materials and wash hands when finished. Learning is enhanced by warm, supportive relationships and children respond positively to suggestions and praise. Children experience a wide range of media and those with less co-ordination of hand and eye are supported successfully by the adults who provide additional activities to help them, based on assessments of what individuals can, or cannot, do.
56. A designated co-ordinator for the Foundation Stage has only recently been identified and her role is not yet fully established. As she teaches the reception children in the mornings for literacy and numeracy she is knowledgeable about what children can do and what they need to do next. It is evident from the good quality of the provision that all staff in the infant class work effectively as a team and constantly seek ways to make the best provision for the youngest children.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH AND MODERN FOREIGN LANGUAGE

#### ENGLISH

Overall the quality of provision in English is **good**. Standards at the end of Years 2 and 6 are above average in speaking and listening and reading and writing. This is an improvement on the findings of the previous inspection. Most pupils, including those with special educational needs, achieve well because of the good and sometimes very good quality of teaching and learning. The quality of teaching and learning is an improvement on the findings of the previous inspection.

#### Main strengths and weaknesses

- Very good relationships lead to confidence and an eagerness to learn.
- Use of the literacy strategy to raise standards and the use of literacy in other subjects of the curriculum help to bring a relevance to pupils' work.
- The effective use of assessment helps teachers to set targets for improvement and to guide planning.
- Good use of classroom support assistants supports work in class.
- Standards of spelling in independent writing are weak.

#### Commentary

57. A significant factor in the high standards reached by Years 2 and 6 is the good quality of teaching. Because teachers have high expectations, as they move through the school, most pupils learn to read accurately and understand the ideas and meaning of text. Teachers have a good understanding of how to teach basic skills so that by the end of Year 2 most pupils make good use of a range of strategies when meeting new or unfamiliar words. Higher attaining pupils in Year 2 read fluently and explain preferences. They know how to use contents and index when locating information from books. Lower attaining pupils usually have a clear understanding of the stories they read but they are less fluent and accurate. The school makes good use of the National Literacy Strategy so that pupils build securely on previous work and lessons are well structured. This is one reason why, by the end of Year 6, most pupils begin to read between the lines and explain the ideas in stories by referring closely to text. Lower attaining pupils usually understand the main points in fiction and non-fiction texts, although their reading is less fluent. Higher attaining pupils read confidently, with expression and command of the detail. They confidently compare authors and justify their opinions by reference to text.
58. As they move through the school most pupils make good progress in their speaking and listening skills. Teachers manage pupils well so that, in lessons and assemblies, they know when it is appropriate to listen. This helps them to sustain their concentration and to respond well to questions or in conversations. Because pupils are highly valued and their efforts are respected they gain in confidence and self-esteem. This helps to improve the fluency of their speech. By the end of Year 2 most pupils organise and communicate their ideas clearly. They are confident to talk to visitors about how to use flow diagrams in instructional writing and explain their reading preferences. By Year 6, pupils question others when helping to produce the school's newsletter and speak with assurance when explaining to visitors how to take and use notes. The work of lower attaining pupils is enhanced by the work of the support assistants in leading the Talking Partners scheme. Pupils learn to organise their ideas carefully and speak clearly because they are well supported. This also helps them to structure their writing.
59. Teachers mark work regularly and provide comments which are supportive and help pupils to make progress. This helped pupils in Year 6 for example, to improve the imaginative choice of words in their stories. They provide work that is suited to the different abilities of pupils so that,

for example, pupils in Year 2 were challenged at their own levels of understanding to increase their skills in writing instructions. Because they were well supported by the teaching assistant, lower attaining pupils in Year 3 made good progress in their understanding of play scripts. Teachers usually have high expectations so that by the end of Year 2, most pupils punctuate their work accurately and use clear, joined handwriting. By the end of Year 6, most pupils present their work clearly and structure simple and complex sentences into paragraphs. Higher attaining pupils show a wide-ranging and interesting use of vocabulary to enrich their writing. Although the work of lower attaining pupils in Year 6 is less clearly presented, their writing is imaginative and well structured. However, as they move through the school less progress is made in spelling, which is often inconsistent. The school is aware of this and is reviewing its approach in order to make improvements.

