

INSPECTION REPORT

Colman First School

Norwich

LEA: Norfolk

Unique Reference Number: 120938

Headteacher: Mrs S Wilson-Town

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 8th – 11th November, 1999

Under OFSTED contract number: 707682
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INFORMATION ABOUT THE SCHOOL

Type of school:	-	First School
Type of control:	-	County
Age range of pupils:	-	4 - 8
Gender of pupils:		Mixed
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Appropriate authority:	-	The Governing Body
Name of chair of governors:	-	Mr Mike Hazelton
Date of the previous inspection:	-	May, 1996

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Mr Les Garner	English Art Music	Curriculum and assessment Efficiency
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MAIN FINDINGS

What the school does well

- The teaching is good in English, science, religious education, music and art, and consequently the pupils make good progress in these subjects.
- There is good provision for the pupils with special educational needs and the provision for the deaf pupils is very good.
- The pupils behave very well; personal development, relationships and their attitudes towards work are very good.
- The school provides an effective, broad and balanced curriculum and there is a very good range of extra-curricular activities.
- The monitoring of the pupils' progress is very good.
- The leadership of the school is very good.
- Financial planning is very good and there is very efficient use of the staff, accommodation and learning resources.
- The provision for the pupils' spiritual development is good and there is very good provision for moral, social and cultural development.
- The links with the community are excellent.

Where the school has weaknesses

- I. The presentation of the pupils' work is occasionally inconsistent.
- II. The marking of the pupils' work is occasionally superficial and irregular and does not tell them how they can improve their work.
- III. On a small number of occasions a few pupils are given insufficiently challenging work.

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

How the school has improved since the last inspection

The school has made good progress since the last inspection in 1996 and has overcome the weaknesses that were highlighted. Standards in information technology, which were unsatisfactory in all aspects except word processing, are better because of the improvement in the quality of teaching and the increased use made of the subject across the curriculum. The quality and use of assessment procedures has improved significantly. Detailed assessments are undertaken and the results used to plan work and to set targets for improvement. As a result, the majority of pupils are presented with challenging activities. The pupils' attainment and their progress are followed carefully ensuring they are presented with work that is closely matched to their needs. The commitment of the senior management team and the quality of teaching puts the school in a strong position to achieve its aims of continuing to raise attainment in English and mathematics.

Standards in subjects

The table shows the standards achieved by seven-year-olds in Year 2 based on the National Curriculum tests in 1999:

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

The information shows that whilst standards in reading are average and in writing they are above average, in both areas they are well above the average for similar schools. Standards in mathematics are average but above average when compared to similar schools. There is evidence that standards in writing are improving. By five years of age, the majority of pupils are attaining standards that are broadly in line with national expectations. Their personal and social development is good.

Inspection evidence supports the view that attainment in science, writing and speaking and listening is high and that it is average in reading and mathematics. The pupils make good progress in religious education, music and art.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 8 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science		Good	Good
Information technology		Satisfactory	None seen
Religious education		Good	Good
Other subjects	Satisfactory	Good	Good

Teaching is never less than satisfactory. It is excellent in three per cent of lessons, very good in nineteen per cent and good in thirty-one per cent. This is an improvement since the last inspection when just over six per cent of the lessons were judged unsatisfactory and less than eight per cent of lessons were good or better. The teaching is consistently good in English, science, religious education, music and art and this has a significant impact on the pupils' progress.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good throughout the school; the pupils are polite and well mannered.
Attendance	Satisfactory; nearly all pupils are punctual and lessons begin promptly.
Ethos*	Very good; the pupils are attentive and hard working; relationships are very good and the school is committed to
Leadership and management	The headteacher is a very effective leader and she is well supported by her deputy. The governing body provide good
Curriculum	There is a broad and balanced curriculum for all ages; planning and assessment procedures effectively support the
Children with special educational needs	Good provision is made; the pupils are well supported by the teachers and other staff. The provision for the deaf pupils is
Spiritual, moral, social and cultural development	The provision for spiritual development is good and for all other aspects it is very good.
Staffing, resources and accommodation	The staff are experienced and committed; there is a good range of good quality resources; the accommodation is good
Value for money	Taking into account the pupils' good levels of attainment in writing and science and the good progress made in many

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>IV. The attainment in mathematics and science.</p> <p>V. The attitudes and values promoted by the school and the excellent integration of pupils from all backgrounds.</p> <p>VI. The very good behaviour of the children.</p> <p>VII. The opportunities available to discuss their children's work.</p> <p>VIII. The good provision for pupils with special educational needs.</p>	<p>IX. The attention given to the needs of</p> <p>X. The inconsistency with regard to</p> <p>XI. Not being told when their child was</p> <p>XII. The amount of homework.</p>

Inspectors' judgements support the views of the parents, except for the attention given to the needs of the average child and the amount of homework the pupils undertake. Whilst there are a small number of occasions when insufficiently challenging work is given to small numbers of pupils, the work is usually well-matched to their requirements.

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KEY ISSUES FOR ACTION

There are no key issues for the school to address but, in the context of its many strengths,

the following points for improvement should be considered as the basis for an action plan:

- XIII. present the pupils with work that is always challenging; (Paragraph 21)
- XIV. ensure that all teachers mark work in line with the school's policy and therefore meet the high standards demonstrated by most teachers; (Paragraph 23)
- XV. ensure that the presentation of the pupils' work is always of the highest standard, (Paragraph 11)

INTRODUCTION

· Characteristics of the school

1. The school is a four to eight years First School covering Key Stage 1 and the first year of Key Stage 2. It is situated near the centre of Norwich. Parents who work on short-term contracts at the local university and hospital send their children to the school. The children come from a wide range of social backgrounds. There are currently 194 pupils on roll, 106 boys and 88 girls. Of these, 15 children in the Reception class are under five. Children are admitted to the school twice a year, the second intake entering the school in January. The school admits children from around 17 different playgroups and nurseries, the majority coming from the closest playgroup and a nursery at a local first school. Pupil numbers have remained fairly constant in recent years. Attainment on entry is similar to the national average. Thirty-seven pupils are eligible for free school meals which is broadly in line with the national average. Twenty-two pupils come from other ethnic backgrounds, 21 of whom come from homes where English is not their first language. The school has identified 54 pupils as having special educational needs, which is above the national average. Seven of these pupils have statements of special educational needs. There are six pupils in the Unit for Deaf Pupils and they are fully integrated into the life of the school. There have been several staff changes during the last two years due to promotions, retirements and illnesses.
2. The school aims to provide an environment where the pupils feel secure, happy and valued, where they can develop positive attitudes towards learning and where they can respond positively to diversity and with confidence to change.
3. The school's main priorities for the year are to raise further the standards in literacy and numeracy.

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	38	27	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	32	34	34
	Girls	25	24	24
	Total	57	58	58
Percentage at NC Level 2 or above	School	87 (73)	90 (75)	90 (84)
	National	82 (80)	83 (81)	87 (85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	32	31	37
	Girls	25	24	26
	Total	57	55	63
Percentage at NC Level 2 or above	School	88 (76)	85 (83)	97 (83)
	National	82 (81)	86 (85)	87 (86)

Attendance

Percentage of half days (sessions)

missed through absence for the latest complete reporting year:

			%
Authorised Absence	School		6.3
	National comparative		5.7
Unauthorised absence	School		0.0
	National comparative		0.5

3. Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	22
Satisfactory or better	100
Less than satisfactory	0

¹ Percentages in parentheses refer to the year before the latest reporting year

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

4. The results of the latest baseline tests indicate that the majority of children enter the Reception class at the age of four with attainment below the Norfolk average. Inspection evidence indicates that there is a broad range of attainment and the majority of children are broadly in line with the national average. The children make satisfactory progress in the Reception class and most are likely to achieve the recommended Desirable Learning Outcomes in language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development by the time they are five. The majority of children are likely to exceed the Desirable Learning Outcome for personal and social development. The transition to the National Curriculum is undertaken sensitively according to the pupils' ability.
5. The results of the 1999 Key Stage 1 test results show that the pupils' attainment in reading is in line with the national average but well above the average for similar schools. The test results show that attainment in writing is above the national average and again well above the average for similar schools. The number of pupils attaining the National Curriculum higher Level 3 is above that seen nationally. Inspection evidence confirms the test results and also shows, by the time they leave the school at the age of eight, standards in reading are in line with national expectations and above those in writing. Test results show attainment in mathematics to be broadly in line with the national average with similar proportions attaining at the higher level. Performance in mathematics is above the average for similar schools. Inspection evidence confirms that attainment in mathematics is broadly in line with the national average at the end of Key Stage 1 and in line with national expectations by the time they leave the school. Taking the three years 1996 to 1998 together, the figures show that the pupils' performance in these tests is broadly in line with the national average. The 1999 test results show an improvement over previous years in reading and writing compared to the national figures and improvements in reading, writing and mathematics when compared to similar schools. Information technology is used regularly and effectively to support the pupils' work in English.
6. The pupils make good progress in speaking and listening. The pupils in Year 2 speak confidently, using a wide vocabulary and retell stories with enthusiasm. They concentrate well and listen carefully to their teacher and to friends. By the time they leave the school, the pupils are speaking confidently and articulately. The pupils make satisfactory progress with their reading and by the end of Key Stage 1, most of the pupils are fluent readers who can remember the main events and describe the characters in stories. A significant minority attain standards that are better than might be expected. By the age of eight, the pupils read confidently using books for research and for pleasure. The pupils make good progress in writing and by the end of Key Stage 1 are using punctuation correctly and changing verbs correctly to write in the past tense. Handwriting is generally satisfactory, although presentation by some of the pupils is untidy and detracts from the overall quality of work which is usually good. The successful implementation of the daily literacy lesson is having a positive impact on standards, particularly in reading.
7. By the end of Key Stage 1, most of the pupils make satisfactory progress in

mathematics and are competent in addition, subtraction and multiplication of single numbers. Most understand the value of tens and units and have progressed to working with larger numbers. The pupils use a mathematical vocabulary and are becoming aware of the use of mathematics in the wider world. By the time they leave the school at the age of eight, the pupils are beginning to recognise patterns when solving problems and are becoming competent in using the four rules. Mathematical activities have a satisfactory impact on numeracy throughout the school.

