

INSPECTION REPORT

FLITCHAM PRIMARY SCHOOL

Flitcham

LEA area: Norfolk

Unique reference number: 121133

Headteacher: Mr Roger Harman

Lead inspector: Ian Naylor

Dates of inspection: 20th – 22nd September 2004

Inspection number: 266833

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:	Voluntary Aided
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
Number on roll:	89
School address:	Church Road Flitcham King's Lynn Norfolk
Postcode:	PE31 6BU
Telephone number:	01485 600383
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Nick Irving
Date of previous inspection:	7 th June 1999

CHARACTERISTICS OF THE SCHOOL

Flitcham Primary is a small rural school with 89 boys and girls on roll. The majority of pupils are from white British backgrounds, but three are from other non-white ethnic heritages. All pupils speak English as their first language. There is one pupil with a statement of special educational need, and three pupils have special educational needs requiring school action; this is below the average for similar schools nationally. Pupils are from family backgrounds representative of a cross-section of the community within a relatively prosperous and socially advantaged area. Attainment on entry is above the national average. The proportion of pupils eligible for free school meals is broadly average. One in four pupils in the current Year 6 joined the school after the normal time of admission. A high proportion of pupils are drawn from outside the school's catchment area. The school achieved the Artsmark Gold Award in 2004, the Investors in People Award in 2003, and the Healthy Schools Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20906	Ian Naylor	<i>Lead inspector</i>	English; Science History; Geography; French.
19374	Wendy Sheehan	<i>Lay inspector</i>	
18709	Nina Bee	<i>Team inspector</i>	Foundation Stage; Music; Art; Personal, Social and Health Education.
1224	Graham Todd	<i>Team inspector</i>	Mathematics; Information and Communication Technology; Design and Technology; Physical Education; Special Educational Needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **successful** school. The very good leadership provided by the headteacher has helped to build a committed staff team where there is good quality teaching. Standards are consistently higher than average. Pupils achieve well across a broad range of opportunities. The school is a vibrant community with a caring atmosphere and very good relationships between staff and pupils. These help to promote very good attitudes and behaviour and a positive approach to learning. This is further strengthened by the very positive support and involvement from parents and governors. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are above average.
- Standards for information and communication technology (ICT) by Year 6 are below the national average.
- Teaching and learning are good.
- Leadership and management are good and school governors are effective.
- Pupils' attitudes, behaviour and attendance are all very good.
- The curriculum is enlivened by the many creative and sporting opportunities available to pupils.
- The school has a happy environment where relationships are well promoted and pupils of all abilities can achieve success.
- Aspects of the accommodation restrict access and impede pupils' learning.
- The school involves parents very well in the life of the school.
- Very good links are made with other schools and with the local community.
- Assessment is good in English, mathematics and science but it is less well organised in other subjects.

Standards across most subjects have improved significantly since the last inspection. The qualities of leadership and teaching have been sustained at a good level. Opportunities to enrich the curriculum have been successfully introduced and recognition for this gained through the Artsmark Gold Award. Subject leadership is now firmly in place. Many national initiatives have been consolidated or introduced such as the literacy and numeracy strategies and changes to staff working time. School management has been strengthened and the Investors in People Award gained. The support of parents has been further encouraged. Improvements have been made to accommodation, but there remain significant weaknesses that affect learning. There have been improvements in ICT, particularly in staff skills, equipment and resources. These have helped to raise pupils' achievements but, as yet, have not brought them into line with national expectations.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	A	A*	A*
mathematics	E	A	A*	A*
science	C	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 attained similarly at the end of Year 2.

Achievement is **good**. There has been a very significant improvement in attainment at both key stages since the last inspection across English, mathematics and science, compared with other schools nationally and also with similar schools. However, there has been a fluctuation in overall performances as a result of small cohort sizes. The children enter Reception with above average standards. Most children reach the expected levels with some easily exceeding them by the time they enter Year 1. Current standards are above average in reading, writing and mathematics in Year 2 and in English, mathematics and science in Year 6, but they are below average in ICT in Year 6. Pupils with special educational needs (SEN) make good progress overall and their achievement is good.

The spiritual, moral, social and cultural development of pupils is good. Pupils' personal development is very good. Attitudes and behaviour are very good. Attendance is very good.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. Teaching in English, mathematics and science is good. It is good for pupils in Reception. Teaching is well organised and planned. Pupils are given a clear idea of what they will learn. They are challenged by the activities presented. Teachers have high expectations of pupil behaviour and performance. There is close teamwork between teachers and learning support assistants so that they provide good support to lower attaining pupils or those with SEN. Teaching in ICT observed during the inspection was good, but teaching over time has been unsatisfactory. Assessment is satisfactory overall and best in English, mathematics, science and the Foundation Stage. Staff know pupils' needs and abilities well. The curriculum is satisfactory and is very well supported by opportunities in the arts and sports. There is good provision for pupils with SEN. There are very good procedures to ensure pupils' care and welfare. The school is very inclusive with very good relationships between adults and pupils. There is a very good partnership with parents and they are supportive and closely involved in the life of the school. Staff have forged very good links with other schools and the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Governors work with staff well and are effective in their support. All legal requirements are met. The headteacher is very experienced and provides very effective leadership and vision for the direction of the school. With good support from the deputy headteacher, they have together built a dedicated and committed staff team. They provide very good role models to staff and pupils. This has helped to create a very good ethos in the school, to sustain a high quality of teaching, and this in turn promotes good pupil achievement. Management is good with policies and procedures firmly in place. Financial controls and administration are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think the school is very well led and the teaching is of a high quality. They particularly value the very good ethos, including the warm relationships between adults and pupils and the opportunities that staff provide for them to be involved with their child's learning.

Pupils like their school very much and enjoy the wide range of activities that are provided for them. They like the fact that their views are listened to by staff.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT.
- Improve accommodation to allow full access to all pupils and create better facilities for pupils and staff.
- Extend the best practice in assessment across all the subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in all years and by all groups of pupils is **good**. Standards have improved since the last inspection and are now **above average**.

