

## **INSPECTION REPORT**

### **HILLSIDE FIRST SCHOOL**

Bradwell, Norfolk

LEA area: Norfolk

Unique reference number: 120982

Headteacher: Mr Terry Kelly

Reporting inspector: Mrs Lesley Link  
3688

Dates of inspection: 26<sup>th</sup> – 29<sup>th</sup> June 2000

Inspection number: 190097

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 - 8
Gender of pupils:	Mixed
School address:	Lords Lane Bradwell Great Yarmouth Norfolk
Postcode:	NR31 8PA
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Appropriate authority:	The Governing Body
Name of chair of governors:	Andy MacDonald (Vice-Chair)
Date of previous inspection:	14 Oct 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Lesley Link	Registered inspector	Art	School's results and pupils' achievements
		Areas of learning for Under-Fives	How well is the school led and managed?
		Music	Pupils' attitudes, values and personal development
Valerie Cain	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
John Burnham	Team inspector	Science	How well are pupils taught?
		Information Technology	
		Design & Technology	
Peter Scott	Team inspector	Special educational needs (Unit)	
Jo Willmer	Team inspector	English	
		Physical education	
		Religious education Special educational needs (school) Equal opportunities	
Maria Wykes	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Geography	
		History	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Hillside First School is situated in Bradwell, a residential area of Great Yarmouth, Norfolk and takes pupils from ages 4 to 8. There are 251 pupils on roll in nine classes, with 132 boys and 119 girls. An above average proportion of the school population are summer-born. In 1999, sixty three percent of the intake had summer birthdays. Twelve pupils were four at the time of the inspection. No pupils are from minority ethnic groups. The proportion of pupils eligible for free school meals; (ten point four percent) is slightly below the national average. The attainment of pupils on entry into the school is above average, but varies from year to year. The school has a designated Assessment and Learning Support Centre (ALSC) which provides support for ten pupils with significant and complex special educational needs. A total of twelve pupils (four point seven percent) have a statement of special need, two of these pupils are in the main school. This is well above the national average. All of the pupils with special educational needs in the Centre are included in the national testing arrangements at age seven.

### **HOW GOOD THE SCHOOL IS**

This is a very good school. The headteacher and staff, supported by governors and the many parents who help in school, have created a successful climate for learning. Pupils of all abilities achieve very well because of the good quality teaching. Two outstanding strengths of the school are the pupils' personal development and their positive attitudes to learning. The staff have a real commitment to achieving and maintaining high standards. This is an effective school which is led and managed well and provides good value for money.

#### **What the school does well**

- There is a strong, shared determination by all staff to raise standards.
- Standards in English and mathematics are very good; in science standards are good.
- The standard of pupils' writing, including handwriting, is excellent.
- Pupils' personal development is very well promoted; children are very well cared for and relationships are excellent.
- The school is very well led by the headteacher, deputy and senior teacher.
- High quality teaching promotes very good learning.
- Pupils' behaviour and their attitudes to learning are excellent.
- Pupils' regularly take responsibility for making improvements in their learning.
- Well-developed investigations enhance learning in many subjects.
- Teaching of literacy and numeracy in the reception classes ensure pupils get a very good start in the basic skills.

#### **What could be improved**

- There is insufficient match between the curriculum requirements and the school timetable.
- The school lacks separate, secure outdoor facilities to promote further the physical development of children under five and those in the school's Assessment and Learning Support Centre (ALSC).

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. Since that inspection standards have improved. The trend in reading, writing and mathematics standards over the three years 1996 – 99 has been rising. The proportion of pupils aged seven attaining the higher Level 3 in 1999 was above the national average. Good progress has been made in rectifying the key issues for action identified at the last inspection. Throughout the school the teaching of design and technology has improved and safe practices are employed. Teaching at Key Stage 2 is now very good. Nearly four out of every five lessons seen were good or very good. Leadership roles of the senior management team and subject leaders have been clarified and effective procedures are in place to monitor achievement of the tasks delegated. The school has developed a very successful staff team which is committed to achieving the best for all children in the school. Communication, both within school and with parents, is much improved although there is some room for further development. The new reception class is now fully operational and storage, although limited, is managed appropriately.

## STANDARDS

The table shows the standards achieved by seven year olds based on average point scores in National Curriculum tests.

Similar schools are those with between eight and twenty percent of pupils eligible for free school meals.

Performance in:	Compared with				Key
	All schools			similar schools	
	1997	1998	1999	1999	
reading	D	A	C	A	very high A* well above average A above average B average C below average D well below average E
writing	E	A	B	A*	
mathematics	D	A	C	A	

The school provides education for ten pupils in a designated Assessment and Learning Support Centre. The results of their performance in National Curriculum tasks and tests compared with all schools, are included with those of all pupils aged seven at the school who took the tests. The grades shown above for similar schools in 1999 indicate the standards when results for pupils aged seven in the Centre are extracted. This is a very good set of results. It shows that the overall performance of seven year olds was well above average in reading and mathematics, and amongst the top five per cent in the country in writing when compared to pupils in similar schools.

Over the last three years there has been an overall upward trend in the results for seven year olds. In 1999, the proportion of pupils attaining the higher Level 3 in reading, writing and mathematics at the end of Key Stage 1 was well above average.

Throughout the school standards in writing are consistently high. Children under five attain the outcomes expected for their age and exceed them in language and literacy, mathematical learning and in their personal and social development.

Standards attained at the age of eight, when pupils transfer to the next stage, are above average in reading, writing and mathematics.

Standards attained by seven and eight year olds are good in art and satisfactory in design and technology, history, geography, music and physical education. Standards attained at age seven and



eight are also satisfactory in information technology and religious education.

The school sets challenging targets for its pupils. They achieve well. Higher attainers do well in reading, writing and mathematics because the school recognises their capability and extends them. Pupils with special educational needs make good progress towards the targets in their individual education plans.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy learning and display excellent attitudes.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is excellent.
Personal development and relationships	Pupils' personal development is very good. The quality of relationships between the pupils themselves and between teachers and pupils are very good.
Attendance	Attendance rates are above the national average.

The pupils' excellent attitudes to learning and their very good personal development and relationships remain key strengths of the school.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very Good	Very Good

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

The quality of teaching is very good. In seventy percent of lessons seen teaching was at least good. In thirty percent of lessons it was very good or better with some examples of excellent teaching. Only a very small proportion (three percent) was less than satisfactory. The most consistently effective teaching is provided for seven and eight year olds. Pupils with special educational needs are taught well.

Literacy and numeracy are particularly well taught throughout the school. Expectations of what pupils should achieve, their behaviour and presentation of work are very high; as a result pupils make good gains in their learning. Teachers have sufficient knowledge to teach all subjects confidently. They use a wide range of teaching methods well, including a large proportion of direct teaching, high quality questioning skills, good use of group activities, plenary sessions and demonstration. Teachers have very positive relationships with their pupils and the management of pupils' behaviour is excellent. On the very few occasions when teaching is less satisfactory, time is not used efficiently and, as a result, the pace of learning slows.

## OTHER ASPECTS OF THE SCHOOL

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The school's curriculum is broad and relevant. It fully meets statutory requirements but there is an imbalance in the amount of time given to core and other subjects. Investigative approaches in Key Stages 1 and 2 are very well developed although there are insufficient opportunities for children under five to explore, experiment and investigate. The implementation of the literacy and numeracy strategies is very effective.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Those pupils in the school's Assessment and Learning Support Centre receive good support from all staff.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. For pupils' moral and social development it is very good; for spiritual development it is good. Provision for pupils' cultural development is satisfactory.
How well the school cares for its pupils	Pupils are very well cared for. They receive very good personal support and guidance from staff.

The school has developed effective links with parents who, in turn, provide very good support for their children's learning.

## **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher, deputy head and the senior management team provide very good leadership. The ethos of the school is that of a learning community where the learning of children and adults is promoted well.
How well the governors fulfil their responsibilities	The governors fulfil their statutory role. They are very supportive of the school and celebrate its high achievements and strengths.
The school's evaluation of its performance	There is a strong, shared determination to raise standards. Senior staff and the governors know the school's strengths and weaknesses and appropriate targets are set for school improvement.
The strategic use of resources	Staff are deployed effectively. Resources are used well.

The school is led and managed very well. Teachers and learning support staff combine effectively to promote high standards, particularly in the core subjects of English, mathematics and science. The accommodation is clean and well maintained. The school lacks a separate, secure outdoor area for use by pupils aged under five. Resources for the curriculum are good. The school considers a range of different spending options to secure best value for money.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school expects children to work hard.</li> <li>• The school is helping their children to become mature and responsible.</li> <li>• Their children are making good progress.</li> <li>• They achieve high standards.</li> <li>• They enjoy coming to school.</li> <li>• Children's behaviour is good.</li> <li>• The quality of teaching is high.</li> <li>• The school is led and managed well.</li> <li>• They would feel comfortable about approaching the school with problems.</li> </ul>	<ul style="list-style-type: none"> <li>• The setting of homework is inconsistent.</li> <li>• Some parents would like to know more about how their children are getting on.</li> <li>• Some parents would like to see a broader range of extra-curricular activities.</li> </ul>

The inspection team agrees with the positive comments made by parents and also confirms that there is some inconsistency in the regularity of setting homework between classes in Year 3. More information could be provided about children's progress and their termly activities, although the school makes every effort to provide sufficient information of good quality for parents. The school organises a good range of extra-curricular activities for the older pupils. It is not usual to provide additional activities for the youngest pupils.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

- 1 Standards have improved since the previous inspection. The school's results since 1997 show a rising trend in attainment at the end of Key Stage 1.
- 2 Attainment on entry to the school is above average. Children make very good progress in language and literacy, mathematics and in their personal and social development and satisfactory progress in all other areas of learning. By the time they are five the attainment of the majority of pupils exceeds that expected for their age in language and literacy, mathematics and personal and social development. They have very good attitudes to learning, behave well and act responsibly. Particular strengths are in speaking and listening, reading, writing and mathematics. Many are already working on the earliest stages of the National Curriculum. In their physical and creative learning and their knowledge and understanding of the world around them, children attain outcomes defined nationally as desirable. Infrequent opportunities to access physical, investigative and creative activities limit attainment in these areas.
- 3 The school has provision for ten pupils with significant and complex needs within the Assessment Learning Support Centre. These pupils make good progress in relation to their prior learning. The results of their performance in National Curriculum tests and teacher assessments mask the generally above average, and sometimes well above average, test performances by pupils at the school.
- 4 Performance in the 1999 national tests and teacher assessments for pupils at the age of seven, when results for pupils with significant and complex needs are extracted, was well above average in reading and mathematics and in the top five per cent in the country for writing in relation to pupils in similar schools. These results are very good and reflect more closely the very good achievement found at Key Stage 1.
- 5 In reading, results in 1999 were close to the national average when compared to all schools and similar schools, with well above average results at Level 3. When results for pupils with significant and complex needs are extracted, performance in reading was well above average compared to similar schools.
- 6 Performance in writing was above the national average when compared to all schools and similar schools. The proportion of pupils attaining Level 2B is above average and well above average at Level 3. When results for pupils with significant and complex needs are extracted, pupils' performance in writing is very high compared to similar schools.
- 7 In the tests for mathematics, pupils' performance was close to the national average in comparison with all schools and when compared to similar schools, with above average results at Level 2B and well above average results at Level 3. When results for pupils with significant and complex needs are extracted, performance in mathematics was well above average, in comparison with similar schools.
- 8 As a result of focused effort the school has successfully improved attainment at the

higher levels in spelling. Three years ago a smaller proportion of pupils attained Level 3.

