

INSPECTION REPORT

Chapel Break First School

Norwich

LEA area: Norfolk

Unique Reference Number: 121018

Inspection Number: 186700

Headteacher: Mrs K Elliott

Reporting inspector: Mr C Hemmings, 14614

Dates of inspection: 11th – 14th October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
Type of control:	County
Age range of pupils:	4 to 8
Gender of pupils:	Mixed
School address:	Thurlby Road Chapel Break Bowthorpe Norwich NR5 9LU
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs L Allies
Date of previous inspection:	22 nd – 26 th January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr C Hemmings, RgI	Science Design and technology Art Physical Education	Attainment and progress Teaching Leadership and management The efficiency of the school
Mrs M Keep, Lay Inspector	English as a second language None	Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources The curriculum and assessment
Mrs M Allan	Mathematics History Geography Special educational needs Under-fives Travellers' education	
Mrs M Kerr	English Information technology Music Religious education Equal opportunities	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

In the reception classes pupils make good progress due to the very good quality of teaching. At Key Stage 1 teaching is good and pupils make good progress in their learning.

The pupils attain above average standards in science, information technology, art, physical education and music.

Good progress has been made with establishing the National Literacy Strategy and the National Numeracy Strategy.

Pupils make good progress in English, mathematics, science, information technology, art, physical education and music.

The progress of all pupils with special educational needs is good.

Pupils with English as an additional language make good progress.

The school promotes a very positive ethos which results in pupils having very good attitudes to learning.

Pupils' spiritual, moral, social and cultural development is very good.

The support and guidance provided by the school is very good and it positively promotes the academic progress and welfare of the pupils.

Pupils' behaviour is very good and their relationships with each other and with adults working in the school are good.

The headteacher provides very strong leadership and gives very clear educational direction to the school.

The governing body is fully and effectively involved in managing the school.

The school provides a very good quality of education for its pupils.

Where the school has weaknesses

In Year 3 the teaching does not consistently ensure progress for pupils' learning.

Planning in Year 3 is not sufficiently well matched to all pupils' needs to ensure that they are appropriately challenged.

Pupils' understanding of simple mechanisms in design and technology is under developed.

The weaknesses are far outweighed by what the school does well, but they form the basis of the governors' action plan, which will be sent to all parents, or guardians of pupils at the school.

How the school has improved since the last inspection

The performance of the school has improved since the last inspection and all the key issues identified in the report have been fully addressed. There has been improvement in the planned opportunities for pupils to develop speaking and listening skills and to become increasingly independent learners.

The school has successfully extended the participation of all staff and governors in the identification and definition of priorities for improvement.

A comprehensive and rigorous system of target-setting, monitoring and evaluation has been established. This is having a positive impact upon the quality of education provided.

The school has successfully sustained the good quality of teaching at Key Stage 1 and the very good management of the school. Teaching has improved for the under-fives.

The school has an excellent capacity to improve further the quality of education it offers.

Standards in subjects

This table shows the standards achieved by 7 year-olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
Reading	B	A	<i>below average</i>	<i>D</i>
Writing	A	A	<i>well below average</i>	<i>E</i>
Mathematics	A	A		

The information shows that the standards attained in the tests by Year 2 pupils in 1999 in reading are above average and in writing and mathematics they are well above average. The results compare very well with similar schools.

The work seen during the inspection in science, information technology, art, physical education and music was of a good standard.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 8 years
English	Very good	Satisfactory	Satisfactory
Mathematics	Very good	Satisfactory	Satisfactory
Science		Good	Unsatisfactory
Information technology		Good	Good
Religious education		Satisfactory	Satisfactory
Other subjects	Very good	Good	Satisfactory

Teaching is good overall.

In the reception classes the teaching is at least good or better. In more than half of the lessons it is very good.

At Key Stage 1 the teaching is good. All the teaching is at least satisfactory or better.

Teaching in Year 3 is satisfactory overall. However, there are inconsistencies in the quality of teaching. In the 10 lessons observed, 2 were unsatisfactory. In science in Year 3 only 1 lesson was observed. It was unsatisfactory.

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

Other aspects of the school

Aspect	Comment
Behaviour	Consistently very good for the under-fives and at Key Stage 1. In Year 3 behaviour is satisfactory.
Attendance	Attendance is above the national average.
Ethos*	Pupils have very positive attitudes to their work. The school strives to obtain high standards in all subjects and to provide pupils with a wide range of learning opportunities.
Leadership and management	Very good. The school is extremely well led by the headteacher and deputy headteacher with the strong involvement of the well informed governing body.
Curriculum	The school provides a broad and balanced curriculum. Monitoring of the curriculum and evaluation of its impact upon learning are very effectively carried out.
Pupils with special educational needs	All pupils with special educational needs are very well supported and they make good progress.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual, moral, social and cultural development is very good.
Staffing, resources and accommodation	The school is staffed by hardworking, dedicated teachers and support staff who work very well as a team. Accommodation is attractive and well maintained and resources are very good.
Value for money	Very good.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- The children like coming to school.
- The school encourages parents to play an active part in the life of the school.
- Most parents would find it easy to approach the school with questions or problems to do with their children.
- The school enables their children to achieve a good standard of work.
- Parents are kept well informed about their children's progress.

What some parents are not happy about

- There are some concerns about pupils' progress

Inspectors share the positive views of the parents.

Inspectors support parents' concerns about the progress in learning in Year 3.

KEY ISSUES FOR ACTION

To improve the quality of teaching and learning in Year 3 the school should:

- a) ensure that the level of challenge within activities is consistently matched to pupils' needs and prior attainment, (*paras 12, 16, 32, 97, 104 and 111*)
- b) ensure that there are consistently high expectations of all pupils' behaviour and effort. (*paras 16, 32, 93, 97, 104, 111*)

The following minor issue should be considered for inclusion in the action plan:

- provide more opportunities for pupils to learn about simple mechanisms in design and technology. (*para 117*)

INTRODUCTION

Characteristics of the school

1. Chapel Break First School provides education for 161 pupils; 87 boys and 74 girls, aged 4 to 8. It serves the areas of Chapel Break, Clover Hill and the areas surrounding the conurbation of Bowthorpe, a village in the western suburbs of Norwich. Most pupils live in housing association and social housing with a small proportion of private homes. Some families are economically disadvantaged.
2. The attainment of pupils on entry is well below average overall, although a wide range of attainment is represented throughout the school. A minority of pupils have had some form of pre-school education. Forty-nine pupils are known to be eligible for free school meals, which is well above the national and county averages. There are 45 pupils on the school's special educational needs register, of whom five are supported by a statement of special educational needs. A travellers' site is located close by; at the time of the inspection one child from this community was attending the school. The children of university students who are visiting Norwich for various periods of study from overseas make up a small proportion of the total numbers of pupils. Fourteen pupils are from ethnic groups other than white and there are eight pupils who come from homes where English is not the first language. Currently, six pupils receive language support with Section 11 provision.
3. The school aims are to:
 - .provide a friendly, positive and stimulating environment in which children are able to realise their full potential;
 - .develop independence, self-esteem and motivation in children;
 - .encourage children to share, care, enjoy and co-operate, treating each other with respect and appreciation;
 - .enable children to learn to deal with their own, and accept sensitively the emotions of others;
 - .provide a broad and balanced curriculum that meets the needs of the children within the requirements of the National Curriculum and the Norfolk Policy Statement;
 - .position children at the centre of decision-making to ensure good planning and classroom practice that achieves the highest quality work from all involved in school life.
1. The school is successfully meeting almost all its aims. There is a weakness in the consistency of provision for Year 3.
2. Since the last inspection the number on roll has fallen slightly which has resulted in the reorganisation of the Key Stage 1 classes into two single-age classes and one mixed-age class. One large Year 3 class has been created. These changes have led to substantial adjustments to the planning of the curriculum. In Year 3 the teaching is shared by two teachers. At the time of the inspection this arrangement had been in place for five weeks.

3. The school has set appropriately challenging targets for attainment for pupils for Year 2 for 2000 and 2001 in English and mathematics. These targets have been agreed by the local education authority.

6. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	16 (15)	19 (18)	35 (33)

6. National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	16 (13)	16 (13)	13 (13)
	Girls	19 (18)	19 (18)	17 (17)
	Total	35 (31)	35 (31)	30 (30)
Percentage at NC Level 2 or above	School	100 (94)	100 (94)	97 (91)
	National	82(80)	83(81)	87(84)

6. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16 (13)	16 (13)	16 (13)
	Girls	19 (17)	19 (18)	19 (18)
	Total	35 (30)	35 (31)	35 (31)
Percentage at NC Level 2 or above	School	100 (91)	100 (94)	100 (94)
	National	82(81)	80(85)	86(86)

.....

1

Percentages in parentheses refer to the year before the latest reporting year

6. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.4
	Absence	National comparative data	5.7
	Unauthorised	School	0.5
	Absence	National comparative data	0.5

6.

6. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	2
	Permanent	0

6. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	21
	Satisfactory or better	95
	Less than satisfactory	5

PART A: ASPECTS OF THE SCHOOL

6. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

6. Attainment and progress

4. A very wide range of attainment is represented by the children on entry to the school. Overall, it is well below average. The children make good progress in their reception year to attain standards that match those expected by the time they are five.
5. Results of the National tests in 1999 indicate that by the end of Key Stage 1 attainment in reading was above the national average and in writing and mathematics it was well above average. Teacher assessments in science show that attainment was very high in comparison with the national average. In mathematics there was a significant increase upon the previous year's results with 97 per cent of pupils attaining the national standards and above. The percentage of pupils achieving the higher levels was average in reading and writing and above average in mathematics. In science it was well above average. National test results over the last three years indicate that attainment has improved in reading, writing and mathematics. The proportion of pupils attaining at higher levels has increased in English, mathematics and science.
6. In comparison with similar schools, the results for 1999 were well above average for reading, writing and mathematics. The percentage of pupils attaining Level 3 in reading and writing was above average and in mathematics it was well above average. Attainment in science was very high compared with similar schools.
7. The school has fully implemented the National Literacy Strategy. A daily hour of focused literacy teaching is provided and this is having a positive impact upon pupils' attainment in reading and writing. The National Numeracy Strategy was introduced in September 1999 and all pupils participate in a daily mathematics lesson. Literacy and numeracy are effectively developed across the curriculum. This enables pupils to use and apply their knowledge and skills and it is having a positive impact on their learning. Appropriately realistic and challenging targets have been set for those pupils who will reach the end of Key Stage 1 over the next two years based upon very precise analysis of pupils' current attainment.
8. Inspection indicates that the pupils make good progress in English. By the end of Key Stage 1, standards of speaking and listening are above average with the great majority of pupils responding well to questions and ideas in discussion. Standards in reading are broadly average. By the age of seven the majority of pupils read fluently, accurately and expressively. They understand the difference between fiction and non-fiction and they use their reading skills to good effect in their work across the curriculum. As a result, pupils are enabled to work independently, for example when researching information. In Year 3 progress is maintained and pupils are learning to scan information passages for main points and to use dictionaries competently to find the correct spelling and meaning of words. Pupils at Key Stage 1 make good progress in developing writing skills. From their early writing of simple statements they progress to writing poems, stories and non-narrative pieces using capital letters and full stops correctly. Pupils spell with appropriate accuracy. In Year 3 pupils are beginning to present dialogue in stories employing the conventions. Higher-attaining pupils use onomatopoeia and simile confidently and to good effect in their writing .
9. Overall, pupils make sound progress in number at Key Stage 1 and attain average standards in their work. By the age of seven, pupils have gained a secure knowledge and understanding of number, shape, space and measures. They are developing sound mental skills with number and count in tens to 100, at least. They calculate mentally with increasing confidence and skill, for example when recalling the numbers that add up to ten. Many pupils can measure length using non-standard units of measure. In other subjects such as science and geography, the pupils use and apply their numeracy skills and understanding successfully. In Year 3, pupils are developing a secure understanding of place value up to 1000; they accurately halve and double numbers, mentally, up to 200. Many are confident at ordering fractions

according to their value. However, there is some unsatisfactory progress in Year 3, due in the main to planning which is insufficiently tightly matched to the needs and abilities of all pupils. This results in a significant minority of pupils not being suitably challenged to learn and participate.

10. In science pupils at Key Stage 1 make good progress in acquiring scientific knowledge and investigative skills. In particular they are making good progress in developing their abilities to question, test, observe, record and to think like scientists. So, for example, they learn about a fair test as they explore how high a ball bounces when dropped on to different surfaces from the same height. Progress in the Year 3 lesson seen was unsatisfactory since a high proportion of pupils were not making sufficient progress in building upon what they had learned previously. Work samples and displayed work, however, indicate that overall progress in science is satisfactory.
11. In information technology pupils make good progress in developing their keyboard skills and learning to use a broad range of applications to support their learning in other subjects. They learn to program a floor robot so that it follows a course. Pupils make satisfactory progress in religious education. Attainment at the end of Key Stage 1 and Year 3 is in line with the expectations of the locally agreed syllabus.
12. In the other subjects, the pupils make good progress in art and music and at Key Stage 1 the pupils make very good progress in physical education. In physical education pupils develop the confidence to plan and perform a series of movements with increasing control and to improve skills through practice. In art pupils make good progress in developing the skills to use a range of media to create a broad variety of two and three-dimensional work, sometimes inspired by and in response to looking closely at the work of great artists or artefacts from unfamiliar cultures. Progress in all aspects of music is good; pupils learn to sing tunefully, to compose and perform their own tunes using a wide range of instruments and computer software. In history and geography pupils make sound progress. Progress in design and technology is sound overall. However, pupils do not make sufficient progress in developing their knowledge and understanding of simple mechanisms.
13. Pupils with special educational needs make good progress throughout Key Stage 1. They are well supported by individual education plans which class teachers use to guide their planning. In Year 3 progress is satisfactory overall, but work is not always sufficiently closely matched to pupils' needs and classroom management is not always effective in creating the conditions to enable them to concentrate and persevere.
14. Pupils with English as an additional language make good progress. They are very well supported by both their class and specialist teaching.
17. **Attitudes, behaviour and personal development**
15. The great majority of pupils have very good attitudes to their learning. They show interest in their work and a willingness to respond both by completing the tasks set by the teacher, by answering questions and relating the subject of the lesson to their own experience and sharing this with the class. During a lesson on weddings children in the reception class spoke about their experiences of the event and afterwards brought into school such things as posies and a bridesmaid's outfit to share with the class.
16. The youngest pupils make a confident start to school. Their personal and social skills are promoted well. They learn how to behave, to work well with each other and to share and take turns. They listen carefully to their teachers and other adults, respond positively and are keen to be involved in a range of activities. The children show very positive attitudes to their learning and their behaviour is very good.
17. At Key Stage 1 and in Year 3, the great majority of pupils have a positive approach to learning and respond very well to their teachers and the activities provided. They show interest and enthusiasm for finding out and they are attentive and persevere to complete their work. Pupils make good contributions to class discussions, particularly at the outset and end of lessons. They ask appropriate questions and work

effectively on their own and in group activities. They select resources confidently when needed. Where they are given opportunities to comment on their own and others' work, such as in the literacy lesson where a group performed the reading of a poem, they do so sensibly and sensitively.

18. Pupils with special educational needs respond positively to teachers and classroom assistants and they value the support they receive. They are well motivated and show sustained levels of effort. Their self-esteem is high. Pupils with English as an additional language demonstrate a positive attitude to learning both within the classes in which they are integrated and in the small withdrawal support groups.
19. Pupils' behaviour in lessons and around the school is very good. They are polite and courteous to visitors, to other adults in school and to each other. Pupils clearly understand the school's code of conduct and were closely involved in its formulation. The code of conduct puts great emphasis on helping each other and this permeates pupils' behaviour in school. Good behaviour is constantly reinforced by effective praise from all adults in the school.
20. Relationships within the school are very good. Teachers provide very good role models for their pupils. Pupils are confident and supportive to one another. A good example occurred during an assembly when a Year 3 pupil made sure that a Year 1 pupil was able to join in with understanding and confidence. All pupils respect personal and school property such as books, artefacts and equipment and they take good care of the school environment. In classes with pupils who have limited English the other pupils help as much as they can and show pleasure when progress is made.
21. The school successfully promotes confidence and initiative by providing a caring environment and by encouraging pupils to take responsibility for many aspects of their school life. Pupils routinely take registers to the offices at the start of each school session, and in assemblies, Year 3 pupils take responsibility for control of the tape recorder at the beginning and end and for the provision of chairs for adults. A good book assembly towards the end of each week promotes initiative. It celebrates endeavour and pupils taking responsibility for themselves and their learning. This encourages all pupils and results in them feeling valued.

