

INSPECTION REPORT

**NORTHGATE ST. ANDREWS COMMUNITY FIRST
SCHOOL**

Great Yarmouth

LEA area: Norfolk

Unique reference number: 120981

Headteacher: Mrs. M. Cannings

Reporting inspector: Mr. A. Everix
23079

Dates of inspection: 22nd – 26th May 2000

Inspection number: 192071

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	4 to 8 years
Gender of pupils:	Mixed
School address:	Northgate Street Great Yarmouth Norfolk
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Appropriate authority:	The Governing Body
Name of chair of governors:	Derek Gibbs
Date of previous inspection:	20 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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Mr. A. Everix	Registered inspector	Mathematics	The characteristics and effectiveness of the school
		Physical education	The school's results and pupils' achievements
			Teaching and learning
			Leadership and management
			Key Issues for action
Bernard Eyre	Lay inspector		Pupils' attitudes, values and personal development
			Pupils' welfare, health and safety
			Partnership with parents and carers
Malcolm Padmore	Team inspector	English	Quality and range of opportunities for learning
		Information technology	
		Design and technology	
Jean Hayes	Team inspector	Science	
		Religious education	
		Geography	
		History	
		Areas of learning for children in the foundation stage	
		Equality of opportunity	
		Special educational needs	
Lynne Potter	Team inspector	English as an additional language	
		Art	
		Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Northgate St. Andrews First School caters for pupils between the ages of 4 and 8. At the time of the inspection there were 271 full time pupils of whom 144 were boys and 127 girls. This is an increase of 28 pupils since the last inspection. Most pupils come from the nearby parts of Great Yarmouth. Although pupils come from a range of backgrounds, overall economic indicators, such as the above average number of pupils receiving free school meals, are unfavourable when compared nationally. Two per cent of pupils aged five or over are from ethnic minority backgrounds and English is a second language for three pupils. One third of the pupils are on the special needs register of whom two have statements for their needs. There is an increasing movement of pupils in and out of the school, mainly due to families leaving or arriving in the area. Since September 1999, 34 pupils have joined the school and 19 left (apart from those who leave and join at the usual times). Most of the current staff are new to the school since the last inspection. The school is part of the new Educational Achievement Zone of Great Yarmouth, created to help raise standards. Pupils' attainment on entry to the school is wide ranging but overall it is below that expected for their ages.

HOW GOOD THE SCHOOL IS

The school provides a sound education. Overall, pupils make satisfactory gains in learning during their time in the school. Standards are rising in the important skills of literacy and numeracy. Teaching is satisfactory or better in nearly all lessons. The headteacher and staff are working closely together with a clear aim of achieving high academic standards. The school has an average income and provides satisfactory value for money.

What the school does well

- Provides a wide range of good learning opportunities for children under five.
- Teaches pupils with special educational needs effectively.
- The headteacher provides strong leadership clearly aimed at raising standards.
- Successfully teaches pupils right from wrong.
- Uses good strategies for teaching pupils to work and play well together.
- Deploys effective classroom support staff who significantly enhance pupils' learning.

What could be improved

- Pupils' achievements in science.
- Standards in information technology.
- The length of teaching time for pupils in Year 3 which is below that recommended.
- The role of subject co-ordinators in monitoring standards.
- Opportunities for pupils to apply and develop their writing skills in different subjects.
- A few smaller issues the school should address.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997 and found to have significant weaknesses. Overall, the school has made satisfactory improvement within the time available since the last inspection. The quality of teaching has risen and effective action has been taken to improve standards in English and mathematics. Key issues concerned with curriculum planning, assessment and the involvement of the staff in decision making, have all been successfully addressed. However, further improvements are needed in science and information technology which were identified as weaknesses then. Overall, the school is in a sound position to improve further.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