Main strengths and weaknesses

- Pupils make good progress by Year 6.
- Lower attaining pupils and those with SEN make good progress.
- There is good achievement in English, mathematics and science at the end of each key stage.
- Children in the Reception class make good progress.
- Standards in ICT are unsatisfactory.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	19.7 (18.6)	15.7 (15.8)
writing	16.3 (16.1)	14.6 (14.4)
mathematics	19.9 (19.6)	16.3 (16.5)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

1. Over the last three years boys and girls have exceeded the national average in the national tests in reading, writing and mathematics at the end of Year 2, and in English, mathematics and science in the national tests at the end of Year 6. In 2003, for pupils in Year 2, the standards in reading, writing and mathematics exceeded the national average for their age group. In reading they improved markedly from being broadly average in previous years to being very high and in the top five per cent of schools nationally. In writing they moved up from being below the national average to well above. In mathematics they moved from being broadly average to very high. In Year 6, standards in English and mathematics moved from below the national average in 2001 to well above by 2003; in science they moved from being broadly average to well above average. The school considered that in 2003 there was a particularly able cohort of pupils.

2. In the school's predicted Standard Assessment Task and Test (SATs) results for 2004, which are as yet to be confirmed, the school's own analysis shows that pupils have not achieved as well as in the previous two years. At Year 2, the percentage attaining the national averages expected in writing, reading and mathematics was lower than the previous year. Similarly the percentage attaining the national averages in English, mathematics and science is lower than for 2003. However, the school trend for these subjects remains above the national trend.

3. These fluctuations in performance year on year can be explained in the context of such a small school with low numbers of pupils in each year group. In 2004, there were more pupils with lower attainment overall or who had SEN. In addition a number of higher attaining pupils left the school during the year. Nevertheless, pupils achieved well despite their lower results.

4. The school makes a detailed and accurate analysis of the SATs results and uses a tracking system from Foundation Stage to Year 6, including optional tests. Therefore, the school is able to

¹ Figures for the end of Year 6 are not given as there were less than ten pupils in the cohort.

identify any under-achievement quickly and uses a number of additional teaching strategies to boost pupils' performances. Taking into account the attainment of all the pupils in each year group, the results of national tests show that above average standards in English, mathematics and science are being maintained across the school. The school is alert to the slight difference in performance between boys and girls and is taking appropriate steps to rectify this.

5. The children enter Reception with above average attainments. By the time they start in Year 1, most children reach at least the expected levels with some easily exceeding them. They achieve well and work confidently. This is because they are given a curriculum that is accurately matched to their individual needs.

6. Lesson observations and analysis of pupils' work show that current standards for English, mathematics and science in Years 2 and 6 are above average. Pupils make good progress. This reflects the high quality of teaching available in the school and the good support provided by the curriculum. Pupils with SEN make good progress overall and their achievement is good. The achievement of pupils with particularly high attainment is good. Pupils from ethnic minorities also achieve well.

7. There has been improvement in pupils' achievement across the school in ICT, which was identified as a weaker area at the last inspection. However, standards remain below those expected at Years 2 and Year 6, because until recently the quality of teaching in ICT was low. There has been a marked improvement in the quality of teaching and provision and in pupils' achievement in ICT since the appointment of the new co-ordinator. The school is on track to improve pupils' overall performance in ICT during this academic year.

8. There has also been good progress made in the arts, with the school achieving the Artsmark Gold Award. Pupils make good progress in both key stages in physical education, especially in swimming. They make good progress in their personal, social and health education (PSHE). Pupils in Years 3 to 6 who undertake the optional lessons make satisfactory progress in French.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are **very good**. Pupils' personal development is **very good**. Spiritual, moral, social and cultural development are **good**. Attendance is **very good**.

Main strengths and weaknesses

- There is a very good climate for learning.
- The provision for pupils' spiritual, moral, social and cultural development helps pupils to develop good personal and social skills.

Commentary

9. All pupils have very good attitudes to learning. They settle quickly in class and are very enthusiastic when responding to questions and when participating in discussions. They support each other very well in paired and group work. Pupils' behaviour is very good throughout the school day and playtimes are friendly social occasions. Pupils who have SEN are given very good support; they feel confident and so have very good attitudes in lessons.

10. The school has a clear policy on bullying which is included in the staff handbook. There is a further statement on bullying and on discipline in the school prospectus. No bullying was observed during the inspection and pupils on the school council speak highly of the way adults support them when there has been a 'falling out' amongst friends. There have been no exclusions. These very positive attitudes and behaviour support pupils' good achievement.

11. Children in the Reception class are on course to exceed the expected levels in personal, social and emotional development by the time they enter Year 1. They show very positive attitudes to learning and achieve well. Induction procedures are very good which enables the children to settle quickly into school. Personal and social skills are consistently well promoted in all that they do. This results in good independent skills being developed. By the time they leave Reception most children work well together and are developing very good relationships with each other and the adults who help them. Behaviour is very good.

12. Pupils have a very secure understanding of the difference between right and wrong and a very clear appreciation of the possible impact that their behaviour might have on others. Social skills are developed very effectively so that relationships between different age groups are very friendly. Pupils have a good appreciation of their own and others' cultural traditions. This understanding is enhanced, for example, by the school's sponsorship of a child in Africa. Pupils' spiritual development is supported by close links with the church and the good opportunities in lessons to raise their self-esteem and self-awareness.

Attendance

13. Pupils' very good attendance has a positive effect on their achievement. Attendance levels have continued to remain very high in comparison with other schools. The school administrator monitors registers very carefully and rigorously follows up any absences. The majority of pupils arrive on time, lessons start promptly and the school gets optimum value from learning time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.2	School data	0.3
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. The strongest features are teaching, pupil welfare, links with parents, with other schools and the local community. Provision for ICT and some aspects of accommodation are weak areas.

Teaching and learning

Teaching and learning are **good** overall. Assessment is **satisfactory**.