24. **Attendance**

22. Attendance at school is good and above the national average for primary schools. The school's firm procedures to encourage punctuality have greatly reduced the incidence of lateness. A very small minority of pupils still arrive at school after 8.45am but they are usually in school by 9.00am when the registers are closed.
23. Procedures for recording attendance and absences are thorough and followed consistently throughout the school. Registers are monitored regularly and any unexplained absences are quickly followed up.
24. The last inspection report noted that rates of authorised and unauthorised absences were not published in the school brochure. This has now been remedied and the rates are published in both the brochure and the governors' annual report to parents.

27. **QUALITY OF EDUCATION PROVIDED**

27. **Teaching**

25. Teaching is good overall. In the reception classes all teaching is at least of good quality and in slightly more than half of lessons it is very good. At Key Stage 1 the teaching is good overall, with no unsatisfactory teaching. In Year 3 teaching is mostly satisfactory, but in two of the ten lessons seen it was unsatisfactory.

26. Limited planned opportunities for extending pupils' speaking skills and developing pupils' independence were identified as key issues in the last report. These issues have been successfully addressed.
- 29.
30. At Key Stage 1 teaching is at least satisfactory and in more than half the lessons it is good or very good. The teaching of English and mathematics is sound. In physical education the teaching is very good. A strength of the teaching throughout the key stage is the planning which is closely matched to the identified abilities of the full range of attainment within classes and to the National Curriculum requirements.
31. Throughout the reception classes and Key Stage 1 further strengths of the teaching are the consistently high expectations of effort and performance, the very high standard of care and consideration given to individual pupils, the variety of pace and style and the very effective use of visual resources and artefacts to stimulate interest and curiosity. For example, a broad range of musical instruments is successfully used to help the pupils generate ideas in design and technology. Pupils' achievements both academic, creative and social are sensitively celebrated. Relationships between staff and pupils are very good.
- 31.
32. In Year 3, strengths of the teaching include good questioning technique, good development of pupils' own ideas and good management of practical learning. For instance, when the pupils make clay models inspired by Henry Moore sculptures, they are thoughtfully encouraged to explore and express their individual responses. The weaknesses in the unsatisfactory teaching are insufficiently high expectations of behaviour and performance, slow pace to introductions to lessons and lack of challenge for all pupils in the large class in the work set.
- 32.
33. Teachers have good subject knowledge in most areas of the curriculum. The teaching of literacy and numeracy is sound at both key stages. In these subjects learning objectives are clearly defined in lesson plans and are often shared with the pupils. Lively introductions which engage the pupils' full attention, very good emphasis on key vocabulary, effective use of resources including Big Books and number grids and well managed reviews of what has been learned at the end of lessons combine to have a positive impact upon pupils' learning. Strategies such as team planning and subject leaders' planning for the whole team are effective in ensuring that all teachers are developing their confidence in teaching all elements of the curriculum.
34. Classroom assistants provide very good quality support and make a very positive contribution to pupils' learning and to the whole life of the school. In particular they work very effectively with individuals and small groups thereby enabling teachers to focus on other groups, for example in the literacy and daily mathematics lessons. Specialist teachers for pupils with English as an additional language and for traveller pupils, work closely and productively with the class teachers. They work with individual pupils who are withdrawn from the class and guide teachers so that a coherent programme of support within the classroom is maintained. Frequent reviews ensure that pupils' progress is regularly monitored and teachers can draw upon specialist understanding to ensure that good provision is maintained.
27. The teaching of all pupils with special educational needs is good. All teachers make very good use of individual education plans to ensure that work is appropriately matched to individual needs. Consequently, pupils with special educational needs make good progress. The teaching of pupils with English as an additional language and traveller children is good throughout the school. Teachers take care to include these pupils in all activities and they work very closely with specialist support to ensure that all the pupils are making appropriate progress.
28. The good quality of teaching identified in the previous report has been very largely maintained. Teaching in the reception classes has improved.
36. **The curriculum and assessment**

37. The school has effectively reviewed the time allocation to each subject at Key Stage 1 and Key Stage 2, to take account of the national changes and expectations relating to the curriculum. As a result, the curriculum has remained broad and balanced. The literacy strategy has been effectively implemented throughout the school, and staff are making good efforts to adopt the numeracy strategy successfully. Time allocated to these areas is well spent.

37.

38. Medium-term planning, schemes of work and subject policies are effectively used to ensure very good provision for continuity and progression in learning throughout Key Stage 1 and Year 3. The medium-term planning for the under-fives is very well thought through in relation to the needs and abilities of the pupils. Schemes of work are currently being reviewed ready to take account of the national changes due next year.

39. Medium-term plans throughout the school show very effective links between other subjects, such as literacy linking with historical texts. They also include multicultural and personal, social and health topics. The detailed medium-term plans are very comprehensive. All pupils have equal access to all aspects of the curriculum.
29. There is a satisfactory range of extra-curricular activities provided. These include art, recorder, information technology and mathematics. During the spring and summer terms a variety of sporting activities are also provided. These are well attended and they make a valuable contribution to the education and attainment of the pupils. Homework is satisfactorily set on a regular basis and parents are well informed of the requirements for the tasks each week.
30. Pupils from ethnic minority groups, such as traveller families, are well catered for. Strong and purposeful links have been developed with the Traveller Education Support Team. Here, there is good and frequent liaison to support children from these families. There is a good range of resources within the school, and on loan from the Support Team, to ensure that there is good integration within the school for the pupils and that their culture is appropriately valued and respected. The quality of this provision has been maintained since the last inspection.
31. The school makes good provision for pupils with special educational needs. There are very effective systems and procedures in place, which fully meet statutory requirements. There are half-termly reviews of the progress made by these pupils and regular meetings with parents keep them well informed. This ensures that these pupils are generally making good progress.
32. Very good use is made of assessment data for setting individual targets for pupils in relation to their attainment in English and mathematics. There are excellent procedures for assessing pupils' attainment and progress in the reception classes and very good use is made of this information to accurately match tasks to the needs and abilities of all pupils on a regular basis. Very good systems are in place throughout the rest of the school, and staff generally make good use of this information, particularly in English and mathematics.
43. **Pupils' spiritual, moral, social and cultural development**
33. The provision for pupils' spiritual, moral, social and cultural development is very good. The school has continued to improve on the high standards found in the last inspection. The importance of these aspects of pupils' development is clearly emphasised in the school's policies on teaching, learning and behaviour and all staff show a good understanding of these policies in their day-to-day work.
34. Collective acts of worship make an effective contribution to a variety of aspects of pupils' spiritual, moral, social and cultural development. The spiritual content embraces both the Christian and other faiths, provides time for pupils to reflect and is used to promote consideration of others. Assemblies occasionally have an input from outside groups such as happened with the visit from the Christian fellowship which took place during the inspection. Opportunities for quiet reflection are well provided for through music which is an integral part of daily assemblies. Spiritual development is promoted effectively in religious education lessons, in cross-curricular work, through English, science, art and through visits. Each half-term a class lesson is planned to focus on a theme specifically to engender "Awe and Wonder". When the text chosen for the literacy hour presents an opportunity to develop spiritual understanding, for example, when "I am a Moslem" was chosen, it is well used. Occasionally, pupils visit places associated with spiritual development such as the local faith centre which was visited during the inspection.
35. The school makes very good arrangements for developing pupils' moral awareness. The Code of Conduct, which is negotiated between staff and pupils, is displayed, used and referred to throughout the school. Understanding of its content and reference to its use permeate the school day. Pupils show consideration for others and they have a strong sense of right and wrong. All the staff in school provide excellent role models by exemplifying the high standards which the Code of Conduct sets.