8. In both key stages, the majority of pupils make good progress in science and attain standards that are higher than national expectations. The pupils in Year 2 have a good understanding of electricity and are able to predict the outcomes of their experiments. Many are beginning to understand how to make a test fair by varying a factor at a time. By the time they leave the school, the pupils have developed an increased scientific vocabulary and have learned to record their work in a variety of ways including charts, diagrams and tables.
9. The pupils make satisfactory progress in information technology and attainment is in line with national expectations at the end of Key Stage 1 and by the time they leave the school. The previous inspection report highlighted the necessity to develop the use of information technology across the curriculum. This issue has been addressed successfully. The pupils use the equipment regularly and systematically and the older pupils are regularly using e-mail to enhance their learning.
10. In religious education, the pupils' attainment is in line with the locally agreed syllabus and the pupils make good progress. The Key Stage 1 pupils understand the similarities between different religions and recognise the signs and symbols that are present in different religions. By the age of eight, the pupils are showing an increased understanding of the similarities and differences between religions such as Christianity and Judaism.
11. In both key stages, the pupils make good progress in art, music, design and technology and physical education and satisfactory progress in history and geography. Progress overall in physical education is good although the regular swimming programme undertaken enables them to make excellent progress in this aspect of the subject.
12. The pupils learning English as an additional language enter the school at different stages, some with no English. They make good and, sometimes, very good progress. This is because of the additional help they receive from a visiting teacher and support in small groups from teachers and classroom assistants whenever this is possible. The bilingual pupils benefit from the generally good quality teaching from class teachers which involves a significant amount of practical activity. Importantly, they are also helped by an ethos which makes them feel welcome and in which their culture is respected. By the time they leave the school most are achieving around the national average in National Curriculum tests. In all areas of the curriculum, the pupils with special educational needs make at least satisfactory, and usually good, progress and achieve standards that are in line with their prior attainments. Those in the Unit for Deaf Pupils make at least good progress in all areas of the curriculum due to the high quality of support and teaching they receive.

Attitudes, behaviour and personal development

13. The attitudes of the pupils towards their work are very good. During lessons the pupils show an interest in their studies, are highly motivated to learn and respond

well because they are given challenging tasks. The majority of the pupils settle quickly to written tasks when requested to do so. A significant feature of lessons is the degree to which the pupils actively listen to the instructions given to them by their teachers and it is rare that instructions have to be repeated. The pupils work well together in pairs and in small groups where they actively encourage and support each other. There are many good examples of the pupils working productively together. For example, in preparation for the celebration of Diwali, groups of pupils produced garlands from leaves collected by other pupils. In design and technology pupils worked collaboratively to produce a puppet theatre. The pupils are confident in talking about their work, readily answer questions and participate fully in discussions. They are proud of their achievements and most pupils produce work that gives them personal satisfaction. On a small number of occasions the pupils present work that is not of their best. The pupils are interested in computers and when given the opportunity are keen to improve their skills. The pupils with special educational needs are generally confident, well motivated and keen to make progress. In the majority of lessons there is a good atmosphere and most of the pupils have a clear sense of purpose.

14. The behaviour of the pupils is very good. The school is an orderly community and there are clear expectations of good behaviour that the majority of the pupils respect. They take good care of their own and school property. The pupils were involved in writing the school rules. Incidents of poor behaviour are managed effectively by members of staff in line with the school's behaviour policy. The few incidents of bullying that occur are swiftly and effectively dealt with in an appropriate manner. The pupils are aware that bullying is not tolerated within the school and what action to take if incidents occur. There have been no exclusions in recent years. The very good standard of behaviour creates an ideal environment for learning and has a positive impact on the attainment and progress of pupils. The pupils are courteous, polite and welcoming to visitors. Relationships between the pupils and with adult members of staff are very good.
15. The personal development of the pupils is very good. The pupils are encouraged to develop independent learning skills and creativity and this aids their maturity as learners. They are willing to undertake a range of responsibilities within the school such as class monitors and clearing up the leaves at lunchtime. They clear away equipment that they have been using during the lesson and leave the classroom in good order at both lunchtime and the end of the school day. Some of the pupils have been learning signing in their own time to help them communicate with the pupils from the Unit for Deaf Pupils. The pupils show initiative and empathy for those less fortunate than themselves, for example, by selling poppies for Armistice Day and choosing which charities the school will support during the school year. The ability of the pupils to show respect for other people's values and beliefs is very good and is enhanced by the value the school places on celebrating the cultural diversity of its pupils and the preparation they receive for living in a multicultural society.

Attendance

16. The attendance of the pupils is satisfactory and is slightly lower than at the time of the previous inspection. Attendance for the year 1998/99 was 93.83 per cent, which is broadly in line with the national average for similar schools. Unauthorised absence for the last reporting year was below that of similar schools. The slight reduction in attendance level is due to one pupil who has a poor attendance record. This satisfactory level of attendance has a positive impact on the attainment and progress of the majority of the pupils.

17. Most of the pupils arrive punctually for school but there are a significant minority who regularly arrive late. The school, in conjunction with the Education Welfare Officer, has set a high priority on encouraging the parents of these pupils to improve their punctuality. Lessons start promptly and registration procedures comply with statutory guidelines.

Quality of education provided

Teaching

18. The quality of teaching is good overall. Teaching is excellent in three per cent of lessons, very good in 19 per cent of lessons and good in 31 per cent. No unsatisfactory lessons were observed. This is an improvement since the last inspection when just over six per cent of the lessons were unsatisfactory and less than eight per cent of lessons were good or better.
19. Overall, the quality of teaching for the children under five is satisfactory. The children are made to feel secure through the regular routine and pattern to each day. The staff manage the children very well and ensure the atmosphere is warm and supportive. There is a high expectation of the children's behaviour and homework is provided to reinforce learning. The planning is based on the recommended Desirable Learning Outcomes and the children are introduced to the National Curriculum through literacy and numeracy activities, sensitively and appropriately. The learning support assistant is used effectively and makes a significant contribution to the children's progress. Assessment is used effectively to plan further work.
20. The overall quality of teaching in Key Stage 1 and Key Stage 2 is good. The quality of teaching enables good progress to be made in the core subjects of English and science. The teachers are still becoming familiar with the National Numeracy Strategy but the satisfactory teaching ensures the majority of pupils make satisfactory progress throughout the school. Good use is made of teacher expertise to teach subjects such as music and religious education and this enables the pupils to make at least good progress in these lessons. The majority of teachers have a good understanding of the subjects they teach. They have worked hard to improve their skills in information technology and good use is made of governors and parents to help develop the pupils' skills.
21. The teachers generally have satisfactory expectations of what the pupils can do although there are a small number of occasions when a few pupils are presented with insufficiently challenging work. In the best lessons, for example in a well-planned Year 1 literacy lesson, the teacher gave the pupils work matched to their needs and presented it in a lively and interesting way, enabling the pupils to make very good progress in their acquisition of phonic skills. In an excellent music lesson, the teacher had very high expectations of what the pupils could achieve when exploring rhythmic patterns and as a result, they made very good progress. In a literacy lesson that was satisfactory overall, the spelling activity lacked challenge for a small number of pupils and they did not make the progress of which they were capable.
22. In the majority of lessons, the teachers make effective use of time and resources and their planning is good. For example, in the literacy hour, the teachers follow the recommended format beginning with whole-class activities and move on to group and individual work. In most cases this enables the pupils to make good progress. Similarly in the best mathematics lessons, clear planning, high expectations and good use of time enable the pupils to make satisfactory progress. In a small number of lessons there is a lack of pace to the mental arithmetic activity and the pupils do not make the progress of which they are capable. The teachers make good use of day-to-day questioning to elicit what the pupils know. Homework is used effectively throughout the school, particularly as an aid to developing the pupils' reading and writing skills.
23. There are very good relationships with pupils that are based on appropriate

respect, responsiveness and care. Discipline is well maintained with instances of misbehaviour dealt with promptly before they escalate. The pupils' work is usually marked regularly and effectively with useful comments for improvement included. There are, however, occasions when work is not marked regularly or when the marking fails to give the pupils guidance as to how they can improve their work. Teaching is used effectively to provide for the spiritual, moral, social and cultural development of the pupils.

24. The class teachers make good use of existing individual education plans to inform their daily planning and to ensure that tasks and resources are well matched to the abilities of those pupils with special educational needs. Good attention is paid to assessing their work in order to measure the progress they are making towards meeting their individual targets.
25. The bilingual pupils usually make good progress, the teachers taking care to involve them in question and answer sessions, giving them time to think out their reply. In the best practice, the teachers encourage pupils to use full sentences and set up activities which encourage them to discuss their work with others. The support teacher works effectively in liaison with class teachers. The quality of teaching in the Unit for Deaf Pupils is of a consistently high standard.

The curriculum and assessment

26. The school offers its pupils a good, broad, balanced and relevant curriculum. It meets the requirements of all the subjects of the National Curriculum and religious education.
27. The curriculum for children who are not yet five is satisfactory. Work is planned well so that children cover all the areas of learning in the national recommended programme for children of this age and have full access to the National Curriculum.
28. The school has made good progress since the last inspection. In particular, the assessment of pupils' work and the standards they achieve is now done very effectively. This ensures that work is planned starting with the evaluation of completed work so ensuring pupils often make good progress. The wide range of extra-curricular activities has been maintained.
29. There are good plans in place which give clear guidance on what is to be taught in each school year, how this is to be taught in each half-term block and how this affects the weekly and lesson plans. This means that teachers have clear guidance and support and this is an important element in enabling the pupils to make the progress which they do.
30. The arrangements for pupils with special educational needs are good. They have full access to the curriculum and receive support wherever possible to promote their progress. Teachers and support staff assess their progress effectively and plan work which is individually tailored to their needs. The school makes very good efforts to respond to the diverse cultural heritages of its pupils and to prepare pupils for life in a multicultural society. The bilingual pupils are effectively assessed using a scale devised to meet their particular needs as well as the range of tests used for other pupils.
31. Good policies are in place for sex education and drug education. There is good provision made for the arts with art and music making a particularly strong contribution. There is a good range of extra-curricular activities offered to the pupils including sport, music and more unusual activities such as Indian dancing and 'signing'.
32. There is good provision for literacy and the well-planned literacy hour is having a

beneficial effect on reading skills and understanding of language. Opportunities to develop the pupils' speaking and listening skills are provided in discussion sessions in many subjects. Numeracy provision is satisfactory; the school has only recently started working with the numeracy project and is in the process of assessing how it will fit in most effectively with their mathematics work.