Main strengths and weaknesses

- All lessons observed were good or very good.
- Teaching is good for children in the Foundation Stage.
- Teachers use the national strategies for literacy and numeracy well.
- Teaching makes clear to pupils what they will learn.
- Teachers encourage the support of parents well.
- Learning support assistants provide good support, particularly to low attaining pupils and those with special needs.
- The use of ICT to support learning is unsatisfactory.
- Assessment is good in English, mathematics and science but there are fewer strategies to measure progress or standards in the other subjects.

Commentary

14. Teaching is at least good in each key stage. It is good in English, science and mathematics. Teaching has been maintained at a consistently high level since the last inspection, except in ICT where it remains unsatisfactory.

15. Teaching is good for children in Reception. All adults work well together and form very good relationships with the children. Learning is consistently good because adults have high expectations regarding pupils completing activities and behaving well both inside and outside the classrooms. Lessons are well planned. As a result the children quickly develop positive attitudes to learning and work with great enthusiasm and enjoyment. They generally concentrate well and confidently work independently or in small groups.

16. Teaching is effective in the majority of subjects at both key stages because lessons are well planned and organised with suitable activities and tasks to challenge and motivate pupils of all abilities. Very good use is made of the national strategies for literacy and numeracy as well as additional strategies to support lower attaining pupils, especially in literacy skills. This means that pupils make consistent progress in their learning and achieve good standards. Teachers take great care to explain to pupils at the start of each lesson what they will learn and they also make regular checks of pupils' understanding during and at the end of the lesson. Work is marked regularly and carefully evaluated. Pupils are informed of their progress and praised for their efforts. Good attention is given to setting specific tasks for pupils with low attainment or SEN. Teachers work closely with learning support assistants who give particularly good help to these pupils. The strong teamwork across the school supports pupils' learning very well and helps all pupils to reach their full potential. Staff have high expectations of pupils' behaviour and effort.

17. Teachers give parents good encouragement to support their own child's learning. For instance, there is good collaboration with parents via the use of homework diaries and this helps in particular to promote pupils' standards in reading. Many parents provide voluntary help in the classroom or on school trips such as those for swimming. There is a good rapport between staff and parents, which enhances the opportunities for learning by pupils. Parents feel strongly that teaching in the school is of a high quality and therefore merits their fullest support.

18. The quality of teaching for pupils with SEN is good. The learning support assistants have clearly identified roles and areas of responsibility. They provide good support for individuals and groups of pupils, and liaise very closely with the teachers.

19. There has been an improvement since the last inspection in the skills of teaching ICT and in its use to support pupils' learning across the subjects. However, this has not yet been sufficient to raise standards overall to acceptable levels.

20. In English, mathematics, science and the Foundation Stage, there are clearly established procedures for assessment. The school has developed a good system of tracking pupils' progress and attainment, which is kept up to date. This helps teachers to understand and assess pupils' achievements. In the Reception class very clear achievement profiles are kept based on the national guidance. These clearly track children's progress through all areas. In the rest of the school, teachers collate the results of tests in reading and number skills using standardised materials. They evaluate the results of the annual national SATs and adjust their teaching to provide pupils with activities to improve weaker areas of learning.

21. Staff know the abilities and aptitudes of pupils very well and therefore their planning for teaching is based on accurate information about each pupil's potential. However, great care is taken not to place too much emphasis for pupils purely on their performance in these tests. Teachers successfully provide a learning climate in which all achievement is encouraged and rewarded. Teachers have fewer strategies for assessment used in the subjects other than English, mathematics and science and therefore they cannot judge achievement accurately. Teachers do not ensure that pupils regularly participate in setting their own learning targets.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	16	0	0	0	0

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

The curriculum

The pupils have access to a **satisfactory** range of learning opportunities; enrichment of the curriculum is **very good** and accommodation and resources overall are **satisfactory**, however, access to ICT still remains unsatisfactory.

Main strengths and weaknesses

- There has been insufficient improvement in provision for ICT since the last inspection.
- The curriculum is enriched by a very strong focus on the arts.
- The accommodation is unsatisfactory.

Commentary

22. The teachers plan well for literacy, numeracy and science and these subjects are now firmly established within the curriculum. Planning for the mixed year groups in different subjects in the curriculum is well thought out; curriculum content and time allocations are carefully planned. This is not the case with ICT. Although planning has improved recently, the opportunities for using ICT are very limited and the school has not provided the resources and staff expertise for pupils to develop their skills, knowledge and understanding. The use of ICT in different subjects of the curriculum needs further emphasis. Statutory requirements with regard to religious education, sex and relationships education, and education about alcohol and drug misuse are fully met.

23. The school has enriched the curriculum very well by providing opportunities for the arts and extra-curricular provision. Examples of this are the broadening of music tuition to include woodwind and brass and by working with a local high school with specialist Arts status. French is funded by parents, and is available as an option to all pupils in Years 3 to 6. The curriculum for PSHE is good and is planned for in all classes.

24. There are special curriculum focus weeks, for example, literacy and multicultural weeks have been held. There is a varied range of visits and extra-curricular activities including visits to arts centres, music festivals and participation in competitive sport. These and other similar activities have earned the school the Artsmark Gold Award, only one of four primary schools in Norfolk to receive this award.

25. The curriculum is adapted and modified effectively to meet pupils' special educational needs. These pupils are fully included in lessons and well prepared for the next stage of their education through the use of good individual education plans (IEPs). Pupils who are identified as gifted or talented are given further opportunities to take on responsibility and to flourish. For instance, some receive extra musical tuition; one pupil has been given the responsibility of editing the school magazine and others have taken leadership roles in assemblies.

26. There is a good match of teachers to the curriculum. Teaching assistants have clearly defined roles and provide good support for the pupils.

27. Aspects of the accommodation are unsatisfactory and in several instances they impede pupils' learning. Years 3 to 6 are taught in mobile classrooms that have no toilet facilities. Pupils have to use toilets in the main building, which is an added security risk. There is a lack of storage space and because of this the hall tends to be very cluttered and restricts the activities in physical education. The hall doubles as a library and dining hall. Pupils with SEN have limited access to parts of the building or playground because there are a number of obstacles to their access, such as steps. The headteacher's office doubles as a staffroom and the Year 2 classroom is very small with no water for art lessons. Opportunities for pupils to use ICT are restricted because there is insufficient room for a computer room. The school recognises all these weaknesses, is making appropriate risk assessments and has some planning for future action to make improvements, but is restrained by financial considerations in its efforts to speed up this process.