60. The school makes very good use of assessments in order to set targets for improvement for individuals and for the school as a whole, for example, one individual target referred to the need to use more interesting adjectives. Following the school's identification of the need to focus on work on sentence structure, standards in this area were improved. Leadership of the subject is satisfactory. The co-ordinator has only recently been appointed and has not had time to make a significant impact on standards. However, the subject has been well managed by the headteacher together with the rest of the staff so that assessments are analysed and pupils' progress is discussed and used to help with planning. The library and resources are well organised.

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

61. Pupils make good use of their literacy skills in other subjects of the curriculum. This helps to extend and to give a relevance to their work and to increase their understanding of the other subjects. In Year 6, pupils carefully described how to find the surface area of a cuboid. In Year 2, pupils used their reading skills to access information on materials as part of a display of work in science and in religious education they used their research skills to discover information about Hinduism. In Year 5, pupils produced informative, well-written accounts of education in Tudor times. Older pupils produced interesting word-processed poems linked with work in art and design.

### **FRENCH**

62. No judgements about standards can be made as only one short session was observed. A very recent addition to the curriculum, French, in the form of purely conversational weekly sessions, is thoroughly enjoyed by pupils in Years 5 and 6. With obvious pleasure and with no English spoken at all, they clearly understand the teacher's instructions and are expected to reply to her questions about themselves, which they do with great assurance, answering in short correctly pronounced sentences. Singing or listening to French songs, responding to the register in French or just saying 'au revoir' at the end of the day, the pupils are very eager to use their new skills. Developing confidence in such an enjoyable way is giving a very positive introduction to learning a new language – one that will hold them in very good stead when they move on to their secondary schools at the end of Year 6.

### **MATHEMATICS**

Provision in mathematics is **good**. Standards are good and have improved since the last inspection.

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

- Pupils are able to use and apply their knowledge of mathematics in a wide range of situations.
- They understand the patterns and relationships between numbers.
- They have good problem-solving skills.
- Teachers provide many opportunities to develop mathematics effectively across the curriculum.



- Subject leadership needs further development.

## **Commentary**

63. Standards in mathematics in both Years 2 and 6 are above average. In 2003 national tests, all the pupils in Year 2 and nearly all of them in Year 6 reached the expected standards with over a third of them attaining the higher levels in both year groups. All pupils make good progress and achieve well. Girls and boys do equally well and those with special educational needs often reach nationally expected levels because of the good provision made for them through trained and effective classroom support assistants. The generous staffing levels, particularly in the infant class, is a significant factor in pupils' attainment as it means they are often taught in small groups with adult help that is readily available.
64. Learning is good because teachers place great emphasis on developing pupils' understanding of the patterns and relationships between numbers and, consequently, pupils can make up their own sums and find solutions to problems using a variety of methods. This is demonstrated by a display where Year 6 pupils invited other pupils to solve problems they had designed around conkers. Pupils enjoy the challenge of finding different routes to solutions and the high expectations of pupils' capabilities on the part of staff create an enthusiastic learning environment where pupils work hard and fast and have the confidence to try new activities. This begins early in school. Pupils in Year 1 were encouraged to think for themselves when they were asked to design ways of presenting information on favourite nursery rhymes, in Year 2 they were asked to look for patterns in pairs of numbers that made 20, in Years 3 and 4 they were directing a partner round the room and discovering the need for precise language, in Years 5 and 6 they were creating scattergraphs after hypothesising on whether people who were tall also had large feet.
65. The introduction of the numeracy hour has improved the speed at which pupils recall number facts through daily mental exercises. There are also good opportunities to develop skills in measurement with an increasing emphasis on accuracy as pupils move through the school. Pupils learn to think for themselves and work collaboratively on activities such as producing graphs and carrying out explorations on probability. Assessment and marking are used well to ensure pupils, whatever their abilities, make the best possible progress. Resource provision is good.
66. Pupils learn well because of good teaching. In mathematics lessons, teaching was always good and in a third of lessons it was very good. Strengths include:
- carefully planned lessons with clear learning objectives based on what pupils need to know;
  - enthusiastic teaching from staff who are knowledgeable about the subject;
  - insistence on the correct use of mathematical vocabulary and accurate calculating;
  - effective questions which make pupils think and express their thoughts coherently;
  - effective use of classroom assistants; and
  - high expectations that ensure all pupils do as well as they can.
67. The subject leader has only recently taken over the role and is still developing strategies for monitoring and evaluating the work in school. She has already carried out a review of mathematics across the school that will be presented to staff at the next staff meeting. The school is aware the role requires further development and this is linked to performance management.