33. There are good systems in place for assessing the pupils' attainment and progress, particularly in the core subjects of English, mathematics and science. The pupils' attainment on entry to school is assessed well. The national test results at the end of Key Stage 1 are analysed carefully. Assessment procedures enable the teachers to amend lessons when gaps in the pupils' knowledge are identified.

Pupils' spiritual, moral, social and cultural development

34. Provision for the pupils' spiritual, moral, social and cultural development is a strength of the school. These aspects are seen as very important areas of school life and they are reflected appropriately in the school aims. The vast majority of parents support the school in the way it provides for these areas.
35. Provision for pupils' spiritual development is good. Acts of worship are very well planned, valued and make an important contribution to this area. They include stories from Christianity and other faiths which provide pupils with opportunities to learn about, and reflect on, values and religious beliefs. During the inspection pupils learnt about the festival of Diwali. The staff created an atmosphere of respect and spirituality in acts of worship, classrooms and in corridors. This was done through displays, the wearing of a sari by the headteacher, the learning by all pupils of the Hindu greeting of 'namaste', and the making and use of items of cultural importance such as rangoli patterns, garlands and divas. The pupils were encouraged to think about the meaning of good and evil, kindness and caring. Some classes make up their own prayers to use in class assemblies. In a Year 1 music lesson pupils experienced a sense of spirituality as they sang the 'Leopard Song'.
36. The school makes very good provision for the pupils' moral education. The 'School Code' was developed in conjunction with the pupils. In emphasising moral issues such as sharing, thinking about others, and telling the truth, it stresses how pupils should behave because of what is right and wrong. The code is understood by pupils and is implemented consistently by all staff. During the inspection a teacher asked pupils what kind of lunchtime they had experienced. Some unhappiness emerged and she arranged to see the pupils involved after school 'to talk out' the problems. The school collects for a wide variety of good causes both here and overseas. These include supporting homeless people in England, helping an Ethiopian child to have education, and collecting for Leukaemia Research and the National Society for the Prevention of Cruelty to Children.
37. Provision for social development is very good. The 'School Code' reminds pupils about their agreements on the kind of behaviour which is expected. On occasions, when these rules are broken, the pupils make a poster to remind everybody of the proper behaviour. The way the school approaches the integration of those from the Unit for Deaf Pupils is an important part of the pupils' social development. Some of the pupils are learning British Sign Language so that they can communicate with deaf pupils from the Unit. Pupils frequently sign a greeting to these pupils when they come into class or assembly. Older pupils take responsibility for selling poppies, setting out chairs for assembly, and operating the overhead projector. Their social development is enhanced on a residential visit in Year 3. Pupils sometimes suggest which charities they would like to support, and how. They are

often asked to work in pairs or groups. Their understanding of citizenship is enhanced through interviewing the Lord Mayor and the City's Recycling Officer and through meeting the Sheriff of Norwich. The pupils volunteer to clear up leaves and litter. The school won the relevant section of the Norwich in Bloom Competition for its courtyard garden.

38. The provision for the pupils' cultural development is very good. The pupils participate in a wide variety of cultural activities in school and in the wider community. These include visiting a local church and synagogue, Norwich Cathedral and Norwich Castle and the local library. They also visit a museum and experience life in a Victorian School through other visits. The pupils study the work of a number of artists including Gustav Klimt and Georgia O'Keefe. Also, they benefit from the display of beautiful artefacts from around the world. The extent to which the school offers its pupils opportunities to celebrate the richness of a variety of cultural traditions is very impressive, especially in a part of the country where there are relatively few members of ethnic minority groups. This occurs, for example, in religious education, art, design and technology, music and dance. There is a thriving Indian folk dance group of girls and boys from a number of different ethnic backgrounds in the school. The school recognises the languages of other groups in displays.
39. In addition to the very commendable inclusion of culturally diverse elements in a number of lessons, the school organises a special 'Carnival Week' and has hosted two annual 'Our World' Festivals attended by over 2000 pupils from schools throughout Norfolk. Pupils enjoy the antics of a clown, and the music of steel pans from the Caribbean. They enthusiastically participate in dances from Africa, Maypole and Morris dancing from the British Isles, and Bhangra dancing from India.

Support, guidance and pupils' welfare

40. The school successfully provides a caring, supportive environment where there are very good relationships between the pupils and with adult members of staff. The teaching staff know their pupils well and this is a strength of the school. There is a sensitive induction programme for the pupils entering the school in conjunction with the pre-school playgroups who use the school's facilities for one morning a week. The young pupils are well supported in their early life in school. Preparation of Year 3 pupils for transition into the next phase of education is also effective. The staff of both First and Middle schools, which occupy adjacent sites, work well together to ensure there is continuity of education across Key Stage 2. The class teachers effectively monitor the academic progress, personal development and welfare of pupils. The use of assessment data is used effectively to set educational targets to raise the standard of the pupils' attainment.
41. The procedures for monitoring and promoting good attendance and punctuality are satisfactory. The registration of pupils and the completion of registers is satisfactory. Instances of lateness are recorded. In conjunction with the Education Welfare Officer the school is planning to use this information to target pupils who are regularly late in arriving at school. The school has been without the services of an Education Welfare Officer for a year until the current term and the present one is only allocated to the school on a temporary basis.
42. There is very good liaison with the specialist support agencies such as speech therapy and education psychology and the progress of pupils with special educational needs is carefully monitored to ensure they make satisfactory progress towards the targets in their individual education plans.
43. The procedures for monitoring and promoting discipline and good behaviour are

very good. The school has high expectations of behaviour based on self-discipline and respect for others. The pupils were involved in drawing up the School Code. Emphasis is placed on rewarding good behaviour and positive attitudes within lessons and assemblies through praise and encouragement. The personal and social education programme effectively addresses the issue of bullying and other forms of harassment.

44. There is a designated person for child protection who has received the appropriate training in all aspects of child protection. She is well aware of the procedures to follow, as are all members of staff. The procedures for child protection are good.
45. Overall, the procedures for promoting the wellbeing, health and safety of pupils are good. The care for those pupils requiring medical attention is good and there are sufficient members of staff with first aid qualifications. The health and safety policy follows the Local Education Authority's guidelines and there is a named member of staff and a member of the Governing Body with responsibility for health and safety. Risk assessments have been carried out. The pupils benefit from well prepared midday meals. The overall standard of cleanliness of the school is very good and is a credit to the hardworking team who look after it. No hazards were identified during the inspection.

Partnership with parents and the community

46. The partnership between the school and its parents is good. Parents serve the school well as members of the governing body. The active Parent Teacher Association is run jointly with the Middle School and raises funds, which support the school well in its work. Their efforts are much appreciated by the governors, staff and pupils. The school makes parents feel welcome to approach with any concerns or problems. Many parents actively support the school in its work by helping within classrooms and on visits. They are made to feel part of the school team. Some parents organise extra-curricular activities, such as Indian Dance, which enriches pupils' knowledge and understanding of the world beyond school. The parents were consulted about the home-school agreement that was implemented at the beginning of the term.
47. The information the school provides for parents is good. There is a meeting for parents at the beginning of the academic year to inform them what their children will study during the year. The parents who are unable to attend are sent a synopsis. Demonstration lessons have been given to parents on the literacy scheme and the school is planning a similar exercise for numeracy. Each classroom has a notice board for parents that indicates what topics are currently being taught. Annual reports to parents are usually good. Most give parents clear information on the progress and attainment of their children, the standard they have reached against national expectation and what children need to do to improve their work but others do not meet this high standard. The parents of children with special educational needs are appropriately involved with their annual reviews.
48. The school has very good relationships with the Middle School and the school for physical and severe sensory disabilities that share the site. They share common facilities such as the swimming pool and the wildlife garden. The pupils from the school have regular contact with the Middle School, for example, through the joint Chess Club and sharing the Diwali celebrations. Where appropriate, pupils from the adjacent special school join in with lessons or social activities as they are prepared for transfer into mainstream education or if it is felt they would benefit from the experience. A partnership agreement has recently been initiated between the school and two local playgroups that use the school's facilities one morning each

per week.

49. The development of the pupils' social skills through links with both the local and wider community are excellent and are a strength of the school, contributing significantly to pupils' understanding of citizenship, the world of work and raising their level of attainment. The pupils benefit from a residential visit to a Field Study Centre and a wide range of visits support their education. The school benefits from the sponsorship and expertise of local industry. Scientists from the University were funded recently by the Biological Sciences Research Council to work with pupils on the topic 'Where do microbes live'. Visits to many places within the community take place on a regular basis. Those who are placed in the Unit for Deaf Pupils benefit from fortnightly visits to places of interest that forms the focus of their literacy work. The community police officer is a regular visitor to lessons and arranges the cycling safety sessions for pupils. The school supports a range of charities and during the inspection pupils were selling poppies at lunchtime in support of the British Legion. Links with the local tennis club and the local gardening nursery add significantly to the education of the pupils.

The management and efficiency of the school

Leadership and management

50. The headteacher provides very good leadership and she is well supported by her deputy and governing body. She has a determination to raise standards and to maintain the quality of relationships amongst the pupils that are such a strong feature of the school.
51. The school is successful in meeting its aims that focus on the personal development of each child and in the creation of a supportive environment. The ethos of the school, which is strong on the pastoral aspects of the curriculum is very good. Pupils of all abilities and backgrounds are happy in the school and share its values; this is reflected in their very good behaviour and in the positive relationships that are prevalent throughout the school. They all have equality of opportunity. The school has been successful in raising standards, particularly in writing and science, and progress in many areas of the curriculum is good.
52. The governing body is enthusiastic, informed and committed. It is regularly involved in monitoring the curriculum, individual governors from the curriculum committee taking responsibility for monitoring all curriculum areas. For example, one governor visits regularly to support the pupils in sending e-mails to different parts of the world. The governors are fully involved in school development planning, discussing the plan at an early stage and they monitor progress towards targets that have been set. The governing body has formed committees and these meet regularly. There are governors for literacy and numeracy and they have undergone training in their respective roles. The governors analyse the results of national tests and are effective in their monitoring of the curriculum. They fulfil all their statutory duties. The school development plan is an effective document that covers a three year period, is realistically costed and has guidance for recognising progress towards the targets that have been set. Those responsible for action are clearly identified.
53. The recommendations of the Code of Practice for special educational needs are fully implemented and the overall provision is good. The special educational needs co-ordinator and staff together review and monitor the effectiveness of provision for those pupils with special educational needs. The governor with responsibility for special educational needs is committed to ensuring the needs of the pupils are met and she has undergone training for her role.