Care, guidance and support

The school continues to take **very good** care of its pupils and procedures to ensure that pupils work in a safe environment are **very good**. It provides **good** levels of support and guidance so that pupils develop into confident young citizens. The school involves all pupils **effectively** by seeking and acting on their views.

Main strengths and weaknesses

- The school's procedures for health, safety and child protection are very good and ensure that pupils work in a safe and secure environment.
- Very good procedures for induction help pupils to settle in well.
- Very good relationships ensure that all pupils are individually cared for and supported and their opinions valued.

Commentary

28. The school ensures that regular health and safety checks are carried out and the governing body is actively involved in supporting these arrangements. Thorough procedures, including risk assessments, are firmly in place to promote a safe learning environment. Child protection procedures are very well established and the school is diligent in consistently monitoring the welfare of its pupils.

29. The school ensures that children enjoy a smooth transition into the Reception class and many opportunities are organised to help them settle into the school. The Reception teacher arranges home visits and meets children in their playgroups and Nursery schools to ensure she is fully aware of their needs prior to them joining. This ensures children quickly settle into their new environment and maximise all opportunities from the outset. Pupils joining other year groups are linked to a class friend initially and are readily welcomed into the school community. The overwhelming number of questionnaires returned by parents show that they agree procedures for induction are good.

30. Teachers provide very good role models for pupils and this leads to a purposeful learning environment. Throughout the school, pupils are friendly and supportive of others and a helpful, co-operative community atmosphere exists. Pupils' views are carefully listened to, for example, through the newly created school council. All pupils are actively involved in contributing to improving the school environment through recently introduced class councils. The school council has been effectively involved in discussions to improve playtime activities.

31. All staff have a good knowledge of pupils' standards particularly in English, mathematics and science. There is a positive environment where pupils want to achieve well. The school has yet to introduce a system that ensures pupils are more fully involved in setting their own targets for improvement.

32. Pupils with SEN make good progress towards the targets set for them. The special educational needs co-ordinator (SENCO) assesses their progress very carefully and involves them in discussing their individual learning targets. The school makes every effort to ensure that parents of pupils with SEN are fully involved in the review of IEPs and annual reviews of statements.

Partnership with parents, other schools and the community

The school's partnership with parents, other schools and the community continues to be **very good** overall and plays a pivotal role in achieving the school's aims.

Main strengths and weaknesses

- Parents' views of the school are extremely favourable and their level of involvement is high.
- Links with the local and wider community and secondary schools are very good and there is a strong open partnership between the school, parents and the community.
- Parents are very well informed about school activities and their child's progress.

Commentary

33. Parental views collected through the parents' meeting and parents' questionnaire show that parents are overwhelmingly pleased with all aspects of the school. They actively share in their children's learning and are a key element in promoting effective learning. Parents of pupils with SEN are involved well in their child's learning.

34. Many parents attend the weekly sharing assemblies that celebrate pupils' achievements. This promotes the 'family atmosphere' in the school that parents value highly. The parent-teacher association has raised substantial funds and very regularly organises events to support improvements to the school's learning environment. For example, parents helped to raise funds for the new outdoor play equipment.

35. Parents regularly and willingly offer their services to the school and help with swimming and reading. A very good example of the school/parent co-operation is the financial and moral support by parents to the establishment of teaching French to pupils during the school day.

36. The school has developed very good links with the community. Sponsorship from local industry has been sought for a range of projects in school including the building of a new car park, clothing for sports teams, and building of the school hall. The close proximity of the Sandringham estate has enabled the school to learn about the Royal Family. Very good links exist with the local church. The local community uses the school and its facilities for various purposes. For example, there is a thriving after-school club for pupils of working parents. Very good links exist with the secondary schools to which pupils transfer and these include effective support for the arts.

37. The quality of the information that the school provides for parents is very good. The well-written prospectus provides clear and helpful information. Newsletters are sent out weekly and provide useful information on events and activities including a range of community events. The school has carried out its own questionnaire to ascertain parents' views and, through constant self-evaluation, is always seeking ways to further improve the partnership with parents. For example, the school is currently exploring the re-introduction of curriculum workshops for parents. The homework book and reading record are very good two-way communication tools for parents. Annual reports on pupils' achievements are detailed and staff offer regular opportunities to parents to discuss their child's progress. This regular flow of information ensures parents are fully involved in the school and their child's learning.

LEADERSHIP AND MANAGEMENT

Leadership is **good** and management is **good**. The very good personal leadership of the headteacher provides a focus for sustained high quality performance and improvement. Governance is **good**.

Main strengths and weaknesses

- The headteacher provides very clear direction and control and he enables staff to work well together as a team.
- There is good school self-evaluation, monitoring and review.
- Subject leadership has been strengthened and helps to promote high standards in teaching and pupil achievement.
- Governors provide good support to staff and pupils.
- Financial administration and controls are good.
- The longer term strategic planning needs to set clearer priorities for areas such as ICT and accommodation.

Commentary

38. The headteacher has sustained the good quality of overall leadership that was noted at the last inspection. He uses his experience well and has a very clear view for the direction of the school, which he very successfully shares with the staff team, governors and parents. He has been effective in raising overall attainment of pupils in most key areas of the curriculum and maintaining a very strong school ethos in which pupils thrive and work in harmony with one another. He provides the drive and initiative that has made the school so effective as seen, for example, with the recent Artsmark Gold award to the school. He encourages teamwork amongst staff and has high expectations of the quality of teaching, taking appropriate steps to monitor and support high standards. He has a good relationship with the governors and works closely with them to secure the best provision for the school.