- 9 In 1999, the performance at Level 2 and above of all pupils aged seven in the teacher assessments for science was below the national average in comparison with all schools, and well below average compared with schools with similar backgrounds. The percentage attaining the higher Level 3 was above average, including the pupils with significant and complex needs. When results for these pupils are extracted pupils' performance at Level 2 and above is above average.
- 10 Over the last three years, despite fluctuations, there has been an upward trend in the results for seven year olds in reading, writing and mathematics. Girls generally perform better than boys in all subjects. This pattern of performance does not differ greatly from the national picture. In writing, girls perform better than the national average standard.
- 11 Evidence from the inspection indicates that by the end of Key Stage 1 and at the age of 8, when pupils transfer to the next stage, standards in reading, writing and mathematics are above average. This is due to the emphasis given to the teaching of literacy and numeracy skills. In speaking and listening, standards are above average and progress is very good. Pupils listen carefully, answer questions and are confident speakers. Standards in reading are well above average and have improved since the last report. Pupils make very good progress, read with enthusiasm and use phonics, picture and context cues effectively in their reading. Many read with fluency and expression. Standards in writing, including handwriting, are very high. Progress is very good. By Year 2, pupils write in a variety of styles, including reports, first hand accounts, poetry and creative writing, using spelling and simple punctuation accurately. Many effectively use adjectives, similes and metaphors in their writing and this high quality work continues into Year 3. Standards of handwriting are excellent by the age of seven and at eight in Year 3. This is due, in part, to the fact that from reception pupils are taught to use a joined script. It is also due to the emphasis given to the teaching of handwriting and the high expectations set by all staff.
- 12 In mathematics, pupils make good progress. By age seven they work confidently, solve mental problems and learn addition, subtraction and multiplication facts. They can use appropriate operations when solving problems. They recognise and work effectively with two-dimensional shapes. This is extended into Key Stage 2, so that by Year 3 pupils have an understanding of place value to 1000 and can solve problems involving simple and equivalent fractions. The practice of questioning pupils at the beginning and end of mathematic lessons is having a positive impact on standards.
- 13 By the age of seven pupils make good progress in experimental and investigative science. They understand life-cycles, the habitats of mini-beasts and investigate simple electrical circuits and properties of magnets. Standards in Year 3 are above average. Progress is rapid, with good emphasis placed on the development of investigative skills and experimental work. Standards are good in art and satisfactory in history, geography, physical education and design technology.
- 14 Standards in information technology are satisfactory throughout the school. In religious education pupils achieve standards in line with those set out in the locally Agreed Syllabus.

- 15 Pupils with special needs make good progress in relation to their prior learning, particularly in English. Gifted and talented pupils make very good progress.
- 16 Data is collated and analysed, and used as a basis for setting targets. Targets are set for the whole school, class and individuals. They are appropriately challenging and the school is generally very successful in achieving them. The current school development plan has well focused priorities, targeted on maintaining and exceeding the high levels of achievement in literacy and numeracy throughout the school and improving pupil achievement in information and communication technology. In addition, the school has targets to reduce the proportion of pupils on the special needs register. More detail in target setting will further promote the achievement of all pupils.

### **Pupils' attitudes, values and personal development**

- 17 Pupils' attitudes to learning are excellent. Inspection findings confirm the view of parents that pupils enjoy coming to school and are keen to do well. The very positive learning environment and high standards of teaching, result in pupils enjoying their work and the challenges set for them.
- 18 Pupils are very interested and involved in their work, try hard and concentrate very well until individual activities are completed. They talk about their work with considerable confidence, are proud of their successes and show great pleasure in those of others. As they move through the school, they increasingly make very positive contributions to discussions. When required to do so, pupils demonstrate a good ability to work independently, for example in initiating tasks and making selections, but the younger ones have too few opportunities to show this. Pupils enjoy and value the extra-curricular activities provided. They are responsible in their attitudes to homework, and there is little unfinished work.
- 19 Throughout the school there are very clear and consistent expectations set for high standards of behaviour; the response to this is excellent, representing a further improvement over the position identified in the previous report. As a consequence, pupils throughout the school benefit from a calm and orderly environment in which disruption is rare. In lessons, behaviour is excellent and a strength of the school, helping pupils to make the most of their lessons. Pupils are confident, friendly and welcoming to visitors. They work, socialise and play happily; this enables them to become very good learners. At break and lunchtimes, behaviour is of a very high quality. There are high levels of respect shown for school property. Materials and equipment used in lessons are handled sensibly and put away with care. The many displays of work and artefacts around the school are valued and treated with respect. No pupil has been excluded from the school in the last few years.
- 20 The relationships between pupils and adults are very positive. Pupils are able to collaborate very well, for example when planning musical performances in Year 3. They value and respect the ideas and contributions of others and rarely interrupt when someone else is speaking. They show very high levels of interest in what others have to say and are eager to share their own knowledge and views. This confidence is fostered effectively by teachers, and results in high self-esteem and well-developed social skills. Throughout the school, pupils show very good levels of care for others, offering help and support where needed. They are confident they

will not be bullied and have no hesitation in approaching staff if help is needed. Pupils show very good levels of personal organisation and they help to assemble books and materials for lessons without being asked. They exercise responsibility for tasks and use initiative when given opportunities to do so.

- 21 The attendance rate for the last school year at ninety five percent, is broadly in line with the national average. Unauthorised absence matches the national average at 0.3%. Registers are completed as required. Monitoring procedures ensure that reasons for absence are always required and are usually valid.

## **HOW WELL ARE PUPILS TAUGHT?**

- 22 The quality of teaching is very good. Ninety seven per cent of the teaching observed was satisfactory or better; (seventy per cent) was good or better. Thirty per cent of the teaching was very good or better. Only three per cent of teaching was judged to be unsatisfactory. Teaching and learning across the school are very good. There are particular strengths in the teaching in Key Stages 1 and 2, specifically in Years 2 and 3, where the quality is frequently good or better, with some outstanding teaching in Year 2. As a result, the quality of learning is very good. The quality of teaching for children under five is good.
- 23 Teachers throughout the school usually show good subject knowledge in the teaching of literacy and numeracy. In other subjects and in the areas of learning for children under five, teachers' knowledge is at least sound. In Years 2 and 3, the quality of teachers' subject knowledge, particularly in literacy, is often very good and occasionally excellent.
- 24 Teachers throughout the school demonstrate high levels of competence in teaching basic skills, including the teaching of phonics. For example, in a literacy lesson in Year 1, the teacher successfully encouraged pupils to provide examples of magic 'e' words themselves, and to use these in appropriate, short sentences. This successfully reinforced and extended pupils' learning. The skills of literacy, numeracy and information technology are taught well and applied extensively across the curriculum.
- 25 Planning for learning is good. Teachers are clear about their intended learning outcomes; their expectations of what pupils should achieve are high. As a result, they usually identify clear learning objectives and share these with pupils. This was demonstrated effectively in a literacy lesson in which Year 2 pupils were finding out about information books. The teacher shared the objective with the pupils and asked them what they already knew about information books. In this way, pupils were rapidly engaged in learning, starting from where they were, and clearly knew what they were going to learn in the lesson.
- 26 Teachers have very high expectations of what pupils should achieve and set challenging tasks for them. Pupils in Year 3 made good gains in their learning in a music lesson when they were learning how mood and emotion could be illustrated in music. The teacher's high expectations ensured pupils attempted to use correct musical terminology in their oral answers. They then used sounds and structures effectively to create a particular atmosphere, which they shared with others.
- 27 Teachers' questioning skills are of very high quality; this makes a major contribution

to successful learning throughout the school. In the best lessons, teachers give pupils confidence to devise and ask questions for themselves. Teachers ask a very good range of open, specific and targeted questions based on very good knowledge of pupils' prior attainment. These questions are directed at individuals and groups. For example, in a science lesson in Year 2, the teacher asked very challenging questions to encourage pupils to predict how specific seeds might develop, drawing on their prior knowledge of the growth of seeds. The pupils cut open fruits and examined seeds carefully, and some very accurate predictions were made, particularly in respect of seeds within hard shells.

- 28 Teaching methods are usually good. They are very good at Key Stage 1 and in Year 3. Methods include a high but appropriate proportion of direct teaching. Good use is made of group activities, plenary sessions, demonstration and discussion. In a Year 3 lesson, the teacher skilfully used direct teaching to instruct pupils in the use of electronic mail in readiness for preparing and sending questions relating to their English topic to the British Antarctic Survey. This ensured pupils knew what was happening when the E-mail was sent and a response received, and their levels of interest and involvement were very high. In a lesson with reception pupils, direct teaching was used effectively to encourage pupils to think, for example, about numbers before or after a particular number in a sequence. There are sometimes insufficient, planned opportunities for the younger pupils to contribute their own ideas, or to make an independent, creative response within practical tasks. On a few occasions, inappropriate organisation of the youngest pupils into large groups restricts effective teaching and learning.
- 29 The management of pupils' behaviour is excellent and this is a particularly strong feature of the teaching in the school. Teachers have very high expectations of pupils' behaviour, and these are met consistently. Very positive relationships exist between staff and pupils. This was particularly noticeable in a literacy lesson with reception children when they were testing out their skills sounding out unknown words. The very good relationships between adults and children underpinned the positive approach to work shown during the lesson.
- 30 Teachers usually manage time effectively. Lessons start promptly and learning is conducted at a brisk pace. Most lessons finish promptly. Very occasionally, in Year 1, time is not used efficiently; on these occasions the teaching loses momentum and the pace of learning is not as good as it could be.
- 31 Resources are used effectively. The overall good quality of resources enhances the learning experiences of the pupils. The use of information and communications technology in support of other subjects is mainly satisfactory and sometimes good, particularly in English, mathematics and, increasingly, in art.
- 32 Support assistants make a significant contribution to the quality of pupils' learning in many lessons. They are well briefed and aware of the learning needs of pupils; they intervene sensitively in their work with groups and individuals to encourage and support learning. They work very effectively with teachers to ensure consistently high standards of behaviour and discipline are maintained throughout the school.
- 33 The quality and use of teachers' ongoing assessment are good. Teachers make good use of their assessments to help them plan the next steps in learning for pupils of different abilities. Higher attaining pupils and those with special educational needs are catered for effectively. This contributes to clarity of purpose in the arrangements for differentiation within lessons. On balance marking is sound.



There is some effective, constructive marking in some classes, with written feedback to pupils which identifies what they have to do to make progress. However, in a few classes marking is more cursory; comments do not always provide enough advice to pupils, parents or the teachers themselves about areas for improvement.

- 34 The amount of homework set by all teachers, such as reading and small tasks, is usually adequate, but there is some inconsistency between classes, particularly in Year 3, in the regularity and amount of homework set. Where homework is set consistently and used effectively to reinforce what is learned in class, it makes a valuable contribution to learning.
- 35 The quality of teaching for children under five is good. All adults work well as a team to support children's learning. The ethos is caring, supportive and secure, and children work in a calm and purposeful atmosphere. There is much good, direct teaching of skills, techniques and strategies, especially in literacy and numeracy lessons. The pace of learning is good; teachers have high expectations of children's behaviour and achievement. Objectives for learning are clear and shared with pupils. There are some very good features of teaching in language and literacy, and mathematical learning, particularly where there are clearly identified learning objectives, and children are clear about what they are expected to do and the choices available to them. Teaching in the areas of physical and scientific development is sound. There are sometimes too few opportunities for pupils to investigate, make their own creative response or develop their physical skills in lessons.
- 36 The teaching of English is good. Nearly half of these lessons were very good or better. Some of the teaching in Year 2 was outstanding and, indeed, inspirational. In the best lessons, teachers establish a good ethos for learning. They build systematically on previous skills and knowledge. Pupils feel secure enough to try new ideas. In an excellent Year 2 literacy lesson, for example, pupils were confident to share their work on similes and to learn from their mistakes, self-correcting and correcting each other sensitively. Very good teaching features include detailed objectives, appropriate pace and clearly explained tasks. Teachers make very good use of sensitive questioning which enables all pupils to make significant contributions to whole class discussions. Teachers' expectations in the teaching of literacy are consistently high; the best lessons move at a good pace, and link effectively with pupils' prior learning.
- 37 On balance, the teaching of mathematics is good. A quarter of lessons were very good with some excellent teaching. Learning objectives that pupils understand are set. Numeracy lessons are well structured, with emphasis on interactive, oral work. Teachers make good use of resources to support mental calculation. Teaching is particularly effective when good subject knowledge is used to help pupils link what they already know to the new tasks set for them, and where tasks are carefully sequenced to increase the level of challenge through the lesson.
- 38 The quality of teaching in science is at least good and occasionally very good. Lessons are planned well and start promptly. Pupils are given very good opportunities to investigate and experiment, with strong emphasis placed on prediction, correct experimental methods and fair testing. Teachers' knowledge of the subject matter is good.