54. The introduction of the National Literacy Strategy has been managed effectively and has a positive impact on the pupils' standards. The headteacher has monitored its implementation and the co-ordinator has given demonstration lessons. Issues have been identified and addressed. The National Numeracy Strategy has been implemented and the headteacher is beginning to monitor its effectiveness as she works with groups of pupils. The school recognises the importance of information technology and has worked hard to ensure its resources are used effectively throughout the school. It has been successful in addressing the key issue from the previous inspection report and information technology is now used effectively across the curriculum. Religious education is given sufficient prominence and the subject is used effectively to develop the pupils' understanding and awareness of the multicultural society in which they live.
55. The co-ordinators have a clear understanding of their roles and responsibilities in monitoring teaching and learning throughout the school and there is match of expertise to subjects. They scrutinise planning and provide support for colleagues where appropriate in their areas of expertise. Their commitment to their subjects and the school's commitment to high achievement is a significant factor in ensuring the pupils frequently make good progress.
56. The school has made good progress since the last inspection. All of the key issues raised in the previous inspection report have been addressed effectively. The governing body has increased its involvement in monitoring the outcomes of its policies. The school is well placed to make further improvements.

Staffing, accommodation and learning resources

57. The staffing, accommodation and learning resources are good overall and have a beneficial impact on the attainment and progress of the pupils.
58. The school is staffed by an appropriate number of suitably qualified teachers who have the knowledge and expertise to meet the requirements of the National Curriculum and religious education. All members of staff have job descriptions that clearly identify their subject specific responsibilities. There are enough appropriately skilled support staff to enable teaching, administration and the day-to-day life of the school to function effectively. The specialist teacher who is employed to work with pupils who are deaf has had a beneficial effect on their attainment and progress, and together with the well-qualified support staff, has enabled them to integrate successfully into all aspects of the school. The school has good arrangements for the induction of newly qualified teachers and a senior member of staff acts as mentor and offers effective practical support. Other teachers who are new to the school receive valuable support from the headteacher, deputy headteacher and their teaching partner. In-service training is satisfactorily planned and appropriately linked to the school development plan and curriculum priorities. The appraisal process is up-to-date and has had a beneficial impact on professional development. For example, the recent appraisal cycles have focused on training for the implementation of both the National Literacy and Numeracy Strategies and to enhance the proficiency of staff in information technology.
59. The internal accommodation is good for the numbers on roll and ages of the pupils. It is clean and extremely well maintained providing a good environment to support pupils' learning. There is a rolling programme of redecoration and refurbishment for the interior of the building. The displays around the school are stimulating and reflect the topics that pupils are currently studying. As at the previous inspection the accommodation in the mobile classrooms, although adequate, is cramped for the number of pupils. Compared with the main school classrooms, space for pupils

to work effectively in groups, or for their work to be displayed and celebrated, is restricted. The internal classrooms are of a good size with adequate space for practical activities. There is an easily accessible library for pupils. Since the previous inspection the accommodation has been upgraded to provide for the needs of non-ambulant pupils. The outside of the buildings have not been painted for seven years and many window frames are in a poor condition and deteriorating. External accommodation is good with adequately sized hard play areas marked with playground games and playing fields. A high quality swimming pool and wildlife garden is shared with the other schools on the site. The outdoor play area for the under-fives is satisfactory with sufficient space and equipment for them to develop their physical and social skills.

60. The range and quality of resources for learning are good. The range of library books is good, with a good selection of bilingual books. The reading scheme provides a good selection and range of books and there is good provision of books for the literacy hour. A kiln enhances the good resources for art. Music resources are very good and include a wide range of musical instruments from around the world. The provision of resources for religious education are outstanding and make a significant contribution to promoting the pupils' learning in the subject. The resources for information technology are satisfactory. There are good plans to enhance resources further and to upgrade some of the old computers. The school makes good use of resources in the community and library loans to enhance resources to promote the pupils' learning. The pupils needing help in learning English are given support by a visiting teacher for part of a school session. The school lacks sufficient bilingual stories and tapes to help pupils who are developing bilingually, and to enhance the status of those pupils' languages in the eyes of the rest of the school.

The efficiency of the school

61. The resources available to the school are managed very well. The financial management of the budget provided for the school is sound. The headteacher and finance officer from the Local Education Authority provide accurate information for the governors about future spending commitments. The governors note this information and discuss it in their finance committee as well as the full governing body. Since the previous inspection in 1996, the governors have become more aware of the need to link their budget planning to meet the requirements of the school development plan. They are more involved in financial decision-making than was reported in the last inspection report. They are looking ahead and making plans for future possibilities such as the change from a first to an infant school.
62. There is very effective monitoring of spending by the school management and governors. Monthly budget reports for governors, provided by the local education authority, give clear and useful information. The day-to-day financial affairs of the school are very well managed by the school administrator and the headteacher. All appropriate financial regulations are in place. The few minor recommendations made by the latest audit report from the local authority have been resolved.
63. Funding for the Unit for Deaf Pupils is included in the school budget and managed well, providing for their needs. Other funding for pupils with special educational needs in the main school is used effectively.
64. The teaching staff are deployed effectively. Most have responsibility for curricular areas and these match their expertise. These responsibilities are efficiently carried out. The management of the provision for special educational needs is also effective. Support staff are deployed effectively to support both pupils with special

educational needs and other groups. They make a good contribution to the progress pupils make. The teacher provided for the support of ethnic minority pupils is used effectively for the intended purposes.

65. The well-maintained accommodation is effectively used to enhance pupils' education. Learning resources are well organised and stored and are easily accessible to pupils and staff.

66. The children enter the school with levels of attainment which are generally in line with that seen in most children of their age and they come from a wide range of social and economic backgrounds. They leave school with levels of attainment which meet or exceed national expectations in all subjects. Good progress is made by most pupils. The pupils' attitudes and behaviour are very good. Teaching is usually good. Above average funding is managed effectively. Taking all these circumstances into account, the school gives good value for money.

66.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

67. The school currently has one class with children under five. A second Reception class will commence in January 2000 to coincide with the second intake of children. The children are admitted to the school in September and January, according to when they attain their fifth birthday. At the time of the inspection 15 of the 28 children in the Reception class were under five. There is a learning support assistant in the class on a full-time basis.
68. On entry into the Reception class the children show a very wide range of attainment. Attainment for the majority is below the average for the Norfolk Baseline Tests but it is broadly in line with what is seen nationally. The children make good progress in personal and social development and satisfactory progress in all other areas of learning. Those children with special educational needs are supported well to access the curriculum and make satisfactory progress in all areas of learning. The majority of children are on course to meet the Desirable Learning Outcomes for children entering compulsory education in language and literacy, mathematics, creative development and in their knowledge and understanding of the world and physical development. The majority are likely to exceed the Desirable Learning Outcomes in their personal and social development.

Personal and social development

69. All of the children make good progress in personal and social development and are likely to exceed what is expected of them by the time they are five. They quickly settle into the class and learn to work and play with others. Their behaviour is very good. They take turns on the computer and share equipment in the sand play area and when working with jigsaws and construction equipment. The children are beginning to work well without close supervision in some activities. They can make choices from a range of activities on offer and they are responsive to new learning situations. The children are able to express their feelings as they do when listening to stories and taking part in singing activities.
70. The teaching of personal and social development is good and this aspect of the children's learning permeates all the work in the classroom. The staff have high expectations of the children's behaviour and are good role models. They explain and reinforce routines so that the children learn what is expected of them.

Language and literacy

71. The children are making satisfactory progress in language and literacy. The quality of teaching is satisfactory, with an appropriate emphasis on developing the children's reading, writing and speaking and listening skills. The majority of children speak confidently about their experiences and know the words to familiar songs and rhymes. They handle books with care. The children turn the pages carefully and know that the illustrations as well as the text in books have meaning. Their appreciation of books is enhanced through participation in 'book weeks'. During shared reading they show understanding and later can refer to events in the story. They are beginning to use early phonic skills and a significant number can give words that rhyme. The children are making progress in writing their own names and other words using upper and lower case letters. They also use the computer when copying their name using a simple word processing program. They know the shapes and sounds of letters. They take part in role-play activities.

Mathematics

72. All of the children make satisfactory progress in mathematics and most are likely to attain what is expected of them by the time they are five. Children count to ten and can add on when using mechanical aids such as cubes. They recognise numerals and are beginning to understand the concepts of 'bigger than' and 'smaller than'. They use the computer to develop their understanding of smaller and larger numbers. The quality of teaching is satisfactory and focuses on the development of the children's numeracy skills. Lessons are well planned and the children are given the opportunity to talk about what they are doing and what they have learned. This, together with the level of support and the good questioning, enables the children to make satisfactory progress and develop increasing confidence in mathematics.

Knowledge and understanding of the world

73. The children make satisfactory progress in this area of learning and most are likely to attain the expected standards by the time they are five. Many experiences are planned for the children to talk about their experiences and where they live. Through walks they are given the opportunity to observe and talk about the changes in leaf colour during autumn. They learn about animals and camouflage. Their understanding of popular nursery rhymes is given added impetus by having three live, little pigs in the classroom and a large spider which they draw under the heading of 'Incy Wincy Spider'. They understand the importance of fluorescent clothing for some people, as was seen when the local police officer talked to them about his clothing and equipment. When playing with vehicles, they show an awareness of road safety and safe places to park vehicles. The children use the computers for a range of mathematical and language activities. They build models, choosing from a range of construction kits and recycled material. They use scissors and join paper and card using glue. The teaching is satisfactory with an appropriate range of activities provided. Whilst the activity is usually determined by the teacher, the children are able to make some choices.