39. The school has developed effective procedures for measuring the success of pupil performance in English, mathematics and science. There is good analysis of national test results, comparisons with similar schools and action taken to highlight areas for development. Systems are in place to support the high quality of teaching through monitoring and evaluating performance. The headteacher works closely with local authority advisers to ensure that the curriculum provision

meets requirements. He undertakes joint lesson observations with advisers to evaluate teaching and monitor pupil progress. The school is well aware that ICT remains the weakest area of provision. Although actions since the last inspection have been insufficient to secure average standards, there have nevertheless been some distinct improvements: the subject is now under the leadership of a newly appointed co-ordinator and is beginning to show better results.

40. Subject leaders are effective in monitoring the quality of the curriculum and teaching in their subject and they have been helped in this by the allocation to them of non-teaching time. They provide a clear focus for the direction of their subject and organise resources well. Examples of the effectiveness of this organisation and planning are seen in the good provision of additional literacy and numeracy support, and the effectiveness of the support provided to pupils with SEN. It is also evident from the consistently good standards and achievement of pupils in English, mathematics and science.

41. The school governors are dedicated and committed. They receive good information from the headteacher and staff. They have well organised committees, meet all legal requirements and carry out their duties well. There are good policies and planning procedures in place that are reviewed regularly. Governors give good support and challenge to the headteacher and staff in monitoring the quality of the curriculum and teaching. They make regular visits to the classroom to judge for themselves what pupils are learning. They support school events and promote parental involvement.

42. The school effectiveness plan is sound and is very broad in the way that it aims to tackle areas for development. It provides a clear focus for subject improvement and gives good direction to the maintenance of high standards. However, it lacks a longer-term view. This is best illustrated by the situation that has arisen in the development of ICT, with satisfactory standards not yet met, and by the need to make more detailed and cohesive plans to further upgrade accommodation.

43. Management procedures and systems are good. New staff are well inducted and are given all the information they need to carry out their duties effectively. Procedures for the performance management of teachers and other staff are in place. All staff are clear about their roles and responsibilities. Initiatives to control working-time practices and the well-being of staff are all well promoted. Staff training and development are well planned and opportunities are presented to all staff to join in-service training or to attend relevant courses. This helps to maintain good pupil standards and achievement.

44. Management of the SEN provision is good. Statutory requirements are fully met. The money received by the school for SEN is well spent, most being used to fund learning support assistants.

45. The school financial administrator has good day-to-day systems in place for balancing accounts and administering the ordering and receipt of goods, services and equipment. She works closely with the headteacher and governors to help monitor school spending and to ensure that the best value is obtained when buying goods and services. The school purchases financial management support from the local authority and this provides a monthly check on the school's spending, as well as general financial advice and support. The school office is efficient, provides a warm welcome to parents and gives good support to staff.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	308,231.00
Total expenditure	298,259.00
Expenditure per pupil	3351.00

Balances (£)	
Balance from previous year	4,106.00
Balance carried forward to the next year	9,972.00

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good**.

46. The school has maintained its good provision for the youngest children in the school since the previous inspection. Cohorts are usually small. There are currently 11 part-time children in Reception. Information collected when children start school indicates overall above average attainment on entry although there is generally a wide range of abilities. This was similar at the time of the previous inspection. Induction procedures are very good and ensure that the children settle in quickly and happily. Parents are very pleased with the information they receive. Resources are good to support learning in all areas. Most children achieve well. The children work for part of their time alongside pupils in Years 1. Activities are well planned to develop learning in all areas and match the needs of all children. Teaching is consistently at least good and often very good. Leadership and management are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are very well behaved.
- Listening skills develop successfully.

Commentary

47. The children's achievement is good. Most children concentrate well, approach new learning with confidence and share resources sensibly. They are given many opportunities to speak about what they do and this develops their confidence well. In addition, listening skills are generally promoted effectively. Behaviour is very good. The children are happy during their time in school. Activities to enable children to use their imagination, such as when they play in the classroom café, are well resourced. They help to promote many aspects of their personal and social development as well as reinforcing skills taught in other areas. Personal and social skills are reinforced well as the children maturely get out and later put away the small whiteboards which they use to write. Teaching is good. Most children are on course to exceed the expected level in this area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress in developing reading skills.
- Teaching of writing skills is very good.

Commentary

48. The children achieve well and most are on course to exceed the expected level in communication, language and literacy by the time they enter Year 1. Children enjoy listening to

stories and learning the words of songs. For example, they enthusiastically and confidently sing a song that reinforces how a caterpillar changes into a butterfly. The children begin to recognise and write the different letter sounds despite having only attended school for a short time. This is because there are very good opportunities for children to practise and develop their writing skills. The children are given very clear instructions on how to write letters properly. All children handle books carefully and most have a good idea that the text tells the story. Higher attaining children are beginning to identify parts of the book such as the 'title' and recognise a few familiar words. Reading books are sent home regularly and parents contribute very well to their children's learning by commenting in the home/school book. Teaching is at least good overall and the teaching of basic writing skills is very good.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Achievement is good.
- Teachers use questioning well to check what children know.
- There are many good practical activities for children.

Commentary

49. Children make good progress in their understanding of number. They use number fans containing numbers 1 – 10 to try to identify numbers. They are beginning to show a good understanding of counting accurately up to five. The children begin to develop an understanding of words associated with basic number such as 'more than' and 'less than'. Higher attaining children confidently work out that one more than three will be four. Lower attaining children are asked more simple questions such as 'Show me the number two'. The teacher reinforced children's basic mathematical skills as when she encouraged the children to measure the 'length' of their caterpillar to make sure it was the same length as hers. Teachers' questioning is skilfully directed at the different ability levels within the group and as a result learning is good. The children work hard and concentrate well because they know that the teacher expects this. In addition, the teacher plans interesting activities, which effectively stimulate the children. For example, in the classroom café the children refer to the 'price lists' to determine how much things cost. Teaching is good and most children are on course to exceed the expected levels.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

50. There is too little evidence to make a judgement on the children's knowledge and understanding of the world. Planning is good and shows that the children are learning about mini-beasts. Children confidently speak of previously looking for worms outside. Most know that the worms were 'alive' and that they 'put them back in the soil because that was where they liked to live'. Most children were keen and eager to listen to a story about the life cycle of a butterfly. By the end of the lesson, the children showed good understanding of vocabulary such as 'cocoon' and 'wings' because the teacher reinforced vocabulary well. They developed a good understanding of how a caterpillar changes into a butterfly. With adult support, the children excitedly used the lap top computers. Higher attaining children knew that computers need electricity in order to work. Most children in this lesson achieved well and worked at the expected levels for their ages.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children make good progress in their co-ordination.

