

INSPECTION REPORT

Nelson First School
Norwich

LEA area: Norfolk

Unique Reference Number: 120946

Headteacher: Mr Peter Gibley

Reporting inspector: Mr Colin Henderson
A 23742

Dates of inspection: 22nd-25th November 1999

Under OFSTED contract number: 707604

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	First
Type of control :	Community
Age range of pupils :	4 to 8
Gender of pupils :	Mixed
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Appropriate authority :	Governing Body
Name of chair of governors :	Mr. William Twist
Date of previous inspection :	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Colin Henderson, Rgl	Science Information and communication technology Geography	Attainment and progress Teaching Leadership and management
Ian Clark, Lay Inspector		Attitudes, behaviour and personal development Attendance Pupils' spiritual, moral, social and cultural development Partnership with parents and the community
Susan Diver	English Design and technology Art Religious education	Support, guidance and pupils' welfare Staffing, accommodation and learning resources
Ann Clark	Mathematics History Music Under fives	The curriculum and assessment

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What the school does well

- A good ethos promotes a purposeful and supportive learning environment.
- The school community is orderly, welcoming and caring. Relationships are very good.
- Pupils have good attitudes and a positive approach to their learning.
- Very good behaviour and personal development contribute positively to pupils' progress.
- The provision for children under five is good.
- The provision for pupils with special educational needs is very good, particularly in Key Stages 1 and 2.
- The quality of teaching is good for under fives and at Key Stage 2.
- The school offers good quality care and support for its pupils, particularly for monitoring and promoting good behaviour.
- The school's provision for pupils' moral, social and cultural development is very good.
- The school has very good links with the community.

Where the school has weaknesses

- I. Standards in English are below national expectations at the end of Key Stage 1.
- II. Day to day assessment information is not used consistently throughout the school.
- III. There is insufficient monitoring and evaluation of the curriculum, teaching and learning.
- IV. Development planning does not give a clear strategic direction to the work of the school.
- V. Governors' involvement in the managing the school is not sufficiently focused.
- VI. In the afternoon, there is not a good balance of time spent on the different subjects.

What the school does well outweighs its weaknesses. Standards are improving and the school continues to provide a supportive, caring learning environment. The identified weaknesses will 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 school has made sound progress overall since the last inspection. Good progress has been made on the key issues of maintaining the caring ethos and the standards of pupils' behaviour and positive attitudes to work; providing more opportunities for pupils' spiritual insight; managing the accommodation more effectively; and meeting the statutory requirement for a daily act of collective worship. Sound progress has been made in providing more opportunities for research and investigations, although these are not consistently developed throughout the school, particularly to challenge higher attaining pupils. Some subject policies have yet to be developed. Standards overall are generally similar to those reported in the last

inspection, although those in English at Key Stage 1 are just below. Test results show that standards of attainment are improving, particularly in aspects of literacy and numeracy, as the school successfully implements the national strategies. Such developments as the increasing use of assessment data, pupils' targets for improvement and high quality teaching, particularly for children under five and for pupils in Key Stage 2, are positively promoting standards. The school is soundly placed to build on these developments and make further improvements.

Standards in subjects

The 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>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
Reading	E	C		
Writing	E	D		
Mathematics	C	C		

These results show that standards in mathematics were broadly average compared with all schools nationally and with schools which have a similar number of pupils entitled to free school meals. Reading standards were well below the national average, although in line with the average compared with similar schools. Attainment in writing was well below the national average and below average compared with similar schools. The 1999 test results were an improvement on the 1998 results in all three subjects. Inspection evidence shows that standards in English are improving. Standards in reading and writing are below the national average at the end of Key Stage 1 and close to expectations for speaking and listening. Standards in Year 3 are close to national expectations in all aspects of English. Attainment in mathematics is broadly average at the end of Key Stage 1 and at the end of Year 3. Attainment in science and in information technology is in line with national expectations at both key stages. Standards in religious education are in line with those expected in the Locally Agreed Syllabus at the end of Key Stage 1 and at the end of Year 3. Standards improve significantly in Key Stage 2 through good quality teaching, particularly in literacy and numeracy.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 – 8 years
English	Good	Sound	Good
Mathematics	Good	Sound	Good
Science		Sound	Good
Information and communication technology		Sound	Sound
Religious education		Sound	Good
Knowledge and understanding of the world	Good		
Other subjects		Sound at Key Stage 1 and good in Year 3 in both music and physical education.	

		Insufficient evidence during topic work to make an overall judgement in humanities, art and design and technology.
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Teaching is sound or better in 94 per cent of lessons. It is good in 40 per cent with a further 17 per cent being of very good quality. The quality of teaching is consistently high for children under five and at Key Stage 2. This promotes good progress. Teaching is unsatisfactory in six per cent of lessons, focused in Key Stage 1 where the quality is more variable. This impacts on the consistency of progress made through the school.

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

Other aspects of the school

Aspect	Comment
Behaviour	The standard of pupils' behaviour is very good both in lessons and around the school.
Attendance	Just below the national average. Good prompt start to the day.
Ethos*	Good. Pupils have positive attitudes and work with enthusiasm. Very good relationships promote very good personal development.
Leadership and management	The headteacher, working closely with an influential deputy headteacher and supportive governing body, has provided strong leadership in creating a caring and supportive community ethos. Rigorous management structures have yet to be established to impact significantly on raising standards.
Curriculum	Good for children under five. Broad at both key stages, although the time allocated to non-core subjects is not well balanced. Planning procedures are sound and often good, although there is some inconsistency in content and presentation. Good enrichment through visits and extra-curricular activities. Sound assessment procedures.
Pupils with special educational needs	Very good provision at both key stages. Pupils are supported well by teachers and good quality support staff. Detailed assessments are used well to identify learning targets.
Spiritual, moral, social & cultural development	Provision is very good for pupils' moral, social and cultural development. It is good for spiritual development. This high quality provision contributes well to the school ethos.
Staffing, resources and accommodation	Good levels of teaching and support staff. Accommodation has good features; well maintained and attractive, although some limitations on space. Resources adequate overall, although some shortages in aspects of English and religious education.
Value for money	The school gives sound value for money. Sound financial planning. Good financial control and administration.

* *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	What some parents are not happy about
VII. Their children are happy and enjoy school. VIII. Children behave well and know what is expected of them. IX. It is a caring, supportive school community. X. They are encouraged to become involved in the school. XI. Teachers are approachable and sensitive to pupils' needs.	XII. They are not always kept informed XIII. Some inconsistency in the use of

Parental responses from 74 questionnaires (39 per cent) and the 19 parents (11 per cent) who attended the meeting were supportive of the school. Inspectors' judgements confirm the parents' positive views of the school, particularly on pupils' behaviour and the caring, supportive ethos. Letters to parents generally provides satisfactory information about what is being taught. Homework is used well in some classes, particularly in English and mathematics, although there is some inconsistency in its use to support class work.

• **Key issues for action**

To improve the effectiveness of the school, the headteacher, governors and staff should:

1) raise attainment in English by:

XIV. ensuring that more challenging work is planned for pupils who are not working directly with the teacher during the literacy hour;

XV. providing regular opportunities for the pupils to read appropriate non-fiction books as part of the school's reading scheme;

• improving handwriting and presentation skills;

(paragraphs 23, 82, 84, 85, 88)

2) establish effective day-to-day assessment procedures and ensure that the information is used consistently to plan the next stage of learning;

(paragraphs 22, 24)

3) ensure that the quality of teaching and learning is rigorously monitored and evaluated by the headteacher, subject co-ordinators and the governing body;

(paragraphs 53, 54)

4) implement an improved school development plan, which fully involves the headteacher, staff and governors in its preparation, and includes clearly established priorities, responsibilities, timescales, expected outcomes and is fully costed.

(paragraph 55)

In addition to the key issues listed above, the following less important issue should be considered for inclusion in the action plan. This is indicated in paragraphs 27 and 65.

XVI. ensure that the curriculum is properly balanced by reviewing the time allocated to subjects taught in the afternoon.

Introduction

· **Characteristics of the school**

1. Nelson First School is situated in a well-established residential area to the west of the city centre of Norwich. There are currently 190 pupils on roll (84 boys and 106 girls). This is broadly average for a school of this type and numbers are similar to those at the time of the last inspection. The school serves a mixed community and a significant number of children come from outside the school's catchment area. Most children have had some pre-school experience in local nurseries or playgroups, although a higher than average number have below expected levels of language and social skills. Three pupils (1.6 per cent) come from homes where English is an additional language which is slightly lower than in most schools. Fifty five pupils (29 per cent) are entitled to free school meals which is above the national average. There are 64 pupils (34 per cent) on the school's register of special educational needs which is well above average. Twenty one of these are on Stages 3 to 5¹ of the register with two having statements of need, which is just below average.
2. Baseline assessment information indicates that attainment on entry is quite broad, although it is just below the standards expected of four year olds. A significant number has lower than expected skills in speaking and listening and in other aspects of language and social development. The school aims to focus on the emotional and social development of pupils in order to create a supportive, caring environment in which effective learning can take place. At the last inspection, key issues included providing more opportunities for pupils' spiritual insight and for pupils to research and investigate. The school was required to continue to develop policies and to manage accommodation more effectively. The governors were expected to meet their statutory requirement of providing a daily act of collective worship.

¹ [Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.](#)

Key Indicators

Attainment at Key Stage 1²

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	23	38	61

National Curriculum Test/Task Results	Reading	Writing	Mathematics	
Number of pupils at NC Level 2 or above	Boys	12	13	20
	Girls	30	32	36
	Total	42	45	56
Percentage at NC Level 2 or above	School	69(55)	74(67)	92(82)
	National	79(80)	83(81)	86(84)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	12	19	20
	Girls	33	33	35
	Total	45	52	55
Percentage at NC Level 2 or above	School	74(69)	85(80)	90(84)
	National	82(81)	86(85)	87(86)

² Percentages in parentheses refer to the year before the latest reporting year

2. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	8.3
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	14
Satisfactory or better	94
Less than satisfactory	6

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

3. Children show a broad range of attainment on entry and the overall standards are just below those expected nationally for four year olds. A small majority has lower than expected skills in speaking and listening and in other aspects of language and social development. The information from assessments of the children on entering the school confirm this lower than average level. This information is then used well to guide teachers' planning. Children under five settle well into the routines of school life and make good progress overall. By the time they are five years of age, most children are likely to achieve the desirable learning outcomes³ in all areas of learning, except in language and literacy where standards are expected to be below average. In personal and social development, most children make very good progress and are likely to achieve levels above those expected for five year olds. They play together well, sharing equipment and waiting patiently for their turn when too many children are wanting to take part in one particular activity. They show initiative and develop independence as they choose their apparatus and then tidy it away well after finishing with it.

4. Children make sound progress in developing their language and literacy skills. They respond well as the teacher effectively encourages their speaking and listening. Many children have limited speaking skills on entry to school and an appropriate emphasis is put on this aspect. Role play activities are used well to promote it. Children show an increasing understanding of books and enjoyment in using them. They share stories, poems and rhymes and learn the letters of the alphabet and their sounds. Pencil control is developed effectively by tracing round shapes and they begin to develop their writing, for example by supplying missing words when making books about themselves. Children make good progress in mathematics. Good teaching enables children to develop their counting skills and an understanding of the different values of numbers. They use rhymes and songs well to reinforce their counting. Some children name and recognise numbers up to ten. Children make good progress in all other areas of learning. Their knowledge and understanding of the world is promoted very effectively through a range of activities such as using magnets, looking at old photographs and visiting areas around school, including the wildlife area. Children's creative development is promoted well through using a broad range of different materials for painting, drawing and making objects such as felt finger puppets. They are enthusiastic singers and music makers. Children use the hall and school field to develop a good range of physical skills. They try different movements on the gymnastics apparatus and use games activities to develop their ball skills. The use of construction kits and other equipment, for example crayons, paintbrushes and scissors, improves their control and co-ordination.