## **Mathematics across the curriculum**

68. Every opportunity is taken to promote the use of mathematics in other subjects as this reinforces mathematical understanding and also brings rigour to activities such as scientific

investigations. Graphs and tables, many of them computer produced, are used in geography, history and science. They provide information on subjects such as deaths from the plague on a field trip to Eyam in Derbyshire and they create timelines of historical events. Year 3 were seen using grid references to find 'treasure' on a map. Pupils record weather using the school's weather station and record scientific experiments in a variety of ways. The skills pupils develop in mathematics, such as predicting answers at the start of tasks, help them to form hypotheses on the outcomes of scientific investigations, and the accuracy of their measuring and calculating ensures tests are fair and valid.

## SCIENCE

Provision for science is **good**, with many strong aspects that contribute to pupils' good achievements and is much improved since the last inspection.

### Main strengths and weaknesses

- Good standards are achieved throughout the school.
- Strong teaching challenges pupils to think and reason scientifically.
- Practical learning very successfully builds secure investigative skills.
- Many opportunities are provided to apply numeracy, literacy and computer skills through science.
- Pupils are enthusiastic for science and enjoy discovering more for themselves.
- The new role of the subject leader has still to be fully developed.

### Commentary

69. All children, including those with special educational needs, achieve well and make good progress. This reflects the good science teaching seen throughout the school. In last year's national tests for 11-year-olds all children attained the average level for their age with a large proportion reaching the higher level. When compared to similar schools this was an exceptional achievement. Pupils at the end of Year 2 also achieved better than expected for seven-year-olds. In lessons, pupils in Year 2 and Year 6 continue to achieve above average standards, an improvement on those previously reported.
70. The quality of teaching is a strength in science. In all lessons it is at least good. Strengths include:
- very well planned learning;
  - activities that are practical and demanding;
  - account is taken all of the abilities and ages of the pupils in the class so that all are actively involved and can succeed well; and
  - teaching assistants are very able members of the team and their valuable expertise is focused very effectively in lessons.
71. In Years 5 and 6, pupils learned particularly well in their lesson because of the teacher's very high expectations of their ability to make decisions. Pupils' explanations and reasoning were adeptly questioned, and all were encouraged to think and work scientifically.
72. Practical experiences are at the heart of each lesson as pupils in all classes very successfully develop not only their investigative skills but also their enjoyment of, and enthusiasm for, science. Acknowledging that predictions may not always be right, and perseverance is important, Year 2 pupils are delighted when the bulb in a re-assembled torch finally lights. Observing very carefully how their paper helicopters fall to the floor as they change their speed, spin and direction, pupils in Years 3 and 4 begin to draw conclusions about the relationships between the forces at work. Working with great confidence, the oldest pupils plan their own

investigations very competently agreeing both the variables and fair test conditions for their experiments.

73. Opportunities for pupils to use their numeracy, literacy and computer skills in science are wide ranging. After finding out about how their torches work, Year 2 pupils enjoy a computer activity to reinforce their new scientific words. Using the computer-controlled microscope, older pupils really appreciate the increased detail they can observe of the parts of the plant. As they collect information about the thermal insulation properties of different materials, using temperature sensors linked to a computer, Year 6's see the continuous loss of heat and are able to draw conclusions on their observations. Considering the results shown on different graphs encourages the class to rigorously interpret the information and compare results. Accuracy in reading the thermometer scale is an extra focus of their lesson. Discussion is an important feature of all lessons as pupils co-operate in their work, share their observations and use the correct scientific terminology with good understanding.
74. Planning for science is much improved since the last inspection. The two-year programmes of termly plans provide very clear guidance to teachers. The previously shared responsibility for the management of science has now passed to a specific subject leader, who is eager to take on her new role and looks forward to the opportunity to monitor teaching, analyse pupils' work in order to share good practice and identify ways to further improve achievement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision for information and communication technology is **good**. Although only one lesson was seen during the inspection, evidence from scrutiny of work, teachers' planning and discussions with staff and pupils indicates that attainment by Years 2 and 6 is above average. As they move through the school, most pupils, including those with special educational needs, achieve well. The leadership and management provided by the headteacher and specialist support assistant are good. They have a clear understanding of how the subject is to improve in order to raise standards.