36. Pupils' social development is promoted very well through the activities they undertake in school and by the caring way in which the teachers and classroom assistants speak to the children. In all classes, pupils are encouraged to work well together. Pupils with statements of special educational needs or those with little English are well integrated and all pupils are strongly encouraged to respect and look after others. They learn to co-operate and show initiative in group activities, to take turns patiently in physical education, to collaborate well in whole-class work such as singing and discussion and to take responsibility when appropriate. A sense of community is fostered by meeting and talking to the different agencies that support society, such as the police and fire service, when they visit the school. Politeness is valued and the teachers provide excellent models for the pupils, for example when taking the register.
37. Pupils' cultural development is promoted very well. Pupils benefit from the wide range of artefacts from different cultures used within many curriculum areas throughout the school. Examples include a range of percussion instruments from different countries which are used in music lessons and Hindu wedding garments alongside western wedding dresses in the reception class used to develop understanding of different traditions and rituals. Religious education resources are rich in articles from different faiths. Displayed work in every classroom and in all public areas reflects the wide range of cultural contexts the pupils experience. In physical education lessons pupils learn to perform the complex steps of traditional country dances from their own culture. Visits to art galleries and museums successfully enrich the range of pupils' cultural experiences
38. Spiritual, moral, social and cultural development was identified as a strength of the school in the last report. It continues to be a strength which is at the centre of the education provided for all pupils.
49. **Support, guidance and pupils' welfare**
39. The support and guidance provided by the school is very good. It is a strength of the school and promotes the academic progress and welfare of the pupils. The procedures for ensuring pupils' welfare and safety are very effective and regularly monitored. Teachers and support staff know the pupils well and are aware of their individual needs and circumstances and this ensures that any problems can be dealt with quickly and effectively.
40. The reception teachers visit new children and their families in their home before they start school. These visits are valued by parents who speak very positively about the induction procedures the school provides to help new children settle into school.
41. Pupils' progress is monitored both informally and by formal procedures which enables teachers to set targets for individual pupils. The headteacher has designated responsibility for child protection. Appropriate training has been undertaken and staff are aware of procedures.
42. Pupils' behaviour in and around school is very good. They are involved in writing their own class behaviour rules each term. Parents are given a copy of the school's behaviour policy to enable them to understand how the school encourages and rewards good behaviour. Personal and social education lessons are well used to allow children to learn to develop strategies to deal with their own and others' emotions. Two years ago the school gained the Healthy Norfolk 2000 award and it has re-entered a project with the theme of health and parent partnership. A nationally published document recently featured the school's work, highlighting the very positive impact upon standards.
43. Health and safety procedures at the school are very good. Regular risk assessments and monitoring of the school buildings and grounds are made. The midday supervisory assistants are well trained and supervise the pupils' mealtimes and playtime well and deal efficiently with minor incidents.

54. **Partnership with parents and the community**

44. The school makes every effort to try to involve parents in all aspects of their children's schooling. Partnership with parents is given a high priority in school policies and procedures and in the day-to-day running of the school. Parents are encouraged to become involved at the school and some help in classrooms with reading and other activities. The school arranges frequent meetings for parents, some explaining new school initiatives, for example the literacy or numeracy strategy or some of more general interest such as a food hygiene course and a benefits workshop. A Mother and Toddler group is held in the mobile classroom once a week. Regular newsletters keep parents well informed about what is happening in the school. Parents are consulted about new school initiatives and their comments are valued.

45. The school brochure is a very useful source of information for parents and complies with statutory requirements. The school also issues a number of colourful leaflets for parents on a range of issues such as special educational needs. These are concise and well written and answer many of the questions that parents will ask. Parents are encouraged to read at home with their children and to communicate with the school about their children's progress in the reading diary.

46. Written reports to parents are issued once a year and meetings are held each term for parents to discuss their children's progress and termly targets. The quality of reports is very good. They clearly communicate how well the pupils are doing and how they can improve.

47. The Friends of the School is organised by a very small group who successfully raise funds for the school through such activities as Christmas and summer fairs, jumble sales, cake stalls and discos. Money raised by the Friends has been used to buy a new computer for the school and seating for the playground.

48. Strong links with the community are established and the school has recently formed a business link with a local fast food restaurant whose staff visit the school to help with listening to pupils read. The school has regular visits from the community policeman and the school nurse and from other outside agencies such as special educational needs support staff, the education welfare officer, the English as an additional language teacher, and the Norfolk Traveller Education Service. The school has good links with the other local schools and they share professional and curriculum training. Liaison between the school and the local playgroups and nursery is very strong and the youngest children and their parents feel more confident about their entry into school. Transition arrangements with the neighbouring middle school are good and this ensures that all pupils make a smooth passage into the next phase of education.

49. The local area is well used as an educational resource and pupils have visited the local faith centre, library, local residential home and have been involved in the local community litter pick and community week.

50. Pupils and their families are involved in fund-raising for charities through activities such as sponsored walks.

61. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

61. **Leadership and management**

51. The headteacher provides very strong leadership and a very clear educational direction to the school. She is fully aware of national and local developments and is ably supported in her work by the deputy headteacher. The headteacher and well-informed governors work in close partnership to continue to improve standards and provision. The whole management team is committed to fulfilling the aims of the school to provide equal opportunities for the social and academic development of all its pupils.

52. The governors have successfully addressed the key issues arising from the previous inspection. Despite several changes in the chair of governors and difficulties in filling vacancies in the team, they have maintained and extended their management role, particularly in the monitoring aspect. They have a good understanding of the standards attained and the quality of education provided. The committee structure works effectively to enable clear delegation of responsibilities and sharing of the workload. Governors give generously of their time and show dedication to supporting and working closely with the headteacher and staff to provide all pupils with the highest standards of education.
53. The school has a well-formed set of aims and values which are reflected in the school's day-to-day practice. In particular the aim to develop pupils' self esteem and motivation and high standards are well met. While the school makes every effort to develop good relationships and to promote partnership with parents this is not fully met. However, this is not the responsibility of the school.
54. The school development plan is comprehensive and clearly indicates what the priorities are for different areas of the school. It identifies precisely what needs to be done, who will be responsible, how it will be funded and when and how it will be evaluated. As such it is a very useful tool for school improvement.
55. The ethos of the school is a strength. All the staff work very well together as a team and they are committed to applying the school policies consistently to promote a high quality of education. A particular strength is the shared understanding of the behaviour policy which ensures that excellent support, guidance and encouragement is given to pupils to learn to behave well, work hard and show consideration for others. Relationships between adults and between adults and pupils are positive. All pupils enjoy equal opportunities.
56. The school has a detailed special educational needs policy with clear procedures which are carefully followed. Close liaison between the headteacher, who acts as the special educational needs manager and the governor with responsibility for special educational needs, results in very close monitoring of the impact of individual education plans upon individual progress. Information on the special educational needs policy and Code of Conduct fully meets the statutory requirements.
67. **Staffing, accommodation and learning resources**
57. Teachers are appropriately qualified and experienced and work hard to provide a rich, stimulating and appropriate learning environment for all the pupils. They have a range of specialist knowledge which is used effectively for planning.
58. Arrangements for professional development are excellent. All teachers have annual professional development reviews which identify agreed areas for further development and training. Their job descriptions are detailed and specify their general and specific duties and are rewritten annually. Induction arrangements for new staff joining the school are good. Appraisal arrangements are good.
59. The number of support staff is well matched to the identified needs of the school. They make a significant contribution to the education of the children in the school, especially those with special educational needs. Some classroom assistants have nationally recognised qualifications and some have special educational needs training.
- 70.
71. Accommodation is very good and provides a secure, well appointed learning environment. It is adequate for the number and ages of the pupils in the school. The classrooms are light and well maintained and spacious enough to meet all the demands of the curriculum. Display is a strength of the school and it is very well used to enhance learning, to stimulate the pupils' curiosity and to celebrate achievement across a wide range of the curriculum. The large, attractive school hall is well used for physical education, dance, drama, assemblies, meetings and as a dining hall. The well-stocked library is small in relation to the size of the school but it is accessible and well laid out. All parts of the school are accessible by wheelchair.