5. The results of the 1999 national tests in English show that attainment in reading and writing was well below the national average. The number of pupils achieving above the

³ [Desirable learning outcomes are goals for learning for children by the time they enter compulsory education at the age of five.](#)

nationally expected Level 2 was well below the national average. It was broadly average in reading compared with similar schools and below average in writing. The number of pupils achieving higher than Level 2 in reading was broadly average compared with all schools and above average compared with similar schools. In writing, the number of pupils achieving the higher levels was average compared with all schools and with similar schools. The 1999 results were an improvement on previous years. Although results overall, over the last four years, show that standards are below the national average in reading and well below in writing, they are improving, particularly in reading with a significantly increasing number of pupils achieving levels above the national average. Inspection evidence confirms that attainment has improved. At the end of Key Stage 1, standards are just below national expectations in reading and writing and close to expectations in speaking and listening. Standards by the time pupils leave school at the end of Year 3 have also improved. They are close to national expectations in all aspects of the subject except in handwriting and presentation where they are just below expected standards. The school has successfully implemented the National Literacy Strategy. More focused teaching of literacy skills, supported by some effective monitoring by the literacy co-ordinator, is promoting higher standards. The school does not consistently use pupils' improving literacy skills to support attainment in other subjects. Pupils make sound progress in all aspects of English at Key Stage 1. They make sound progress in speaking and listening in Year 3 and good progress in reading and writing, with high quality specialist teaching raising standards in pupils' literacy skills.

6. The results of the 1999 Key Stage 1 national tests in mathematics show that attainment was broadly average compared with all schools nationally and with similar schools. The number of pupils achieving higher than the nationally expected Level 2 was in line with the national average and above average compared with similar schools. Test results between 1996 and 1998 show that standards were below, and on occasions well below national averages. The 1999 results show that standards have improved on previous years, particularly in the number of pupils achieving above the nationally expected level. Inspection evidence confirms that standards have improved and attainment is broadly average at the end of Key Stage 1 and at the end of Year 3. Pupils make sound progress overall in mathematics. The school has successfully introduced the National Numeracy Strategy which is improving pupils' numeracy skills, particularly in mental mathematics. These skills are being developed effectively in other subjects, for example aspects of measurement in science, although pupils, particularly higher attainers, have limited opportunities to use them in mathematical investigations.
7. Teacher assessments in 1999 show that attainment in science was broadly in line with national expectations for the number of pupils achieving Level 2. It was above average compared with similar schools. The number of pupils achieving higher than Level 2 was above average nationally and well above average compared with similar schools. This is an improvement on the 1998 assessments when standards overall were below average, particularly in investigative science and pupils' knowledge and understanding of materials. Inspection evidence generally reflects the most recent test results and standards are broadly in line with national expectations at the end of Key Stage 1 and at the end of Year 3. The number of pupils achieving higher than average levels is above expectations in Year 3 and in line with expectations at the end of Key Stage 1. Pupils make sound progress overall at Key Stage 1, although it is not consistent between classes due mainly to variations in the quality of teaching. Pupils make good progress in Year 3. Pupils' knowledge of materials and their investigational skills have improved

through carefully planned teaching and an increased range of investigational opportunities. Higher attainers, particularly in Key Stage 1, are not challenged consistently to extend their skills in predicting and investigating their ideas.

8. Attainment in information and communication technology is in line with expected standards at the end of Key Stage 1 and at the end of Year 3. Pupils make sound progress overall in developing their skills, knowledge and understanding. They use word processing well in Key Stage 1 to support progress in literacy, for example by word recognition and simple sentence construction. These are then built on well by combining text with graphics. Pupils use number programs to extend their understanding and use of numeracy. Control skills are developed effectively when pupils provide instructions to control the movements of a programmable robot. Pupils make good progress when good quality individual support is given to them to develop their skills, but opportunities are not consistently offered to enable pupils to use these skills to support work in a range of subjects.
9. Attainment in religious education is in line with standards expected in the Locally Agreed Syllabus at the end of Key Stage 1 and at the end of Year 3. Pupils make sound progress in both key stages and they make good progress in some lessons, particularly at Key Stage 2. Pupils' knowledge and understanding of Christianity is developed effectively at Key Stage 1, for example when discussing ceremonies such as baptism, and this is extended effectively in Key Stage 2 when pupils visit the local church and learn about other ceremonies and aspects of Christian worship. Their knowledge and understanding of the beliefs and practices of other religions is developed soundly through looking at artefacts and discussing aspects of Judaism and Hinduism.
10. Pupils make good progress throughout the school. Children under five and pupils in Key Stage 2 make good progress, supported by consistently high quality teaching. Progress in Key Stage 1 is sound overall although variations in the quality of teaching do not enable pupils to make consistent progress. It is sound in history, geography, music, art and physical education at Key Stage 1 but it is unsatisfactory in design and technology. At Key Stage 2, it is good in history, music and physical education and sound in all other subjects. Pupils with special educational needs and those for whom English is an additional language make good progress throughout the school. They are given high quality support and guidance throughout the school which enables them to achieve standards not significantly below those expected of their age. Support teachers and staff work closely with class teachers, and use good quality learning targets, to ensure that the work for these pupils is matched well to meet their learning needs.

Attitudes, behaviour and personal development

11. Pupils' attitudes in school are good. Staff have a positive, constructive and encouraging approach to pupils. Consequently, the relationships established between pupils and with adults are a strength of the school. These standards are as high as those found during the previous inspection. Parents identify strongly with the school's values and attitudes and think that high standards of behaviour are achieved.
12. Children under five settle quickly and securely into Reception. They behave very well and respond attentively to their teacher. Children listen keenly to stories and

instructions. They enjoy answering questions and are learning to put up their hands for attention. They work together well, sharing equipment and waiting for their turn. When baking cakes, they took turns to stir the mixture and add the ingredients. Children showed a good awareness of safety when they washed their hands before the cooking activity and were careful to avoid looking at the sun when using binoculars. They also concentrated well throughout the length of the activities.

13. At Key Stage 1, most pupils, including those with special educational needs, listen very carefully during whole class lessons and when teachers call for attention during group tasks. They react well to their teachers, often volunteering ideas and answers. In a very good English lesson, pupils in a Years 1/2 class showed much interest, actively responding to questions. They listened intently to the story and made good attempts to interpret the meaning. Pupils work well in groups, usually showing perseverance and independence, even when their group is not being directly supervised by an adult. Pupils are proud of their work, although there are some shortcomings in the presentation of their writing. Pupils' attitudes are unsatisfactory only on those occasions when tasks are not effectively explained and classroom management is not effective.
14. The standard of behaviour in school is very good. This confirms the views of the vast majority of parents that standards of behaviour are high. Pupils behave well whether they are in classrooms, moving around school or in the playground. They usually walk calmly in the corridors or through other classes. Changing classrooms for different activities such as literacy and numeracy sets is done sensibly. Pupils show a positive respect for the school building and the grounds. They generally handle equipment and books carefully. No bullying was observed during the inspection. The school recognises examples of good behaviour, progress, and achievement, which are commended in assembly.
15. The very good quality of the relationships that exist between pupils, and between pupils and adults, contributes well to the ethos of the school and to pupils' progress. Boys and girls get on very well together, joining in games at playtimes and collaborating in lesson tasks. In a physical education lesson in Year 3, pupils worked together, with good concentration and confidence, to build sequences of gymnastic movements. Pupils show much respect for the values and ideas of others, as shown in their contributions to the African, European and Australian Weeks. They show consideration for those with special educational needs, supporting them in lessons.
16. Personal development of pupils is very good. At the last inspection, it was judged that pupils had some opportunities for personal development. Pupils now develop positive independent attitudes and respond well to changes in the curriculum. In science they carry out investigations and solve problems. Opportunities for all pupils to take part in a variety of public performances, particularly the school opera, build self-confidence and personal skills. Pupils show independence when using the computers. They contribute to discussions about their class rules and take suitable responsibilities for day to day routines, such as helping to prepare for assemblies, putting out equipment for physical education, as library monitors and taking registers to the office. They willingly collect equipment and help to tidy their classrooms. Pupils respond well to the needs of others, raising funds for charities and contributing to harvest festival appeals.

Attendance

17. Parents overwhelmingly confirm that their children enjoy coming to school. Overall attendance levels are just below national averages as in the last inspection and there are no unauthorised absences.
18. Registers are completed quickly and accurately. Most pupils arrive at school very early, enabling morning and afternoon lessons to begin on time.

18. Quality of education provided

Teaching

19. The school has generally maintained the high quality of teaching reported at the last inspection. Teaching is good for the under fives and at Key Stage 2. At Key Stage 1, there is too much variation in the quality of teaching, although much is sound. Teaching for the under fives is good in over six out of every ten lessons. It is very good in a further two out of every ten lessons. Teaching is good at Key Stage 2 in nearly six out of every ten lessons. It is of very good quality in a further two out of every ten lessons. This consistently high quality of teaching is a significant factor in enabling children to settle quickly into school and to make good progress. It also promotes standards in Year 3. Teaching in Key Stage 1 is good in just over one out of every ten lessons with another lesson being of very good quality. About one out of every ten lessons is unsatisfactory and this impacts upon pupils' consistent progress at this key stage.
20. Teaching of the under fives is good. The teacher knows the children well. She has created a stimulating environment with a wide variety of interesting activities to occupy and challenge. The teacher plans the activities with care. Although planning is not always directly linked to the targets of the desirable outcomes of learning³, it uses the different topics well to link the different areas of learning. The teacher ensures that the children develop their practical skills using an increasing range of equipment. The teaching of language and literacy is good. The teacher has very effectively introduced elements of the literacy hour, creating a good link with the teaching styles being followed at Key Stage 1. She regularly assesses children's progress, and uses the information well to adjust the curriculum programme in order to meet the children's needs. Reading records are good, although day to day records of achievement are not firmly established. The teacher extends and consolidates children's mathematical knowledge well. She teaches directly as well as bringing mathematics into other subjects. She extends children's mathematical language by constantly using terms and numbers in other situations. For example, they count pupils at registration, discussing the numbers with children. She gives continual support, clarification and encouragement.
21. The teaching of personal and social development for children under five is good. The Reception teacher is very effective in creating a caring atmosphere of mutual respect, which fosters children's self-esteem and builds confidence. She sees this as a high priority and quickly establishes with great sensitivity an ethos of care and security. The ethos created in the morning, when parents are welcomed and stay with their children in the classroom as a social occasion, sets the tone well for the teaching day. The teaching is good in all the areas of learning. In physical development, the teacher provides a good range of experiences for the children, supported by plenty of resources and equipment. They are able to use large wheeled toys and large play equipment in fine weather in the outside area. They also have large play toys in the spare classroom at the moment. In creative development, the teacher carefully designs and prepares opportunities for children to experiment with a wide variety of objects and materials to extend their experiences and progress. She teaches them skills in using scissors, crayons and brushes. On occasions, opportunities for children to use these skills experimentally and independently are restricted by too frequent adult intervention in

3

these activities.