### **Main strengths and weaknesses**

- Resources are good and readily accessible and all pupils have well planned opportunities to increase their skills.
- The specialist teaching assistant makes a significant contribution to raising standards.
- ICT is used well in other subjects of the curriculum, although the school makes insufficient use of models and simulations.

### **Commentary**

75. The school makes good use of its computers and computer suite so that all pupils have equal opportunity to succeed. This is a significant factor in the above average standards. It is enhanced by the provision of other equipment such as digital cameras, scanner and sensing equipment. The provision of resources and the computer suite represent an improvement in these areas since the previous inspection.
76. A further significant factor in the above average attainment is the contribution of the specialist support assistant. She is responsible for most of the teaching in the use of ICT. She has a thorough knowledge of the subject. She liaises closely with class teachers and helps to organise teaching and planning so that most pupils build securely on what has gone before. This enabled pupils in Year 2, for example, to achieve well in their keyboard and word processing skills. They produced attractive pictures and patterns and explored and investigated a range of options such as changes in font and framing and adding graphics. They accurately fed instructions into a floor-based robot.
77. Because the specialist teaching assistant and class teachers know pupils well they ensure that most pupils, including those with special educational needs, make good progress. By Year 6, pupils confidently create shapes and patterns using logo and use spreadsheets

accurately. They research history and geography using the Internet and CD-ROMs and produce attractive multi-media work. Because work is planned carefully to challenge pupils of different abilities, most pupils achieve well, for example, in the one lesson seen, in a Year 4 class, lower attaining pupils created squares and rectangles using logo while higher attaining pupils worked at a quicker rate and showed more precision and understanding of the angle of turn. Although the school provides some opportunities for pupils to use computer models and simulations, insufficient use is made of this area of its work. This results in missed opportunities for pupils to extend their skills.

78. The school makes good use of ICT in other subjects of the curriculum. This encourages pupils to refine and extend their skills and gives them a deeper understanding of the other subjects. Year 1 pupils extended their writing skills using simple word processing, in Year 2, pupils used computers to create attractive patterns in art and design technology, in Years 3 and 4, scanners were used to illustrate attractive textile work and older pupils used spreadsheets to calculate the area of rectangles. In Year 6, computer programs are used to compose music and pupils make good use of sensors to monitor temperatures as part of scientific investigations. A particular strength of the school is the opportunity afforded older pupils to combine their ICT and literacy skills in the production of the well-structured school newsletter. This is part of an after-school club, supervised by the specialist teaching assistant.

## **RELIGIOUS EDUCATION**

As no lessons were seen during the two days of the inspection, a judgement cannot be made about provision or the quality of teaching. However, during discussions, pupils in Year 6, including those with learning difficulties, showed understanding of their work in religious education that in many aspects exceeds the expectations of the locally agreed syllabus and their learning is good.

### **Main strengths and weaknesses**

- Pupils understand a range of religious beliefs by the end of their time in school.
- There are many opportunities to explore aspects of religious education openly through discussion.
- Good contribution is made to pupils' personal development.
- Pupils' cultural awareness is enriched as they learn about the diversity of world faiths.
- The responsibilities of the subject leader are still to be fully implemented.

### **Commentary**

79. A well-planned programme of work takes into account the fact that pupils spend two years within each class and fully integrates the requirements of the Norfolk Locally Agreed Syllabus. Having considered the question "Why do we have religions?" in lessons, pupils all speak confidently of their enjoyment of their class discussions and the decisions they reach. They show a mature understanding of many of the issues the question raised and of the influence of religious beliefs, relating it thoughtfully to the lives of believers, their learning in history and to issues of world events. Sharing their conclusions through a display of their work is important to them and they greatly appreciate the visit of the parish vicar to explain the responsibilities of his work.
80. From their written work, pupils in Year 2 show a knowledge and understanding of their work that is at least that expected for children of their age. Those with learning difficulties are supported well to record their feelings. Sharing their very positive rules for their class, such as 'be a good friend' they think about the caring words that can be used when others are unkind and relate their learning to some of the ten commandments of the Christian faith. They recognise that some people in authority, such as a school crossing patrol person, have rules to help everyone.