- 39 The teaching of information technology is good overall, with some very good teaching in Years 1 and 3. Teachers' knowledge of the programs is good. Pupils are given clear instructions which enable them to carry out their work confidently.
- 40 The quality of teaching in religious education is mainly satisfactory, although some teachers still lack confidence in teaching this subject. Objectives are clearly explained to pupils and questioning is used effectively to promote whole class discussions.
- 41 Pupils make very good gains in the acquisition of skills, knowledge and understanding in most classes, and make very good progress in their learning. Teachers promote pupils' progress in learning effectively. In a music lesson in Year 2, pupils made good gains in their learning about the sounds made by different tuned and untuned percussion instruments because the teaching built systematically on their prior knowledge and experience.
- 42 Pupils make very good links between what they have learned in different subjects. For example, pupils in Year 3 made effective links between the use of materials in design and technology lessons and their work in science on the properties of materials. Pupils mostly make very good gains in their physical, intellectual and creative learning.
- 43 Pupils usually show high levels of interest in what they are learning during lessons and make positive efforts to improve their performance. They concentrate very well on tasks and show considerable interest in what they are doing.
- 44 Pupils have a very good knowledge of their own learning. They are well informed about what they are going to learn in lessons. This helps maintain the very good pace of learning in the school as a whole. They are increasingly involved in self-evaluation as they move through the school, especially in Year 3. This process is considerably enhanced where good quality written feedback is provided in pupils' books.
- 45 Pupils with special educational needs learn well and make good gains in their learning. They are integrated well into teaching groups. Teaching for pupils with significant and complex learning difficulties is based on good knowledge of pupils. There is a high level of sensitivity by all staff to pupils' learning needs. Where gifted and talented pupils have been identified, they make very good progress in their learning.
- 46 Since the last inspection, the quality of teaching has improved significantly, with a higher proportion of lessons being good or better and only a very few lessons judged to be unsatisfactory. A very high proportion of parents (ninety nine per cent) consider that their children are taught well. The quality of teaching in Year 3 has improved significantly. Teachers' subject knowledge in design and technology is now at least satisfactory, and the management of pupils is consistently very good. The school's successful introduction of the National Literacy and Numeracy Strategies has improved the quality of cross-curricular teaching and learning. Planning for these now has a clearer subject focus. The good quality teaching of pupils with special educational needs has been maintained. The very good contribution of support assistants continues to enhance the quality of pupils' learning and the progress that they make.

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

- 47 The curriculum for children under-five includes all of the appropriate areas of learning normally encountered by this age group. It also links well with the early stages of the National Curriculum. The curriculum for children under five is broad, with particularly good provision made for the development of basic literacy and numeracy skills. There is currently an imbalance in the time given to the various aspects of children's learning, with fewer opportunities than expected provided for children to develop their physical skills and explore and investigate their environment.
- 48 The curriculum of pupils at Key Stages 1 and 2 is suitably broad. It covers all the required subjects of the National Curriculum and religious education.
- 49 The curriculum timetabling, whilst rightly prioritising literacy and numeracy, is not balanced well enough; some subjects get less attention than they should. This issue was raised in the previous inspection report and still requires attention. Weakness identified in the coverage of the programmes of study for design technology and information and communication technology have been addressed. The length of the school day at Key Stage 2 does not meet the DfEE recommendations of twenty three and a half hours each week; this reduces the amount of time given to some foundation subjects.
- 50 The school has worked hard and has made very effective provision for the implementation of the National Literacy and Numeracy Strategies, resulting in high levels of achievement. The school has placed a high priority on the development of basic skills within other subjects. For example, a range of writing is developed within history and there is good use made of statistical data within science and geography. National recognition of this good work has been made through the award of the Basic Skills Quality Mark in 1999.
- 51 The arrangements for personal and social education are good. Planning for the teaching of health and sex education, including drugs misuse, within the science schemes of work indicates appropriate coverage.
- 52 The curriculum for pupils with special educational needs enables them to make good progress. Individual education plans are co-ordinated and monitored effectively. However, the targets in individual education plans are either too broad or not easily measured which means teachers do not have a clear enough framework to plan individual programmes of work. Daily provision ensures pupils access a broad and relevant curriculum. The school meets the recommendations of the Code of Practice.
- 53 Most pupils have equality of opportunity to access in the curriculum. There are occasions when pupils are withdrawn from parts of lessons for intensive support in handwriting and spelling. Whilst the withdrawal of these pupils is monitored to ensure that they are not excluded from a specific subject on a regular basis, pupils do miss important parts of lessons on occasions.
- 54 There are good links with other local schools, particularly in the core subjects and information and communication technology. These arrangements support joint

working and continuity in the curriculum between phases. Pupils at Key Stage 2 are well prepared for their next stage of learning, affording a smooth transition to their next school. There has been good progress in the development of this aspect since the previous inspection.

- 55 Visitors to the school and visits to places of interest very effectively enrich the curriculum. A significant number of extra-curricular activities for older pupils is provided by the school throughout the school year. These are largely musical or sporting in nature. These opportunities are well supported. Pupils enjoy them, and there is a balance in the proportion of boys and girls engaging in these activities.
- 56 There are policies and schemes of work for all subjects and these support teachers in their daily and weekly planning.
- 57 Spiritual development is promoted well through daily assemblies for which an act of collective worship is planned and the school meets its legal requirements. Some assemblies give pupils opportunities to listen to stories and music and thereby to reflect upon meaning and mood. In others, pupils show obvious delight in sharing their musical achievements through singing in the choir and playing instruments to accompany whole school singing. There are many planned opportunities within the curriculum when pupils' spiritual development is fostered. During an art lesson pupils showed their critical appreciation of the beauty of artist Andy Goldsworthy's sculptures. When designing a bridge during a design and technology lesson they were amazed at the intricate strength of polyhedral structures. During a literacy lesson pupils experienced the wonder of words when studying prefixes, and enjoyed the personal and collective sense of achievement when getting the right answer to a numeracy challenge.
- 58 Moral development is very strongly promoted; the provision for this aspect continues to be very good. Pupils' behaviour and relationships are excellent, both in school and in the playground. Good moral values are communicated through assemblies, through the promotion of excellent behaviour and through very high expectations set by all staff in the classroom and around the school. All adults within the school act as very good role models. Pupils of all ages have a very good understanding of the differences between behaviours that are acceptable and those that are not. Pupils' keen sense of fairness was observed on a number of occasions during mathematics, physical education and information and communications technology lessons.
- 59 Provision for social development remains very good. The school provides a welcoming environment, where pupils are valued and respected and where, in turn, pupils welcome and respect adults and each other. The quality of relationships observed in lessons and around the school reflects a very good understanding of acceptable social behaviour and self-discipline. Numerous opportunities for pupils to work collaboratively were observed in numeracy, literacy, information and communication technology and physical education lessons. It was very evident that pupils enjoy these opportunities to work with partners and in different groups, exhibiting the skills of co-operation and fairness. Social skills are further developed by the provision of a wide range of opportunities for pupils to take responsibility for their own learning. From an early age pupils take registers and messages to the school office. Pupils contribute money to a range of local, national and international charities on a regular basis and are able to discuss the reasons for this fundraising.

60 The promotion of cultural awareness is satisfactory. Children have many very good opportunities to develop a strong sense of their own identity and culture. They have a unique knowledge of local and national historic customs through their extra-curricular Morris and clog dancing. They study a range of European artists and musicians including Van Gogh, Klimt, Klee and Hunderwasser. Good links are developed with the wider local community, through visits and visitors. In religious education a range of world faiths including Christianity, Islam, Judaism and Hinduism is studied. The school has made good links with a small village in Nepal, and is sponsoring educational developments at the village school. However, there are fewer opportunities for pupils to explore the diversity and cultures of people from ethnically diverse backgrounds.

61 The overall provision for the spiritual, moral, social and cultural aspects of school life is good. It makes a valuable contribution to the educational standards achieved.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

62 Pupils are very well cared for during their time in school. They are clearly happy, eager to attend and feel both safe and secure. Staff know their pupils well, and provide good quality support and guidance throughout the day. Parents and pupils have confidence in the help given; all pupils are valued. The site is clean, well maintained and valued by pupils. Storage of PE equipment in the hall is presently unsatisfactory and could be hazardous in PE lessons and indoor games.

63 The school has effective systems in place to monitor and promote attendance. Registration is prompt and efficient with routines well established. Attendance and punctuality are good; they have a positive effect on learning and attainment. The standard of behaviour of all pupils is excellent at all times. Pupils' respond positively to the high expectations of their behaviour and standards are high. Lunch and breaktime supervision is effective; pupils enjoy the range of play equipment provided at lunchtimes. This enhances social skills, integration and enjoyment.

64 There is a designated person with responsibility for child protection and effective arrangements are in place to identify and deal with issues, should they arise. There are sufficient trained First Aiders, and medical needs are appropriately met. Parents are informed immediately if there are concerns. The care of pupils with special educational needs is good; they are well integrated and appropriate, sensitive, learning assistant support is provided.

65 Assessment arrangements and the identification of pupils with special needs are effective. The monitoring of pupils' academic progress is very good and the educational and personal support and guidance provided contributes significantly to pupils' achievements. Good provision is made for assessing and challenging high attainers. Baseline assessment, standardised assessments, teachers' observations and assessments in the core subjects, contribute to the tracking and identification of pupils whose rate of progress is slower than average. The assessment records maintained in the individual education plans for pupils with special educational needs are detailed and very well documented; although targets are sometimes too general. Reception pupils are given a good start to school life; great care is taken to ensure their safety at the end of the day. All pupils receive guidance on health, drugs and sex education through science and physical education lessons as appropriate. The monitoring of pupils' personal development is effectively

undertaken by class teachers on an informal basis, with useful comments given in annual reports.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 66 The school strives hard to involve parents through letters, parents' evenings, questionnaires, induction evenings, book week and workshops. The response from parents, through questionnaires and at the meeting, was very supportive. A high proportion feel comfortable about approaching the school with problems. Parents are particularly pleased that pupils work hard, make good progress and like school. The inspection team fully agreed with these views.
- 67 A small minority of parents had concerns regarding extra-curricular activities, progress information and homework. Inspectors found that there is a good range of extra-curricular activities such as, hockey, choir, recorders, hand bell ringing and Morris dancing for pupils. There is inconsistency in the regularity of setting and the amount of homework given in Year 3.
- 68 Reports to parents are satisfactory. They inform parents of their child's strengths and weaknesses in core subjects and meet the requirements to report on the levels pupils attain in statutory tests. However, there is no information about targets or methods for improvement. Information on foundation subjects is usually limited to coverage and level of pupils' enjoyment. It lacks detailed information on progress. Information to parents about progress is therefore a valid concern. Those parents who go out to work would welcome more information on topics for the term. The parents of children with special needs are given every opportunity to be involved in the provision that the school makes for their children. Parents of pupils with statements are encouraged to attend the annual review meetings.
- 69 Parents contribute positively to pupils' learning. Many help on a regular basis in class and this has a positive effect on learning and enjoyment. The majority of parents have signed the home/school agreement. Many hear their children read at home and help with spellings, phonic work for under-fives, challenges and project work.
- 70 Pupils benefit from the thriving "Friends of Hillside" who successfully host a range of social and fundraising events. Money raised has been used to buy equipment and, recently, create a new library with a good stock of books.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 71 The headteacher provides very good leadership and management of the school. He is well supported by an able deputy headteacher and a senior teacher. The headteacher gives a very clear direction and focus for the work of the school and, with the support of the senior management team, staff and governors, he has created a very positive ethos for learning. As a result, there is a shared commitment to school improvement, staff are well motivated, work conscientiously and promote high standards. The school was among the first schools to implement the National Literacy Strategy. It has achieved the Basic Skills Quality Mark and seeks professional challenge. The headteacher and staff work closely with the local education authority, higher education institutions and other agencies to pilot new

initiatives which will improve the provision for pupils in the school.