22. Teaching at Key Stage 2 is of a consistently high quality. Teachers organise their classes very well and work closely together to make very effective use of their subject expertise. For example, the mathematics co-ordinator takes half of Year 3 for their numeracy work while the other half go to the deputy headteacher for literacy. These teachers use their subject knowledge and their knowledge of the pupils very effectively to ensure that the work is matched well to pupils' ability, and to promote good progress in literacy and numeracy skills. In a Year 3 lesson on fractions, the teacher uses her subject knowledge well in the plenary activity to extend pupils' understanding of working out the values of different fractions such as one third and one quarter. Teachers take every opportunity to reinforce language development, for example by regular reminders on phonic awareness and use, such as the 'magic e'. They use questions very well to extend pupils' skills in developing the key features in setting the scene for a story. For example, teachers promote pupils' imaginative ideas when visiting the park by encouraging them to look carefully at the shapes of bushes and trees. Teachers plan a very good range of activities in detail to provide appropriate challenges for all pupils, including those with special educational needs and those of higher attainment. This was clearly seen in a Year 3 religious education when four different activities effectively challenge all pupils. Teachers generally use day to day assessment well to plan work in the short term, although this is not always consistently done to ensure that all activities are changed to meet pupils' needs.
23. Teaching at Key Stage 1 is not consistent. Some very good quality teaching in literacy promotes Year 2 pupils' reading skills. Teachers sustain the pupils' interest very well by good expressive reading and use their subject knowledge very effectively. For example, in a Years 1/2 lesson they read on in the text to illustrate how to work out the meaning of an unfamiliar word. Teachers use every opportunity to reinforce pupils' understanding of words and how they are spelt. Very good relationships with pupils encourage them to respond willingly to questions, even if they are not fully sure if their answers are correct. Teachers generally plan well and manage their classes effectively to ensure that pupils stay on task. However, the pace of lessons and teachers' expectations of pupils' quality of work and the amount they achieve, vary considerably. Teaching is unsatisfactory when the pace of the lesson is slow, pupils' interest is not maintained and they achieve little. For example, in a Years 1/2 physical education lesson, pupils were given too few opportunities to develop their movements. They sat quietly for long periods listening to instructions and watching some other pupils demonstrate their work. The slow lesson pace and limited time for activities resulted in very few pupils making progress in developing their gymnastic skills. Some teachers in Key Stage 1 do not use opportunities to promote pupils' language and literacy skills. Learning activities rely too frequently on pupils completing worksheets which do not challenge them to extend their knowledge and understanding. They do not require them to use their literacy skills to improve the quality and depth of written work. In a Year 2 science activity, the teacher did not challenge pupils to develop their own ideas for testing the strength of materials or to use a broader range of words to describe the texture of different materials.
24. Good quality planning and effective management of pupils are strong features of teaching throughout the school and ensure that all pupils make at least sound progress in both key stages. However, teachers vary in their use of day-to-day assessment information, including marking pupils' work. Where teachers make pupils aware of

learning intentions, and assessment is used well to judge how successful pupils have been in achieving those intentions, they promote higher standards. Where teachers do not make their learning intentions clear, pupils are not sure what they are trying to achieve and progress is frequently restricted. There is a significant inconsistency in the practice of teachers both between and within key stages and this impacts on standards. Similarly, homework is used well by some teachers to support class work, particularly in English and in mathematics, but there is significant variation between classes.

25. The teaching of pupils with special educational needs is good. Clear learning targets are set in their individual education plans. Teachers and support staff make good use of detailed assessment information to ensure that these targets are relevant and up to date. They are used effectively when planning appropriate learning activities. Teachers use methods and organisation which support these pupils and in class lessons, generally set work at an appropriate level. Support staff are deployed well to provide good quality support for pupils both in class and when withdrawn for individual tuition. This positively influences the standards achieved by pupils with special educational needs. Pupils for whom English is an additional language receive good quality support from a teacher from the local authority's support service. She works closely with class teachers to ensure that the work is closely matched to the language needs of these pupils and links in effectively with ongoing work in the individual pupil's class.

25. **The curriculum and assessment**

26. The curriculum provided for children under five is of good quality. It includes the nationally recommended areas of learning for children of their age. Children move naturally towards the studies of the National Curriculum before they leave Reception or when they indicate their readiness. The curriculum for children under five gives strong emphasis to developing skills in language and literacy and numeracy. There is also an effective emphasis upon children's personal and social development, where progress is very good. Curriculum planning processes are generally good, but they are not currently based upon the desirable learning outcomes³. While planning documentation gives a clear indication of classroom activities being organised, they do not consistently emphasise the skills children are expected to learn as indicated in the desirable outcomes
27. The school's curriculum fully complies with the National Curriculum and the agreed syllabus in religious education. The curriculum has breadth but lacks overall balance. 12.5 per cent of the weekly timetable in Key Stage 1 and 11 per cent in Key Stage 2 is spent on physical education, which is well above the national average. This limits the time available for other non-core subjects which are taught in the afternoon. The governors' policy for health and sex education is taught effectively through general classroom topics, although there is no drug awareness policy.
28. Since the last inspection the school has developed a more consistent approach in mathematics and science. At the last inspection many policies were not in place and although most of these have now been provided there are still some subjects which do not have policies. These are design technology and physical education.

³[Desirable learning outcomes — are goals for learning for children by the time they enter compulsory education at the age of five.](#)

29. The school provides full access to all aspects of the curriculum and out of school activities. Provision for pupils with special educational needs is very good. They receive a curriculum that successfully meets the detailed targets outlined in their individual education plans. Arrangements for these pupils conform fully to the requirements of the nationally recommended Code of Practice⁴. The provision is of very good quality. Where these pupils are withdrawn from lessons to receive special support, the school ensures that it complements the teaching going on in the class at that time.
30. The curriculum prepares pupils well for the next stage of education. There are strong links with the local middle school and active liaison takes place on a regular basis. Curriculum planning processes are sound, although some schemes of work are in need of review, particularly as the mixed Year 1 and 2 classes require a different approach than the school provides in other year groups. The mathematics and literacy teaching is generally well matched to the new initiatives and planning is in line with the recommendations. Curriculum planning in non-core subjects is clearly set out in the long, medium and short-term plans. The newly introduced medium term modular plans are still being trialled and are not yet fully established. Short-term plans sometimes lack the necessary detail to support good quality teaching and cater for different skill development. At present there is inconsistency in the content and presentation of planning files, although overall the planning in all classes is never less than sound and often good. On occasions, there is some inconsistency in the detail of planning between classes covering the same topics. The school has recently adopted a system of evaluation of lessons by teachers, which has a positive effect on the future planning, as it relates forward planning to the success of lessons taught.
31. The curriculum is enriched through a good provision of educational visits and extra curricular activities. Visits are made, for example to a Victorian schoolroom, Thetford Forest, the local park and church and the Gressenhall Rural Life Museum. Visitors to the school also enhance the curriculum provided. During inspection a visiting violinist played the violin to imaginatively illustrate and relate a story. Other visitors have talked about the locality and its history, using artefacts and plenty of local colour. The school also has a rich musical involvement, which includes singing in music festivals and public performances. The after school activities include recorders, choir and football.
32. The skills, knowledge and understanding of children under five are assessed from their earliest days in school. This assessment is continued on a regular basis throughout the school year. The assessment of under fives on a day to day basis is not so effective.
33. At Key Stage 1 and in Year 3, pupils' progress is monitored in English and mathematics. The results of the National Curriculum tests are studied to initiate plans to improve the curriculum. The school effectively uses an increasing range of assessment data from standardised tests and the optional Year 3 tests to target areas for improvement. In some subjects, assessments continue to be revised and improved. For example, in mathematics, pupils' attainments are now being recorded regularly and used well to inform planning. However, procedures used by teachers for day-to-day assessment are

⁴ [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.](#)

not consistently implemented throughout the school.

34. Teachers and the special needs support staff make detailed assessments of the progress made by pupils with special educational needs. These are used very well to ensure that targets outlined in pupils' individual education plans are relevant and up to date.

34. **Pupils' spiritual, moral, social and cultural development**

35. The school's provision for pupils' spiritual development is good. Provision for pupils' moral, social and cultural development is very good and is a strength of the school. The judgement of the last inspection for cultural development is similar, but the quality of pupils' spiritual, moral and social development has improved and is consistent throughout the school.
36. Pupils' spiritual development is promoted well in daily acts of collective worship where they reflect quietly about such themes as "We are lucky to have voices, to sing and to say lovely things to God and each other" in a school assembly. Acts of collective worship comply fully with statutory requirements. Playing music fosters a calm atmosphere and prayers are quietly and thoughtfully led. Classroom acts of worship are similarly well organised. In a Reception class assembly the story of the Nativity, told using woollen figures of the characters in the stable, fascinated children. They closed their eyes to think hard about being special, the Christmas story and baby Jesus, before learning to say a prayer. Others in a Years 1/2 class, sat in a circle to think about what they do well and about other people in the world who are good at doing things. In other subjects of the curriculum, pupils reflect and show wonder. In Reception, children were totally absorbed by an introduction to what magnets can do.
37. Pupils' moral development has been developed since the last inspection. Staff present very good role models for pupils to follow, giving clear guidance about right and wrong. Children under five are developing a good awareness that their actions affect others and that some actions are right and some are wrong. Pupils are quickly taught such concepts as honesty, fairness and kindness. Rules are devised by each class and prominently displayed in all classrooms, reinforcing pupils' moral awareness. Classroom discussions, including the use of circle time, encourage pupils to think about their behaviour and attitudes and about the needs of others.
38. The school is a very supportive community providing its pupils with very good opportunities for their social development. This occurs in most lessons, for example, when pupils are encouraged to listen to others as well as to teachers and classroom assistants. Pupils are given many opportunities to collaborate together and to share books, tools and other equipment. The sharing of computers is well promoted. Pupils assist in preparing for and helping during assembly and moving apparatus for physical education. They support a variety of charities including Sue Ryder and Children in Need, and fill boxes of gifts for the needy children of Rwanda. Very good social development is particularly well illustrated in the speed shown by children in Reception in learning school routines, good behaviour and socialising with one another. In addition, visitors to school and educational visits contribute well to the social development of pupils and the happy social atmosphere in school.

39. Pupils' awareness of their own culture is promoted well. They visit local museums, churches, the city hall and environmental centres. The Victorians have been studied both inside and outside school. The wonderful display of Victorian artefacts in Year 3 includes a sampler made in 1837. Pupils have explored the history of its maker further. In art, pupils study great artists like Van Gogh and Matisse. Pupils' awareness of differing cultural heritages is very good overall, with a strong cultural emphasis in particular topics. This provision is systematically sustained throughout the school year and supported by annual themed weeks such as Australian Week. In religious education, pupils gain a sound awareness of the Hindu faith and also about aspects of Judaism such as the festival of Hanukkah. The visits of people from the Nigerian and Muslim communities further enhanced awareness and respect for other cultures.

39. **Support, guidance and pupils' welfare**

40. The school has maintained the standards identified in the previous inspection. Provision for pupils' support, guidance and welfare is good and it has a positive impact on attainment and progress. The school provides a safe and supportive environment in which pupils have the opportunity to enjoy school life, develop their confidence and independence, and concentrate on their learning. Pupils are happy at school and are confident in their knowledge of what to do should they have any problems. Parents are very appreciative of the school's efforts.
41. The provision for the pupils with special educational needs is well organised. Staff have a good knowledge of individual needs. The support provided, including the links with parents and outside agencies, has a positive effect on progress and personal development.
42. The school has good procedures for monitoring the progress and personal development of its pupils. Individual records of progress are kept by class teachers and annual reports, personal files and test results are stored in the office. Informal strategies, which build upon teachers' in-depth knowledge of pupils as individuals, are very effective in ensuring that individual needs can be properly addressed. Assemblies and lessons in personal, social and health education are used well to promote the personal development of the pupils. Pupils are provided with a range of opportunities to take responsibility such as regularly helping with classroom duties and taking the register to the office. Pupils in Year 3 also have the opportunity to be library monitors. The school is successful in its aim to produce rounded, responsible pupils and devotes a great deal of time and effort to the personal development of its pupils.
43. The measures that are in place to promote discipline and good behaviour, which are understood and accepted by the pupils, are very good. They encourage the pupils to take full advantage of the opportunities presented to them and have a positive effect on attainment and progress. There is a detailed behaviour policy with clearly stepped sanctions. The school does not have a separate policy for anti-bullying, but bullying and racial harassment are not regarded by the parents or the pupils as a problem. All members of staff set a good example and, by putting an emphasis on high standards of behaviour and mutual respect, they promote an orderly atmosphere in classrooms and around the school, that encourages learning. There are very good relationships between the pupils, who show care and concern for one another's welfare.
44. The school has good procedures for monitoring and promoting good attendance. Liaison with the education welfare officer is appropriate. Registration procedures are efficient and the school's records of attendance are properly maintained, and comply with statutory requirements.
45. The school has sound procedures for monitoring and promoting the well-being, health and safety of pupils which ensure that they are well cared for by, and within, the school community. Pupils are given clear advice about the importance of taking care of themselves, such as the need to wash their hands before eating their lunch. There is good support for pupils during lunch and breaktimes, which has a positive effect on behaviour and safety. First aid and fire safety arrangements are appropriate, and the

school provides a safe and supportive environment which encourages learning. There are two named first-aiders and most staff have also had basic training. The school's procedures for dealing with accidents are secure, and the inspection provides clear evidence to support the view of parents that the school looks after their children well. Although risk assessments are made by the headteacher and staff, they are not formally recorded. The governing body do not currently make formal risk assessments, but a member of the building committee is to receive training in the matter next month after which a full audit is planned. The headteacher is the named person with responsibility for child protection. He has been formally trained and is very experienced. All staff are clear about the need to be attentive and conscientious in their approach to the proper support of the pupils in their charge.