Commentary

51. Achievement is good. The children have good opportunities to use the hall and the spacious outside area to develop physically. They dress and undress quickly and confidently for lessons and walk to the hall sensibly because they know that is what is expected of them. They generally listen to instructions well and use climbing and balancing apparatus safely. Higher attaining children show a good awareness of the importance of exercise on their bodies. Previous work shows that the children are developing their co-ordination skills well through regular use of scissors, brushes and pencils. They have good opportunities to use soft materials, such as clay, to cut and roll. Children were seen maturely using clay to make caterpillars. Teaching is good and most children are on course to exceed the expected levels.

CREATIVE DEVELOPMENT

52. Analysis of children's previous work shows that this area is well planned for by teachers. For example, the children have many opportunities to experiment with colour, to paint, to use crayons and to develop three-dimensional art. However, too little direct teaching was seen to make an overall judgement for creative development.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE.

Provision in English is **good**.

Main strengths and weaknesses

- Achievement is good overall in writing, speaking and listening, and very good in reading.
- Teaching has many areas of real strength such as the very good collaboration with parents to support pupils' learning.
- Drama is used effectively to support pupils' confidence in speaking and performing in public.
- Language skills are enhanced by the opportunity to learn a foreign language.
- Information and communication technology (ICT) is not used sufficiently to promote learning.

Commentary

53. Evidence in lessons and from analysis of pupils' work confirms that standards of reading, writing, speaking and listening are above the levels expected nationally across the school. The results from the end-of-year assessments and tests for 2004 are likely to show a sustained rate of improvement at both key stages over recent years compared with similar schools nationally. Despite a wide range of abilities within each class group, achievement is good at each key stage. Achievement in reading is very good at both key stages. This is in no small part due to the super support given by parents generally through the homework diary, and in particular, by those who volunteer to help hear readers in school.

54. Achievement in speaking and listening skills is good across the school. Pupils are given good opportunities in most lessons to express themselves. They are encouraged, for example, to think before they respond to teachers' questions and use a full sentence, rather than a one-word answer. Drama is used effectively to extend pupils' skills in speaking and to build their self-confidence. In a drama lesson in Year 1, pupils developed their confidence in expressing themselves without using words, by miming a story. In Years 5 and 6, pupils showed good imaginative acting when collaborating in turns with a partner to interpret a short story to the rest of the class, drawing their inspiration from a taped story.

55. Achievement in writing is good by the end of Year 2 and very good by the end of Year 6. Handwriting shows good incremental progress. By the end of Year 2, pupils are writing neatly and many are able to join up their writing. Pupils use individual whiteboards confidently for writing letter sounds, and say aloud letter combinations to create words during their daily practice in phonic skills. They write in sentences with good attention to punctuation. For example, in a very good literacy lesson higher attaining pupils listen well to a Roald Dahl story. They recall what happened in the story so far and write answers to the teacher's questions using a sentence. When writing their own adventure story they understand the use of adjectives to make their story more interesting and exciting. They can write in sentences with good attention to spelling, letter formation, spacing of words, full stops and capital letters. The very good teaching provides middle attaining pupils with a simple story frame and this helps pupils complete their work more easily. Lower attaining pupils are very well supported in their learning and can order sentences prepared by the teacher to complete their story.

56. By the end of Year 6 pupils are writing fluently with good attention to spelling, punctuation and grammar and using a joint script. No lessons were observed in Years 3 and 4, but analysis of pupils' work shows that achievement in their writing skills is good and that standards are above national expectations. Pupils understand how to plan and write stories in different ways. They know that changing the tense of the verb can change a narrative piece of writing from past to present or future. Work is regularly marked and evaluated by the teacher and comments are made that help pupils to improve their work.

57. In Years 5 and 6, pupils understand the use of the third and first person when using descriptive writing. They know the difference between homophones and homonyms and identify them in a given piece of text. Work in pupils' books and that on display in the classroom reveals that higher attaining pupils write extended pieces of descriptive writing. Teaching is good and provides a range of relevant tasks and activities to challenge all abilities. For example, lower attaining pupils are given extra support in the form of a story-board, whilst middle attaining pupils are given picture and text clues, and those with the highest attainment are expected to write with very few prompts.

58. Teaching is good overall and makes use of a variety of resources and methods to support pupils' learning. The National Literacy Strategy is now well established in the school and effective in the support it provides to pupils' learning. A particularly successful feature of teaching is the excellent collaboration by teachers with parents, especially to support pupils' progress in reading. By the use of well-prepared reading homework involving reading diaries, as well as volunteer parents in the classroom hearing readers, pupils are given help that ensures that they make very good progress. Teachers have successfully introduced a range of additional literacy strategies, including Guided Reading (a nationally recognised approach to the teaching of reading), to support pupils with lower attainment or special educational needs. These sessions are very well organised by teachers and very well led by learning support assistants who have been appropriately trained. Assessment is good and uses a range of good strategies to evaluate and record pupils' progress and attainment. Good use is made of standardised reading tests and the school's own tracking system of pupil achievement.

59. The subject is effectively led and monitored by the two key stage co-ordinators. Although there is some use of ICT to support pupils' learning in English, including word processing and language skills programs, this area is not yet sufficiently well developed. The use of ICT by pupils is limited across the school and by the time they are ready for transition to high school education they have not gained sufficient skills in this area.

60. **French** has been introduced since the last inspection as an optional modern foreign language. It has increased the opportunities for pupils to develop their overall language skills in a wider context. Pupils' achievement is satisfactory. In the one lesson of French observed with pupils in Year 6, teaching was good. Pupils greet one another and the teacher in French and learn to use the names of subjects found in a French school. They participate in a variety of games to extend confidence in the use of the new words. They make good progress and achieve well in the lesson. The teacher uses French for most of the instructions and questions to pupils, but intersperses these with a repeat in English to ensure that all pupils understand what they have to do.