- 72 The aims and values published in the school brochure include achieving the highest possible standards, providing high quality teaching and learning experiences in a happy, secure and fair environment, treating all children with equal regard and a commitment to good relationships through positive and responsive attitudes. These are fully reflected in the work of the school.
- 73 The school has made good improvement since its last inspection. Teaching quality at Key Stage 2 and in design and technology is now effective, and better provision has been made for reception pupils and the storage of resources. Management and monitoring roles of senior staff and subject co-ordinators are clearly defined, and the strengths of staff are utilised very effectively. In particular, management tasks are delegated effectively to the senior staff who ensure that the school is run and managed well, and subject co-ordinators are effective. The deputy headteacher takes responsibility for personnel matters and the day to day smooth running of the school. The senior teacher manages the curriculum and supports the headteacher in analysing data to identify strengths and priorities for improvement. Communication within the school has improved. Staff understand and share the goals and direction for the school and strive to do the best for pupils, urging them to work hard and achieve well although, occasionally, decisions made by the senior management team could be shared at an earlier stage with the rest of the school.
- 74 Procedures for monitoring and evaluating the school's work are good. A programme for monitoring work in the core subjects of English, mathematics and science is in place and co-ordinators are given time to monitor the quality of teaching in their subjects, providing written feedback to teachers. The headteacher monitors the quality of teaching in all classes. The monitoring programme has contributed to raised standards in these subjects and to the effective teaching in the school. Target setting is an established part of the school improvement process and targets are set for individual pupils, classes and staff. These procedures impact positively on the high outcomes achieved by the school, particularly in English. Data is analysed annually, and pupil performance is evaluated at the end of Key Stage 1, by level and ability. This is used, in part, to set priorities for the school management plan, although the lack of analysis by gender means the school is not informed if this is an area for improvement. Baseline assessment information is beginning to be used and evaluated in order to gain more useful, initial information about children's attainment on entry to the school.
- 75 The school development plan usefully details the priorities for improvement for the current year through to 2003. The plan is constructed by the deputy headteacher, and individual co-ordinators provide evaluations and action plans when their subject is a priority. Responsibilities, timescales and resources are carefully allocated and there are clear criteria by which to measure the school's progress in reaching its targets.
- 76 Currently there is no chair of governors and six other governors are relatively new to the position. As a result many governors are learning the role and their monitoring function is limited. The established governors who have been in the role for many years, however, know the school well and are well informed of its strengths and areas for development. The governing body is supportive of the school and has an appropriate structure that includes committees for curriculum, finance and personnel. The Governing Body fulfils its statutory obligations by having all legally

required policies in place.

- 77 The quality of financial planning by the headteacher and governors is good. Information Technology is used efficiently and financial controls in the school are effectively administered by the school secretary. Governors regularly receive comprehensive computer printouts giving details of expenditure and balances to enable them to monitor expenditure closely. The governor with responsibility for finance is very well informed. He has a clear understanding of the budget and works with the headteacher to link spending to the school development plan. The governors recognise the implications of an expected fall in roll and are planning strategically for that eventuality. The funds provided for pupils with special educational needs are deployed effectively towards supporting pupils in the Assessment Learning Support Centre and Standards Fund Grants are used very appropriately for their designated purposes. Additional school funds are also allocated to provide extra help through learning support assistants for those pupils who require it, in the main school. The principles of best value are understood and applied to the school's management decisions, for example when comparing costs and services, justifying revised expenditure patterns and seeking competitive tenders for building work at the school.
- 78 The work with pupils with special educational needs is well managed. The special needs co-ordinator manages the Assessment and Learning Support Centre (ALSC), as well as co-ordinating the support for special educational needs in the main school. This combination of roles brings a cohesiveness to the way in which special needs are met throughout the school. There is a recently appointed governor with a responsibility for special needs who works closely with the co-ordinator, providing support and critical friendship to the task.
- 79 Staff development and the school's staff appraisal scheme are very effectively managed, and linked closely to priorities stated in the school development plan. Systems for staff development, including support staff, are very secure and have a clear influence on standards of teaching. Positive steps have been taken to remedy the shortcomings in teachers' knowledge, understanding and skills identified in the previous inspection, and this process is continuing. There is a very comprehensive programme of induction for staff new to the school. The school regularly works in partnership with institutions of higher education as a provider of teacher training.
- 80 There are sufficient, suitably qualified staff to teach the full curriculum. Staffing levels have been carefully maintained to ensure that all pupils are taught effectively. There is a good blend of experienced and recently qualified teachers. The work of the experienced support staff contributes significantly to the teamwork and maintenance of high standards of behaviour and academic achievement of all pupils in the school. In particular, they provide very effective support for pupils with special educational needs. The administrative staff provide high quality support to all staff, pupils and parents.
- 81 The accommodation is adequate and of good quality. It is clean and well maintained. Shared areas are of a good size and are used effectively for a wide range of learning tasks. The accommodation for pupils under five has improved substantially since the previous inspection with the building of a new classroom. This area is well equipped but there is no designated and secure outdoor play area for these pupils. A school library has been built since the last inspection. This is attractive and kept in good order. The school is adding to the collection of books in



the library as funds permit, and the quality of books already in the library is good. The storage and accessibility of resources has been improved since the last inspection. Outdoor areas including a pond and wildlife area are useful and secure. Overall, the accommodation provides a stimulating and welcoming place for pupils to learn.

- 82 Learning resources are adequate and generally of good quality, and most curriculum areas are well equipped. The school makes good use of the computer facilities strategically located around the building to enable pupils appropriate access for their work. Since the last inspection, the level and quality of resources has improved for design and technology, history and geography, and mathematical learning for children under five.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

83 *In order to build on current strengths, improve further the standards of achievement and quality of education the headteacher, staff and governors should :*

**(1) Re-organise the school timetable to ensure all curriculum requirements are met by :**

- ensuring that time allocations reflect the DfEE recommendations of 23.5 hrs. per week at Key Stage 2;
- re-adjusting the balance of time given to core and foundation subjects;
- ensuring that adequate time is allocated to the progressive development of skills, knowledge and understanding, in foundation subjects at Key Stage 1 and 2 and of the creative, physical and investigative areas of learning in the Foundation Stage;
- reviewing the organisation of the school day so that timings reflect more appropriately the requirements of the literacy and numeracy strategies and the requirements of the curriculum operating from September 2000.  
(see paragraphs 35, 47, 49, 103, 104, 105, 107, 134, 157, 175, 192, 204)

**(2) Provide separate, secure outdoor facilities to promote further the physical development of children under five and pupils in the Assessment and Learning Support Centre (ALSC).**

(see paragraphs 81, 84, 104, 108, 198)

*Other areas for improvement which the school should consider :*

Ensure the governing body carries out its responsibilities fully in respect of safe storage of the physical education equipment in the school hall. (see paragraph 62)

Improve the consistency of arrangements for setting homework particularly in Year 3.  
(see paragraph 34, 67, 117)

Provide better information for parents :

- in respect of pupil reports
  - the strengths and weaknesses in children's progress in the foundation subjects;
  - targets for further improvement and how these might be achieved.
- in respect of the curriculum
  - the topics to be undertaken by their children each term.

(see paragraph 68, 120)

Improve consistency in marking in English, mathematics and science at Key Stages 1 and 2. (see paragraphs 33, 117, 132, 148)

Improve the monitoring role of governors. (see paragraph 76)

Provide more detailed, measurable targets in the Individual Education Plans for pupils' with a special need. (see paragraphs 52, 65, 94, 114)

## **The Work of The Assessment and Learning Support Centre (ALSC)**

- 84 The Centre provides good quality support for pupils with a range of significant and complex learning needs in difficult circumstances. It comprises two small rooms at the north end of the school furthest away from the school entrance. There is also a small 'interview room' that is used as an office by the Centre leader where special educational needs records and supporting materials are kept. Teaching rooms are pleasant and inviting, but the range of activities and opportunities available for pupils is limited; for example, there are no arrangements for pupils to experience sand and water activities. The Centre also lacks a secure and safe outside area where pupils' physical development needs can be met.
- 85 The Centre is currently staffed by two full-time teachers and the equivalent of two full time learning support assistants (LSAs). There is one full time assistant; the other post is shared by four LSAs. This enables a range of levels of support to be provided during the day and allows coverage for absence and illness to be dealt with easily. Pupils attending the Centre are all brought to the school from outside the catchment area by 'bus. They arrive before school starts in the morning so that a prompt start can be made to the day, and leave for home shortly before school ends. This means it is not possible for Centre pupils to take part in any after-school activities.
- 86 Pupils are placed in the Centre by the LEA as a result of the process of statutory assessment. The Centre thus provides for pupils with a wide range of difficulties which include autism, Down's Syndrome, severe language impairment, physical difficulties, behavioural difficulties and significant general learning difficulties. This makes the development of suitable programmes and arrangements to meet the needs identified in statements a complicated task. Centre staff show great sensitivity and organisational skills in coping with a wide diversity of individual need.
- 87 The teacher in charge of the Assessment Learning Support Centre (ALSC) is also the school's Special Educational Needs Co-ordinator (SENCO) and this combination of roles has a positive effect upon the way special needs are met throughout the school.
- 88 Pupils' attitudes are generally good. The structure provided in the Centre, through the organisation of the day and through the high level of support, ensures that pupils remain on task and take an interest in the activities they are undertaking.
- 89 Statutory reviews are undertaken at least annually. The head of the Centre writes detailed reports in preparation for the review which clearly indicates the progress made by each pupil in the previous year. Annual reports are also prepared for parents. The information in the review documentation is also very detailed, enabling decisions to be made about future provision. Additional annual reports for parents are also prepared by Centre staff.
- 90 Because of their significant and complex needs, pupils educated in the Centre spend the majority of their time working on individual programmes. They are brought together regularly in larger groups in order to share experience and learn social skills such as taking turns. Where appropriate, pupils are integrated into mainstream classes for up to fifty percent of the school day. The level of integration is recorded upon their individual education plans and is constantly reviewed. All pupils are integrated for whole school activities including assembly and break times

where they are monitored by support staff and Centre teachers.

- 91 Teaching in the Centre classes is at least satisfactory and some of it is good. Each pupil is on an individual programme matched to his or her particular needs. Where lessons are good, careful use of questioning allows pupils to take part and to indicate that they have understood the content. Planning for each lesson accounts for each individual's needs and after a period of direct teaching related to the current topic, pupils split up into small groups or work individually with either a teacher or a learning support assistant.
- 92 Learning support assistants provide a generally good level of support for most pupils under the guidance of the Centre teachers. Each assistant is provided with a lesson plan and all make a good effort to ensure that the teaching points are followed up in individual and small group work. For example, in a lesson focussed on directional words and prepositions, the assistant continuously reinforced those categories of words when used by the teacher and ensured that learning took place. While some very good support is provided by some Centre staff, others are not aware of the needs and characteristics of some of the pupils. For example, a pupil with communication difficulties was given too many instructions for him to be able to understand what was required of him. This led to a high level of frustration. Support staff, therefore, need more specific guidance on individual pupils' needs.
- 93 The timetable for the Centre indicates that a broad range of curriculum experiences is provided for pupils in order for them to make progress on the targets on their individual education plans. The main focus is on the development of literacy and numeracy skills but all other curriculum areas have time allocated to them. Pupils in the Centre also attend swimming and horse-riding lessons. Computers are used effectively to support learning tasks.
- 94 The co-ordination and management of the Centre is good. The head of the Centre maintains a good overview of the provision, approaches and needs of all pupils at all stages of the Code of Practice. She has only a limited knowledge of the budget for special educational needs. The preparation of information for the statutory reviews of pupils with statements is very good. Detailed reports are written in advance of the review covering all areas of the curriculum and the child's individual programme. The report of the review, which parents are always encouraged to attend, is meticulous and includes the views of the parents and, where ascertainable, the child. Progress made over the year is clearly evaluated and a framework of objectives to form the basis of work for the coming year is agreed. Individual education plans are produced on the basis of these objectives but the targets used are sometimes too general and need to be broken down into smaller, manageable steps so that progress in specific elements of the programme can be measured effectively. A broader and more detailed list of objectives would allow Centre teachers and learning support assistants to respond more effectively to the many opportunities that occur during the day to reinforce and develop pupils' skills.
- 95 The role undertaken by the head of the Centre as Special Needs Co-ordinator in the main school enhances both mainstream and specialist provision for special educational needs, providing benefit for all pupils, either in having their needs met effectively or in developing an understanding of those with particular needs. The Assessment Learning Support Centre is a strength of the school.

## **PART C: SCHOOL DATA AND INDICATORS**

## Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	55

## Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7%	23%	40%	27%	3%	0%	0%

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

## Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)		251
Number of full-time pupils eligible for free school meals		26

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y3
Number of pupils with statements of special educational needs		12
Number of pupils on the school's special educational needs register		60

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	3

## Attendance

<b>Authorised absence</b>	%
School data	4.6
National comparative data	5.4

<b>Unauthorised absence</b>	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

## Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	27	22	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	25	26
	Girls	20	22	21
	Total	43	47	47
Percentage of pupils at NC level 2 or above	School	88 ( 90 )	96 ( 88 )	96 ( 94 )
	National	82 ( 80 )	83 ( 81 )	87 ( 84 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	26
	Girls	21	20	20
	Total	44	45	46
Percentage of pupils at NC level 2 or above	School	90 ( 91 )	92 ( 89 )	94 ( 96 )
	National	84 ( 81 )	86 ( 85 )	87 ( 86 )

*Percentages in brackets refer to the year before the latest reporting year.*

These are the results when the pupils' from the Assessment and Learning Centre with significant and complex needs are extracted.