46. The school has appropriate links with a range of support agencies which make a positive impact on the pupils' welfare. The school makes effective use of them when necessary. Arrangements for induction into school, which fully involve parents, are good and ensure that children settle quickly and happily into school. Liaison with the local middle school is good, and the routines for transfer to the next stage of education are appropriate and effective.

Partnership with parents and the community

47. Overall the school's partnership with parents and the community is a strength. Parents feel welcome in school and report that the headteacher and his staff are very approachable with questions or problems to do with their children.
48. The school provides a satisfactory quality of information to parents, although some would like more detailed advice about the curriculum. There are frequent and informative newsletters. Pupils' annual written reports contain constructive comments about progress and show ways in which they can make improvements, but there is inconsistent presentation of this information. There is an opportunity for all parents to respond with their own written comments about their child's report. The headteacher and staff are available and willing to listen to and discuss parents' concerns and questions. There are very good arrangements for meeting teachers informally at the start and end of each day. Parents' evenings take place each term to discuss pupils' progress. The school's prospectus is well presented, giving a consistent degree of information in a "reader friendly" style. There are occasional meetings, which are generally well attended, at which changes in the curriculum and how parents can help their children at home are discussed and explained to parents.
49. Parental involvement in children's learning is good. They feel that they are encouraged to take a full part in the life of the school. Many give regular help, particularly in Reception and Key Stage 1. They accompany pupils on educational visits and assist in events such as football training, school sports and concerts. Most parents support their children at home, for example, by hearing them read and helping them to complete tasks and projects. Effective review meetings are held with parents of pupils with special educational needs. They are encouraged to share in discussions about the educational provision for their children and in the drawing up of their individual educational plans. The Parent Teacher Association (PTA) gives generous support to the school, organising a range of social and fund raising events. It has given valuable

help in providing a computer, leavers' books and Christmas gifts to all pupils.

50. Links with the local community are very good. There is good liaison with local schools and with the receiving middle school to promote secure transition processes for pupils. Teachers make reciprocal visits and pass on academic and social information about pupils. Good use is made of the immediate locality, for example through visits to the local area, St. Barnabas' Church, the Cathedral and City Hall. The pupils have benefited from visits from a poet, a storyteller, and a theatre group. The environmental officer, fire brigade and the police have also given talks to the pupils, which have widened their horizons. The local old peoples' home residents often visit and are hosted by pupils at concerts and social occasions.
51. Many links have been established with local businesses and football clubs, which provide very good support to fund raising efforts and coaching for the school football team. Pupils have visited the Mayor's Parlour and the Mayor has made a reciprocal visit to open the school fete. Pupils give active support for a variety of charities each year which extends their sense of responsibility and citizenship.

51. **The management and efficiency of the school**

51. **Leadership and management**

52. The strong, personal leadership of the headteacher, working closely with an influential deputy headteacher and supportive governing body, has continued to be particularly effective in promoting a caring, supportive team approach to establish a community ethos within the school. Sound progress has been made on most of the key issues identified at the last inspection. The school has maintained its caring ethos and the good behaviour and positive attitudes to work of the pupils.
53. The school's aims and values are clearly set out in the school prospectus and strongly promote the emotional and social development of pupils. They provide a clear direction to the work of the school and are generally reflected well in its everyday life, particularly those which contribute to the caring, supportive ethos. Parents are happy with the pleasant family atmosphere within the school which encourages their children to attend and enjoy school. The headteacher provides a strong lead in this aspect, frequently being seen around the school and constantly encouraging and praising individuals for their contribution to school life. This contributes significantly to pupils' positive approach to school. The curriculum is co-ordinated well by the deputy headteacher. She links closely with the headteacher, subject co-ordinators and governors to complete an annual curriculum review and, through staff meetings and staff training, focuses upon areas for development. Recent initiatives on improving aspects of planning, sharing learning intentions and developing target setting, for example the use of target cards, are beginning to provide a sharper focus on raising standards. However, rigorous procedures to monitor and evaluate the consistent implementation of such initiatives and their impact on standards of attainment are not established. Literacy and numeracy co-ordinators have observed some lessons and appropriate feedback has been given to staff and governors to influence practices within the school. However, opportunities are

limited for the curriculum co-ordinator, particularly with her other responsibilities which include the co-ordination of special educational needs and developing assessment and for staff with subject responsibilities, to monitor and evaluate the quality of teaching and learning and influence classroom practice. An increasing range of assessment data is being used to monitor standards of achievement and set targets for improvement, both for individual pupils and for year groups within the school. Standards in English and mathematics are improving, particularly as the literacy and numeracy strategies become increasingly more effective. A consistent commitment which involves all staff in seeking to achieve higher standards of attainment is not yet fully established.

54. Governors are providing increasingly valuable support and work closely in partnership with the headteacher, his deputy and staff. They are kept well informed about what is happening in school through reports from the headteacher and discussions with staff, particularly those with subject responsibilities. The headteacher meets frequently with the chairman of governors to discuss priority issues. Some governors, for example those with responsibilities for literacy and numeracy, visit classes to observe lessons and report back to the curriculum committee. Governors have been particularly effective in supporting the school in improving resources and accommodation and in working closely with the headteacher to manage the impact of a smaller than expected school roll. Governors' involvement in the planning and implementing of curriculum initiatives, and monitoring their impact on standards, are not so well developed. Although the school is beginning to use assessment information with increasing effectiveness to target areas for improvement, governors are not yet fully involved in discussing and agreeing these targets.
55. The school development plan is drawn up by the headteacher, following discussions with staff and members of the governing body. It provides a broad overview of development issues, with appropriate annual reviews of previous inspection issues and current curriculum developments. However it does not provide a clear direction for improving standards in the school. Although the development plan indicates the likely cost implications of some issues, particularly those relating to buildings and grounds, it does not provide a precise plan of action for clearly identified issues. It does not link closely the anticipated costs nor clearly identify what the expected improvements are likely to be in each issue. The governing body is kept informed about the various developments in the school but is not yet fully involved in monitoring and evaluating the impact of development priorities on standards of teaching and learning. Procedures to check upon the cost effectiveness of spending decisions are not well established.
56. The governing body meets its requirements for the education of pupils with special needs. The provision is very well managed by the deputy headteacher in her role as special needs co-ordinator, supported well by the headteacher and the nominated governor. The Code of Practice is implemented well, with good quality individual education plans being drawn up to provide a clear focus for teachers' planning. They are reviewed regularly with parents being kept fully informed and involved. Very effective use is made of good quality support staff who work closely with both class teachers and the co-ordinator. The use of the teacher, from the local authority's support service, for pupils for whom English is an additional language is managed well. She works closely with class teachers to inform them of the language needs and development of the individual pupils and to ensure that the support given to these pupils links well to their range of learning activities. Most statutory requirements are met,

although those for staff appraisal and drugs education have yet to fully established.

56. Staffing, accommodation and learning resources

57. Since the previous inspection, there have been considerable changes to the teaching staff. Eight members have left and six new teachers have been appointed. The school has responded positively to its previous inspection and teachers are now more confident in their knowledge of science and mathematics.
58. The school has a good number of suitably qualified teachers who are all appropriately qualified either by initial training or professional development, for the age groups they teach. Teaching staff have an appropriate range of experience and apart from the two newly qualified teachers, have taken on co-ordinator roles for all of the National Curriculum subjects. They work hard to teach a wide range of subjects. However, many teachers do not have sufficient expertise in information technology and design and technology.
59. All subject co-ordinators have a job description which reflects their general responsibilities. Legal requirements on appraisal are not currently being met and it is approximately four years since the last round of appraisal was completed. The headteacher holds individual professional development reviews with teachers each year which include the identification of training needs. All teachers have opportunities for in-service training but they are not always clearly linked to the school development plan. Recent staff development has included training on literacy and numeracy. There are appropriate and effective arrangements for the induction of new staff and the two newly qualified teachers have each been assigned a mentor.
60. There are a good number of classroom assistants and special needs support staff, many of whom have gained recognised qualifications with the help of the school. Together with the lunch time supervisors, all staff work well together to provide good support for the teachers and the pupils. Lunchtime supervisors have regular meetings with the headteacher and receive guidance and training for example, on behaviour management. The provision for special educational needs is enhanced by support staff provided. These learning support assistants play an important role in assisting teachers with pupils with special educational needs.
61. The school buildings provide adequate and appropriate accommodation for the teaching the National Curriculum. Many of the classrooms are of a good size, for example for the children in Reception and the pupils in Year 3. However, there are weaknesses in the design of the building which mean that pupils and staff have to walk through other classrooms to gain access to their own rooms. In Key Stage 1, three of the four classes are taught in rooms that are barely large enough. It is a great credit to the behaviour of the pupils that there is minimal disruption as they walk through other classes to get to the toilets, the hall, or the secretary's office.
62. The indoor accommodation is clean, bright, well maintained and organised, and encourages learning. There are attractive displays of pupils' work to support learning in most areas of the curriculum. There are good features, such as the carpeted quiet

rooms which are used for whole-class lessons, and a swimming pool. The school is set in a very pleasant environment with an attractive wild life area with a pond. There are ample hard surfaced playgrounds and a good sized field for games and physical activity.

63. Resources, overall, are adequate to meet the demands of the National Curriculum. Resources for physical education and information technology are good. However, there is a lack of non-fiction books suitable for younger pupils in the library and there are no dual-language books or books in other languages for the pupils who speak English as an additional language. [Jen1]There are currently insufficient artefacts for religious education to support the current arrangement of the curriculum, when two classes are taught the same lesson at the same time in Key Stage 1.

63. **The efficiency of the school**

64. The school's financial planning processes are sound. Financial and other resources are carefully allocated in line with budgetary constraints. The headteacher works closely with the chairman of the governors and the finance committee of the governing body to plan and to project financial forecasts, but only for one year ahead. In addition, targets are not set out in the school's development plan so the long term direction of the school's policies and aims is not secure. The planned overspend which was agreed for the financial year 1995/96 has not been repaid because of an unexpected trend towards falling rolls. Control of this situation has not been shown clearly in the school's development plan. Expenditure against budget is regularly monitored and care is taken to ensure that the school's expenditure is giving good value for money. Similar conclusions were reported at the last inspection.
65. Satisfactory use is made of teaching and support staff. The quality of education is sound for Key Stage 1 and good for Key Stage 2. The length of the taught week is above the recommended minimum but is shorter than most schools nationally. This reduces the number of hours that teaching takes place compared to the average time in other schools.
66. Learning resources are used well. They are accessible and effectively included in lesson planning. Most areas and classrooms are of a good size for teaching and are efficiently used. The school makes good use of the quiet rooms attached to classrooms for support of small groups and of pupils with special educational needs. The school library is sited in Year 3 and Key Stage 1 pupils have timetabled access to it during the spring and summer terms.
67. The school receives a grant of funds to ensure that class sizes in Key Stage 1 are thirty or less. All four classes are fewer than 30, although one of the ability sets for literacy contains 32 pupils. The effective use of support staff ensures that pupils in these groups receive good support and guidance with their work.
68. Funds allocated for pupil support are used very well. There is very good provision for pupils with special educational needs. These include the provision of additional staff, ample equipment and quiet rooms where assessments, discussions and teaching take place. The PTA raises additional funds. These are well spent on computer equipment

and school leavers' books.