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

As only a few pupils gained above average scores in the 1999 tests, the school achieved low grades when compared nationally. During the past year the school has successfully focused on raising the attainment of the most able pupils to improve its performance. It has set challenging targets for its Year 2000 test results, particularly in improving the proportion of pupils achieving above average test scores. Inspection evidence indicates that these targets are very likely to be met. This, combined with the introduction of the numeracy strategy and successful teaching during the literacy hour, has contributed to higher standards, especially in reading and mathematics. Attainment in the current Year 2 is now close to the national average in reading and mathematics although still below the national average in writing. The range of attainment in Year 3 is below national expectations in all three aspects mainly because those who have special educational needs significantly outweigh the proportion of more able pupils. Overall pupils' achievements are satisfactory at Key Stage 1 and in Year 3. Although pupils of all levels of attainment make good progress in the reception classes, a significant minority of pupils who enter the school with low levels of achievement will not attain national expectations in all the areas of learning by the time they are five. At Key Stage 1 and in Year 3 pupils make sound progress in all subjects apart from science where standards are too low and in information technology where technical problems with computers have contributed to pupils' slow rate of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about school and show interest in their work.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. Pupils generally behave well in the playground and movement around the school is calm and orderly. Behaviour in lessons is nearly always at least satisfactory and often good. Occasionally, a few pupils find difficulty in settling to tasks and distract others.
Personal development and relationships	Nearly all pupils take responsibilities seriously as they get older and relationships amongst pupils, and between pupils and adults are good.
Attendance	Improved over the past three years but still below the national average. This is mainly caused through persistent lateness by a few pupils who raise the levels of unauthorised absence. The school works hard to improve attendance. It takes a firm approach with lateness or unnecessary absence, and has several incentives to encourage good attendance.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5- 8 years
Lessons seen overall	Good	Satisfactory

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

Of the teaching observed, 10 per cent was judged to be very good, 35 per cent good, 49 per cent satisfactory and 6 per cent unsatisfactory. Apart from in science and information technology, teachers meet the needs of all their pupils and they make sound progress. The best teaching was located in the reception year and Year 2. Teaching methods are particularly effective for children under five. Well-organised activities enable them to learn a wide range of skills and knowledge. At Key Stage 1 and in Year 3, the quality of English teaching in literacy lessons was good. The teaching of mathematics, including numeracy skills, was sound. Teachers' expectations in these subjects are usually high, with activities planned to challenge all levels of attainment. Support staff work closely with teachers to enhance pupils' learning, especially those with special educational needs. Teachers usually share the purposes of lessons with pupils and this enables them to have a good understanding of what they are learning. Occasionally, the introductions to lessons are too long and pupils lose concentration. The main reasons for the small amount of unsatisfactory teaching were weaknesses in class control, which slowed pupils' pace of learning, and the provision of tasks that were not challenging enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall; good for children under five. The curriculum is relevant and has an appropriate balance of subjects. Numeracy and literacy strategies have been successfully implemented. Teaching time in Year 3 is below that recommended nationally by over an hour a week. A narrow range of extra curricular activities is offered. There are not enough opportunities for pupils to extend their writing skills in different subjects.
Provision for pupils with special educational needs	Good. Work is adapted well to take account of pupils' individual education plans. Support staff make a very effective contribution to the good progress these pupils make.
Provision for pupils with English as an additional language	Appropriate specialist teaching provided for the few pupils who need support. The ongoing assessment of pupils is used well to plan work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory spiritual development. Good provision for moral and social development. Pupils are taught the reasons why actions are right or wrong and how to get on well with each other. Cultural development is satisfactory overall but opportunities to learn about different cultures in our own society are limited.
How well the school cares for its pupils	Good procedures for promoting health, safety, good behaviour and pupils' personal development. Satisfactory systems for assessing and monitoring pupils' academic progress. The partnership with parents is satisfactory. The school keeps parents well informed and encourages them to become involved. There was a high response to the home/school agreement and attendance at events such as class assemblies is good. However, parental help in school and attendance at special curriculum evenings are low.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Effective leadership by the headteacher is based on a shared commitment of staff and governors to raise standards. Day to day management of the school is good. Co-ordinators are fully involved in decision making and produce plans to develop their subjects. However, their role in monitoring standards is insufficiently developed.
How well the governors fulfil their responsibilities	Very supportive of the school. They work together with the headteacher and staff to agree the educational direction of the school. All statutory duties are met apart from a minor omission in the annual report to parents. Governors do not have systematic strategies for understanding strengths and weaknesses in standards and the curriculum.
The school's evaluation of its performance	School development planning is firmly focused on weaknesses identified through evaluation. Effective action to improve the performance of the most able in English and mathematics was based on an analysis of test results and clear identification of the causes of under achievement.
The strategic use of resources	The school applies the principles of best value in its careful financial planning. Good accommodation for the pupils is used efficiently. There are appropriately qualified teachers and effective support staff. Apart from technical problems with computers, sufficient good quality resources are used well by teachers to support learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good and their children make good progress. • Children are expected to work hard. • Nearly all feel comfortable about approaching the school with questions or problems. • Children are taught to think of others and behave responsibly. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities outside lessons • The amount of mathematics homework.