### **Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	25	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	25	26
	Girls	20	22	21
	Total	43	47	47
Percentage of pupils at NC level 2 or above	School	77 ( 90 )	84 ( 88 )	84 ( 94 )
	National	82 ( 80 )	83 ( 81 )	87 ( 84 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	26
	Girls	21	20	20
	Total	44	45	46
Percentage of pupils at NC level 2 or above	School	79 ( 91 )	80 ( 89 )	82 ( 96 )
	National	84 ( 81 )	86 ( 85 )	87 ( 86 )

*Percentages in brackets refer to the year before the latest reporting year.*

These are the results when the pupils' from the Assessment and Learning Centre with significant and complex needs are included.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	251
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y3**

Total number of qualified teachers (FTE)	12.0
Number of pupils per qualified teacher	20.9
Average class size	22.8

#### **Education support staff: YR – Y3**

Total number of education support staff	12
Total aggregate hours worked per week	222

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	

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

Number of pupils per FTE adult	
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*FTE means full-time equivalent.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	1999
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	£
Total income	515897
Total expenditure	516415
Expenditure per pupil	1979
Balance brought forward from previous year	43283
Balance carried forward to next year	42765

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	251
Number of questionnaires returned	138

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	1	1	0
My child is making good progress in school.	77	22	0	1	0
Behaviour in the school is good.	57	41	1	1	1
My child gets the right amount of work to do at home.	48	37	10	5	0
The teaching is good.	76	22	0	1	0
I am kept well informed about how my child is getting on.	47	38	13	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	26	4	1	1
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	51	42	4	1	1
The school is well led and managed.	59	36	4	0	1
The school is helping my child become mature and responsible.	68	30	0	1	1
The school provides an interesting range of activities outside lessons.	34	36	18	4	9



## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

- 96 Satisfactory provision is made for children under five. At the time of the inspection there were sixty children in two Reception classes, twelve of whom were four years old. Reception pupils are taught in two separate classrooms, with a shared practical area. A recent extension to the school has provided an additional reception classroom. Each class is staffed by a full time teacher and learning support assistant. Parents provide a great deal of additional support for pupils' learning.
- 97 Admission to Reception classes occurs twice annually with pupils born between the 1<sup>st</sup> September and the 28<sup>th</sup> February admitted full-time in September. Those born between the 28<sup>th</sup> February and the 31<sup>st</sup> August are admitted part-time in September and full time in January.
- 98 Assessment of these children on entry indicates that whilst the intake varies annually most show attainment which is above that expected for the age group.
- 99 Children make very good progress in language and literacy, mathematics and personal and social development and satisfactory progress in all other areas of learning. By the time they are five the attainment of the majority of pupils exceeds that expected for their age, with higher attainment in language and literacy, mathematics and personal and social development. Planning is to the nationally recommended areas of learning for this age and progresses successfully into the Key Stage 1 National Curriculum Programmes of Study. Children of different levels of attainment are provided with appropriate activities in language and literacy and mathematics, which enables them to make very good progress.

### **Personal and Social Development**

- 100 Children make very good progress in their personal and social development. They are happy, secure and confident and settle happily into the daily routines. They have very good attitudes to learning. They are keen and eager to do their best, they understand what is expected of them, behave very well and act responsibly and sensibly when given tasks to complete. For example, they work independently at the computer in pairs or act out role play situations. They are friendly and help one another, pick up materials dropped by a friend, or help one another put aprons on.

### **Language and Literacy**

- 101 Progress in language and literacy is very good. Children listen attentively, speak clearly and answer questions with confidence. They can write their names and use a joined script. The majority copy sentences accurately under the teacher's script, and understand simple punctuation with many writing sentences such as, "the mummy said swim", independently. They discuss the books they are reading, using the correct terms such as "illustrations" when sharing the book "Opposites" with the learning support assistant. Children enjoy reading and can read many words well from memory. They know their initial sounds and many sound combinations, which they use successfully to tackle words they don't know. All children have a reading book appropriate to their age and stage of development which they share with

adults in school and at home with their parents.

## **Mathematics**

- 102 Very good progress is made in this area of learning. Children, read, write and order numbers to ten. Many are confident with numbers up to twenty. Daily practice means that many children can count to one hundred and identify the number which comes either before or after any chosen number between one and one hundred. They can count in twos to twelve and in fives to twenty. Some higher attaining pupils are able to add two numbers up to ten correctly and subtract from five. They know shapes such as square, triangle, rectangle and circle and can tell the time to the nearest hour. Most can recognise and use accurately coins worth one and two pence, when playing shopping games.

## **Knowledge and Understanding of the World**

- 103 Children make satisfactory progress in their knowledge and understanding of the world. They use computers with confidence, for instance two children worked independently with the "Topsy and Tim" program. They used the controls and mouse competently, understanding how to exit and get to different parts of the program. Pupils develop their technological skills through building with construction kits. They develop their scientific knowledge when growing plants the parts of which they can name and label. Teacher plans and photographic evidence show good, first hand experiences the children have had, for example hatching chicks in the classroom. However, opportunities for developing investigation and exploration skills are not timetabled frequently enough; none were observed during the inspection. An awareness of history is developed by exploring the children's recent past and they have contributed by bringing photographs and clothes from their early childhood.

## **Physical Development**

- 104 Progress in physical development is satisfactory. Children have a timetabled session in the hall for work on apparatus each week. They are developing their balance, control and co-ordination appropriately and have an awareness of space and understanding of safety issues. However, there are insufficient opportunities for pupils to develop their physical control and agility through daily access to large apparatus in a secure, outside play area. Pupils use pencils and brushes competently, displaying good hand-eye co-ordination and control.

## **Creative Development**

- 105 Children make satisfactory progress and draw, paint and print with enjoyment. Often the end product is prescribed and, whilst adults provide good guidance on the use of techniques, there are limited opportunities for pupils to make their own creative response using materials of their own choice. Pupils learn rhymes and sing simple songs tunefully. They recognise and can repeat loud and soft sounds using percussion instruments, but are not yet experimenting creatively with sound. The current practice of combining the two Reception classes for music, with a total of sixty pupils, is not effective; it limits the learning taking place.
- 106 Children have very positive attitudes to learning. They relate well to each other and to adults. They concentrate for extended periods and enjoy learning.

- 107 Teaching of language and literacy and mathematics is very good and some of it is excellent. Planning is to the National Literacy and Numeracy Strategies. Teacher expectations are high and the pace of learning fast. Interesting activities are provided which successfully motivate and challenge pupils of different abilities to do their best. Relationships are very good. Learning assistants and parents are usefully deployed and assist in promoting the high standards achieved. Lower priority is given to other areas of the curriculum. These do not get priority time and receive less adult support. Whilst pupils benefit from the heavily directed approach in language and mathematics teaching, there is too much adult direction given for activities where children need to explore, investigate and be creative.
- 108 Resources which were not satisfactory in the last inspection have been improved. The new reception classroom provides sufficient space for the foundation stage curriculum but the established classroom is cramped. Pupils still lack access to an adequate, secure, outside play area.

## **ENGLISH**

- 109 In the 1999 national tests the percentage of seven year olds attaining Level 2 and above was close to the national average for all schools and compared to similar schools. The percentage attaining the higher Level 3 was well above average. When results for pupils with significant and complex needs are extracted, performance in reading is well above average compared to similar schools. Performance in writing in 1999 was above the national average in comparison with all schools and compared to similar schools, with above average results at Level 2B and well above average Level 3. When results for pupils with significant and complex needs are extracted, pupils' performance in writing is very high compared to similar schools. These more accurately reflect the high standards of achievement observed during the inspection.
- 110 All pupils make very good progress in all aspects of English and benefit from the effective implementation of the National Literacy Strategy. Pupils with special educational needs, and lower attainers, make good progress against the targets set for them.
- 111 By the end of Key Stage One standards in speaking and listening are above the level expected of pupils of this age. Pupils listen carefully and answer questions posed by their teachers and other adults. They are able to follow instructions and most are able to recount information they have heard or read. Some are confident speakers to the rest of their class; they show an ability to speak with clarity and expression. The use of drama within the literacy Strategy is used effectively to promote and develop the skills of speaking and listening. A special needs pupil in Year 1, providing the narrative for the story of Goldilocks, was able to hold the interest of the audience effectively whilst giving direction to the actors. Another pupil, as Baby Bear, was sensitively supported to act his part so well he raised a laugh with every line. Very good use is made of the literacy strategy to develop and extend pupils' vocabulary, including technical terms, and pupils enjoy knowing and using words such as alliteration and glossary. Pupils in a Year 3 class expressed amazement and excitement when introduced to the meanings and uses of common prefixes.
- 112 Standards in reading are well above average. All pupils read with enthusiasm and

are keen to discuss their books. Pupils are taught, and are able to use, a variety of decoding skills to tackle unknown text, including phonics, picture cues and context. Standards here have improved since the last report. All pupils read regularly with parent helpers and learning support assistants in school. Many pupils are reading with fluency and expression. Pupils regularly take their books home to read and there is a diary system of communication between home and school which is used well. Pupils' reading development is supported through the use of structured, commercial schemes and enhanced by a wide variety of texts in classrooms and the library. However, opportunities to read with teachers outside the literacy hour are more limited and on a very few occasions pupils are reading texts which are not challenging enough for them. Pupils read a wide variety of texts, particularly during the literacy hour, including traditional stories from around the world, poetry, myths, modern stories and non-fiction. They have a good understanding of the structure of books and are able to use the contents, glossaries and index. They make good use of the library and most are able to access information through an understanding of a simplified Dewey Decimal system.

- 113 Standards in writing, including handwriting are very high. Emphasis is given to independent writing and by Year 2 pupils are able to do extended pieces of writing using simple punctuation, with common words spelt correctly. Pupils are given opportunities to develop their writing in a variety of styles including reports, first hand accounts, poetry and creative writing. Lower attaining pupils and those with special educational needs are given focused work through specific phonic, vocabulary and spelling support including the use of writing frames. By the end of Key Stage 1 pupils understand the importance of setting and the use of descriptive words to enhance their writing. Many use adjectives effectively and can identify and use similes and metaphors in their work. Pupils can use dictionaries and have a good understanding of various strategies to support correct spelling. Learning support assistants and parent helpers are well briefed by teachers and are able to support pupils individually and in small groups. The clear objectives identified in teachers' lesson planning and the quality of the support given to pupils, are having a positive effect on quality and standards.
- 114 Individual education plans for pupils with special educational needs are not sufficiently specific in their targets, and success criteria do not have clear measurable outcomes. This lack of rigour and detail prevents pupils making as much progress as they should.
- 115 Pupils are introduced to a joined script on entry to school and this is taught systematically throughout the school. By Year 2 pupils use a confident, clear, joined script. Pupils make very good progress and standards of handwriting are excellent. Good use is made of a variety of strategies to teach handwriting, including specific computer programs, which promote correct letter formation. Throughout the school the standard of presentation is very good.
- 116 Most pupils make very good progress in English. Attitudes to learning are excellent and this has a very positive effect on progress. Pupils are attentive, well behaved and eager to respond. They settle quickly to their work and show high levels of sustained concentration. They are able to work independently, co-operatively and collaboratively as appropriate, and take responsibility for their own learning, work and equipment. Pupils have a clear understanding of what is expected of them to complete their tasks and take pride in and gain enjoyment from their work.

- 117 On balance, the quality of teaching is very good. In over half of the lessons observed teaching was very good or excellent. Classes are very well organised; standards of behaviour are excellent. Teachers have a very good understanding of the subject. The best teaching is characterised by a good understanding of pupils' prior attainment, clear and challenging learning objectives and well-prepared resources. Learning support staff and parents are well briefed. However the best use is not always made of support during whole class, word and sentence level work and the plenary session during the literacy hour. In many cases support is not interactive with the pupils at these times. In the best lessons support staff work discretely and sensitively with identified pupils to enable them to participate in and gain benefit from the lesson. There are inconsistencies in marking throughout the school. Most pupils' work is marked. The best marking clearly annotated the work and put it in context as well as providing comment and support for the pupil to improve. In the best lessons teachers discuss and mark pupils' work with them. There are inconsistencies in the setting and quantity of homework. All pupils regularly take books home to read and younger pupils take home phonic based work to support their skills development. However, particularly for the oldest pupils homework is set irregularly.
- 118 There are policies for English, speaking and listening, reading, writing, spelling and handwriting. Teachers long and medium term planning is good but there are inconsistencies in short term planning. Some lesson plans do not identify clearly the resources needed to support the lesson, in particular the specific use of learning support assistants.
- 119 There are sufficient, very good quality resources for English throughout the school. The school has recently had a library built with funds from a variety of sources. Fiction and non-fiction books, including big books, audio and videotapes and computer programs are accessible and many are displayed effectively. The school has reviewed its stock of non-fiction texts and retained those of good quality. Resources reflect cultural diversity and challenge stereotypes, offering pupils colourful and up to date images and text to promote social inclusion. There are, however, commercially produced reading schemes available to children with outdated images and text, which do not present good models of equality of opportunity. There is also a good range of language materials and teacher produced materials, which are of a high quality.
- 120 Standards in English in the main school have improved significantly since the last inspection, based on relevant statutory assessment data. The co-ordinator systematically reviews teachers' plans and makes regular observations of teaching. Staff have moderated a selection of work from the school and this supports their ongoing assessment of pupils. Teachers have a very good understanding of their pupils' needs and have high expectations of them. The school has effectively met its target to improve spelling and writing since the last inspection. Pupils are well targeted for support and teachers have recently identified borderline special educational needs pupils for further support. To improve standards further the school should review its target setting process in order to ensure targets are sufficiently detailed and provide a clear focus for staff and pupils alike.