69. The school's accounts were audited in 1996 and the day-to-day control of finances was reported to be good. A few minor recommendations were immediately acted upon. Private school funds are properly audited each year and approved by the governors. Routines, communications and administrative processes run very smoothly under the efficient management of the school secretary.
70. The school provides a sound quality of education. Pupils are making good progress overall. They behave well and show very positive attitudes. Standards of attainment are improving. Expenditure per pupil, taking account of additional funds for pupils with special educational needs, is high. In view of these factors, the numbers of pupils eligible for free meals and the below average standards of children's attainment on entry, the school is giving sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

70. Areas of learning for children under five

71. The school makes good provision for the education of children under five. They are admitted to the reception class in the year in which they become five. There are two entries a year, one in September and another in January. At the time of the inspection, half the class was under five. On entry to the school, their achievements vary considerably, but in the main they are just below those expected for children of this age. This is confirmed by the extensive evidence of assessments made by the teacher when the children first come to school. The teacher then uses this information well to guide planning. Children under five make good progress. By the time they are five, the majority of children are likely to achieve standards that broadly reach the requirements in all areas of the desirable objectives for their age, except in language and literacy where their attainment is likely to be below the expected average. In their personal and social development, most children are likely to achieve above the levels expected for their age.

71. Personal and social development

72. Children make very good progress in their personal and social development. Relationships between pupils and with adults are very positive. The children settle very well into the routines of school life. They share equipment and play and work happily together. During the inspection children were seen playing in the house corner readily sharing the toys in their tea party. Others experimented with sand and with construction kits. They develop initiative and independence in selecting resources, tidying equipment away and making choices in their work. They understand that when there are too many children engaged in one activity, they must wait their turn. One boy said in his group as explanation to me, "We take turns". Children are developing an awareness that some actions are right and some are wrong and are learning to care about the world around them. Although the children have only been in school full-time for a few weeks they are able to behave according to the accepted routines very well. They are eager to learn and participate in the activities provided. Children behave very well when listening to the teacher as well as in play situations, working in groups and in assembly. Their progress in personal and social development is a strength of the school.

72. Language and literacy

73. Most children make sound progress in all aspects of language and literacy. The teacher places a strong emphasis on speaking and listening and children respond well. Children are generally not confident speakers, and on entry to the school some have poor diction and confidence. Much time is spent on developing this aspect of their learning. Every opportunity is taken to promote speaking in a variety of classroom situations. For example, children work in small groups with an adult who actively encourages them to talk. Stimulating play areas, such as the home corner, the construction toy area and the art area foster imagination and enhance language development. Children use role play well to extend their speaking skills.

74. Sound progress is made in acquiring reading and writing skills. Children's enjoyment of books is promoted by staff through the whole class sharing of books, for example, in story-time and in the literacy hour. Books, rhymes, poems and shared stories are an everyday event often linked imaginatively with a topic. The cassette tapes are regularly used to listen to stories and to play sound recognition games. Children learn the letters of the alphabet and their sounds. They are able to recognise several sounds including "m" which they had just learnt. In a good lesson, pupils read a story from a Big Book together and are able to identify the illustrator, author and title of the book. They are also able to identify the letter "m" in the text. They are learning to control and hold a pencil as they trace around shapes. They understand that their writing conveys a message to others. They are able to make books about themselves, writing in missing words about their hair and face.

74. **Mathematics**

75. Children's progress in their mathematical understanding is good. Teachers provide opportunities for counting, sorting, matching and sequencing activities to promote their learning. For example, children make a tower from plastic blocks and can count up to ten. Others play a cake race and recognise some prices. They identify shapes such as squares, circles and triangles. Children know a range of number rhymes and songs to help them count. They count up to ten and recognise numbers up to five. A minority of children recognise numbers up to ten. They are beginning to relate numbers to actual things. Children explore capacity and volume through water and sand play. They are able to identify "more" and "less". They measure themselves and recognise that the figures are a measurement. Some higher attaining children recognise 56 and 64 and work out one more.

75. **Knowledge and understanding of the world**

76. Children make good progress in acquiring knowledge and understanding of the world. A variety of experiences are provided for the children. For example, children work with an adult to find out what is attracted to a magnet. They can use the words "attract", "metal" and "plastic". They use a magnifying glass and discover it makes things bigger. In another lesson they baked cakes and found the mixture smelled nice and was "gooey". They learn about the past by looking of photographs of each other as babies and compare how they look now. Children learn the days of the week through daily practice. They soon learn about colours and help make an orange display to consolidate their knowledge. Visits around the school and into the "wildlife area" in the grounds all help to broaden the children's knowledge. They use the computer regularly and are systematically taught skills. They are able to use the mouse and cursor. They change the teddy's clothes using the cursor and know that the keys write words.

76. **Physical development**

77. Children make good progress in this area of learning. In physical education lessons, they move around the school hall with a good awareness of the space needed by other children. They have increasing control of their bodies. They move well and confidently use the large apparatus in the hall. They jump from the box with controlled movements and climb on the wall bars with agility. They have the opportunity to play football every

week on the school playing field and eagerly involve themselves in this activity. The opportunity to use the swimming pool each week promotes water confidence and the early development of swimming skills. Children show increasing control and co-ordination when using a range of tools, such as pencils, crayons, paintbrushes and scissors, but some find scissors difficult to manipulate. They are able to fit construction toys together and place furniture in the doll's house.

Creative development

78. Children make good progress in this area of learning. They handle a variety of materials, tools and media including paint, clay, papers, crayon and collage. They paint monsters and make marbling cards with festive glitter. They do hand prints, finger painting and use the computer to do paintings. They work with felt to make mice finger puppets. They are enthusiastic singers and music makers. They can clap loudly and quietly. They know the names of many percussion instruments including tambourine, woodblock, handbells and triangle. "It has three sides", said one child. A pupil commented on hearing a scraper "it sounds like a frog jumping on a lily pad." Some children are already repeating a pattern of beats correctly.

English, mathematics, science, information and communication technology and religious education

English

79. The school has responded positively to its previous inspection report. Teachers challenge pupils more to use their thinking in one-to-one situations and make more use of information gained from assessment to plan future work.
80. In 1998, the results of the national tests at the end of Key Stage 1 show that the pupils' attainment in reading and writing was well below the national average and the results of pupils in similar schools. In reading, the percentage of pupils achieving the expected Level 2 was very low in comparison with the national average, and in writing it was well below. The percentage of pupils reaching the higher Level 3 was close to the national average in writing, but below in reading. At Key Stage 1, standards in reading are lower now than at the time of the last inspection. Between 1996 and 1998, reading standards fell each year, and standards in writing fell in 1997 but since then they have steadily risen. The school's 1999 test results in reading and writing show a significant improvement on those achieved in 1998, although there were fewer pupils who achieved the higher Level 3 in writing. Standards in the 1999 tests show reading and writing to be well below the national average. Attainment in reading is broadly average compared with similar schools, and below average in writing. The number of pupils achieving the higher Level 3 was in line with the national average for both reading and writing. It was above average for reading compared with similar schools and average for writing.
81. Taking the results from the three years 1996 to 1998 together, the performance of boys in reading was close to the national average but in writing, it was well below the national average. The performance of girls in reading and writing was below the national

average.

82. Inspection evidence shows that attainment has improved. At the end of Key Stage 1, the pupils' overall standards of attainment in English are just below national expectations in reading and writing, but close to expectations in speaking and listening. Standards in Year 3 when the pupils leave the school have also improved and are close to national expectations in all aspects of the subject, apart from in handwriting and presentation, where they are just below. The school has successfully implemented the National Literacy Strategy with its more focused teaching. The co-ordinator has formally monitored the quality of teaching in all classes. These measures are beginning to have a positive impact on raising standards.
83. At the end of Key Stage 1 and Year 3, standards in speaking and listening are close to national expectations. There are many opportunities for the pupils to express themselves in all subjects of the curriculum. They listen attentively to their teachers, respond with enthusiasm to questions and are polite and considerate in listening to the viewpoint of others. In class discussions they wait their turn and most speak clearly and confidently. Pupils enthusiastically join in when listening to 'big book' stories read by the teacher.
84. Standards in reading are just below national expectations at the end of Key Stage 1, but they are close to expectations at the end of Year 3. By the age of seven, most pupils read simple texts with some accuracy and higher attaining pupils do so more fluently and with some expression. The majority of pupils try to sound out words they do not know, and those who are higher attaining read on to the end of the sentence or use picture clues to help them. Most pupils know that the author writes the book and that the illustrator draws the pictures, but their library skills are under-developed. By the age of eight, most pupils read with some fluency and expression, express opinions about favourite authors and talk about their favourite character or part of a book. They use a range of clues to help them read unfamiliar words. Higher attaining pupils understand the main points of what they have read and express preferences. Most pupils have a good range of library skills. They confidently use the index and contents page to find information and can locate non-fiction books using the school's classification system. At both key stages, pupils do not choose to read sufficient non-fiction books at an appropriate level as part of the school reading scheme.
85. At the end of Key Stage 1, standards in writing are just below national expectations. Pupils write for a range of purposes including lists, factual accounts, instructions, poetry and imaginative stories. By the age of seven, pupils write in simple phrases and show an awareness of how full stops are used. Higher attaining pupils develop their ideas in a sequence of sentences with some use of full stops and capital letters. Few pupils hold their pencils correctly, or form letters accurately and of consistent size. By the age of eight, the pupils extend their range of formal and informal writing and also write plays. They spell simple words correctly, use full stops and capital letters to punctuate their work and begin to use more interesting vocabulary. Higher attaining pupils spell more complex words correctly and use question marks and speech marks in their work. Standards of handwriting and presentation are below expectations. Many pupils are learning to join their writing but few achieve consistency of size. There is limited evidence of pupils in Key Stage 2 using drafts of work to develop their ideas, although teachers' plans indicate that these skills are to be developed more extensively next term.

86. At Key Stage 1, pupils make sound progress in all aspects of the subject. Pupils in Year 3 make sound progress in speaking and listening and good progress in reading and writing. The teachers know their pupils well and match work to what has previously been learned. Listening skills are developed, and pupils' vocabulary is extended. In reading, progress is underpinned by the regular practice that is expected of all pupils. Reading skills are taught and developed systematically across the school. However, in Key Stage 1, progress in reading is sometimes slowed when pupils are moved on too quickly by classroom assistants who hear them read. The emphasis on phonics in the National Literacy Strategy is beginning to have a positive effect on the pupils' progress. During the inspection, the teachers' effective use of 'big books' to teach the same text to the whole class over the course of the week ensured that pupils often made good progress in reading. More regular practice is having a positive impact on the pupils' progress in developing spelling and handwriting skills. Pupils who have special educational needs and those for whom English is an additional language make good progress. In class lessons they are grouped by need, the teachers plan appropriate work for them and they are well supported by classroom assistants. The pupils make good progress towards their personal targets when they are withdrawn for special lessons outside the classroom.
87. Pupils' attitudes to the subject are generally good throughout the school. The majority listen attentively, particularly to 'big book' stories, and settle quickly to their tasks. Most pupils work with concentration without direct supervision and adapt well to the routines required by the Literacy Strategy, to work independently. Pupils work co-operatively together in pairs and small groups and share resources appropriately. When given the opportunity, they sort out their books and equipment for group sessions and organise themselves well before settling down to work.
88. The quality of teaching at Key Stage 1 is sound and at Key Stage 2, it is good. Overall teaching is good in almost 30 per cent of lessons and very good in just under a further 20 per cent. Teaching is strongest in Year 3, where it is good in two thirds of lessons and very good in one third. Most of the lessons observed were of the National Literacy Strategy, and the teaching of the 'literacy hour'. The school has made a positive start to this initiative. Underpinning the effective teaching is the use of the recommended common planning format, which requires teachers to plan lessons weekly in advance, and identifies the tasks to be covered during each section of each day's literacy hour. This ensures that all lessons are well organised, but the activities provided for pupils who are not working with the teacher are too often on worksheets which do not sufficiently challenge the pupils of all abilities. In Key Stage 1, some teachers do not have sufficiently high expectations of the pupils and this limits their progress. The teachers manage their pupils very well, creating a friendly and positive atmosphere for learning. Most teachers make appropriate use of the plenary session to reinforce earlier teaching points and the pupils' learning. The pupils with special educational needs receive good quality teaching by classroom support assistants and specialist teachers when they are taken out of the classroom for individual or group work.
89. In the best lessons, the teachers make very good use of questions such as "Which two letters or sounds make the ending 'ed'?" to check on the pupils' understanding. Throughout the lessons, teachers use every opportunity to reinforce the reading of individual words, sentences and phrases. A good example of this was seen in a Year 3

lesson on stories in a familiar setting. Teachers have high expectations of the pupils which are clearly communicated. There is a cracking pace to the lesson and the pupils are clearly told how much work is expected from them and how long they have to complete their task.