Language and literacy across the curriculum

61. The use of literacy skills across the other subjects is good because it is well planned by teachers. Pupils get many opportunities to extend their speaking and listening skills, usually by the skilful questioning of teachers and in subjects such as drama and PSHE. There are examples of very good extended writing skills in history and geography by pupils in Years 5 and 6, for instance, when they write descriptions based on their research about the Normandy Landings during the Second World War. In science, pupils write detailed records of their investigations and the results of their experiments. Language skills are reinforced during French lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is consistently good throughout the school and results in pupils making good progress.
- Assessment procedures are very good.
- Problem solving and the use of ICT are the weakest aspects of provision.

Commentary

62. Standards in mathematics in Years 2 to 6 are above average. In 2003 the national test results in mathematics placed the school in the top five per cent of schools nationally. The provisional results for 2004 show that standards last year were down on the previous year but still above average for similar schools nationally. Inspection evidence found that the majority of pupils are achieving well, with no significant difference between the achievement of boys and girls. The pupils with SEN receive good support and the work is adapted and modified effectively for them. As a result, they are making good progress with their learning.

63. The National Numeracy Strategy is being effectively used by all teachers and is providing the structure for teachers to plan their work. Lessons are well planned; learning objectives are written on the board and shared with the pupils at the beginning of lessons and skilful questioning at the end of lessons checks what pupils have learned. Teachers have high expectations of what pupils will achieve and, as a result, pupils are respectful, attentive and work hard. Mathematical language is well taught and teachers' lesson planning identifies words on which to focus. Assessment is very accurate and pupils are tracked carefully as they move through the school. Last year, for instance, the school accurately predicted the outcome of the national test results. The school is using the information from assessments to set learning targets and identify areas for improvement. Problem

solving is one such aspect of mathematics where the pupils have difficulty applying the knowledge they have been taught and deciding upon which operation to use. Marking is good and helps pupils to improve their work. In some classes there is too much reliance on worksheets; more able pupils could be working in exercise books at an earlier stage. Learning support assistants are well trained and they make a very good contribution to lessons. They know the pupils well and are confident when working with small groups.

64. Subject leadership is good. Regular monitoring of lesson planning and teaching has been effective, ensuring that a good curriculum is in place and that above average standards have been maintained. There has been some recent improvement in the use of ICT, but the school is aware that this is an area requiring much more development. Overall, there has been good improvement since the last inspection.

Mathematics across the curriculum

65. Mathematics is used regularly in other subjects, for instance, pupils were observed in a history lesson about the Victorians discussing timelines and gaining an understanding of chronology. They have used simple co-ordinates in geography and measured distances in athletics and swimming.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Achievement is consistently good.
- Teaching gives good support to pupils of all levels of attainment.
- Planning is very thorough and embraces all required areas.
- Leadership of the subject is good.
- The use of ICT to support the subject is weak.

Commentary

66. The national test results over the last three years have shown that standards in science are consistently above the national average and sometimes they have been very high. Current standards at the beginning of the school year are above those expected. Achievement is good at the end of both key stages. Judgements are based on a small sample of lessons, and a detailed analysis of pupils' work during the last academic year and at the beginning of the current one.

67. Pupils, by the end of Year 2, can carry out simple investigations and record their results. For example, they have a good understanding that humans can have differences and similarities in their physical characteristics and they can organise the results of their survey to show the different eye colours in the class. By the end of Year 6, pupils understand how to construct a fair test and conduct experiments. They record detailed observational notes. They understand, for example, the function of blood in the circulatory system. They measure and make observations about the apparent effects of exercise on pulse rates. They evaluate their findings.

68. Teaching is good because it is well planned and provides relevant activities to challenge and support pupils of different levels of attainment. Tasks are graded so that higher or lower attaining pupils are able to work at an appropriate rate. For instance in a lesson for pupils in Years 1 and 2, lower attaining pupils recorded the results about eye colours using a simple bar graph, whilst higher attaining pupils were expected to draw, write and describe some of the differences between human features. Pupils are given a clear idea of what they will learn at the start of lessons and their

understanding is checked at the end, often by the use of good questioning by teachers. Teachers regularly mark and evaluate pupils' work and homework is used to extend and evaluate their progress and ability to work independently. Teachers cover all the required curriculum areas and are focussed in their planning because they use the nationally recognised units of study.

69. The subject is well led by the two key stage co-ordinators. They monitor the provision carefully across the school and are keen to introduce new ideas. Well structured practical activities are organised that take advantage of trips out of school to places where there are science fairs or exhibits, which broaden pupils' experiences and knowledge. The use of ICT is limited, but digital cameras and microscopes are used effectively and there is a growing awareness and use of ICT programs to support pupils' practical work, especially for the recording of results. Resources are satisfactory. There has been a good improvement in the subject since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average.
- Information and communication technology (ICT) has been unsatisfactorily taught and resourced.
- Recent staff training is increasing teachers' awareness of how ICT can improve the learning opportunities for all pupils.
- Assessment procedures need implementing to confirm standards.
- The subject is well led by the recently appointed co-ordinator.

Commentary

70. Throughout the school standards in ICT are below average. The pupils in Year 6 are likely to leave school without the necessary skills, knowledge and understanding to access the secondary curriculum. This is because until recently ICT has not been taught on a regular basis. The work has not covered aspects of the curriculum such as control, monitoring, and modelling. Resources have only recently been improved and even now they are inadequate and pupils have to share computers. There are issues around the accommodation for ICT that have not been satisfactorily resolved.

71. Teaching observed during the inspection was good, but teaching over time has been unsatisfactory. Currently, pupils are not working at the expected levels; they are 'catching up' on the work that should have been covered in previous years. There is a good deal of evidence to show that standards are starting to improve under the guidance of the new ICT co-ordinator. Good staff training has been instrumental in the recent improvement in teaching. However, there is still much to do, notably the implementation of an assessment system to track pupils' progress, identify the areas for improvement and record their achievements.