## **MATHEMATICS**

- 121 On the basis of the 1999 national tests for seven-year-olds, the percentage of pupils

reaching Level 2 or above was close to the national average. The percentage of pupils attaining Level 2B was above average and well above for those reaching Level 3. When figures are adjusted by extracting the results of the pupils in the 1999 cohort in the Assessment and Learning Support Centre, the performance of seven year olds is well above the national average, and well above average when compared to similar schools. These results reflect more closely the very good achievement found at Key Stages 1 and 2 during the inspection. Test results have shown an overall steady rise since the previous inspection.

- 122 All pupils, including those with special educational needs, make good progress. Pupils' mathematical knowledge has broadened and their understanding has deepened since the school began to implement the National Numeracy Strategy. This is contributing to improved attainment for higher attaining pupils.
- 123 By the age of seven pupils are working confidently with mental arithmetic problems presented orally. This facility is supported by the importance given to learning addition, subtraction and multiplication facts and the numerous opportunities given to talking about number patterns and relationships. Pupils are able to try different approaches when solving problems and are beginning to organise their work, check results and explain their thinking.
- 124 In number, younger pupils can recognise simple patterns, and count objects up to twenty when solving problems. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers including odd and even. When they have gathered information, pupils record results in simple lists, table and block graphs, in order to communicate their findings. They can recognise, sort and name two-dimensional shapes and are able to talk about their properties.
- 125 Older pupils can choose an appropriate operation when solving problems. In number they are able to identify odd and even numbers and to use this facility to solve problems. They are developing pencil and paper methods for additions that cannot, at this stage be done mentally. They show good understanding of each digit in a three digit number. They understand that doubling and halving are inverse operations. Pupils use mathematical language to describe direction and movement. They are able to distinguish between straight and turning movements, understand angle as a measurement of turn and recognise right angles in turns.
- 126 Year 3 pupils show an understanding of place value in numbers up to one thousand. They add and subtract two digit numbers mentally and numbers with three digits using written methods. They have a good understanding of the relationships between numbers and are proficient at identifying number patterns. Pupils use simple fractions that are several parts of a whole, recognise equivalent fractions, can order fractions on a number line, and are beginning to make comparisons between different fractions using the symbols for greater than, less than and add mixed fractions.
- 127 Competence in numeracy is also evident in other subjects where pupils apply the skills developed in mathematics lessons, for example, in science, design technology and geography. Basic skills are well-developed. Pupils use a number of computer programs in order to consolidate and reinforce previously gained knowledge. Older pupils handle and evaluate information collected during numeracy lessons.

- 128 Pupils work hard in their lessons. They are willing, co-operative and very enthusiastic. They work very well with their peers and show positive attitudes and consideration for each other. When playing mathematical games they are able to take turns and to follow the rules. From the earliest age they respond particularly well when given the opportunity to work independently. They enjoy the intellectual stimulation of individual investigations and challenges, and take pride in their accomplishments.
- 129 The teaching of numeracy is always at least satisfactory throughout the school. However, the vast majority of teaching is good, very good and occasionally excellent. This is a real strength. It is the major factor in the continuing rise in standards. The good teaching is characterised by features which are consistent throughout the school. There are high expectations of what the pupils can achieve, together with effective planning which identifies the objectives of the lessons. This was evident in a mixed Year1/ 2 lesson on capacity and a Year 1 lesson on solving real life money problems. The use of precise, mathematical language motivated pupils, and ensured learning. These good lessons move at a brisk pace, and build on pupils' prior learning.
- 130 The best lessons are well structured and provide effective learning opportunities by employing a range of strategies for pupils to work as a whole class, within a group and individually. For example in an excellent Year 2 lesson, the mental challenge: "What is the number 7?" was posed by a pupil in the previous literacy lesson. Here pupils were highly motivated in sharing and displaying their mathematical knowledge with the class, for example, "It's an odd number", "It's one less than eight", "It's the sum of  $3 + 4$  and  $4 + 3$ ", "It's the product of 2 and 3, then add 1". The teacher then quickly moved pupils into the main activity where direct teaching of the mathematical language of direction and movement was effectively demonstrated through pupils directing the class teacher to a predetermined place in the classroom. High level questioning challenged pupils of all abilities; here pupils were able to discuss and make links with previously acquired knowledge. This was both enjoyable and informative. The class was then split into activity groups matched to pupils' prior attainment. Here pupils engaged in games and structured planning of routes using simple, practical equipment, and the mathematical concept was both extended and consolidated. The plenary session linked learning in numeracy and information and communication technology when pupils used this knowledge to describe a route for a programmable toy. Above all, it is the enthusiasm, the degree of subject knowledge, and pedagogical skills, that marks out the highest quality teaching.
- 131 Teachers have a good knowledge of the subject, clear expectations of what pupils can achieve, and teaching has pace and rigour. There is a secure match between the task set and the capability of pupils in relation to their prior attainment. The practice of questioning the class at the beginning and end of lessons, and individuals and groups during the main part of the lesson, is a positive, common feature. In the best lessons teachers employ a range of questioning techniques which challenge pupils thinking and focuses their learning; this contributes to the gains in their mathematical understanding. A strong feature of all teaching in the school is the progressive development of a problem solving approach to learning.
- 132 Throughout the school there is clear evidence of good development of mathematical language. Pupils' work is marked frequently. However, there is an inconsistent approach to marking. In some classes marking relates to the lesson objectives. Here, pupils are clear about what they have learned and how to improve. In other

classes, marking is also regular, and whilst praise is frequently given, it is not specific enough to enable pupils to understand exactly what it is they have done well.

- 133 The school has replaced its scheme of work for mathematics with the National Numeracy Strategy's yearly teaching plans. This is helping to ensure all pupils, including those with special educational needs, receive a broad, balanced mathematics curriculum as they progress throughout the school. The school has benefited from a series of regular, high quality training opportunities delivered by national, local and in-school providers.
- 134 Timetable arrangements allocate time for mathematics in excess of national recommendations. In practice, most lessons do not extend beyond an hour, but the additional time between the end of lessons and the end of sessions is not always used productively. Homework is set on a regular basis in all classes in Key Stage 1 and in one class in Key Stage 2. There are inconsistencies in the frequency and amount of homework set in one Year 3 class. Where homework is set, pupils complete it and this effectively builds on and prepares for learning in lessons.
- 135 There is very good communication with parents. They are frequently informed of the work, methodology and range of strategies employed in teaching mathematics in their childrens' classes. Newsletters are sent home on a regular basis, and meetings and working groups are convened in order to inform parents of the National Numeracy Strategy and also to produce mathematical games and activities for pupils' use in school and at home. Very good resources, provided by parents, are small white boards for pupils to record their mental calculations. Pupils really enjoy using these and their use has enabled them to gain confidence in their oral and mental work.
- 136 Curriculum plans embrace very good provision for pupils' moral and social development. Mathematical games help to develop pupils' sense of fairness. Many lessons involve collaborative work and pupils are encouraged to share their calculation strategies. Provision for spiritual development is sound; pupils exhibit pride in their own and others' accomplishments and are frequently surprised by their own achievements. Provision for cultural development is good in Year 3, where they make links between their learning about the contributions of ancient Greeks to mathematics.
- 137 The work of the curriculum co-ordinator is a strength of the school. Her vision, excellent subject knowledge and enthusiasm have provided a secure foundation for the support and guidance of other teachers within the school. She has an excellent understanding of standards across the school and uses this to plan further improvements. The National Numeracy Strategy is very well developed. There is a whole school commitment to the development of numeracy. For example, a talented teacher in Year 3 has produced practical learning aids and provided high quality advice on the use of information and communication technology in mathematics.
- 138 The practice of regular assessment provides valuable feedback. This is used to inform future teaching, monitor standards, and produce individual targets for pupils. Standards of teaching and learning are frequently monitored in individual classrooms across the school.



- 139 The curriculum co-ordinator is proactive and undertakes regular audits of equipment and materials. She manages a resource budget efficiently and effectively, and is therefore able to make long-term spending decisions. Resources are adequate, with satisfactory provision of visual aids to support the implementation of the National Numeracy Strategy. A combination of class-based and area-based storage presents a sensible approach. The care with which these are managed contributes well to the efficiency and tidiness of the school.
- 140 Since the previous inspection standards have risen in both key stages. The quality of teaching has improved significantly. There is comprehensive planning of learning objectives in all lessons. High levels of challenge are provided for all pupils, including higher ability pupils. Effective questioning is a strength of the subject and assessment of pupils' overall achievement is both consistent and rigorous.

## SCIENCE

- 141 Statutory teacher assessment in 1999 showed that attainment at the end of Key Stage 1 was below the national average and well below average in comparison with pupils from similar backgrounds at Level 2, the level expected at age seven. When the performance of seven year olds in the school's Assessment and Learning Support Centre is taken into consideration, standards were above average when compared to similar schools. The performance of more able pupils was above average; the proportion of pupils, including those in the Centre, achieving the higher Level 3 was above average. The trend over the past three years has been gradually upwards, although there have been significant variations in the overall performance depending partly on the numbers of summer-born pupils and Centre pupils in each cohort. Standards in science were below those in reading, writing and mathematics. Performance in the tasks was weakest in the area of materials and their properties (Attainment Target 3), but there were clear strengths in the areas of life and living processes (Attainment Target 2) and in investigative and experimental science (Attainment Target 1).
- 142 Inspection evidence of the current performance of the pupils in Year 2 indicates that they are achieving above average standards by the end of Key Stage 1. The rate of progress in learning is often good, with the more able pupils making good progress, particularly in experimental and investigative science. There remains some relative weakness in pupils' knowledge of materials and their properties in Year 2, but the school has recognised this as being the result of insufficient review of the good work undertaken in Year 1, and improvements have been made. Pupils are given good opportunities to develop their observational and practical skills through investigative work. They make observations and recordings of plants and study the conditions for growth in Years 1 and 2, with a substantially greater emphasis as pupils move through the school on experimental and investigative methods.
- 143 Pupils' knowledge and understanding of life cycles is supplemented progressively as they move through the school, for example, by the study of the life cycle of a frog. In Year 2, some very good work was seen where pupils had undertaken an investigation to predict the likely habitats of worms and woodlice, using a well-structured scientific approach to their investigations. Pupils in Year 2 use information and communications technology effectively to classify the features of minibeasts. They also investigate simple electrical circuits and know that a lamp will not light if the circuit is not complete. They know the effect of magnets on different

materials and are able to conclude that only some metallic substances are attracted to magnets.