81. Through the depth of their study of Christianity, together with many of the world's major faiths, pupils learn not just the facts about each religion but think about the influence of the traditions, celebrations and symbolism on the lives of the believers. This is a very important aspect of the pupils' developing cultural awareness and completely addresses a concern about the limited understanding of different faiths noted at the last inspection. With a range of high quality artefacts such as a wedding garland, prayer beads and the chhab tray, Year 2 pupils learn about the lives and worship of Hindu families and compare the symbols of Christianity with those of Hinduism. Showing great respect for the differences in the beliefs of others, Year 6 pupils speak knowledgeably of the similarities of the faiths they study using as an example how light is widely used in many religious festivals as a symbol of worship. They can recall messages from assemblies and visits to the nearby parish church.
82. The subject leader is newly responsible for the subject and as she is on leave of absence has not yet had time to develop her management role. Until recently there has been shared responsibility for the decisions made about the subject. The subject planning has greatly improved since the last inspection. The termly plans are now detailed and give very clear guidance to teachers preparing their lessons.

## **HUMANITIES**

83. In humanities, work was sampled in **history** and **geography** with only one lesson seen in history and none in geography. It is not possible to form an overall judgement about provision in these subjects. There is evidence from discussions with pupils and from samples of their work that standards are good in history in Year 6 and they have improved since the last inspection. As geography was not being taught during the part of the term when the inspection took place and there was no current work to see, a judgement cannot be made on standards.
84. In both subjects, pupils experience a range of visits to reinforce learning. Year 6 described, with enthusiasm, a Tudor Day where they enacted life at Kentwell Manor and a residential visit to Derbyshire where they studied a contrasting landscape and learned about the plague village of Eyam. They can explain the background to the life of Henry VIII and understand the impact of his actions on the lives of sections of the population at the time. Displays in school show that pupils in Years 1 and 2 learn traditional rhymes and make simple maps of the school, explaining how they would improve the site. By Year 6, pupils have studied the Romans and the Tudors and they can use ordnance survey maps to plot journeys and describe features of, for example, seaside towns, from information on a map. They study weather patterns using the school's weather station. ICT is used effectively to produce tables and graphs of aspects of history and geography such as a record of plague victims, weather records and the journey of a local river. Discussions with pupils reveal their good understanding of environmental issues and they can talk about the effects of pollution and tourism on the Norfolk Broads.
85. Teaching was very good in the one history lesson seen in the Year 5/6 class. Pupils are skilled at interpreting historical evidence and well aware that events can be represented in various ways depending on the point of view of the writer. They were articulate and confident in their role-play as characters on opposite sides of the argument for a break with the Pope's authority. Pupils achieved well because of the imaginative way the teacher presented work and they enjoy the challenges she provides. As a result of careful pairing of pupils the lower attainers achieved better than expected and the higher attainers made more demands of one another as they argued their case. Standards are enhanced by the good literacy skills of pupils as they organise their ideas, make notes and participate in mature, coherent discussions. The leader of these subjects is new to the role but owing to leave of absence, has not yet taken up management responsibilities.

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

86. It was only possible to sample work in art and design, design and technology, music and physical education so a judgement cannot be made about provision. Inspectors spoke to

teachers, examined curriculum plans and displays and held discussions with pupils where possible.