72. Provision for the children in the reception class is secure and well suited to their needs. The inner courtyard provides a secure outdoor area for these young children where they work and play with a variety of tools and equipment, including sand and water.
60. The large school grounds are very well maintained. A large grassed area contains a wide range of attractive wooden activity equipment, a wildlife garden and a tree area. The playground is painted with a variety of games, some of which were designed by the children and provides a stimulating play area. These are well used to enhance learning, particularly in numeracy. Good use is made of the grounds and the local area to enrich the curriculum.
74. The school has very good learning resources to support the teaching of the curriculum for all subjects. Each subject leader carries out an audit of resources in the summer term. The library, though small, is well stocked and supplemented by loans from the School Library Service. Each classroom has a suitable selection of books for the age and ability of the pupils.
- 74.
75. The school is well provided with computers, having been one of the first schools to be funded under the Government's National Grid for Learning, and they are used well to support and enhance the pupils learning.

75. The efficiency of the school

61. The school is very efficiently run with financial planning providing very effective support for teaching and educational development.
62. The governing body has a very good strategic overview of financial planning. The Chair of the Finance Committee is very well informed and fully involved in all the significant financial matters. Very careful consideration is given as to how best to allocate all available funds. Since the previous inspection a falling roll caused by demographic changes, together with staff illness has made long-term forecasting and financial planning complex. Nonetheless, all spending decisions are the product of careful consideration of the important factors, particularly the likely effect upon pupils' learning. The current planned surplus, while substantially less than recent years, is adequate as a cushion against unforeseen demands upon the budget. Financial control is very efficient and this has been recognised in the recent audit of the school's financial arrangements which were judged to be good. All funds are well used in accordance with the school policies and priorities identified in the school development plan. Recent major spending decisions have been fully evaluated in terms of their impact upon standards. Improved results are rightly considered to confirm the decisions made. The headteacher has made a detailed analysis of all data available to measure the progress pupils are making in relation to their attainment on entry. In this way the school is evaluating the value it adds to pupils' education as a means to further improving the quality of education it provides.
63. Funds for supporting pupils with special educational needs are suitably deployed. Good quality support is provided for all pupils with special learning needs including those with English as an additional language and traveller children.
64. Funds allocated for training of staff are well matched to the priorities for development in the school development plan. This enables staff to fulfil their roles effectively, particularly in teaching literacy, numeracy and information technology.
65. Staff, accommodation and learning resources are very well deployed overall. They are effectively used to enhance pupils' attainment and progress in almost all areas of the school. Good use is made of the available computers and this contributes to pupils' good progress in information technology. The only weakness is at Year 3 where there is inconsistency in the quality of provision, despite close monitoring and targeted support.

66. The quality of financial control and routine administration is excellent. The school administrative officer has a very secure understanding of financial procedures and administers day-to-day finances extremely efficiently with the aid of computerised systems. The information generated in this way is used effectively to respond flexibly to changing circumstances and needs, both in the longer, mid and short-terms. Taken overall the school has made good progress with maintaining the high standards of efficiency.

67. Given the lower than average socio-economic circumstances of the pupils and the significantly lower than average attainment on entry, the good progress made by pupils in English, mathematics, science, information technology and other subjects, together with the very positive attitudes and very good behaviour of the pupils, the school gives very good value for money.

82. **PART B: CURRICULUM AREAS AND SUBJECTS**

82. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

68. All children are admitted into the reception classes in September of each year. Those children with birthdays before the February half-term are admitted on a full-time basis, and those with birthdays after this attend part-time during the autumn term. At the time of the inspection the children had been in school for four weeks. In lessons they are generally making good progress, many are in line to achieve levels expected nationally for this age group, because of the very good quality of teaching within the two classes. The teachers and classroom assistants work very effectively as a team to ensure consistency in learning for the two classes. This newly formed team has worked very hard in a short space of time to develop very good provision that is effectively thought through and provides learning in a context that the pupils can relate to easily.

83. *Personal and social development*

84. The children are secure and confident in their surroundings, working within the clear rules and routines which the teachers have established effectively. They access resources confidently and take turns willingly. All children share equipment and resources readily. The children behave well and they are developing good independent learning habits. All children participate in tidying up well and they take care of the environment. During a topic on celebrations and weddings the pupils value and show respect for other cultures. They make very good progress in learning about the diversity of cultural traditions. Through role-play and a good range of activities the pupils make very good progress in their personal and social development.

84.

84. *Language and literacy development*

85. Very good opportunities are provided within each classroom for children to develop language and literacy skills and knowledge. These are linked effectively to the children's own experiences. For instance, through the topic on weddings, the children are provided with opportunities to talk about their experiences of attending weddings, being a bridesmaid and writing wedding invitations. Speaking and listening skills are very effectively developed through a good range of opportunities and the role-modelling of vocabulary and structuring sentences by the staff. The children are effectively engaged, with the support of the teacher, in learning to read big books that relate to the topic and to their experiences. In reading, the children are keen to share books with each other and with adults. They know how to handle books correctly, for instance they know where the first page is and how to turn one page at a time. Many children show satisfactory levels of being able to talk about the pictures in books, but very few recognise any letters correctly or simple words yet. Most can recognise their name, but they are not always confident with writing it without support. The children are developing a good understanding of the purpose of writing. In their reading and writing development the children are making satisfactory progress.

85. *Mathematical development*

86. The children are making satisfactory progress in developing their mathematical skills and knowledge. Staff role-model mathematical vocabulary very well in a way that the pupils can understand. For example, during a measuring activity, the emphasis was on using "long" and "short" as opposed to "big" and "little". By the end of the session most pupils were using the correct terminology. Many pupils can count accurately and recognise numbers to at least five. They join in number rhymes and songs with enthusiasm. Resources are very effectively used to gain pupils' interest, in number work especially, and there is a wide range of activities provided to develop effective learning in mathematics.

86.

86. *Knowledge and understanding of the world*

87. Good progress is made in this area of the curriculum. During the topic on celebrations and weddings the pupils recall personal experiences for them and their families. They brought in photographs of grandparents' and parents' weddings to look at and other items relating to birthdays or weddings that they and their families had attended. The children use these experiences well in their role-play activities. They are also aware that not all families live in houses. There are good links and resources, such as the traveller caravans and photographs of different homes, to support their understanding and knowledge in this aspect.

87.

88. They are confidently learning to use the computer keyboard and mouse for a range of purposes such as writing, counting and matching. Construction kits are well used to help pupils develop a good understanding of joining objects together and of building a variety of structures in different ways. The staff plan walks for the pupils around the locality to identify features of their local environment.

88. *Physical development*

89. Good use is made of the secure outdoor provision for developing a range of physical skills. Climbing equipment has been identified as a priority to develop the full range of skills in this area. The pupils also attend twice weekly physical education sessions. During these sessions they listen very attentively to instructions and show great pleasure in activities such as the parachute games. They are developing good levels of control of their movements and show good awareness of space when moving around. Action songs and rhymes are used effectively alongside other activities. The pupils are making good progress in the development of their gross and fine motor skills.

89.

89. *Creative development*

90. There is a good range of opportunities provided for this area of the curriculum. Staff carefully plan for art skills and techniques to be introduced whilst ensuring that pupils have ample opportunity to make choices and carry out their own ideas. Pupils take great care and pride in their efforts when sticking, printing or modelling with plasticine. In music, there are good opportunities to listen and appreciate music and sounds from around the world and from different periods. The pupils are able to explore and experiment very effectively with home-made percussion instruments. Playing these, most can accompany and keep in time to nursery rhymes being sung by the group. The pupils make good progress in their creative development.