- 144 Standards in Year 3 are also above average. Analysis of pupils' work and observations in lessons indicate that progress in learning is good, being further extended from the good start in Key Stage 1. Again, good emphasis is placed on the development of investigative skills and standards in experimental work. In one such lesson, pupils investigated the transportation of water through a plant stalk - in this case a stick of celery - to the leaves. Pupils first made a prediction about what they thought would happen when the celery was placed in water containing dye. The teacher made good use of the pupils' knowledge of conditions for growth in plants and applied this successfully in a practical context. Pupils were amazed to see the blue tinge to the stalk and leaves after one day, and made good evaluations of the outcome of the experiment and the strengths and weaknesses of their earlier predictions.
- 145 Pupils with special educational needs are supported well in lessons and, as a result, they make good progress with respect to their prior learning.
- 146 Throughout the school, pupils show very positive attitudes to their work in science. They listen carefully to instructions, concentrate well on their tasks and the behaviour of all is consistently very good. During practical work, when they work mainly in pairs, pupils work very well together sharing tasks equitably with good care shown for the resources provided for their use. Pupils show a pride in their work and are keen to share it with other pupils and adults. At both key stages, pupils are usually given plenty of opportunities to work independently of the teacher.
- 147 The quality of teaching is at least good and occasionally very good. Lessons are planned well and start promptly. Resources are readily available and the time is mainly used well, with lessons conducted at a suitably brisk pace. Teachers' knowledge of the subject matter is usually good. The management of pupils is uniformly excellent throughout the school and the range of teaching strategies used to develop pupils' learning is broad. There is evidence of good, direct teaching. For example, in a lesson with pupils in Years 1 and 2, direct teaching was used very successfully to evaluate the results of the pupils' experiments in growing cress seeds. The teacher drew systematically on their prior learning and the experimental method used. She summarised by reminding them of the variables they had used, such as growing one set of seeds in the dark, another in cold conditions, and another without water or light, and compared the amount and quality of growth in each case. As a result, pupils made very good gains in their knowledge about conditions for growth in plants. When posing questions, teachers take care to ensure that a wide range of pupils are allowed to respond. Good emphasis is given to fair testing. The quality of questioning skills is high. During practical lessons, teachers give pupils the opportunity to work in mixed gender groups.
- 148 The detail and quality of lesson planning is good and the detail of learning intentions is usually stated with sufficient clarity. The marking of pupils' work is carried out frequently but comments made in the books are often cursory. An increasing amount of helpful feedback is provided as pupils pass through the school, with questions posed to the pupils in Years 2 and 3 which provide good challenges to their thinking. Assessment information is generally used well for the benefit of all pupils. This results in the planned work being closely matched to the specific needs of individuals or some groups. In most classes independence is fostered effectively

and this contributes significantly to the development of pupils' investigative and practical skills.

- 149 The subject leader is a very experienced teacher who is keen to raise standards in science. The subject is very well led and managed. There is a satisfactory policy in place, and an extensive scheme of work which assists teachers in their long and medium term planning. Some good monitoring of teaching and learning has taken place; as a result, the school has a clear overview of standards upon which to base further improvements. There are good links between teaching in science, English, mathematics, information technology and design and technology.
- 150 Procedures for assessment are satisfactory; the statutory requirements for a core subject are met in full. On-going, formative, assessment procedures are satisfactory. Teachers' records provide good detail of coverage and usually provide a clear picture of the standards achieved by pupils.
- 151 Since the previous inspection standards have improved at Key Stages 1 and 2. The progress of the more able pupils is improving as a result of greater intellectual challenge. The quality of teaching has improved, being at least good in all the lessons observed, with well-organised learning which proceeds at a good pace. Monitoring has improved significantly, and this has underpinned the overall improvements.

## **ART**

- 152 By the end of Key Stage 1 and Year 3, pupils make good gains in their learning about art and artists and in investigating materials and making. The quality of pupils' learning is good; they achieve standards which generally exceed expectations for their age. Standards were judged to be satisfactory at the last inspection and the school has made good progress since then in improving standards overall. Art work is displayed well throughout the school and mostly illustrates the opportunities pupils have to make a creative response to their learning. In some isolated instances there is an over-emphasis on the end product rather than the process and experience of making.
- 153 Pupils' make good progress in art; they gain skills in using a wide range of media, styles and techniques. By age seven they use line, colour, pattern and tone successfully and can discuss and compare techniques used by different artists, using the correct specialist language. For example, in a Year 2 lesson they examined the work of Hogarth and Van Gogh, analysing and discussing the techniques used to create different effects. Pupils' knowledge and understanding of artists and how they work is successfully interwoven with opportunities for them to make their own explorations and develop their own skills using the techniques they have identified, such as impasto, to create images of flowers in Year 1, and hatching and cross-hatching in Year 2. In Year 3, pupils show increasing control over materials, tools and techniques, producing sensitively observed drawings such as willow pattern plates with increasing attention to detail. From the youngest age pupils are taught the skill of colour mixing, and their use of brushes of different sizes and other tools such as spatulas to create texture is well developed.
- 154 Good use is beginning to be made of information and communications technology. A particularly effective example was seen in the excellent, creative response made

by pupils in Year 3 to the work of artist Andy Goldsworthy, when they created their own site-specific sculptures using natural materials. These they recorded using a digital camera. In a Year 2 class, pupils created images using the "Fine Artist" program, using the toolbox to change shapes, words and colours. Whilst good opportunities are provided for working in two dimensions, insufficient opportunities are given for model making with malleable materials.

- 155 Pupils' attitudes to learning art are good throughout the school. They are eager to learn, want to do well, concentrate effectively and work hard. Relationships are good and these contribute positively to the learning. Pupils respect and care for one another and celebrate each others' achievements with sincerity.
- 156 The teaching of art is good at both key stages. Teachers plan well. They have suitably high expectations of the knowledge, skills and understanding pupils will gain by the end of each session. In the best lessons teachers teach directly for a high proportion of time the skills, techniques and knowledge of their subject using a range of excellent teaching methods, techniques and strategies to reinforce and consolidate pupils' learning. For example, when teaching impasto techniques in Year 1, the teacher demonstrated then supported pupils in developing their skills as they explored the medium. Teachers' use of questioning is very good; this helps pupils to focus more closely on the detail of their work, whether analysing the work of artists as they did in a Year 2 lesson, comparing the work of Hogarth and VanGogh, using the correct terminology and evaluating their own or other pupils' work, or observing more closely the detail of shape, colour and line.
- 157 The co-ordinator provides effective leadership and has usefully amended the art policy in preparation for the new curriculum in September. Less time is given to the subject since the introduction of the literacy and numeracy Strategies. The blocking of the subject into half termly units puts some limitation on the frequency with which skills such as those of observational drawing can be taught and practised. This subject is not a current priority in the school development plan, so monitoring of teaching and pupils' achievement is largely informal.

## **DESIGN AND TECHNOLOGY**

- 158 On the basis of lessons seen, information from discussions with teachers and pupils, examples of retained artefacts, displays of pupils' work and a portfolio of photographs, standards at age seven and by the end of Year 3 are judged to be at least in line with what is expected, and sometimes above expectation in respect of designing and making skills. This is a significant improvement on the findings at the time of the previous inspection when standards in design and technology were unsatisfactory and were a key issue for improvement.
- 159 With a clear focus on the development of knowledge, understanding and designing and making skills, pupils at Key Stage 1 and in Year 3 are making good progress in their learning. They are developing sufficient levels of skill to enable them to design realistically and to make increasingly complex products with enthusiasm and pride. At each key stage, higher attaining pupils show above average progress. Pupils with special needs undertake the same demanding tasks as other pupils but with support. Their progress is very similar to that of the majority of pupils.
- 160 In their learning, pupils are successfully encouraged to make good links with other

subjects, notably art and science. In Year 1, pupils create simple plans for a bedroom. They also learn to mark, cut and fold paper and card, and to make simple judgements about what they have made. In some work of Year 2 pupils, they show good detail in labelled designs for a doll's clothes, and in a template for a puppet. With good adult support they measure, mark, drill, saw and join with sometimes above average accuracy, and with good adult support, to create thumb pianos. They successfully join the wooden components and test the effectiveness of the finished product. They make cogwheels out of card and dowel with good standards of accuracy.

- 161 In Year 3, pupils study methods of strengthening materials such as paper or card. They understand how to make a laminate out of different layers of material and glue, and have designed and made some attractive, colourful mobiles cut from the laminate they produced. They show appropriate levels of skill in producing labelled designs for simple buggies based on a ruler, bulldog clips and pre-cut fibreboard wheels. They undertake designing and making tasks using a good range of construction kits. For instance, pupils were given the task of designing and making a bridge, strong enough to bear a weight, to span a gap between two tables. Pupils referred to designs and modified these as necessary to create stable structures, with some good, if unexpected results. They design and make robotic arms, combining scientific and design skills effectively to create a movable arm and claw assembly operated by pneumatic pressure using a syringe and tubing. Some of the higher attainers are beginning to understand how to make simple constructions using wheels and cams. Pupils' written work shows a sound grasp of the principles used, such as the need for stable structures, and shows appropriate consolidation of the design and technology skills learned earlier in the school. Subsequent to producing their finished product, pupils undertake a critical evaluation of what they have achieved.
- 162 Pupils' attitudes and behaviour are very good. Their attention and concentration contribute well to their satisfactory progress at Key Stage 1 and in Year 3. The quality of relationships is very good; pupils co-operate very well with each other. Pupils discuss their ideas and choices for designs and materials, and show commendable respect for each other's efforts.
- 163 The teaching observed in Year 3 was at least good and sometimes very good. Lesson planning shows good detail of learning intentions. Very good emphasis is placed on the quality of designs and the development of practical skills such as accuracy in measuring, marking, joining and folding or cutting. Mathematical, scientific and creative skills are used well. Teachers' knowledge of the subject is good. Appropriate emphasis is given to the quality of decorative finish. In a lesson on designing picture frames, suitable emphasis was given to safety when discussing alternatives to using glass in the finished product. Pupils appropriately suggested the use of laminated plastic sheet for this task, and described how this could be achieved.
- 164 Since the previous inspection, the subject has undergone substantial improvement. Standards have improved and are now at least satisfactory. The subject leader has undertaken a systematic improvement in the provision for the subject. The scheme of work is helpful to teachers, and supports their planning. The school's action plan has ensured that additional resources have been acquired. Resources are now satisfactory in both quality and quantity. All the required aspects of the subject are adequately covered. Teachers' knowledge and understanding of the subject have been improved, particularly in the area of designing and evaluation, and in their

attention to health and safety issues. Tools are now stored safely, and a satisfactory range of techniques, tools and materials is now being employed to support the school's design and technology curriculum.

## **GEOGRAPHY**

- 165 Only one lesson in geography was observed. The evidence available from the teachers' plans, discussions with pupils and examples of their work indicates that progress is satisfactory.
- 166 At Key Stage 1 pupils have opportunities to learn about the local area and can identify their man made and natural features in the environment, including beach, pier, garages and shops. They are able to identify features of their own homes and other homes around the world. They have opportunities to learn about the environmental effect of a busy road, and the changes that may be made to improve this. Pupils have constructed maps of an imaginary place using ' Little Red Riding Hood' storybook as the stimulus.
- 167 Good use is made of the world-wide web to download up to date maps and information for the older pupils. Year 3 pupils use the Internet to send and retrieve messages from the British Antarctic Survey Team located in Halley Base in the Antarctic. Through questions raised by the pupils they learn about living and working in the Antarctic as part of a science investigation, together with an understanding of the harshness of the environment.
- 168 The school has produced a scheme of work based on the nationally recommended scheme produced by the Qualifications and Curriculum Authority. At the time of the last inspection geography was taught predominantly through a topic approach. It is now being taught as a separate subject within the timetable and this has increased pupils' geographical knowledge and skills. There is sufficient coverage of units of work although the progressive development of the study of other localities is not fully addressed. The interpretation of this scheme at present leads to weaknesses in the progressive development of skills across the school. This is acknowledged by the curriculum co-ordinator who has taken steps to rectify this.
- 169 Resources are satisfactory and sufficient to support most areas of learning. There are floor maps, jigsaws, published texts and photographs in sufficient quality and quantity. There is a satisfactory range of newly purchased small-scale maps of East Anglia, the British Isles, and the world. Some aerial photographs have been purchased. These, together with large scale maps of the local area, are insufficient to support planned activities.

## **HISTORY**

- 170 Few lessons were observed during the inspection. Evidence available from the teachers' plans, discussions with pupils and examples of their work indicates that progress is satisfactory.
- 171 At the time of the last inspection, pupils were not given sufficient opportunity to develop a sense of the past and compare how it differed from the present. This has now improved and, for example younger children learn about leisure in the past

through toys, playground games and chants. They learn about changes to the local area through the study of houses and homes in the past, using photographs, maps and oral history as sources of information.