Physical development

74. The children make satisfactory progress in their physical development and most are likely to attain the Desirable Learning Outcomes for this area of learning by the time they are five. The children are aware of space and move round the hall safely when performing movements in time to music. They copy movements and sequences with increasing skill. They handle tools, such as pencils when writing and drawing, and scissors when cutting out, with increasing dexterity and skill. Most are able to fasten button and zips when dressing and undressing for physical education. During inclement weather there is very limited access to outdoor play, other than in the playgrounds at playtimes. The children have regular physical education lessons in the hall to improve movement skills, but they have limited opportunities for planned outdoor activities using the wheeled toys, or climbing and balancing, and this restricts their progress in physical development. The school is considering ways by which it can improve such opportunities.

Creative development

75. The children make satisfactory progress in creative development and most are likely to achieve what is expected by the age of five. They learn about colour and texture as they paint pictures using a variety of materials. The majority can name colours and shapes. Shape and space are explored as the children use a range of materials and construction kits to produce models. For example, they made a chair for a teddy bear. They make good use of computers to draw patterns using an art program. The quality of teaching is satisfactory with satisfactory opportunities provided for the pupils' creative development. The children have a satisfactory

choice of creative activities daily and imaginative play is offered to enable them to make up and act out their own stories. The classroom management, a good range of resources and their accessibility enables the pupils to achieve the Desirable Learning Outcome in this area.

76. The children under five are offered an appropriately balanced and broad curriculum which covers all areas of learning as recommended by the Schools' Curriculum and Assessment Authority although the opportunity for more planned outside play is recognised as an area for development by the school. The classroom is well organised and there are sufficient resources. The children's attainment and progress is monitored through baseline and ongoing assessment. This assessment is used effectively, particularly to monitor work in literacy and numeracy.
77. Parents are kept informed of the work their children are doing and are given information of the topic being covered. Particular emphasis is placed on parents supporting their children's reading skills at home and good guidance is given.

Unit for Deaf Pupils

78. The Unit for Deaf Pupils is an integral part of the school. It has places for six pupils aged from four to eight and serves the whole of the county. The unit gives equal emphasis to British Sign Language and English. There are currently six pupils on role, three in the Reception year and three in the remainder of the school. They begin their day with a form period to establish the pattern for the day and clarify any problems. This gives them confidence and contributes to their successful integration during the week. The Reception pupils spend the remainder of the morning in the main school Reception class where they are always supported by a signing support assistant. The other pupils at Key Stage 1 and the beginning of Key Stage 2 spend mornings in the unit working on language, the literacy hour and numeracy. They join classes in the main school for science, music, design and technology and religious education. The pupils receive additional lessons to support science within the unit. These lessons provide additional opportunities for pupils to develop language to help them acquire knowledge and understanding of the world around them.
79. The characteristics of the pupils for whom the unit caters makes it inappropriate to judge their attainment against age-related expectations or averages. The pupils make very good progress in English and mathematics in the unit and in the Reception class. They make very good progress in science through joining lessons in the main school. They receive significant support during lessons and during additional lessons in science in the unit. This ensures that they make very good progress in science and promotes their use of language in the wider world. The pupils make progress in line with other pupils in the school through the very strong support that they receive in lessons. They receive good opportunities to extend their learning further in art within the unit, especially when they paint in the style of famous painters such as Lowry. The pupils who join the Reception class make good progress in physical education, building up dances to music because they receive exceptionally good support. All pupils in the unit have a weekly swimming lesson. They make progress in line with the other pupils in the school.
80. The pupils are highly engaged in their tasks in the unit, concentrating on their work. They rise to the challenge of work in the literacy hour, thinking of more words beginning with the same letter to add to a list when support staff ensure that they understand. They concentrate well to find the same words in a short text describing their visit to an aquatic centre. Relationships between class members are very good. They are pleased to see each other in the morning and during the school

day. The pupils support each other and this helps them to gain confidence when they join classes in the main school. Relationships between the deaf pupils and the pupils in the main school are very good. They play together at break and lunch times. Pupils throughout the school are interested in communicating with deaf pupils and sign during assembly. Signing classes for pupils are very popular and they are keen to improve their skills.

81. The quality of teaching in the unit is very good. Teaching staff have exceptionally high qualifications and experience to promote the pupils' learning. They use British Sign Language or Signs supporting English with voice and lip patterns to communicate. Teachers use Signed English effectively for teaching written English. Lesson planning is very effective to ensure that pupils follow a full curriculum and receive work matched to their special educational needs. Pupils are clear about what they are required to do since they follow a structured lesson and staff constantly monitor their understanding. Teachers and support staff provide effective communication guidance to ensure that all pupils participate fully in lessons. The pupils receive very good support when they join lessons in the main school. Class teachers and support staff work closely together to ensure that deaf pupils follow work that is appropriate for them.
82. The pupils' needs are met by following a full curriculum and because they receive effective support. The annual review process and the targets set in individual education plans monitor the pupils' progress very well. Pupils have full access to the curriculum and have opportunities to take part in extra-curricular activities. There is good support from external specialists. They provide support for pupils' needs for equipment for amplification and support pupils who have had cochlea implants. There is also regular support from the speech therapy service.
83. The teacher in charge of the unit provides effective management. The headteacher and governors, including the governor with responsibility for special educational needs, provide effective support and management. They work effectively with the teacher in charge to guide the unit's development. The provision of support staff is very good. They have secure skills to communicate with deaf pupils. The deaf support staff are skilled British Sign Language users and provide very good role models for the pupils to follow. The unit classroom is good, enabling pupils to work as a group or individually. Resources for learning are good and the pupils have good access to radio hearing equipment. There is an adapted telephone to enable deaf people to communicate with the school. The unit makes very good use of the local environment to promote pupils' learning. The pupils' experience of visits form an important part of planning for future lessons. This promotes pupils' communication skills and knowledge since planning to promote language and literacy builds upon the pupils' experiences.

English, mathematics and science

English

84. Many children enter the school with literacy skills that are generally in line with the level typical for their age. By the time they leave school, at the age of eight at the end of Year 3, their attainment is generally above expectations.
85. The results achieved in the national end of Key Stage 1 tests in 1999 were in line with the national average for reading and above the national average for writing. They are well above results achieved by similar schools. Standards in reading and writing have improved since the last inspection.
86. Scrutiny of the written work of the pupils completing Key Stage 1 and observation

of pupils in the first year of Key Stage 2 confirms the test results. Standards in writing are above average for the pupils in Year 2 and above expectations for those in Year 3. Sampling of the pupils' reading tells a similar story. Lesson observations and discussions with pupils during the inspection also show pupils' speaking and listening skills to be generally above average. A significant minority of the pupils are particularly good at expressing themselves articulately.

87. The pupils are currently making good progress in writing and speaking and listening. Satisfactory progress is made in reading with standards meeting national expectations throughout the school. The good progress made in speaking and listening skills is helped by the good questioning by the teachers in many subjects of the curriculum. This means that the pupils are given many opportunities to express themselves orally. The pupils with special educational needs make good progress and attain standards commensurate with their prior attainment.
88. The pupils in Year 2 speak confidently using a wide vocabulary. They retell a story with enthusiasm expressing opinions about actions and characters. They concentrate well when listening to their teacher or each other. Reading is generally in line with national averages although a significant minority of higher attaining pupils read at a level that is well above that seen for most seven-year-olds. They use good phonic skills to sound out unfamiliar words. Most pupils know the difference between fiction and non-fiction books and that non-fiction books have a contents page and an index. They know that an index is arranged alphabetically and can be used to find information about a particular subject. In writing, their handwriting is generally sound, although the standards of presentation vary considerably with some pieces of work being quite untidy. However, the content of their work is often good. They use commas and full stops accurately and change verbs to the past tense accurately by adding 'ed'.
89. The pupils in Year 3, at the beginning of Key Stage 2, continue to make good progress in all areas. They particularly develop their research skills and use the library classification systems well to find books about a particular topic. Sometimes pupils make very good progress and this is usually linked to very good teaching. For example, pupils in Year 1 read the story of the 'Little Billy Goat Gruff' with very good expression. The Troll has a very deep voice whilst that of the little goat is very high.
90. The progress the pupils make in English throughout the school is much influenced by their very good response to lessons. They are attentive and concentrate on their work for long periods. They work well in groups sharing resources and ideas. Most groups can work well even when not directly supervised, however, occasionally concentration lapses when tasks do not challenge the pupils. The generally good attitudes to work and very good behaviour are underpinned by the good relationships that exist in school and the mutual respect between the pupils and teachers.
91. The teaching of English is good overall. Twenty-nine per cent of lessons seen were good and 29 per cent were very good. In these lessons, the teachers have high expectations of what the pupils can achieve and how they should behave. Good planning and ongoing assessment of pupils' progress are also positive features. The very best teaching is typified by interesting work being presented at a good pace that challenges the pupils to think carefully about the tasks they are attempting to do. In a small number of lessons there are unsatisfactory aspects of overall satisfactory teaching. Here, work is too easy and the pace of the lesson too slow. Reading books are sent home regularly and many parents comment on the work their children do. When this happens it has a positive effect on progress and

pupils' attitudes to reading books. However, not all parents respond and some pupils have had the same book in their bag for some weeks.

92. The sound planning and effective teaching of literacy lessons throughout the school reflects the school's good implementation of the National Literacy Strategy. The subject is very well managed with two experienced teachers taking responsibility for English and literacy respectively. They have produced planning and assessment systems that give good support to, and are used consistently by, all teachers. The subject has been targeted for extra resources recently and a wider range of reading materials is beginning to make an impact on standards, in particular in reading. The well-qualified and experienced support staff are present for literacy lessons. They plan their contribution carefully with class teachers and make a good contribution to the progress the pupils make. Computers are used regularly to develop the pupils' word processing skills and CD-ROMs are used to develop research skills. The pupils make effective use of tape recorders when they listen to stories as part of the literacy hour.