90. All teachers have a clear knowledge of the pupils' different strengths and weaknesses. As a result, assessments are generally made accurately and the information is carefully used to plan the next piece of work. However, the making and recording of assessments varies considerably between classes. The quality of marking is also inconsistent. Where the marking of work is good, it provides the pupil with clear information about how they may improve.
91. The school does not fully develop the pupils' literacy skills across the curriculum at Key Stage 1. In Year 3, reading skills are regularly used to support work, for example in religious education and history. Throughout the school, speaking and listening skills are successfully developed in other subjects, for example, in class discussions in religious education. Opportunities are provided for the pupils to use their skills in school productions. English is used well to promote the pupils' cultural development, for example, when reading stories, plays and poetry from their own and other cultures. The pupils use word processing skills in information technology to support their work in English.
92. All pupils are expected to take home their reading books on a regular basis, and to learn spellings. However, there is inconsistency between classes in the provision of work to be completed at home. The positive support of many parents means that homework makes a genuine contribution to the progress pupils make and to the standards they attain.

92. **Mathematics**

93. Standards have been maintained at the level reported in the last inspection. In 1999, the results of the national tests at the end of Key Stage 1 show that attainment was in line with national expectations and with the results of pupils with similar backgrounds. The number of pupils reaching the expected Level 2 was in line with the national average and the number achieving the higher Level 3 was also in line. Taking the three years 1997 to 1999 together, test results show that the girls' attainment in mathematics was slightly below that of the boys. They were both just below the national average during that time. The school has improved standards over the last three years.
94. Evidence from lesson observations and records of pupils' work indicate that the pupils' attainments in mathematics at the end of Key Stage 1 and at the end of Year 3 are broadly average for their age. The improvement in attainment is largely due to the introduction of the numeracy strategy including the effective development of mental arithmetic skills.
95. At the end of key Stage 1 pupils are able to double numbers up to nine and also understand that halving is the opposite of doubling. They are beginning to know the two times and ten times tables. They name solid shapes and two-dimensional shapes

correctly including pentagons and hexagons. They recognise tens and units and add them mentally. They count in fives and in tens. They understand the terms shorter and taller and more and less. They recognise halves, quarters, and work out the half or quarter of a number, for example half of ten.

96. At the end of Year 3, pupils are acquiring skills in mental calculation. They count up to 100 in fives and tens and count back in tens. Some add in tens, twos and fours and discuss the patterns they discover in sequences of numbers. Pupils are gaining an understanding of the place value of numbers, recording tens and units on worksheets. In discussion and in answering questions, pupils often use correct mathematical language, for instance 'multiples', 'identical' and 'equal'. They explain how they have reached their answers to addition and subtraction problems. They read numbers of four digits, for example 4391. They read the time, at half past and o'clock. They are also able to measure using centimetres accurately.
97. Throughout Key Stage 1 and in Year 3, pupils, including those with special educational needs and those for whom English is an additional language, are making sound progress in mathematics. In Year 1, pupils soon count up to 20 and some are able to count back. Most are able to add numbers to ten and some add up to 12. They match dominoes to make combinations of six. This progress is sustained in Year 2, when pupils calculate the totals of several numbers, working up to 100. The younger pupils recognise and sort simple shapes.
98. Pupils extend their mathematical understanding well in other subjects of the curriculum, particularly in science and design and technology, where they measure and record numbers, and also in geography, where they draw and locate features on maps by using co-ordinates.
99. At the last inspection, pupils' attainments were judged to be average. However, the inspectors recorded that pupils were given very limited experiences in making investigations and solving problems. They also noted unsatisfactory achievements in oral and mental skills as well as the recording of pupils' work. Since that time, the school has introduced the numeracy strategy and mental mathematics is a daily feature. There are still limited opportunities to develop problem solving and investigative skills.
100. In almost every lesson, pupils' attitudes to mathematics are good. They generally enjoy whole-class mental arithmetic and are eager to give answers and to explain their thinking. Pupils concentrate well when they work in groups, sharing equipment, behaving well and persevering to complete tasks. In a good lesson in Year 3, pupils with special educational needs were eager to demonstrate how they halve their pieces of paper and were able to explain what they were doing. Pupils show responsible attitudes towards mathematical equipment and many help sensibly by tidying the classroom at the end of sessions.
101. The teaching of mathematics is sound in Key Stage 1 and good in Key Stage 2. Teachers organise their daily numeracy lessons well, blending the elements of whole class teaching and group tasks with a good pace. Most teachers, particularly at Key Stage 2, maintain a good pace. They conclude lessons with a very effective shared discussion, consolidating what pupils have learnt and then challenging them to extend

their knowledge further. For example, in a Key Stage 2 lesson, pupils were required to use their knowledge to work out fractions of quantities before their next lesson. Teachers and classroom assistants work very effectively together to ensure that pupils are well supported when working in groups. This particularly benefits pupils with special educational needs. Teachers and classroom assistants focus their attention on one group which positively promotes those pupils' attainment. On occasions, the standards achieved by other pupils in their activities are restricted by a lack of frequent encouragement and support. Teachers make good use of equipment to enhance pupils' progress. In every class, this includes use of the computer, engaging pupils' interests and extending their mathematical understanding.

102. In Key Stage 1, teachers' expectations of what pupils can do is sometimes too low. In a few lessons teachers do not maintain an effective pace. Pupils sit for too long on the carpet, beginning to become restless and losing attention. Teachers do not always make the mental sessions sufficiently rigorous, revising known mental facts to consolidate the pupils' knowledge. They do not consistently use the range of strategies and resources outlined in the national guidance. This limits the variety of activities used, for example in group work, and relies heavily on the published scheme of work. Teachers use worksheets very frequently, and do not consistently use other ways in which pupils can record their work. For example, exercise books are seldom used. This restricts pupils' expertise in recording and in good presentation. There is insufficient attention paid to correct number formation and correct work presentation.

103. The school has successfully adapted its mathematics teaching to comply with the National Numeracy Strategy, although classes in Key Stage 1 have only four sessions a week when five are recommended. Teachers are not regularly using the guidance as a manual. This is limiting their approach in some aspects of the strategy, for example the full range of mental strategies.

103. **Science**

104. The school has maintained the standards reported in the last inspection, and has increased the use of investigational work at both key stages. Teachers now include a broad range of experimental activities to encourage and challenge pupils, particularly higher attainers, to develop and investigate their scientific ideas.

105. The results of the 1998 standardised teacher assessments at the end of Key Stage 1 show that standards were below the national average and broadly in line with the average of similar schools. The results of the 1999 teacher assessments show that standards have improved. Ninety per cent of pupils achieved Level 2 and above compared to 86 per cent in 1998. This number was in line with the national average and above average compared with similar schools. The number of pupils achieving higher than Level 2 also improved and remains well above the national average. Inspection evidence shows that attainment is in line with national expectations at the end of Key Stage 1 and at the end of Year 3. The number of pupils achieving higher than average levels is above expectations in Key Stage 2 and in line with expectations at the end of Key Stage 1. The challenge to higher attaining pupils in Key Stage 1 is not consistent, particularly in predicting and investigating their ideas then recording their results in different ways. Pupils do not use their literacy skills to promote standards of attainment.

There were limited opportunities, particularly in Key Stage 1, for pupils to develop their writing and presentational skills. Teachers too frequently use worksheets which require pupils to record their results solely through tick list or colouring activities.

106. Pupils make sound progress overall at both key stages, including those pupils with special educational needs and those for whom English is an additional language. Their knowledge and understanding of some aspects of their scientific work, for example 'materials', is developed well throughout the school and pupils make good progress, particularly at Key Stage 2. Pupils in Key Stage 1 describe materials accurately in terms of their texture, for example 'soft and silky' or 'hard and rough'. They use sandpaper to check how well the different materials wear after being rubbed hard. This knowledge is extended well in Key Stage 2 when pupils look at the properties of different materials in more detail, for example by testing their strength or seeing how well they slide down a slope. Pupils' progress in developing their investigational skills is not consistent, particularly in Key Stage 1. Although pupils are given more opportunities to carry out investigations, planning does not clearly identify which skills are to be developed and this does not enable learning to build well on prior knowledge and understanding. For example, pupils' ideas on deciding if a particular test on the strength of materials is 'fair' is an appropriate focus in one Years 1/2 class, but is not developed with a similar ability group in another class. Pupils' progress is more consistent overall in Year 3. Although planning does not always identify the specific skills to be covered, the use of specialist subject teaching ensures that pupils' skills are developed in a more consistent way.
107. Pupils in Year 1 know that objects are made from different materials and many, with some help, sort them accurately into 'man-made' and 'natural'. They understand that different materials, for example wood, glass, wool and metal, have different properties; that some can float and others can bend. Higher attaining pupils know that some materials, for example, those made from metal, are magnetic and "stick to other metals". Pupils know that trees and plants have different parts, with higher attainers naming accurately some of the parts, for example, 'roots' and 'bark'. Year 2 pupils accurately show how the properties of materials are different by recording their results in a circular, Venn diagram. They predict which paper will absorb the most water and higher attainers try to explain their results. Most pupils record their predictions and their results of the test on a prepared tick list. There was little evidence of pupils, particularly higher attainers, being encouraged to develop their own ideas for recording their ideas or results.
108. At Key Stage 2 many pupils, some with help, make good predictions about the strength of different carrier bags and how to test it. They show good observational skills when carrying out the test and record their results well in block graphs. Higher attainers describe in more detail what they observed and some try to explain their results by writing about the "thinner and thicker bags". Pupils recognise that some materials are better insulators and higher attainers try to explain why silk is better than nylon in stopping a piece of ice from thawing. Most Year 3 pupils know that the length of shadows changes as the source of light moves. Higher attainers describe accurately how the shadow gets smaller as the light is "lifted up". Many pupils know the scientific terms such as 'opaque' and 'transparent', although their understanding of such terms is not always secure.
109. Pupils' response to their work is generally good. They listen well to instructions and

respond well to questions as in a Year 3 lesson on testing materials for making a sledge. They show interest and are keen to take part in investigations. They co-operate well and generally use equipment with respect. On occasions, when the pace of the lesson is not maintained, pupils' concentration wanes. This impacts on the quality and amount of work achieved as in a Year 2 activity on materials when pupils are not challenged effectively to maintain their interest and focus on their own ideas.