90. **ENGLISH, MATHEMATICS AND SCIENCE**

90. **English**

69. In the 1999 National Curriculum tests for Key Stage 1, overall standards of attainment in English were above average in comparison with national results in reading and well above for writing. In comparison with similar schools, attainment was well above the average in reading and writing. The percentage of pupils achieving higher levels in reading and writing was close to the national average. Test results at the end of Key Stage 1 in reading and writing have improved in each of the past three years and the attainment of pupils is higher than at the time of the last inspection. In comparison to schools in similar contexts, attainment is consistently well above average in reading and writing. Teacher assessment of pupils' speaking and listening skills shows attainment to be above average with pupils using an increasingly wide vocabulary as they progress through school. When pupils leave the school at the end of Year 3 the majority are fluent readers who are able to express themselves well in spoken and written English. Inspection evidence indicates that pupils who are currently in Year 2 are attaining at broadly average levels.
70. Pupils make good progress in English from entry into school because of the very thorough way in which the school has implemented the National Literacy Strategy. The committed staff plans thoroughly, so that when the whole group is working together they enjoy a rich, lively, learning experience which is usually very successful in developing pupils' knowledge and skills.
71. Attainment in speaking and listening for the great majority of pupils is above average by the time they leave the school. Pupils in all year groups, including those with special educational needs, make good progress in developing speaking and listening skills. Sound progress has been made with addressing the key issue from the previous inspection to plan opportunities for extended speaking and discussion. During whole-class sessions pupils contribute by answering questions readily, expressing their ideas and responses clearly and well. Most pupils talk confidently about what they are reading and learning. Pupils show increasing confidence in expressing their views and ideas, use an expanding vocabulary to explain their thoughts and opinions and in responding appropriately to the questions they are asked. At Key Stage 1 pupils listen attentively to the teachers and courteously to each other. In most lessons in Year 3 pupils listen well. However, in a small minority of lessons a significant proportion of pupils do not maintain these good standards.
72. Progress in reading at both key stages is good. During the literacy hour the pupils read aloud from the big books with interest, expression and obvious enjoyment. The school gives an appropriately strong emphasis to the development of reading. By the end of Key Stage 1 many pupils read fluently using their knowledge of letter sounds to decipher unfamiliar words. Pupils learn an appropriate variety of strategies to improve their reading skills. In Year 3 pupils understand some of the key differences between fiction and information books and know how to use a dictionary to find the meaning of words and to spell words correctly. Library skills are very well developed throughout school with older, higher-attaining pupils using their knowledge of the alphabet to locate information using an index or glossary. Pupils make sustained progress in reading throughout the school.
73. At Key Stage 1 and in Year 3 progress in writing is good across all the groups. Pupils communicate their ideas well and extend their ideas logically in sequences of sentences. They use a wide vocabulary to compose interesting pieces. Most simple and familiar words are spelt correctly and letters are consistent in size. Pupils at both key stages make steady progress in their use of capital letters and full stops and in their accuracy in spelling. Good progress is made in their experience of writing for a range of purposes and audiences and with organising their ideas and improving their work through drafting. At both key stages pupils respond well to the reading of poetry with some Year 2 pupils able to explain and use alliteration. Year 3 pupils show a good understanding of poetic conventions such as onomatopoeia and simile. Pupils with special educational needs are very well supported and they make good progress. Individual education plans set out targets for reading and writing.

74. The pupils show a good attitude to learning English. They are well motivated, behave well and show consideration towards others. Particular enjoyment is shown when big books are shared in the whole-class section of literacy hour lessons as pupils listen attentively and many are keen to answer questions and share their ideas with others. Most pupils concentrate well, work conscientiously on the tasks they are given and strive to improve their skills. Groups of pupils work well without support from adults and they support each other readily. All pupils value the support and attention they receive from their teachers and other adults.
75. Teaching in the majority of lessons is satisfactory. Teachers have a clear grasp of the requirements of the National Literacy Strategy and planning is thorough. They are still learning to match tasks precisely to the range of attainment in the class so that needs of all pupils are fully met. Whole-class introductions are invariably very well presented and teachers make good use of their voices to enliven the reading of texts. This provides the pupils with effective models for reading with expression. At Key Stage 1 classes are well organised, lessons proceed at a brisk pace and resources are used very effectively to stimulate interest, consolidate understanding and to motivate pupils. Classroom assistants are well briefed and effectively deployed. They make a valuable contribution by providing good support to individuals and groups. Pupils are well managed and discipline is good. A positive ethos for learning is created and teachers take care to ensure that all pupils have equal opportunities to make progress. Interactions with pupils are encouraging in tone and teachers show pleasure in pupils' learning. High expectations of behaviour and performance are made clear and good effort and progress is appropriately celebrated. In Year 3 pupil management is less effective where the tasks set are not sufficiently closely matched to pupils' knowledge and understanding. Work set for pupils throughout the school to complete at home on reading and spelling is planned well and supports pupils' progress.
76. The school has successfully introduced the National Literacy Strategy. It is well implemented and supports the development of reading and writing. The literacy co-ordinator has ensured that all staff have completed the training modules and that the school has a rich array of resources including a very good proportion of non-fiction texts, to support the strategy. Other literacy resources including phonic games, dictionaries, big book dictionaries and science dictionaries in addition to materials to support the staff in their development of word-level work are very well used to support the pupils' learning. A particular strength of literacy hour activities in school has been the way in which texts have been used to promote pupils' spiritual, social and cultural development. Extra provision for writing is made by having an extended writing task each half-term. A free writing assessment is set at the beginning of every term so that teachers can set individual targets for pupils in spelling, handwriting and reading. A consistent approach to handwriting is taken throughout the school.

98. **Mathematics**

77. In national tests at the end of Key Stage 1 in 1998 the number of pupils achieving the expected level or above was above the national average. Results from the 1999 national tests indicate that this position has continued. Inspection evidence indicates that pupils who are currently in Year 2 are achieving levels that are broadly average.
78. By the end of Key Stage 1, pupils have a sound knowledge and understanding of number, shape, space and measures. They are developing sound mental skills with number, count satisfactorily in tens to at least 100 and have satisfactory mental recall of the numbers that add up to ten. Pupils add and subtract numbers beyond ten confidently and they are beginning to understand the place value of digits. Many apply their knowledge of number to work out missing numbers in a sequence using a variety of appropriate strategies. Many pupils name two-dimensional shapes accurately and measure length using non-standard units of measure, for instance using paper clips to measure the length of a book.
79. In Year 3, pupils develop a secure understanding of place value up to 1000. They accurately halve and double numbers, mentally, up to 200. Many are confident at ordering fractions according to their value. There is some underachievement in this class due to inconsistencies in planning to meet the needs and abilities of all pupils, derived from assessment information.

80. Overall, pupils make sound progress in developing the range of skills and knowledge for mathematics. There is some unsatisfactory progress in Year 3, where a significant minority of pupils are not sufficiently engaged with their tasks and make very little effort to contribute to discussions. Lower-attaining pupils, in all classes, make sound progress due to the good level of adult support. Pupils with special educational needs make good progress at Key Stage 1. This is due to the good use of assessment information to accurately match tasks to pupils' needs and prior attainment.
81. In other subjects, such as science and geography, the pupils use and apply their numeracy skills and understanding successfully. For example, in map work they can use co-ordinates to plot and locate different geographical features accurately.
82. Pupils' attitudes to learning in mathematics are generally positive. They respond well to questioning and show that they are willing to explain and share their mental strategies when working with a variety of mathematical problems. Most pupils show good levels of concentration for their tasks, particularly at Key Stage 1. Teaching is satisfactory at Key Stage 1. Here, teachers make satisfactory use of assessment information to inform their planning of different groups and they are alert to the difficulties that some pupils experience in developing their understanding of mathematical concepts and skills. In Year 3, two thirds of lessons are satisfactory and one third unsatisfactory. In the unsatisfactory teaching there is a lack of consistency in the approach to management of pupils and their behaviour and planning for differing abilities.
83. Overall, staff are working very hard to implement the national numeracy strategy effectively in the short space of time since the term began. They have a clear understanding of the principles involved and they are effectively using the national framework for planning. The subject is efficiently and effectively led by two members of staff. There is very good monitoring and evaluation of the subject by the subject leader and by the governing body. The school is very well resourced for mathematics.