Mathematics

93. The results of national tests for the years 1996 to 1998 indicate that the percentage of pupils reaching the expected Level 2 or above in mathematics at the end of Key Stage 1 is in line with the national average. Their performance in the 1999 tests is broadly in line with the national average but above the average for similar schools. The proportion of pupils attaining the National Curriculum higher Level 3 is also similar to what is seen nationally. In line with the national trend, girls are generally attaining at a better level than boys. Inspection findings indicate that attainment, at the end of Key Stage 1 and by the time they leave the school at the age of eight, is in line with the national average. In both key stages, the pupils make satisfactory progress. Throughout the school, the pupils with special educational needs and those pupils for whom English is an additional language also make satisfactory progress.
94. By the end of Key Stage 1, the pupils have a good understanding of two and three digit numbers and number order to 100. They read and match words to numbers and are able to add using tens and units and carrying figures. The higher attaining pupils can subtract using decomposition. All pupils can count in 5's and 10's and the majority know how to multiply numbers by 2, 3, 5 and 10. They are able to double and halve numbers and recognise coins, add sums of money together and solve money problems. For example, when given 50 pence, they work out accurately the change given when they spend a particular amount. They know two-dimensional and some three-dimensional shapes. They have a secure understanding of more than and less than and estimate and weigh objects with reasonable accuracy. They have a good understanding of time and know the days and months.
95. By the time they leave the school at the age of eight, the pupils are able to add and subtract large numbers. Their mathematical vocabulary is extended to include a range of words to describe the four number operations and they understand terms such as perimeter. The pupils continue to work successfully on learning their multiplication tables and are beginning to use them to solve problems. They learn to recognise patterns when solving problems. For example, they understand that adding together two even numbers or two odd numbers will always give an answer that is even, whilst adding together an odd and an even number will not. Satisfactory progress is made in learning to collect, classify, display and interpret data and to use these skills on other subjects as when graphs are used to display information about favourite television characters and favourite foods. They improve

their ability to measure length, using a ruler with accuracy.

96. Throughout the school, the pupils enjoy their lessons; they listen well to introductory sessions and try to find a range of strategies to answer questions and explain their methods of working out. During most lessons the pupils concentrate well on the tasks set and are well behaved. Occasionally, where the pupils find parts of the lessons insufficiently challenging, their concentration wavers and they do not make the progress of which they are capable. Good relationships are evident between adults and pupils, and between the pupils themselves who are supportive of one another. The presentation of their work varies considerably from class to class. Some pupils take great care with presentation whilst others less so. Both personal and school property is respected and well looked after.
97. The quality of teaching in mathematics ranges from satisfactory to very good. Twenty per cent of the teaching seen was good and 20 per cent was very good. The rest was satisfactory. In the best lessons, the teachers demonstrate a very good understanding of what they are teaching and give clear introductions and explanations. They use careful questioning to extend the understanding of pupils and to challenge their thinking. Good progress for all pupils is ensured through activities that are planned according to the pupils' needs. In these successful lessons, the teachers use sound assessment procedures to plan future work and the activities build on the pupils' previous knowledge and understanding. In the lessons where teaching is satisfactory overall, there are occasionally elements that are unsatisfactory. For example, there is occasionally a lack of challenge within parts of the lesson for a small number of pupils resulting in them not making the best possible progress. Occasionally, the pupils are allowed to present work which is below their best and the marking is superficial and fails to give the pupils an indication of how they can improve their work. The previous report stated some of the higher attaining pupils were given tasks that were insufficiently demanding. The school has worked hard to resolve this issue and generally, most of the teachers provide work that is closely matched to the pupils' ability. Some good opportunities using mathematics in other areas of the curriculum are taken, for example work on pattern when printing and recording information when producing graphs of the number of journeys made by car and bicycle. The pupils are beginning to use information technology effectively to support their learning about data handling and direction.
98. The teachers' planning places a significant emphasis on developing the pupils' numeracy skills; this is helping the pupils to improve their understanding of number and size. In mental arithmetic sessions, some teachers have considerable confidence and deliver the activity with great pace, making the pupils really sit up and take notice. As a result, they make good progress. In a very good Year 1 lesson for example, the teacher's considerable experience, good understanding of the National Numeracy Strategy and very good use of resources, enabled the pupils to make very good progress in their understanding of ordinal numbers. Where teachers are less confident, the mental arithmetic sessions lack excitement and consequently the pupils do not demonstrate the enthusiasm shown by their peers in other classes.
99. The planned curriculum meets all statutory requirements. The school has devised its own scheme of work to help teachers with their planning. Planning is monitored regularly and teaching is monitored regularly by the headteacher. The school has identified the successful introduction of the National Numeracy Strategy in order to raise standards as a priority. It is working towards this aim. For example, recent results from national tests are being used to target learning objectives and also in

an attempt to redress the imbalance between the performance of boys and girls. Lively wall displays underline the importance placed on the teaching and learning of mathematics. These have a positive impact on the pupils' enthusiasm for the subject.

Science

100. Attainment is above the national average at the end of Key Stage 1 and in Year 3. This judgement is supported by National Curriculum teacher assessments in 1999, which showed that 97 per cent of the pupils in Year 2 attained the expected grade of Level 2 and above. Nearly three quarters of the pupils attained Level 3. Attainment has been rising since 1995 except for a small fall in 1998 when attainment was slightly below the national average. The dip was due to an unusually high number of the pupils with special educational needs, many of whom were boys. Girls are generally attaining at a higher standard than boys. Attainment has risen since the previous inspection report when it was judged to be in line with the national average. The school has worked hard to analyse results and raise attainment. Their success in this has been due to a number of factors. These include improvements in resources, co-ordination, planning through the adoption of the national guidelines and, in particular, greater use of experimental and investigative work.
101. The pupils generally make good progress in science in both key stages. The pupils with special educational needs progress at a similar rate because of the good support they are given. Those learning English as an additional language make good progress in particular because of the way practical tasks often require them to engage in discussion with their classmates. The pupils build on previous school learning and knowledge which they bring from home, and develop a genuine sense of enquiry. Progress was also boosted notably as a result of specialist input in Science Week from a scientist from a local university. This raised the status of the subject, made learning fun and increased the levels of confidence of both teachers and pupils.
102. The pupils in the Reception class look through coloured paper to see what effect this has and understand that some colours such as yellow and white are brighter than others. The pupils in Year 1 learn about light and dark. Using a box from which light is excluded and then allowed to enter, the pupils learn that the objects in it cannot be seen in darkness. They learn that shiny objects need a light source if they are to shine. The pupils consider the qualities of different materials, including fluorescent strips and garments, and how they are useful in reflecting light. They can identify a number of different sources of light and know that the moon gets its light from the sun. In Year 2, the pupils have a good understanding of electricity, recognising that everyday appliances use this source of power to make things light up, warm up, move and make sounds. They learn well about the dangers of electricity, and that batteries can be handled safely. In preparation for making circuits the pupils understand the importance of the positive and negative poles in batteries. They are beginning to predict what will happen in their experiments and check out their findings to see whether they were right or not. The pupils make a series of observations of plant growth, and many understand the idea of making their tests fair by varying a factor at a time. In one investigation they control the amount of water, soil and the growing conditions. They can explain why healthy roots and stem are important. One pupil wrote, 'If roots get squashed they will get bent and that will prevent the water from getting to the stem.' They have a good understanding of why plants are important to us, for example, in supplying food, oxygen and wood for a range of purposes.

103. The pupils in Year 3 experiment with making shadows. They explain why shadows form, and learn that shadows are similar in shape to the objects which produce them and that the length of the shadow can be changed. The pupils discover that light travels in straight lines and cannot pass through opaque objects. As they progress the pupils become accustomed to using the correct terminology and record their work in a greater variety of ways including diagrams, charts, tables and writing.
104. The specialist input from a scientist at the local university made learning fun, and raised the pupils' understanding of how certain micro-organisms can be useful and some harmful. They experimented with how yeast is used in making bread, and considered the harmful effects of how some microbes can make us ill. The pupils looked at photographs of cultures developed at the university that showed the microbes on their own hands before and after washing them. The female scientist also helped to challenge the pupils' notions of who could be a scientist. The project is due to continue due to funding received from a national organisation.
105. The pupils' response to learning in science is very good. All of the pupils are keen to experiment and investigate, and show a genuine sense of enquiry. They treat equipment with care. In two well above average lessons in Years 1 and 3 the pupils' motivation was very good with ongoing excitement as the lesson progressed. At the end of the lesson, the pupils were very keen to share what they had found out and applauded the achievements of their classmates. The Year 1 pupils were excited when they saw six items in the apparently empty box. However, in one Year 3 lesson the concentration of some of the pupils was lost and their behaviour deteriorated. This was because other pupils dominated the use of equipment and there was insufficient for them to do the work without sharing because some equipment was not working.
106. The teaching is mostly good. One quarter of lessons are satisfactory and one quarter very good. No unsatisfactory teaching was seen. This is an improvement since the previous inspection. The teachers' subject knowledge and understanding is generally satisfactory. They plan a good variety of activities covering all the strands of the National Curriculum, which stimulate the pupils' interest and maintain their enthusiasm. Teachers have built a lot of learning on investigations and experiments carried out by the pupils and this has benefited from a structured approach. However, the pupils are not encouraged sufficiently to plan their own experiments. The teachers use a wide range of resources such as the school's wild life area, videos, torches, and everyday objects they have brought from home; these included a television remote control unit, a baby's play centre, and a clock. In Year 2, the teachers effectively demonstrate the use of the rechargeable battery unit in the hearing aid used by one of the deaf pupils in the school. This contributes well to the pupils' understanding of the needs of these peers. The younger pupils benefit from a visit of the community police officer who demonstrates his 'day glow' clothing. Information technology is not used fully to enhance learning. In the best lessons, such as one in Year 3, teachers are skilful in reviewing what the pupils have learnt so that the next steps can be planned appropriately. The marking of the pupils' work is of variable standard. In one class work had not been marked for several weeks.
107. Teachers have recently adopted the national science guidelines and are trying them out with a view to modification if necessary. They are also adapting the suggestions for assessment which are contained in the document. Resources are well organised, of good quality and are easily accessible.