72. The management of ICT is currently good. The co-ordinator is knowledgeable, confident and able to give effective help and support. Since her appointment significant strides have been made. For example, long and medium-term planning is in place, software and hardware have been audited and training of staff has commenced. Further training for staff is planned in the use of control, data logging, the Internet, the digital video camera and digital microscope. However, there has been insufficient improvement in standards since the last inspection.

Information and communication technology across the curriculum

73. The use of ICT is planned in different subjects and some examples of this were observed during the inspection. However, the use of ICT is patchy in some subjects and this aspect of the work requires further development. During the inspection a good example was seen in mathematics when the data projector was used to demonstrate a different method of subtraction using a number line with pupils in Years 3 and 4.

HUMANITIES

74. As the school has voluntary aided status, religious education is not included in this inspection.

75. Only one lesson in **history** was seen and none in **geography**. These subjects were not a focus of the inspection. A sample of pupils' work was scrutinised, together with teachers' planning and pupils' work displayed in classrooms and around the school. In both history and geography achievement and progress are at least satisfactory. In the history lesson teaching was very good because it set carefully graded activities and tasks to challenge higher and lower attaining pupils. Pupils in Years 3 and 4 show good understanding of the passage of time by researching specific events during the reign of Queen Victoria, such as the year of her Coronation, the Great Exhibition and the Golden Jubilee. They successfully use ICT to display this information on a time line. Pupils' work displayed for geography shows good written descriptions and map work about visits to the local seashore. Pupils in Years 1 and 2 explore information, write and draw about the Great Fire of London and create their own diary entries in the style of those of Samuel Pepys. In Years 3 and 4 pupils use an ICT program to learn about co-ordinates and mapping symbols and how to use a compass accurately. The subjects are well led by an experienced teacher. The curriculum is satisfactory. Resources of books and video taped materials are good, but there is a shortage of artefacts and other source materials. There are regular visits to places of historical or geographical interest both locally and further afield. Teachers mark work regularly and use homework effectively to support learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. The school has recently been awarded the Artsmark Gold Award for its commitment to teaching the arts, which include art and design and music. No lessons were seen in art and design or in design and technology, and only one lesson was seen in music. It is therefore impossible to make a firm judgement on provision or teaching in these subjects. There are no records in these subjects to show how well pupils are doing.

77. In **art and design**, a limited amount of pupils' previous work in Years 1 and 2 shows that achievement in painting is broadly as expected in relation to pupils' ages. Pupils have many opportunities to use paint. In addition they have satisfactory opportunities to look at the work of famous artists and then use similar techniques to develop their own pictures. In Years 3 to 6, there were satisfactory examples of how art and design links with other subjects. For example, in Year 6, pupils made colourful three-dimensional Greek pots after looking in history lessons at how the Ancient Greeks lived. In addition, all year groups are regularly involved in whole school art projects. For example, all pupils have the opportunity to design a Christmas card. A few cards are later chosen to become the 'official school cards'. Each year, pupils' artwork is displayed to the public at the Sandringham Flower Show. Well-planned visits out of school, such as the visit pupils in Years 5 and 6 made to the Sainsbury Centre for Visual Arts, greatly enhance the art and design curriculum.

78. In **design and technology**, pupils' work and displays in classrooms around the school show that achievement is also broadly average. Although there is a satisfactory number of tools to support the subject there are limited disposable resources. There are good links with other subjects such as art and science. For example, pupils discuss the properties of material when making designs for slippers. Teachers' planning is satisfactory and uses a national scheme.

79. In the **music** lesson for Years 1 and 2, teaching was good. The pupils sang enthusiastically and they were working at expected levels for their ages. The teacher had high expectations regarding the way pupils were sitting, listening to the tape and following the text that they were given. As a result the pupils worked hard and successfully learnt a new song. Learning was good because the lesson was well planned and the teacher's questioning challenged each pupil. However, opportunities were missed to reinforce words specifically related to the subject such as 'pitch' as the teacher discussed with pupils the difference between high and low sounds. During assemblies, singing was tuneful and enthusiastic. There are good opportunities for pupils to learn to play a musical instrument through the peripatetic service. Many pupils sing in the school choir.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are above average.
- Teaching is good across a wide range of activities.
- The hall is cluttered and restricts the activities that can be taught.

Commentary

80. In the small number of lessons seen, standards in physical education were above average. Swimming is a strong feature of the provision; in this activity standards are well above average. The teacher and instructors receive excellent support from parents. In the swimming lesson observed, Years 3 and 4 pupils were learning how to develop their crawl stroke. Very good teaching was helping them to improve arm, leg and breathing techniques. The beginners were well taught and benefited from the number of adults in the water who were able to assist them – three of these were parents.

81. Inspection evidence shows that there is a good curriculum in place with all aspects of physical education being covered. The school participates in West Norfolk sporting activities, for example, the swimming gala, cross country, country dancing, cycling and cluster football matches. An annual sports day is held, which is competitive and well attended by parents. Teaching is good and provides a wide range of relevant activities.

82. Leadership is good and the co-ordinator monitors planning and teaching. Assessment is in place and records indicate the good achievements of pupils. For example, fifty per cent of pupils in Years 4, 5 and 6 can swim a distance of 1500 metres. The co-ordinator is very careful to stress to staff the care needed when taking lessons in the hall because of the unsuitable accommodation. This impacts on the quality of education by placing restrictions upon the use of the apparatus and limits more vigorous types of activities. The school has started to use ICT in physical education, but this is an area for further development.

83. There has been good improvement since the last inspection and standards have been maintained.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. The programme for PSHE is good. There are clear guidelines for teachers to plan lessons that focus on personal development and relationships as well as some elements of being a good citizen. Personal, social and health education (PSHE) lessons are planned for in all classes. There is a school council, which consists of representatives from each class. These pupils identify an area to focus on and are currently working on making sure that no one is left out at playtime. PSHE issues are well promoted during assemblies. For example, pupils were asked to think about the value of friendship. Visitors such as a nurse, a policeman and a dentist are invited in to talk and work with the pupils. No lessons were seen.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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