105. **Science**

84. Teacher assessment of pupils at the end of Key Stage 1 in 1999 showed attainment to be well above the national average. In comparison with similar schools, attainment is very high. A very high proportion of pupils, almost half, achieved Level 3. Inspection evidence indicates that attainment is above average at Key Stage 1 for current pupils. In Year 3 attainment is average.
85. At Key Stage 1, pupils are developing a sound understanding of scientific procedure when undertaking a fair test. For example, the youngest pupils know that the height from which a ball is dropped on to different surfaces must be consistent if the measured height of the bounce is to be compared fairly. Older pupils draw rational conclusions about vibration and the performance of materials when making and testing simple telephones. Scrutiny of work and discussions with pupils indicate that they have a good understanding and knowledge across the full range of the science National Curriculum. Pupils record and label accurately and are developing a good range of scientific vocabulary and terminology.
86. Pupils at Key Stage 1 are making very good progress in acquiring scientific knowledge, understanding and skills. They are making good progress in developing their abilities to question, test, observe, record and to think like scientists. In Year 3 work samples and displayed work indicate that attainment is average. However, in the single lesson seen, progress was unsatisfactory. While higher-attaining pupils are able to describe how rock is eroded naturally and identify the different components of soil, the lower-attaining pupils show limited understanding and are uncertain about the purpose of their study. Discussions with pupils indicate that they are progressing at differing rates within the large class and not all groups are making sufficient progress. This is a weakness. All pupils with special educational needs are well supported and careful planning ensures that appropriate tasks and activities that are well matched to their needs are provided. As a result they make good progress in science.
87. Literacy, numeracy and information skills are used effectively to enhance pupils' attainment and progress in science. Literacy skills are well used at both key stages when pupils read for information and record

their findings and conclusions. Numeracy skills are used mainly through measurement and presenting data in graph form. Information technology is well used to support learning through the use of CD Roms and word processing.

88. Pupils have good attitudes to learning science at Key Stage 1. They listen attentively to guidance and instructions and respond enthusiastically to opportunities to undertake investigations. They willingly take responsibility for working independently. The great majority persevere well and are confident learners. In Year 3 the majority of pupils show sound work habits and participate satisfactorily. However, a significant minority lose concentration and are casual about their work and distract each other when they are not fully certain about, and engaged by, the tasks set.
89. Teaching at Key Stage 1 is good. The clear focus upon scientific thinking, the high expectations of behaviour and performance together with the good planning ensure that all pupils are fully engaged by the activities and required to participate fully. Explanations are clear and good links are made with previous learning. All pupils are enabled to reflect upon and talk about what they are learning. In Year 3 the quality of teaching in the one lesson seen was unsatisfactory. Pace is slow and interventions are not sufficiently effective to ensure that all pupils make appropriate progress.
90. Resources to teach the planned curriculum are good. They are used effectively, including the new computers, to support learning and this makes a positive impact on attainment and progress. The subject leader provides very good leadership through her enthusiasm for the subject and by monitoring the quality and range of the curriculum provided and evaluating progress towards targets. The teaching team is well supported through coherent planning and informal advice. Pupils' work is attractively displayed throughout the school, with clear labelling to reinforce key vocabulary.
91. Good progress has been made with improving standards in science since the last inspection.

113. **OTHER SUBJECTS OR COURSES**

113. **Design and technology**

92. Design and technology activities took place during the period of inspection but no direct observation was made. Judgements are based upon photographic evidence, displayed work, past work and discussions with pupils. Planning and monitoring documents indicate that a coherent programme of work is in place with an appropriate emphasis on both designing and making skills.
93. Attainment is average at both key stages and pupils are making sound progress in developing their designing and making capability. They cut, shape, join and finish using a range of materials competently, to create a diverse range of simple musical instruments, for example. Pupils successfully undertake designing and making tasks and assignments within context of other subjects, particularly science and art. They learn about the characteristics of materials while finding out about how telephones work and materials and forces when making kites. Textile work is used effectively as the opportunity to introduce pupils to the craft of tie-dyeing and stitchwork. Food technology is linked purposefully to the whole school Healthy Norfolk project so that full consideration of the elements of a balanced diet is given to the design of sandwiches.
94. All pupils, including those with special educational needs, have equal opportunities to develop their capabilities. Pupils demonstrate positive attitudes to designing and making. They take pride in finished products and describe work they have undertaken, eagerly explaining how they have modified designs to improve them.
95. Teachers' subject knowledge is sound. The curriculum is based upon the Qualifications and Curriculum Authority scheme of work and this ensures continuity and progression in learning. At present there is little evidence of pupils developing a secure understanding of simple mechanisms, for example using levers and

wheels and axles. Pupils do not have a secure grasp of this aspect of technological knowledge. This an area for development. Resources to teach design and technology are adequate. A useful mobile storage unit ensures that tools and equipment are accessible to all.

96. Attainment in information technology matches the national expectations by the end of Key Stage 1 and in Year 3. There is some higher attainment among Year 3 pupils who work at levels beyond those that are generally expected. They highlight and manipulate text and incorporate pictures into it. During the literacy hour all classes try to have one group activity involving the computers. Year 2 pupils work with extracts from the big book on the word processor, successfully highlighting key words such as adjectives, and altering their format or colour.
97. Progress in using information technology is good. By the age of five, pupils follow simple instructions on the screen and control programmes by responding appropriately to the prompts. They enjoy working on computers, persevere with the tasks they are set and make good progress in work on number, matching and sorting. At Key Stage 1, pupils use computers confidently, showing a good degree of skill as they work independently to load programs, enter information and store their work. They make good progress in recognising the main keys on the keyboard and recalling the names of the key parts of a computer system. Some pupils make good use of programs to display data, drawing graphs of a variety of types and printing them out. Work in control is good with Year 1 pupils understanding how Roamer worked as well as how to make it work. In assembly and in music lessons pupils are given responsibility for controlling the tape recorder which further develops their skills in this aspect of information technology. Pupils use simple simulation and modelling programmes well and make good progress with developing their capability to solve problems on screen. Pupils with special educational needs make good progress in information technology. Care is taken to ensure that programs are selected to enable them to follow instructions and work largely independently.
98. Pupils show good motivation when using information technology. They co-operate well when sharing computers and concentrate well when working independently. Higher-attaining pupils provide support for other children who are unsure about the management of the computer or of a program. Often pupils work independently at the computer taking responsibility for storing and printing their work as well as for logging on and off the network.
99. The quality of teaching is good. Teaching and support staff have a good understanding of the range of equipment and software available and maximise the potential of the equipment by planning of information technology activities into other subjects wherever possible. During the literacy hour information technology is used as a focus for one of the group activities, whilst, during the inspection, computers were seen in use in history and mathematics lessons. Teachers plan appropriate tasks which promote the development of information technology skills whilst giving pupils the opportunity to practise them in appropriate contexts. In all classes pupils were encouraged to use the computers independently. Classroom management of the use of computer resources is good and whole-class sessions round the computer are used well to develop pupils' understanding of how to use different aspects of the programs.
100. The curriculum and resources in the subject are well managed by the co-ordinators whose leadership has further developed the school's use of information technology since the last inspection. The number of computers in school has recently increased because of the NGfL initiative. The information technology co-ordinators have worked hard to train their colleagues so that best use is made of this important resource.
101. Annual monitoring of standards of pupils' work by the subject leader has ensured that all staff are familiar with National Curriculum levels and are assessing pupils accordingly.

123. **History and Geography**

102. Standards in history and geography are average. The pupils make satisfactory progress in developing both historical and geographical knowledge, understanding and skills. By the time they leave the school, they have developed a good sense of chronology and pupils accurately describe some of the features of different historical periods such as the Victorians and life in the 1930s. They also compare the differences and similarities between lifestyles in the present day and times past. Pupils are developing satisfactory historical enquiry skills, and they use a range of sources of evidence such as books, photographs, artefacts and visitors to find out about and interpret the past.
103. When examining artefacts relating to the Edwardian period, pupils at Key Stage 1 show good levels of interest and concentration, and take good care when handling these objects. Most pupils in Year 3 are keen to recall previous work they carried out. There is some inappropriate behaviour by a minority of pupils in this class, which limits these pupils' achievement during lessons.
104. Due to the organisation of the timetable, it was not possible to observe any lessons in geography. Judgements have been made following the scrutiny of pupils' work, teachers' planning documents and through discussions with staff and pupils about geography. Pupils are developing a satisfactory knowledge of their locality and of the wider world. They talk with enthusiasm about places and countries they have visited or lived in. They identify, describe and make simple comparisons about the physical features and the climates of different places. They create and identify features on a map of an imaginary island using appropriate geographical vocabulary. Co-ordinates are used satisfactorily to locate features on these maps. The development of geographical research skills, involving the use of books and photographs as a source of evidence, is well planned for.
105. At Key Stage 1 in history the quality of teaching is satisfactory. Clear guidance on how to construct questions for historical enquiry is given. Control and organisation of pupils is good. Effective use is made of the recommended Qualifications and Curriculum Authority schemes of work to plan for continuity and progression of learning throughout the school. This is carried out to a satisfactory level in both geography and history. There is good use made of literacy sessions to further develop pupils' knowledge and understanding of these two subjects. Monitoring and evaluation of these subjects is of a very good quality. Resources are very good and staff use these very effectively to engage pupils in learning