- 172 Older children learn about seaside holidays in the past and make comparisons with seaside holidays in their parents' time and today. Very good use is made of oral histories, artefacts, written and photographic sources. A recent topic on medieval castles was a success; pupils learned about a range of aspects of life in the past and used a CD-ROM program to investigate areas of learning. New subject planning indicates that events and famous people in the past will also be investigated.
- 173 Year 3 pupils have studied the changes in Great Yarmouth area and are developing causation skills through the investigation of a local disaster, the destruction of the Great Yarmouth suspension bridge.
- 174 In a recent study of ancient Egypt, pupils could give reasons for settlement surrounding the river Nile, the types of crops and, therefore, the food eaten by ancient Egyptians. They could give reasons why people acted as they did, for example, mummification of the dead because of religious beliefs about life after death. Pupils' knowledge and understanding of aspects of life in the past are well developed. Across the school there are focused opportunities for pupils to engage in research, using a wide range of resources. Enquiry skills are well developed, but chronological skills are less well developed. A recent study of myths and legends in literacy enhanced pupils' knowledge and understanding of some of the features of life in ancient Greece.
- 175 A new scheme of work has been written recently. It has yet to be taught and evaluated. The current amount of time allocated for this subject meets present requirements. However, when the statutory requirements for the programmes of study are reinstated in September 2000, the time allocated for the teaching of this subject across the school will not meet minimum requirements.
- 176 Resources are satisfactory and have improved since the last inspection. There is a weakness in the provision of real and reproduction artefacts to support some of the areas of learning.

## **INFORMATION TECHNOLOGY**

- 177 By the end of Key Stage 1 and Year 3, attainment is at least satisfactory, with strengths in respect of handling data and communicating information. At Key Stage 1, pupils quickly learn to interact positively with computers. They become confident in finding their way around the keyboard and in using a pointing device. By the end of the key stage they use word processing programs, enter information into a simple database to construct graphs, confidently control a robot to move it around the classroom, and learn about the consequences of different actions through the use of adventure games. By the end of Year 3, pupils are becoming more secure in using the characteristics of word processors and art software to develop their work. They are making good gains in their understanding of the processes necessary to send electronic mail. They are very good in collaborating with each other when working their way through simulation programs.

- 178 At Key Stage 1, pupils use word-processing with increasing confidence. In Year 1, they produce graphs showing their classmates' favourite colours, fruit or shapes. By the end of the key stage, most of them can open files and save their work. They know how to change the size of letter fonts and some can import images using specific packages. Word processing tasks are also undertaken to develop skills, for example in writing a simple letter or a factual account. They use spelling programs with confidence and these contribute successfully to the good standards in spelling.
- 179 In all cases, pupils made steady progress in acquiring knowledge and developing understanding and skills in both the subject area and their information technology capability. Computer software is used in shared areas and in the classroom in art and science. In the Assessment and Learning Support Centre, touchscreen facilities are used to enable pupils to use simple mathematical programs; they also create drawings and record their work in English.
- 180 Specific time is allocated for information technology for all classes, so that all pupils receive some direct teaching. Overall, the quality of teaching is satisfactory. Teachers' knowledge, skills and understanding have improved since the last inspection; some of the teaching at both key stages is now of high quality. Teachers' knowledge of programs is often good. The management of behaviour is excellent. Pupils are given clear instructions, which enable them to carry out their work confidently. Lesson planning is good and the targets for the lessons are communicated to pupils at the start of lessons and referred to again in short plenary sessions at the end. Pupils are therefore aware of the progress they have made during the lessons. Pupils are taught directly about the control of robots, and program them successfully to move around a classroom, reinforcing concepts of direction, movement and spatial awareness. Teachers make use of information and communications technology in the preparation of teaching materials, labels and notices.
- 181 Pupils' attitudes to their work are very good. They work with sustained concentration, for example when working on spellings programs, and carry out good collaborative work. They are able to explain what they are doing and many are confident in independently exploring the possibilities of the programs.
- 182 The subject is managed very effectively by the subject leader. A very high level of support is provided for class teachers, which includes technical knowledge of software and hardware, specific training in the use of new software, assistance in curriculum planning, and worksheets which support teachers in the use of software. The use of computers is monitored through regular examination of files, so that a profile of computer usage can be compiled. The policy and scheme of work have been updated recently. Information and communications technology features in the current school development plan and further training is planned. This is being achieved mainly through national funding schemes, and through the good support work of the subject leader. The detailed scheme of work ensures that all strands are covered sufficiently. Opportunities for links with other subjects are identified.
- 183 Recent developments have included the introduction of electronic mail facility and the purchase of a digital camera which is now being used to enhance the presentation of work across subjects. In art, for example, digital photographs are used to create stimulating images to support pupils' observational drawing in Year 2, and to record pupils' sculptures using natural and man-made materials in Year 3. Electronic mail sent to and received from the British Antarctic Survey provides pupils



with an excellent opportunity to frame questions relating to their work in science, geography and English. Pupils were delighted to receive prompt responses, within the hour, to their questions.

- 184 The school has a ratio of one computer to twelve pupils. Computers are located in classrooms and in the Assessment and Learning Support Centre. The school upgrades computers as funds permit. The number of computers in the school has increased since the last inspection; there are, however, still some difficulties in providing enough access to enable teachers and pupils to develop fully their capability and reinforce it through planned, regular use of computers. Use of software is incorporated into the planning of individual programmes for pupils with special educational needs.
- 185 Since the last inspection, the school has continued to develop information technology expertise and obtain appropriate resources of high quality. Teachers have a greater understanding of the potential of information and communication technology, and greater confidence in the use of hardware and software. There is now less variation in standards and the quality of teaching between classes. The support provided by the subject leader has been very good; staff have confidence in him to provide technical expertise and training, a clear understanding of the potential of the software, and support material to ensure that pupils are able to make progress. The range and quantity of new resources and plans for future acquisitions have laid a firm foundation for the future development in the subject.

## **MUSIC**

- 186 Standards in music are satisfactory. The good standards of singing identified in the last report have been maintained. Pupils sing in tune, melodically. Their diction is clear and they know a wide range of hymns and songs which they sing from memory in lessons, in assembly and in the choir. Recorder groups meet at lunchtimes for Year 2 and Year 3 pupils. The sessions are well supported and standards of playing are high.
- 187 Pupils make satisfactory progress. At both Key Stage 1 and Key Stage 2 pupils listen and respond well to recorded music and are developing their critical awareness of different types of music. By the end of Key Stage 1, pupils identify and use tuned and untuned instruments, can discriminate between timbre, tempo and dynamics, compose and evaluate their own performance and are increasing their knowledge of a range of composers. At Key Stage 2, in Year 3, pupils' knowledge and understanding of music is developed further. When performing, composing, listening and appraising they identify musical ideas and distinguish tempo, dynamics, major and minor keys and use the correct specialist language, for example when analysing how Grieg had created different moods and atmospheric, incidental music in "Morning" and the "Death of Ase" from Peer Gynt. They then apply this learning to their own compositions, making decisions about the instruments they need, based on a match between sound and the effect and mood they want to create, as seen when they composed musical pieces in groups. One group showed its awareness of the need for a conductor so that the group could keep in time when performing.
- 188 Pupils enjoy music lessons and taking part in extra-curricular activities, and they are proud of their achievements. They collaborate very well in large and small groups,

and are enthusiastic about music making. Behaviour is very good and concentration levels are high.

- 189 On balance, the quality of teaching is good. However, there are variations, with some very good and satisfactory lessons. Weaknesses identified in teaching music in the last inspection have been rectified. Since then, teacher expectations have been raised; they plan well and lessons are well structured. Teachers have gained confidence in their ability to teach the subject and, although many are not subject specialists, they have made efforts to gain the necessary skills. Where teaching is good expectations of pupils' behaviour and the standards they can achieve are high. There is good use made of whole class, individual and small group work and a high degree of mutual respect between teachers and pupils which promotes their learning effectively. In an isolated case, over-direction by the teacher limited the pupils' opportunity to compose their own musical pieces. Too little guidance meant they did not know what to do to improve their performance.
- 190 The music co-ordinator manages the music curriculum effectively. A policy of work for music has been developed since the last inspection, and commercial schemes of work have been adopted for the under-fives and Key Stages 1 and 2.
- 191 The subject is not a priority within the school development plan so monitoring of the subject is largely informal. The co-ordinator, however, has promoted the levels of staff confidence and expertise to teach the subject.
- 192 Resources have been improved and are satisfactory overall. There are now sufficient pitched and unpitched instruments. The regular timetabling of music at the end of the school day means that frequently pupils approach the music curriculum with less energy than for other subjects.

## **PHYSICAL EDUCATION**

- 193 Standards by the end of Key Stage One are in line with those expected nationally. During the period of the inspection the main activities in physical education (PE) focused on games skills and gymnastics. Older pupils have the opportunity to learn swimming and some pupils in the Assessment and Learning Support Centre have the opportunity to have swimming therapy and are supported, through Riding for the Disabled, in experiencing horse riding. It was not possible to observe either swimming or horse riding during the inspection.
- 194 Pupils make satisfactory progress in PE. In gymnastics, pupils explore balance, movement and control on a variety of pieces of apparatus and are beginning to demonstrate sequences of movements. In games, pupils are introduced to skills such as throwing and catching with a variety of apparatus.
- 195 Pupils have positive attitudes to PE. In the best lessons they are very well behaved, enthusiastic and clearly enjoy the activities. They work hard to improve the quality of their movements and skills, as individuals and also in groups where they demonstrate a high level of co-operation. They have a very good awareness of personal space and the importance of safe practices in PE, both for their own physical safety and that of others. Pupils with special educational needs are well supported and make good progress in the quality of their movements. Pupils demonstrate good understanding of the effect of exercise on their bodies and the

need for warm up and cool down activities.

- 196 There is a policy for PE and teachers follow a published scheme which has detailed planning. Provision for PE is enhanced by the extra-curricular activities of Morris and clog dancing and hockey, which are open to older pupils. The school has a local and national reputation for Morris and clog dancing, and performed at the Royal Norfolk Show during the period of the inspection. Staff and pupils work hard to achieve a high standard and clearly enjoy and benefit from the experience of traditional dancing and the opportunity to perform.
- 197 The quality of teaching is at least satisfactory and sometimes good. Teachers establish and maintain very good standard of behaviour and ensure pupils understand and follow safe practice. Where teaching was at its best, praise and encouragement were used effectively alongside individual and group coaching and the use of demonstration. However, many lessons lacked pace and pupils spent too long waiting for their turn. Pupils were therefore unable to practise and develop the skills being taught.
- 198 Resources for PE are very good. All apparatus is in very good condition and is sufficient to meet the needs of the curriculum. Most of the apparatus for gymnastics is accessible and stored safely. However, the storage of some items is unsatisfactory and presents a hazard to pupils in the hall. Games equipment is stored safely and accessible for outside activities. The hall is spacious and there is a large hard outdoor area and field. There is no secure outside area with free access for pupils in the reception classes. There are however some items of equipment stored outside for their use. Pupils from the Assessment and Learning Support Centre also have large items of equipment stored outside.
- 199 The large mats for gymnastics, identified in the last inspection as in poor condition have been replaced.

## **RELIGIOUS EDUCATION**

- 200 It was only possible to observe a few religious education (RE) lessons during the period of the inspection. Evidence is also from a scrutiny of work, teachers' plans and discussions with pupils and the co-ordinator.
- 201 Standards in RE are satisfactory and meet the expectations of the locally Agreed Syllabus. Pupils make satisfactory progress in their knowledge and understanding of major world faiths. They know about festivals and traditions, miracles and the parables.
- 202 Behaviour is consistently very good. Pupils are interested in the stories they hear and the activities they undertake. They have good recall of characters and events and are able to discuss the situations, feelings and actions of people in the Bible with sensitivity. They are able to relate the stories they hear with present day situations and are developing an understanding of such issues as trust and faith.
- 203 Teaching was satisfactory or better in one third of the lessons observed. Where teaching was good, clear objectives were identified in the planning and a variety of resources was used. Teacher led discussion enabled all pupils to participate and extended pupils' understanding beyond the literal. Where teaching was

unsatisfactory the pace was slow, the range of activities was limited, resources were not used effectively and there was a lack of challenge.

- 204 The school follows the Norfolk locally Agreed Syllabus. There is a policy in place and the school is implementing planning to follow the QCA published schemes of work for RE. The co-ordinator is new to the post and is establishing a bank of resources to support teaching. There are quality artefact collections for Islam, Judaism, Christianity and Hinduism and a variety of pupil focused books. There are good links with the literacy strategy through the use of big books to present information such as the story of Rama and Sita. The range and quality of books to support teachers is limited. The co-ordinator is also aware that there are training issues for staff to implement fully the teaching of world religions and the best use of resources. Teacher confidence in teaching this subject is variable and expertise has not been increased sufficiently since the last report. There are inconsistencies in the time allocated to the teaching of RE and the school needs to review this. There are good links with the local clergy and pupils visit the church. However, there are no identified links with representatives of other faiths.