87. No overall judgement can be made about the quality of teaching and learning in **art and design** as only one lesson was seen during the inspection but displays of pupils' artwork and the two year programme of work planned for each class shows that skills are built on cumulatively throughout the school. Opportunities are well considered for pupils to communicate their ideas with imagination and to explore the work of other artists. In the single lesson, good teaching encouraged all pupils in both age groups to achieve well as they investigate textiles. Confidently sharing their preferences for the feel or look of the different fabrics, Year 2 pupils work very independently on their weaving following the teacher's very clear instructions, explaining warp and weft and introducing beads to add interest to their woollen patterns. Everyone is eagerly anticipating the visit of commercial silk weavers and being able to see live silkworms beginning the process by spinning the silken threads.
88. Many starting points are very effectively used to stimulate artwork. Picasso's feeling of sadness expressed through work is reflected in the Years 3 and 4 pupils' own patterns of shades of blue. Leaf prints capture both the autumn colours and Year 2 pupils' seasonal thoughts, "*Twinkling, twirling, twisting leaves*" and "*Softly, slowly leaves drop one by one.*" Their work on rivers inspires Years 5 and 6 to produce a very effective patchwork of dyed fabric decorated imaginatively to recreate the watery theme of their work. As a result of a very enjoyable day spent working with two local artists, Years 3 and 4 produced striking representations of stained glass windows. Other pupils throughout the school now have the opportunity to work alongside the same artists during a weekly after-school club - currently modelling in clay. Art is also used well to enhance the work of other subjects. As part of their science work, the oldest pupils make very careful and finely detailed pencil drawings of parts of the plants they study. Along with other subjects, changes are taking place in the management of art and design and the way in which pupils' achievements are tracked and recorded is being completely reviewed. A new subject leader is taking on the responsibility currently shared by the whole teaching team but this has had no time to impact on the school's work.
89. In **design and technology**, pupils experience many opportunities to work with different materials, learn and build upon a range of skills and techniques and design and make a wide variety of products. Practising how to make a simple box fold pop-up feature, pupils in Years 3 and 4 thoroughly enjoy using their newly acquired skill to create cards based on a space theme from their work in science. Investigating different ways in which things move, older pupils in Years 5 and 6 know how cams work and find out more about levers before incorporating them into their own designs, they make toys that are both very well finished and show good attention to detail. In the infants, pupils use many different techniques to create their own 'amazing coats' inspired by the biblical story of Joseph. Experimenting with repeating art patterns, including using a computer program, cutting paper patterns, the Year 2 pupils practice their stitches and sew their fabrics together to complete their bright and colourful coats. Decisions about the planning of design and technology work have been made collectively with responsibilities shared by all members of the school team, However, with the recent identification of the specific roles of subject leaders to observe lessons and track pupils' work, the management of the subject will in the future be further strengthened.
90. In **music**, the school has successfully addressed criticisms from the previous inspection and has in place a broad, balanced programme of musical experience. The curriculum is enhanced by work in African and Caribbean drumming. Video evidence shows that pupils provided a very entertaining performance at the Festival Hall. Pupils sing tunefully and harmoniously in assemblies. They have opportunities to play instruments, many provided by the parent, teacher and friends association, and to sing and perform during school performances. Pupils in Years 3 and 4 learn to play the recorder and pupils have opportunities to play guitars, keyboards and percussion instruments. Older pupils use computers as part of their work in composition. Leadership and management are satisfactory.

91. In **physical education**, in the only lesson seen (in Year 2) because the teaching was good, most pupils achieved well in responding to music as part of their work on Indian dance. The school provides opportunities for pupils to participate in a good range of extra curricular sport. These include, netball, cricket, football, basketball and cross-country. Many of these are organised by parents and teaching assistants. Pupils in Years 5 and 6 attend a local pool for swimming lessons. Most pupils learn to swim and many go on to reach high standards. Leadership and management are satisfactory.

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

92. No lessons were seen in this area of the school's work so a judgement cannot be made about provision. The school has a very good programme for personal, social and health education. It has a very clear policy and scheme of work and high expectations and the ethos of the school are significant contributory factors. Pupils are given many opportunities to take the initiative and accept responsibility, for example, older pupils help to look after younger pupils at various times during the school day. The school has created a very caring atmosphere where pupils usually get on very well together and are eager to help one another and staff. The school council is a very effective body. It considers real issues and makes a significant contribution to the life of the school, for example, the school fence was installed and play equipment provided at its behest. It has its own budget and members consult with their classes in order to suggest improvements. Pupils throughout the school take responsibility for organising events to help to raise funds for those less fortunate than themselves and to decide which charities should be supported. At election times, elections are held in school so that pupils deepen their understanding of aspects of citizenship. Sex education and education about the use and misuse of drugs are very well provided for as part of the personal, social and health education programme and as part of the work in subjects such as science.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

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

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2

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

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

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