127.
Art

106. Very few art lessons were observed during the inspection. Much of the evidence is based on a portfolio of recent work, photographic records and observation of work displayed prominently throughout the school, in the corridors, entrance area, hall and classrooms. Artwork on display is of a high standard, sometimes arising from the study of famous artists' styles. At Key Stage 1 pupils make good progress in developing basic skills and techniques. Pupils of all abilities draw, explore patterns, create paintings and make prints. For example, they create attractive patterns from vegetable leaves in the manner of William Morris and older pupils develop very good richly coloured and textured images having studied the art of Gustav Klimt. Scroll designs inspired by the close observation of Chinese images and artefacts show the confident control of a range of media to organise shapes, colours and marks to create a diverse range of designs. In Year 3 pupils are making sound progress in developing modelling skills when working on small clay sculptures arising from a visit to an art gallery. Generally pupils are developing a good understanding of line, texture, colour, pattern, shape and form. Their work is expressive and well controlled.
107. Pupils at both key stages respond positively to artistic opportunities. They use tools and resources sensibly, sharing readily and they show a responsible attitude to working with different media and tidying up at the end of the lesson. Most pupils exercise choice confidently and show pride in their creative skills.
108. Teaching is at least satisfactory. Lessons are well organised and managed and there is good emphasis on decision-making and individual response. Teachers show good subject knowledge and provide clear

demonstrations on using tools and equipment to create particular effects, for example modelling in clay and creating effects with pastels. Teachers show pleasure in pupils' achievements and celebrate good effort and achievement. All pupils' creative work is highly valued and it is prominently and carefully displayed.

109. The curriculum is well planned to ensure a broad and balanced range of artistic experiences. Appropriate emphasis is placed on the development of technical skills and knowledge of the characteristics of a broad range of media. Good leadership is provided for the subject. This is evident in the decision to give greater emphasis to three-dimensional art as a result of whole-school monitoring of the provision for art.

131. **Music**

110. Pupils achieve well in music. In lessons with the specialist music teacher Year 1 pupils are familiar with the instruments of the orchestra, listen to a tune and copy its rhythms carefully. They successfully create their own simple tunes using instruments they have made themselves in technology. By Year 3, pupils accurately identify, and talk about, aspects of texture and structure when they listen to recordings of music. Pupils compose music using computer software whilst others compose tunes and perform them using the wide range of percussion instruments available. In singing lessons and during assemblies pupils sing tunefully and rhythmically.

111. Pupils make good progress in all aspects of music, with almost all distinguishing the features of a melody and responding appropriately to it, either by moving in time or by repeating and developing the rhythms by clapping or using percussion instruments.

112. Pupils' attitudes to music are very good. They respond well to the stimulating and challenging activities which are a feature of music lessons. Pupils throughout the school listen carefully and quietly to pre-recorded and live music. They respond with feeling to what they hear and express their impressions well. Whilst the music chosen for the start and finish of the daily assembly is musically complex, the key features of it are pointed out to the children and they respond with interest and appreciation.

113. The quality of teaching in music lessons is good. A music specialist works with every class and is ably supported by the rest of the staff who in discussion with the music co-ordinator develop a range of activities which complements and consolidates the progress the pupils make as part of their weekly specialist lesson.

114. The school has a very good range of resources including a large number of percussion instruments so that in music lessons each pupil has access to an instrument to play. The school has a wide range of tapes and records as well as other resources to support the non-specialists. A small recorder group is currently active in school.

136. **Physical education**

115. Attainment in physical education is above average at Key Stage 1. Pupils follow instructions to perform steps and movements in unison to music in country dancing and leap, balance and spring when learning to create a series of linked movements. Older pupils demonstrate good levels of skill and control when they devise their own simple sequence of actions to traverse a bench and land with agility on a mat. Pupils are making very good progress in acquiring the confidence and skills to perform to a good standard. In Year 3 attainment is average. Pupils successfully practise to improve their performance when balancing and making shapes. Progress in consolidating skills and performance is sound.

116. At both key stages pupils show positive attitudes to physical education. Younger pupils respond enthusiastically and confidently to opportunities to take responsibility for creating and showing their own sequence of movements. Older pupils work hard to improve their skills and they watch other pupils' performances attentively and offer suggestions for improvement respectfully.

117. The teaching at Key Stage 1 is very good. Instructions are clear, management of activities is very good and excellent relationships with the pupils ensures that all pupils are highly motivated to learn and are willing to work hard to improve. The teaching is based on the high level of subject knowledge which underpins the very good structure to the lessons and the explicit challenge to high standards of participation and performance.

118. The curriculum is based upon a published scheme. It is well-balanced and provides a good framework for those teachers with limited subject knowledge. Physical activity using apparatus is less well developed than the other elements of the physical education curriculum. There is a good range of equipment and the grounds are adequate to support the curriculum.

Religious education

119. By the end of Key Stage 1 and at the end of Year 3, pupils attain standards that meet the expectations of the Locally Agreed Syllabus. By the end of Key Stage 1, most pupils know about different places of worship such as 'church' and 'mosque' and explain their purpose and significance. After a visit to the local worship centre Year 1 pupils explained how they identified a building as a church, and the special reasons why people go to church. They were aware of the difference between a cross and a crucifix, and the significance of the altar. Year 2 pupils understand key aspects of the Moslem religion and at both key stages pupils demonstrated a respect for religious conventions and other people's beliefs.
120. Pupils make satisfactory progress in religious education. They build on their own previous experiences and share in those of others. The quality of teaching across the school is satisfactory. Opportunities are given to pupils to discuss religious issues during the course of a lesson. Religious artefacts are used sensitively by teachers and this allows pupils to recognise the importance of these to people of different faiths.
121. The school has a detailed scheme of work and the co-ordinator has ensured that the school is rich in artefacts to support the multi-faith syllabus.

143. **PART C: INSPECTION DATA**

143. **SUMMARY OF INSPECTION EVIDENCE**

122. The inspection was carried out by a team of four inspectors over four days, a total of 13 inspection days.

- During the period of inspection 39 lessons or part lessons were observed, adding up to a total of almost 26 hours.
- Inspectors attended school assemblies and registration periods throughout the school.
- Samples of pupils' work were examined for each class for the current and previous academic year.
- A comprehensive range of school documentation including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school register were inspected.
- In each class, inspectors listened to a sample of pupils read. Discussions with pupils explored their mathematical knowledge.
- Discussions were held with members of staff, governors, pupils, support teachers, parents and the finance officer.
- A parents' meeting held prior to the inspection was attended by six parents, at which they expressed their views about the work of the school.
- The responses to the 46 questionnaires completed by parents were taken into account during the inspection.
- The budget figures and the most recent audit report were examined.

· **DATA AND INDICATORS**

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y3	154	5	36	44

· **Teachers and classes**

· **Qualified teachers (YR – Y3)**

Total number of qualified teachers (full-time equivalent):	7.1
Number of pupils per qualified teacher:	2.2

· **Education support staff (YR – Y3)**

Total number of education support staff:	6
Total aggregate hours worked each week:	105

· **Financial data**

Financial year:	1999
	£
Total Income	315200
Total Expenditure	324213
Expenditure per pupil	2283
Balance brought forward from previous year	36159
Balance carried forward to next year	27146

PARENTAL SURVEY

Number of questionnaires sent out: 120

Number of questionnaires returned: 46

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	48	50	0	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	43	50	2	4	0
The school handles complaints from parents well	13	59	20	4	0
The school gives me a clear understanding of what is taught	30	59	4	4	0
The school keeps me well informed about my child(ren)'s progress	39	48	4	4	0
The school enables my child(ren) to achieve a good standard of work	43	46	7	0	0
The school encourages children to get involved in more than just their daily lessons	33	43	20	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	54	9	0	0
The school's values and attitudes have a positive effect on my child(ren)	37	48	9	0	0
The school achieves high standards of good behaviour	37	52	7	0	2
My child(ren) like(s) school	52	41	4	0	0