Other subjects

Information technology

108. By the end of Key Stage 1 and by the time they leave the school at the age of eight, the pupils' attainment is broadly in line with the nationally expected levels. The previous inspection report indicated that attainment was below national expectation in all areas except word processing. The regular and systematic teaching of computer skills and the improved subject knowledge of the teachers has helped raise the pupils' attainment.
109. By the end of Key Stage 1, the pupils are confident in using tape recorders and they use them regularly as part of the literacy hour. Their skills in using the keyboard and mouse are satisfactory. They use keyboard functions such as capital, space bar, cursor and delete with growing confidence.
110. The pupils make satisfactory progress in both key stages. This includes those pupils with special educational needs and those for whom English is an additional language. The pupils in the Reception class write their names using a simple word processing program whilst the older pupils use a more complex program to write advertising slogans as part of their visit to a garden nursery and for acrostic writing. They improve their ability to use the computer to collate information regarding the journeys made on foot, cycle, by bus or car. The pupils in Year 1 give directions to a programmable toy 'dressed up as a bee' to guide it in and out of flowers. The pupils are gaining in confidence as they use computers more for research purposes. For example, Year 1 pupils learn how to use a CD-Rom to look for the meanings of words.
111. The pupils are enthusiastic and confident when using computers. They share time and co-operate sensibly with their peers. They sustain their interest for long periods and help one another when appropriate.
112. It was only possible to view a limited amount of teaching during the inspection but evidence from the lesson observed, discussion with pupils and staff show that the majority of teachers have a secure understanding of the subject and how it should be taught. In the lesson observed, the teacher demonstrated good subject knowledge, planned well and used the available time effectively, enabling the pupils to make good progress. A governor visits the school on a regular basis and works with the pupils showing them how to send and receive e-mails and the pupils in Year 2 have made contact with a school in Ireland. They are also corresponding with one of their classmates who has gone to New Zealand for a period but who will be coming back to the school.
113. The school is following the national guidelines for information technology. Computers are being used increasingly to support other areas of the curriculum. The school will acquire several new machines and a greater range of software as part of the National Grid for Learning project and this will have a profound impact on the progress the pupils will make. The subject is well managed and good support is given to colleagues by those with a greater level of expertise.

Religious education

114. Standards of attainment in religious education are in line with the targets in the locally agreed syllabus in both key stages. All of the pupils follow a broad range of topics from the syllabus and make good progress.
115. At the beginning of Key Stage 1, the pupils know the names of important figures in world religions. They associate artefacts with celebrations, such as light in the

- celebration of Diwali. The pupils enhance their understanding of religious traditions when they make artefacts for the celebration of Diwali. By the end of Key Stage 1, the pupils understand that there are similarities in religions. They make good progress in knowledge and understand that each religion has its own sacred writings and celebrations. They know that people need to be considerate when talking to each other, understanding that what they say can affect another's feelings.
116. By the time that the pupils leave the school, they know that a story of creation is recorded in the book of Genesis. They notice similarities and differences between Christianity and Judaism. The pupils remember significant details about the Jewish faith and traditions. They consider the need for fairness in judging others and understand the need to look at both sides of an argument.
117. The pupils, including those who have special educational needs and those for whom English is an additional language, make good progress in lessons and as they move up through the school. They have good opportunities to contribute in assemblies that promote learning in religious education. The pupils remember significant facts from the previous lessons and build on this well through listening carefully. The pupils are motivated to learn by the teacher's explanations, varied activities and the excellent resources provided. They show a growing understanding of other religious events and traditions, such as Passover. All of the pupils make particularly good progress relating the class rules that they develop with religious teachings and the need for codes of conduct. Assemblies and the very wide range of multicultural experiences arranged by the school significantly enhance the pupils' learning in religious education. The excellent quality of display and artefacts, especially within the main school building, makes a significant contribution to the progress that the pupils make.
118. The pupils' response to lessons in religious education and assemblies is very good. They are highly engaged in lessons and keen to learn more about their own and other faiths. This makes a good contribution to the progress that they make. The pupils listen well during stories and are eager to answer questions. They join in discussions well and provide sensible suggestions about how someone might feel when they are upset. The pupils are pleased to relate their knowledge and experiences of taking part in religious festivals and visits. They show a very good interest in each other's views and beliefs. The pupils are highly motivated by the high quality artefacts provided in lessons and handle them with enthusiasm and respect. They behave well and this enables them to concentrate on their work to make good progress.
119. The quality of teaching is good. Teachers have very secure subject knowledge and high expectations of what the pupils can achieve. They use artefacts well to stimulate interest. Lesson planning is effective to link with other subjects, such as creating religious artefacts in design and technology lessons. This deepens the pupils' understanding. The teachers manage the pupils' behaviour well to ensure that they apply themselves to the tasks with growing independence. They ask good questions to help the pupils to think for themselves. The teachers have a high regard for the quality of presentation and they promote the pupils' progress and understanding by providing high quality artefacts. They show the pupils how to treat religious artefacts with dignity and this cultivates the pupils' respect. The support staff have clear instructions to provide good support for the pupils. Teachers monitor the pupils' understanding well to plan work to build on this to promote further progress.
120. The co-ordinator makes an outstanding contribution to subject management and

the promotion of high standards. Planning is thoroughly co-ordinated and ensures continuity of learning as the pupils move through the school. Assemblies, visits and an exceptional range of cultural and spiritual events are co-ordinated to deepen the pupils' understanding of religious education. The display of religious artefacts is exceptional in the main school building and during assemblies. This makes a very significant impact upon the pupils' learning and their knowledge of other religions and cultures. Resources are very good and the school makes excellent use of opportunities in the community to provide the pupils with first-hand religious experiences to promote their progress in religious education.

Art

121. The standard of work often exceeds that which is expected for pupils of this age. Good progress is made throughout the school.
122. Few lessons were seen during inspection. Judgements are made from these lessons, scrutiny of current work, largely from displays, and scrutiny of work from the last academic year kept by the co-ordinator. By the end of Key Stage 1, the pupils have experience of using a wide variety of artistic techniques. For example, in Year 2, the pupils have produced good quality portraits after listening to a spoken description of a portrait by L S Lowry. They have made coil pots with clay and use tools appropriately to indent the surface. They use oil pastels well to produce work in the style of Van Gogh's 'Starry Night'. The pupils make patterns in blocks of polystyrene and use these to make effective prints.
123. The pupils continue to make good progress in Year 3 at the beginning of Key Stage 2. One class looked at the flower paintings of Georgia O'Keefe and, inspired by the enthusiasm of the class teacher, produce good flower paintings using shading and mixing techniques well. One group in the class chose to produce good quality flower pictures using cut and folded tissue paper. Another class made good use of oil pastels to produce observational pictures of fruit and vegetables. The younger pupils make good progress because of the wide range of skills they are learning. The pupils in the Reception class make lively painted pictures of 'Floppy Dog'. The Year 1 pupils have produced lively firework pictures using paint and wax.
124. The pupils' attitudes to art lessons are very good. They listen carefully to their teachers and are eager to contribute to discussion. They gain an insight into other ages and cultures when they study the art of artists such as the French Impressionists.
125. In the small number of lessons seen, teaching was good. The teachers have a secure subject knowledge and prepare their lessons well. The subject is well managed. The subject co-ordinator has an enthusiasm for the subject that she uses to good effect when advising colleagues. There is a good scheme of work to support teaching.
126. Most of the work on display in the corridors and classrooms is of a good quality and contributes well to the pupils' attitudes to art and the general ethos of the school.

Design and technology

127. A limited number of lessons in Key Stage 1 were observed and none in Year 3 because of how the curriculum is organised. From looking at the teachers' planning, photographs and samples of the pupils' work, and discussion with pupils and teachers, attainment of the pupils is judged to be above the levels expected by pupils at the end of Key Stage 1 and in Year 3. Progress in the lessons observed was satisfactory and is good overall as the pupils go up through the school. The

progress made by the pupils with special educational needs is in line with that of their classmates because of the good quality support they receive.

128. In the Reception class, the pupils use construction kit materials to make a chair for Teddy and a pop-up face on a card. In Year 1, the pupils design and make a fruit salad. They work out and cost a list of fruits they would like to use. The pupils learn about suitable hygiene practices in the preparation of food, and wash, peel, squeeze and cut fruit appropriately. They consider the appearance, texture, and smell of their salad. The pupils particularly enjoy the taste of their product, and evaluate how they would change it to suit their personal preferences, for example in leaving out the pomegranate fruit. In making this product they learn how to use basic tools safely and about the importance of certain kinds of foods such as fruit and vegetables in a healthy diet. In Year 2, the pupils make glove puppets, first designing a template and choosing their own materials. On trying out their model some discovered that they could not get their fingers in so they had to make the puppets bigger. They successfully stitch the two pieces of fabric together and decorate their puppets to give them expressions to match the characters they are portraying.
129. In Key Stage 2, the pupils also gain an understanding of simple mechanisms for making things move. These include wheels, axles and levers. They make cards and models using their own ideas. The pupils' designing and making skills are further extended in Year 3 as they make shadufs and shadow puppets with moving parts in connection, respectively, with their work in history on the Ancient Egyptians and their science work on light. A continuing feature of the work in the school is the variety of individual designs and the high quality of the finished products.
130. In the lessons observed the pupils enjoyed their work. They shared resources appropriately and persevered well with their task. Whilst a few pupils took advantage of the situation to chat, most of the pupils discussed their work with others in a sensible way. Finished products show that the pupils have taken care in the appearance and presentation of their products.
131. The teachers' planning is satisfactory and enables the pupils to experience using a wide variety of materials such as paper, card, wood, fabric, clay, building blocks, and construction kits. They plan well for a very wide variety of designing and making activities for the pupils. These include the making of Japanese rice cakes; Diwali sweets and divas; a Seder meal; hats, masks and clothing for Carnival Week; corn dollies; and posters for advertising the Garden Centre with which the school has links. The subject makes an important contribution to the pupils' social and cultural development and to their appreciation of cultural diversity. The pupils' work enhances the appearance of the school in the way it is displayed. The staff are hoping for success in participating in a project for the pupils to work with an architect on improvements to the outside play area for the youngest children.