110. The quality of teaching is good at Key Stage 2. It is sound overall at Key Stage 1, although there are significant variations in quality which do not consistently promote good standards. Where it is good, teachers have good control of their classes and very good relations with their pupils. These encourage pupils to become fully involved in the activity. Teachers share this learning intention with their pupils and regularly remind them to remain focused on the learning task. Teachers use questions very well to improve pupils' knowledge and understanding of such terms as 'flexible' and 'translucent'. They have high expectations of both work and behaviour and pupils readily respond. For example, in a Year 3 lesson, pupils respond very enthusiastically when given the opportunity to develop their own ideas on how to sort materials and present their own results. Teachers maintain a good pace to lessons and use the plenary activity very effectively to reinforce and extend pupils' knowledge and understanding, for example, when Year 3 describe the possible range of factors involved in making a fair test.
111. In the two lessons observed at Key Stage 1, teaching is sound overall, with some aspects of unsatisfactory quality. Teachers are well organised and use a good range of resources to interest pupils and encourage their involvement. For example, Year 2 pupils sorted through an interesting range of different materials, such as flour and paint, when investigating their properties. Teachers use questions well to involve individual pupils in observing closely and trying to describe what they see. However, they do not consistently follow up with questions to try to challenge pupils to extend their knowledge and understanding, for example by trying to explain why a particular fabric is not as strong as another. Teaching is unsatisfactory when the pace of the lesson is not sufficiently brisk to maintain pupils' interest and concentration. Teachers do not challenge pupils of differing ability to think about and describe what they have observed. Where they do not expect higher attainers to give a more detailed explanation of the reasons for a particular result or why their prediction differed from those of others in the group, higher standards are not promoted. Year 2 pupils were not challenged to develop their answers and explain why the 'length and speed of the rub' is important when using sandpaper to test the strength of a fabric. Teachers use some opportunities, particularly in Key Stage 2, to promote pupils' literacy and numeracy skills to support attainment in science, for example when describing the effects of increasing the weight in a carrier bag. However, these are not used consistently throughout the school to promote the development and use of literacy and numeracy skills.

111. **Information and communication technology**

112. Standards have generally been maintained at the level reported in the last inspection, although there was not significant evidence of pupils continuing to use their skills consistently to support work in other subjects. Pupils' attainment is in line with national expectations at the end of Key Stage 1 and at the end of Year 3. Pupils, including those with special educational needs and those for whom English is an additional language, make sound progress in developing their skills. Progress is good in aspects of word

processing, for example combining text and graphics, and in control technology when providing instructions for a programmable robot. Pupils make good progress when individual support is given to enable them to understand and use new programs and skills, for example when using a mathematics program to extend numeracy skills.

113. At Key Stage 1, pupils begin to develop their mouse and keyboard skills well and these are used effectively to promote some aspects of literacy and numeracy. Year 1 pupils are supported to improve their understanding of adding and subtracting numbers up to ten. They load and use a program in which mouse and keyboard skills are used to allow pupils to select their own numbers and then complete the sum. Mouse control skills are also used to click on individual letters to form words. With some help, many Year 1 pupils type a sentence about "My favourite day". These skills are developed further in Year 2 as pupils begin to enter and amend text. They type in several sentences and, with some support, identify and correct spelling mistakes and punctuation errors, for example when checking for the use of full-stops and capital letters. Year 2 pupils show increasing mouse control when drawing a specific mathematical shape, for example a square or circle. They use an art program to draw a picture, for example of an animal, then use the colour palette aspect to "paint" it. Pupils use their word processing skills to add their name to these computer art work.
114. At Key Stage 2, pupils further extend their word processing skills. Many load a program and enter text with increasing confidence, although weaknesses in some aspects of literacy do not promote good keyboard skills. Some higher attaining pupils use the mouse to adjust the size and style of their text. With good support, particularly from several parental helpers who have good subject knowledge, pupils know and use the combination of keys which provide an increasing range of different functions. For example, they use the shift key together with other keys to locate symbols such as the exclamation mark and question mark. Year 3 pupils begin to use both hands to improve the speed of the keyboard skills. They know how their work can be saved, retrieved and printed. They select an appropriate graphic and combine it well with text to produce a Christmas card. With some support, many pupils change the size and position of the graphic and then add an appropriate, seasonal border. Year 3 pupils control the movements of a programmable robot, or those of a cursor on screen, by entering a series of instructions into its memory to achieve specific distance and direction. They also enter instructions to enable the robot to play a sequence of musical notes with particular changes in pitch and tone.
115. Pupils have consistently good and positive attitudes to their work. They co-operate well, share ideas and take turns in using the mouse and keyboard. Pupils clearly enjoy working on computers and treat the equipment with care and respect. They listen very attentively to teachers and to helpers and concentrate hard to carry out instructions and complete the task set, for example to design and create a Christmas card.
116. The quality of teaching was sound at both key stages and often good, especially when help is given to individual pupils by parents or other voluntary helpers. Teachers organise their lessons well to ensure that all pupils in the class are given appropriate opportunities to develop their skills during information and communication technology activities. They use demonstrations effectively, for example, when using a lap-top to ensure that all pupils in the group can see the particular word processing skill. Teachers do not plan to identify opportunities consistently to enable pupils to extend their skills in

a range of other subjects. Although some teachers' subject knowledge is not sufficiently well developed to extend fully the skills of higher attaining pupils, they are supported well by a range of helpers, many of whom have good subject knowledge. This promotes pupils' skills, knowledge and understanding.

117. The school has planned well to implement its successful bid for the National Grid for Learning, with significant improvements in the range of resources and staff subject expertise. The staff are supported very well by a number of parents or friends of the school who improve the current resources and also maintain them well so that they are available for regular use.

117. **Religious education**

118. The school has responded positively to its previous inspection report. It has increased teaching time and improved the contribution the subject makes to the spiritual, moral, social and cultural development of the pupils. The standards found at the time of the previous inspection have been maintained.

119. Standards at the end of Key Stage 1 and at the end of Year 3 are at the levels expected by the Locally Agreed Syllabus for religious education. At Key Stage 1, the pupils are introduced to Christianity through learning about naming ceremonies such as baptism and stories about Jesus and His work. The pupils know about the major Christian festivals such as Christmas and Easter and some festivals such as Hannukah, in Judaism, and Diwali in Hinduism. They examine religious artefacts and begin to understand their symbolism to Christians, Jews and Hindus. The pupils know that Christians and Jews worship one God, whilst Hindus worship many gods and goddesses but acknowledge they are manifestations of a Supreme Being.

120. At Key Stage 2, this work is built on and developed well. By the age of eight, the pupils begin to consider the life experiences of others as well as their own and raise questions. Pupils develop an understanding of religious traditions and describe ways in which people practise them, for example as Jews, Hindus and Christians. They accept that others may have views and behave in ways different to their own. Pupils begin to understand the difference between the things that Christians know and those that they believe. They visit the local church and learn about the special clothing worn by the clergy as well as the importance of the cross, candles and the Bible, in Christian worship.

121. At both key stages, pupils confidently discuss moral issues such as 'Working with others and respect and co-operation' and explore personal responsibilities. They regularly raise money to help those who are less fortunate than themselves. Pupils have less knowledge about Buddhism and Sikhism as the study of these religions was not included in the old scheme of work.

122. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress over time and their progress is often good in lessons, particularly at Key Stage 2. They have an increasing awareness and understanding of some of the major religions of the world. As they move through the

school, the pupils develop confidence in expressing their own views and feelings. Progress in Key Stage 1 is often limited by the over use of worksheets which often only require the pupils to colour in pictures.

123. Pupils' attitudes to the subject are good. They listen carefully to the teachers and to one another. Pupils relate and behave well and concentrate on their work even when activities are not particularly challenging. The pupils' good attitudes and behaviour make a positive contribution to the progress made in lessons.
124. The quality of teaching is sound at Key Stage 1 and good at Key Stage 2. The overall quality of teaching is sound in 60 per cent of lessons, good in 20 per cent, but unsatisfactory in a further 20 per cent. Teaching is carefully planned and linked to the locally agreed syllabus for religious education. End of year assessments are made and reported to the parents, but there is inconsistent assessment of the progress of the pupils' development of skills and knowledge. In Key Stage 1, some teachers do not have sufficiently high expectations of the pupils and this limits their progress. The activities provided are too often on worksheets which do not sufficiently challenge the pupils of all abilities. Teachers manage their pupils very well, creating a friendly and positive atmosphere for learning. In Key Stage 1, teachers have secure knowledge of the subject. In Key Stage 2, all lessons are taught by the co-ordinator who has good knowledge of religious education. Resources are generally well prepared, but there are insufficient artefacts to support learning for the current organisation of the curriculum, when two classes in the same year groups have their lessons at the same time.
125. In the best lessons, teachers make good use of questions such as 'Do Christians know that or is it a belief?' to check on the pupils' understanding. Good use is made of praise to raise the pupils' self-esteem and to encourage them to try hard. Teachers have high expectations of the pupils and a range of interesting, appropriate activities are prepared for the pupils. Good use is made of resources such as artefacts and videos to capture and sustain the pupils' interest.
126. Where the teaching is unsatisfactory, teachers are not secure in their knowledge of the subject, for example in describing details of the Jewish festival of Hannukah. They do not maintain an effective pace to lessons and the content is too difficult for pupils to understand.
127. Literacy skills to support learning in religious education are not well developed in Key Stage 1, although language aspects, for example in speaking and listening, are promoted well in class discussions. In Key Stage 2, skills in art and design and technology are used for example, to make divas from clay and Rangoli patterns. Reading and library skills are developed well when pupils research information about what Christians know and believe. The subject makes a major contribution to the pupils' spiritual, moral, social and cultural development. There is a strong spiritual element to the subject with the recognition of a deity, time for reflection and opportunities to study special times, people and places. The pupils are taught about right and wrong, they work in groups and are given opportunities to listen to and respect the views of others. Study of six of the world's major religions gives the pupils an insight into different cultures.

127. **Other subjects or courses**

127. **Art**

128. The school has maintained the standards identified in the previous inspection. Throughout the school, the pupils use their skills well to support learning in other subjects, for example in science, religious education and history. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress. At both key stages, the pupils competently work in two and three dimensions, using a range of media and simple tools with due regard to safety. They enjoy their work, behave well and share resources amicably. In Key Stage 1, pupils learn to mix primary colours to make secondary colours and develop careful pencil drawings of artefacts such as a quill and ink set from the past. They study the work of Van Gogh and Kandinsky and produce attractive work in the same style using pastels. Pupils work in three-dimensions and model divas out of plasticene and make clay thumb pots. They paint attractive pictures of castles and coats of arms as part of their work in history. In Key Stage 2, pupils build on their skills and are able to represent what they see and imagine, using pencils, paint and pastels. Their work shows increasing attention to detail, and their drawings and paintings become more complex. They study the work of a range of artists and produce good quality pictures of a storm in a similar style. However, there is little evidence of pupils evaluating their own work and that of others in relation to learning intention of the particular activity. Pupils do not use computer programs frequently to support their learning. At both key stages, pupils regularly have opportunities to work on a large scale and produce attractive class displays for the hall and corridors.
129. There was insufficient evidence overall to make a secure judgement about the quality of teaching, but in the lesson observed it was sound. The subject makes a good contribution to the pupils' cultural development. As part of a particular week each year they experience the art of a range of different cultures such as from India, Africa, South America and Australia. Good use is made of visiting artists to enhance the pupils' learning.

Design and technology

130. The school has made slow progress in addressing the weaknesses identified in the previous inspection and staff still feel the need for further training. At Key Stage 1, progress overall is unsatisfactory. There is little evidence of pupils' designs, and work they produce is of a low standard. It is often over-directed and sometimes completed by adults. Teachers' planning does not show learning intentions or how pupils' knowledge and skills will be developed step-by-step. Pupils are rarely given the opportunity to select materials and tools for themselves. They have regular opportunities to use construction sets but without any guidance from some teachers and this limits the pupils' progress and the development of skills. At Key Stage 2, pupils design, make and evaluate artefacts soundly such as vehicles with axles and calendars made from textiles. They make sound progress in using a range of materials, tools and techniques. For example, they cut and shape corrugated plastic accurately for their vehicles and embroider patterns on their Year 2000 calendars. Pupils handle tools safely and

assemble and join materials in a variety of ways. Products are similar to original intentions and all pupils finish their work by decorating it to a good standard.