History and geography

132. Elements of history and geography are combined in a number of topics in the school, for example in learning about the Ancient Egyptians and the Great Fire of London. Good cross-curricular links are made in field visits to local places of interest such as museums, castles, a bygone village, and to the town of Sheringham. During the inspection no lessons with a specifically geographical focus were observed in Key Stage 1, and none with a historical focus in Year 3 because of how the curriculum is organised. From the lessons observed, examination of the pupils' work, teachers' planning and records, and discussion with pupils and teachers, attainment of the pupils is judged to be generally in line

with the level expected at the end of Key Stage 1 and in Year 3. A significant minority of pupils are working above this level. Overall progress is satisfactory throughout the school although in some lessons it is good where teaching is particularly stimulating and activities practical. The attainment of the pupils with special educational needs is in line with that of other pupils.

133. The pupils develop a sound sense of the passing of time, starting with how humans change from babyhood to old age. They consider how life was different for their parents and grandparents by asking them questions about clothes, food, schools and transport when they were young. The pupils compare this information with what they know about today. In Year 2, the pupils understand why the Great Fire of London spread so quickly and the good as well as bad effects of the fire. They can sequence the events correctly. In studying the Ancient Egyptians, the Year 3 pupils recognise that history can be divided into different periods and extend their historical understanding by learning about different aspects of the same society. They find out, for example, about farming and religion and interpret hieroglyphics. As they progress, the pupils learn about the different ways we find out about the past. They look at ancient Egyptian wall paintings, at passages from Samuel Pepys' Diary, at the school logbook, and finds from an archaeological dig in Norwich. Following a visit to the dig, one pupil wrote, 'I never knew that you could find such small bones, or that they could preserve so long and stay the same size'.
134. Through visits to various places the pupils learn how to follow simple route maps. The travels of Barnaby Bear help the pupils to develop a sense of the wider world and an understanding of what it is like to live in different places. The pupils follow his journeys on a map of Europe. Their mapping skills develop in Year 3 as they find where Paddington Bear came from using co-ordinates in atlases. They examine differences in temperature on weather charts for Norwich and Lima. From this, and their general knowledge of what the climate is like near the Tropics, they work out how the weather would have affected what clothes Paddington had in his suitcase and what clothes he would need for the English weather.
135. The pupils generally respond well to geography and history lessons. In one very good lesson on toys in Year 1 they were very highly motivated. They are interested to find information from books and atlases. The pupils listen well to each other as they report what they have found to the rest of the group, for example from pictures of the Great Fire of London. They are able to work with concentration when the teacher has set interesting tasks. The pupils treat items they are given to examine, such as a selection of toys, with respect. In a few instances, the pupils become restless and distracted, for example when they cannot see or use the atlas because others are dominating the work.
136. The teaching varies evenly between satisfactory and good in both key stages. The teachers' knowledge and understanding of both subjects are sound. They make good use of materials in the classroom, for example the school logbook, pictures and artefacts. Teachers also make good use of places of interest in the wider environment such as the seaside, museums and castles to stimulate the pupils' interest by bringing history and geography to life. Information technology is developing satisfactorily in the word processing of work being undertaken. The use of e-mail to keep in touch with pupils who have left the school helps the pupils learn about the wider world. History and geography make a good contribution to the pupils' cultural development in the way they are learning about the lives of people in other times and from different cultural backgrounds. The work often contributes well to the development of the pupils' literacy skills as they use books and atlases to find information and record what they have found. Homework sometimes makes

a useful and interesting contribution in how the pupils are asked to find information, for example from members of the family.

Music

137. The standard of work in music often exceeds that seen in most pupils of these ages. Good progress is made throughout both key stages.
138. In Key Stage 1, Year 2 pupils sing in time to the music and in tune. They sing long and short notes appropriately. They are beginning to compose their own music and record what they are doing. For example, a class in Year 2 link their music to work they have done for firework night. They use percussion instruments and their voices to make firework sounds. The pupils recognise that these sounds can be loud or soft, fast or slow. They record their ideas with symbols which identify when instruments in the group are playing. Each group performs their composition well for the rest of the class.
139. Pupils continue to make good progress in Year 3 at the beginning of Key Stage 2. They have developed and refined their composition skills. They think about the different sounds associated with the weather to link them together. Each type of weather is linked to an instrument and given a symbol by which it will be recorded. Pupils practice the patterns of sound to represent changes in the weather and confidently perform these to the rest of the class. When teaching is of the highest quality, the pupils make very good progress. An example of this was seen in a lesson taken by the subject co-ordinator. The pupils in Year 1 are clapping accurately to the sound of words such as 'spots' and 'leopard'. They clap these different rhythms accurately and then, in two groups clap the different rhythms at the same time. They keep to their own beat well.
140. The pupils' attitudes to music lessons and to the singing in assemblies are very good. They willingly join in the activities, listening carefully to their teachers and to each other as they perform their compositions. The pupils' cultural development is encouraged by the wide variety of music provided for them. During inspection the school was celebrating the Hindu festival of Diwali. The pupils not only listened carefully to Indian music as they came into assembly, but later sang an Indian song well.
141. In the small number of lessons seen the quality of teaching was good overall, with some outstanding teaching in one Year 1 class and in the whole-school singing session. The subject is very well managed by the co-ordinator who has very good subject knowledge and great enthusiasm. This enables her to give good support to her colleagues and this is complemented by the well thought out scheme of work. The progress pupils make in musical composition owes much to the very good range and number of percussion instruments available for their use.

Physical education

142. The pupils' attainment in physical education meets the standards expected at the end of Key Stage 1 and the beginning of Key Stage 2. Attainment in swimming is above that expected, as most of the pupils can already swim a length of the pool by the end of Year 2.
143. The pupils at the beginning of Key Stage 1 take part in dance, combining actions in time to music to build up a dance sequence. They are aware that they need to rest, when their breathing and heart rate increases. By the end of the key stage they know how to warm up in preparation for the lesson, recognising changes in their bodies in gymnastics. They lie on the floor and find original ways to join actions to rise smoothly to their feet. The pupils at the beginning of Key Stage 2 plan a

sequence of movements to travel around the hall and over apparatus using feet or hands and feet.

144. The pupils make good progress in physical education in lessons and over the time that they are in school. They make satisfactory progress in gymnastics, seeking original ways to move onto or to leave apparatus, such as performing a forward roll. The pupils make good progress in dance, building up a series of steps and movement in time to music. They make very good progress, showing that they understand the need to build in periods of rest or slower dance steps to take account the effect of exercise on the body and the need to recover. The pupils at the beginning of Key Stage 2 make excellent progress in swimming, gaining confidence in the water and developing their swimming techniques. Those who have special educational needs, including the deaf pupils, make progress in line with other members of the class because they receive good support.
145. The pupils' responses to lessons in physical education are very good. They begin activities promptly, concentrating on instructions. They listen well to questions and are keen to give sensible answers. The pupils obey instructions and follow advice well to refine their techniques. They are pleased to demonstrate their ideas, watching each other carefully to improve their own skills. Responses are excellent during swimming lessons. The pupils sustain concentration and are fully involved to improve their performance during dance. They co-operate particularly well when they clap in unison and dance together to music.
146. The quality of teaching is good in gymnastics and dance, and excellent in swimming. Lessons are well organised with clear objectives to promote the pupils' progress. The teachers use effective systems to plan lessons. This ensures that they plan for the pupils to make progress in skills and knowledge as they move up through the school. The teachers have very secure subject knowledge to teach a range of skills. They demonstrate well to promote good progress and provide regular information to inform the pupils to make better progress. Support staff receive clear instructions and provide good support for all of the pupils, including those that have special educational needs. Lessons proceed at a good pace to ensure that the pupils receive sufficient opportunities to improve their performance and take part in energetic activities. The teachers employ good behaviour management techniques to ensure that the pupils complete the tasks required.
147. There is good provision of extra-curricular activities and sports. This has led to the pupils improving personal skills and following an activity, such as short tennis, in their free time. The co-ordinator manages the subject very well and makes a good contribution to its development. The accommodation in the hall, playground and field is good. The school makes effective use of expertise in the local area to promote the pupils' learning in football and tennis. Resources are good and enhanced by additional resources provided by the community for tennis.

PART C: INSPECTION DATA

Summary of inspection evidence

A team of five inspectors carried out the inspection. During the four days in school:

- .70 hours were spent observing classes, in discussion with pupils and evaluating their work;
- .62 lessons or parts of lessons were observed;
- .periods of registration, assemblies, play and lunchtimes and extra-curricular activities were observed;
- .discussions were held with the headteacher, senior management team, teaching and non-teaching staff, governors, parents and visiting members of support agencies;
- .samples of pupils' work were scrutinised from all year groups, together with pupils' records, reports and teachers' planning files;
- .pupils from all year groups were heard reading;
- .the school's policy documents, school development plan, attendance registers, the previous inspection report and the governors' action plan were analysed.
- .financial documents and the budget figures were scrutinised;
- .the issues raised by parents, including those at the parents' meeting and from the returned questionnaires were considered.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y3	194	7	54	37

TEACHERS AND CLASSES

Qualified teachers (YR – Y3)

Total number of qualified teachers (full-time equivalent)	9.7
Number of pupils per qualified teacher	20

Education support staff (YR – Y3)

Total number of education support staff	9
Total aggregate hours worked each week	201

Average class size:	24.3
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FINANCIAL DATA

Financial year:	1998/1999
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	£
Total income	440,044
Total expenditure	450,505
Expenditure per pupils	2,079
Balance brought forward from previous year	45,421
Balance carried forward to next year	34,960

PARENTAL SURVEY

Number of questionnaires sent out:

194

Number of questionnaires returned:

75

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	46	46	3	4	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	55	43	0	3	0
The school handles complaints from parents well	18	48	29	3	2
The school gives me a clear understanding of what is taught	36	58	3	3	0
The school keeps me well informed about my child(ren)'s progress	32	56	6	7	0
The school enables my child(ren) to achieve a good standard of work	40	53	4	3	0
The school encourages children to get involved in more than just their daily lessons	42	50	8	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	32	58	3	4	3
The school's values and attitudes have a positive effect on my child(ren)	47	49	4	0	0
The school achieves high standards of good behaviour	46	48	6	0	0
My child(ren) like(s) school	49	47	3	0	1

• Other issues raised by parents

The parents were very positive about the way pupils from all backgrounds were integrated into school life. They felt that the pupils with special educational needs were provided with a good education. They expressed concern that they were not told when a supply teacher was to take their child's class and that the needs of the 'average' child were not always met.