131. There is insufficient evidence to make a secure judgement about the quality of teaching, but it was sound in the lessons observed at Key Stage 2. Pupils are enthusiastic in lessons and enjoy the practical nature of the subject.

131. Humanities (history and geography)

132. The school has made limited progress in addressing the weaknesses which were pointed out in the last inspection report. In history there is still insufficient emphasis in Key Stage 1 on the everyday lives of men, women and children in the past. In geography insufficient development is made, particularly in Key Stage 1, in learning map skills, geographical language and weather measuring and recording. Opportunities for higher attaining pupils to develop a more detailed knowledge and understanding are not yet established effectively. The development of careful planning to ensure creative interest in a particular place and its culture has however been addressed through the weekly focus on a specific country.

133. Progress is sound overall in history in Key Stage 1 and good in Year 3. Progress in geography is sound overall, although it is inconsistent, particularly in Key Stage 1, as pupils' skills, knowledge and understanding are not always built effectively on prior learning. It was only possible to observe one lesson in history in Year 3 and none in Key Stage 1 as the history teaching for the term was completed in most classes. No geography lessons were observed, as it was not a topic focus for this term. Evidence has been taken from inspection of previous work, teachers' planning, classroom displays and discussions with pupils. Pupils appreciate the difference between times past and the present and readily recall historical facts about subjects they have learnt, for example details about utensils in a Victorian kitchen. Pupils in Key Stage 1 are able to recall facts about castles and know about the portcullis and moat. They are able to recall facts about Guy Fawkes. Pupils in one class role-play the story recalling the facts and characters well. There is a wonderful display in Year 3 of Victorian artefacts and this is used to great effect as a resource for teaching and learning. The pupils talk with confidence and knowledge about these artefacts. For instance they could explain how the butter pat, jelly mould and mincer were used in the past.

134. In geography, pupils begin to develop map skills in Key Stage 1, for example, by drawing a plan of their route to school and using symbols to identify features on a map of the local area. They learn and use some geographical language, such as 'river' and 'mountains', when learning about the life of Captain Cook. Pupils learn about differences between Norwich and other places in this country and around the world, particularly through talking about the postcards showing the countries and towns 'visited' by Horatio Bear. Visitors to school describe differences between the lives of people in this country and those living in other countries such as India and Columbia. Pupils use symbols to show different types of weather and how different clothes are needed as the weather changes. Pupils are beginning to acquire basic knowledge and facts in both subjects but opportunities are limited in some classes to develop an increased knowledge and study a wider range of aspects. There is little personal investigation and research skills are not well developed.

135. In both history and geography pupils' attitudes to learning are sound overall, and often good. Pupils display an interest in their work and sustain concentration for a reasonable length of time, particularly when the lesson is well planned and is stimulating and interesting. Pupils in Year 3 are totally enthralled by the role-play of a Victorian schoolroom and act out their parts very convincingly. They even recall by rote and with enthusiasm and great accuracy the countries of the Empire.
136. As only one history lesson was observed, it is not possible to assess the teaching of history overall. However this lesson was very good, sustaining interest and enthusing the pupils. The teacher had planned the lesson very well and used a very good range of resources to develop pupils' understanding. The teacher uses good knowledge of life in Victorian times to extend pupils' thinking and maintains very effective pace. Teachers plan their humanities teaching through an annual plan of topics and then use medium and short term planning grids. This planning is not always in sufficient detail to ensure that it builds on prior learning and pupils make sufficient progress in their knowledge and understanding. Visits to historical and geographical venues are a successful aspect of both subjects. Pupils use the locality and visit the church, a local park, Gressenhall Rural Museum and the Norwich Castle Museum.
137. There is a sound range of artefacts and secondary resources to promote research skills, although overall range of resource is not sufficiently broad to enhance learning. In both subjects, pupils develop their literacy skills soundly as they write about historical subjects or geographical aspects. Numeracy skills are not consistently used, for example, to work out maps and co-ordinates in geography. The historical aspects of their learning helps them to appreciate the lives of others in the past and give them a wider view of social awareness.
137. **Music**
138. Since the last inspection the school has continued to develop pupils' skills and knowledge effectively as outlined in the previous report. In addition to classroom lessons, it was possible to hear pupils singing in assembly and to inspect teachers' planning. From this evidence, it is clear that pupils, including those with special educational needs, make sound progress at Key Stage 1 and good progress in Year 3.
139. Pupils enjoy performing their music. They sing tunefully and with expression and learn a range of songs, rhymes and hymns. Pupils sing effectively in large groups, for example in morning assembly and in their singing practice where they sang with a good awareness of tone and phrasing. They are able to sing a two-part round well. Sound progress is made in developing their knowledge and understanding of musical terms. In a Year 2 class, pupils showed a good understanding by clapping and beating in time to the music. Pupils can distinguish between soft and loud. Pupils listen carefully to the wide range of music played in assemblies. They are developing skills in appreciating music and sensibly consider their reactions to the items they hear. Year 3 pupils successfully compose a musical score for voices only. They refine it after listening to it on the tape recorder.
140. All pupils, including those with special educational needs, have full access to the music

curriculum. The progress of a minority of pupils is enhanced in a recorder club open to pupils in Year 2, as well as a choir, which meets weekly for part of the year. The school provides opportunities to take part in public performances and concerts. They are regular performers in the local music festival and there are two performances every year for parents which are of a high standard.

141. Pupils show good responses in musical activities. They collaborate well together when they work on group compositions. Pupils show confidence and persistence in their music lessons, trying hard to achieve pleasing results. They are attentive in singing practice following the teacher's instructions carefully to improve their performance. They enjoy music and singing.
142. Teaching is sound in Key Stage 1 and good in Year 3. Teachers plan lessons carefully, using the school's scheme of work and taped recordings in Key Stage 1. Although good use is regularly made of percussion instruments in some classes, it is not a consistent approach. Teachers have high expectations both about the standards they want pupils to achieve and about their behaviour, for example when using instruments.

142. **Physical education**

143. Standards have been maintained at a similar level to those reported in the last inspection, particularly in Key Stage 2. Pupils make sound progress in developing their gymnastics skills in Key Stage 1. These skills are built on very well in Key Stage 2 and pupils make good progress. Pupils begin to develop their games skills early in Key Stage 1, with Reception children improving their ball control skills, particularly when using their feet. Pupils in both key stages later extend these with further opportunities, both in lessons and through extra-curricular clubs, to improve their skills and begin to use them in competitive activities. Swimming standards remain above average and a majority of Year 3 pupils are confident and capable swimmers with good stroke technique, particularly on front and back crawl.
144. At Key Stage 1, most pupils know the effects of exercise on their body and the need to warm up properly before starting physical activity. They use a broad range of movements to travel on the floor and on apparatus, when the task allows them to develop their movements. They show good balance when moving along beams and other apparatus. Many pupils in Years 1 and 2 are beginning to link their movements together in a short sequence, although few show good control in the quality of their linking movements. For example, many pupils use a rolling movement when landing from the apparatus, but have difficulty in controlling its rotation as they try to link it to another movement. At Key Stage 2, pupils respond well to the changing beat of a tambourine to control their movements. Many use good techniques to develop their range of rolling movements, and make good progress in controlling their bodies as they move from a balance into a forward or backward roll. Pupils' skills in evaluating the quality of their performance and looking for ways in which it can be improved, have not yet been developed effectively. Pupils make good progress in swimming at both key stages. A significant majority of Year 2 pupils are very confident in the water and able to swim over ten metres. Higher attaining pupils make good progress in improving their stroke technique, for example by good co-ordination of arm and leg actions in front crawl.

145. Pupils have a positive and enthusiastic approach to physical activity, for example they are keen to enter the water for their swimming activities. Pupils listen attentively to instructions and work hard to try out different movements, even when the activity does not encourage them to get fully involved. For example, Year 2 pupils wait very quietly and patiently for much of the lesson, and try very hard to develop their movements on the apparatus when given the opportunity to do so. They co-operate well and are aware of the need for space both for themselves and for others around them.
146. The quality of teaching is good at Key Stage 2. It is sound overall at Key Stage 1, although there is significant variation which impacts on the standards of pupils' performance. Where teaching is good, teachers manage their classes well. Relationships are good and teachers encourage their pupils to participate with enthusiasm and try to achieve a good standard. They use good subject knowledge to raise the quality of pupils' movements, for example, in a Year 3 lesson the teacher's good knowledge of body position improves the standard of pupils' forward rolls. Where teaching is unsatisfactory, the pace of the lesson is slow and pupils are not challenged well to develop the quality of their work or to participate fully in trying to achieve the movement task. For example, in a Years 1/2 gymnastics lesson, pupils are given very little opportunity to develop their own movements as too much time is spent listening to instructions or to watching other pupils demonstrate their work. The very directed gymnastic activity does not encourage pupils to develop their own ideas and opportunities are not given for pupils to evaluate and try to improve their performance.
147. Pupils benefit from the opportunities offered by having good facilities such as a swimming pool and sports field. A commercial scheme of work is used by teachers to ensure that all aspects of the physical education curriculum are covered. However, the use of the scheme does not clearly identify which specific skills are to be covered by each year group so planning does not ensure that pupils make consistent progress in developing these skills.

PART C: INSPECTION DATA

147. Summary of inspection evidence

148. The team consisted of four inspectors, including a lay inspector, who spent a total of 16 inspector days in school. The inspection team:

- spent over 36 hours observing 50 lessons and reviewing children's work;
- attended a sample of registration sessions;
- attended assemblies;
- had lunch with the pupils;
- observed pupils' arrival at and departure from school;
- observed all teachers at least once and most several times;
- had discussions with the headteacher, teaching and non-teaching staff, the Chairman of Governors, other governors and support staff working school;
- reviewed all the available written work of a representative sample of three pupils from each class and heard these and other pupils reading;
- held informal discussions with many pupils;
- analysed a large amount of documentation provided by the school both before and during the inspection including:
school prospectus; school policies; the Governors' Annual Report to Parents; minutes of governors' meetings; financial statements; the school development plan; subject policies and planning; pupils' records and reports, including those for pupils with special educational needs; the previous inspection report and action plan;
- held a meeting attended by 19 parents and considered 76 responses from parents to a questionnaire asking about their views of the school.

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	190	2	64	55

Teachers and classes

Qualified teachers (YR – Y3)

Total number of qualified teachers (full-time equivalent)	8.0
Number of pupils per qualified teacher	23.8

Education support staff (YR – Y3)

Total number of education support staff	8
Total aggregate hours worked each week	171

Average class size:	27.1
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Financial data

Financial year:	1998/99
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	£
Total Income	464,690
Total Expenditure	455,970
Expenditure per pupil	2,399
Balance brought forward from previous year	-8,720
Balance carried forward to next year	0

PARENTAL SURVEY

Number of questionnaires sent out:	190
Number of questionnaires returned:	76

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	51	45	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	45	47	5	3	0
The school handles complaints from parents well	19	51	26	3	1
The school gives me a clear understanding of what is taught	18	53	18	7	4
The school keeps me well informed about my child(ren)'s progress	22	45	20	12	1
The school enables my child(ren) to achieve a good standard of work	26	61	7	5	1
The school encourages children to get involved in more than just their daily lessons	19	54	23	3	1
I am satisfied with the work that my child(ren) is/are expected to do at home	18	59	9	11	3
The school's values and attitudes have a positive effect on my child(ren)	35	57	7	1	0
The school achieves high standards of good behaviour	27	53	18	1	1
My child(ren) like(s) school	51	42	3	3	1

Other issues raised by parents

A small number of parents felt that they were not kept well informed about what is being taught in school, particularly in the topic work in Years 1 and 2.

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