Inspectors agree with the positive views of parents although they judge teaching and progress to be sound overall. The school is planning to increase the amount of mathematics homework during this term. There is a narrow range of extra curricular activities, particularly for Year 3.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's attainment on entry to the school is wide ranging. A few start with higher than expected achievements but many display a limited range of skills and experiences. Overall, their achievements are below those found nationally and a significant minority enter school with achievements well below those typical for their ages. Although pupils of all levels of attainment make good progress in the reception classes, the proportion achieving national standards in literacy, numeracy and knowledge and understanding of the World, by the time they are five, is lower than expected nationally. In the other areas of learning most pupils achieve the outcomes expected for their ages.

2. Taking an average of results from 1997 to 1999, National Curriculum assessment scores have been well below the national average. The results are influenced by the high mobility of pupils and the large proportion on the special needs register. For example, in 1999 approximately one third of the pupils taking the tests were on Stage 2 and above on the special needs register, and since September, 34 pupils have started at the school and 19 have left (apart from those due to join and leave at the usual times).

3. Test results hit a low point in 1998 and improved significantly in 1999, although average scores were still well below the national average in reading and mathematics, and below in writing. In 1999 the number of pupils achieving the expected Level 2 was only 1 to 5 per cent below national figures. However, the proportion attaining higher than average scores was low compared with national figures. Inspection evidence shows that standards have risen again this year with a much greater proportion of pupils achieving higher levels of attainment. For the current Year 2 pupils, the range of attainment in reading and mathematics is judged to be close to the national average, and in writing it is below the national average. The main reasons for these improvements are better teaching of the most able pupils leading to higher attainment (this has been a high priority for the school during the past year), good teaching in the literacy hour and the successful introduction of the numeracy strategy. Inspection evidence shows that standards are also rising in Year 3 although the range of attainment is lower than the national picture. Throughout the school, not enough opportunities are given for pupils to extend their writing skills across the curriculum; consequently standards have not risen as sharply in this aspect of English. Challenging targets set in English and mathematics focus on general improvement but especially in the performance of the highest attaining pupils in Key Stage 1 tests. The inspection evidence indicates that the school is very likely to meet these targets.

4. At the end of Key Stage 1 there are differences in the performances of boys and girls. When considering the average over the last four years, boys perform less well in reading, writing and mathematics. However, in 1996, 1997 and 1998 the results swung in opposite directions according to the particular year groups. However, as boys' scores are slightly below those of girls, the school has raised teachers' awareness and focused on improving boys' attitudes and building on their interests, for example when purchasing new books for the school library. No significant differences in performance between boys and girls were noted during the inspection

5. Pupils with special educational needs make good progress in relation to the targets set for them. Teachers provide for their needs well, and good learning assistants effectively support pupils. Higher attaining and average pupils make sound progress and their

achievements are satisfactory overall. Pupils for whom English is an additional language receive appropriate support, and as a result make sound progress in lessons. They make good progress in acquiring English when working with the specialist support teachers.

6. Standards in science are not high enough especially in investigative and experimental work. Although provision for information technology has greatly improved, pupils' recent progress has been slow due to technical problems with the network installed earlier this year. Attainment in religious education meets the requirements of the Locally Agreed Syllabus. In the aspects of art, design and technology, history, geography, and physical education seen pupils achieve standards expected for their ages. Not enough music was observed to make a judgement about standards.

Pupils' attitudes, values and personal development

7. As reported in the last inspection, most pupils have good attitudes to their work. Overall, pupils are enthusiastic about school and show interest in their work, providing a sound foundation for learning and making progress. In just over half the lessons seen pupils' attitudes and behaviour were judged to be good and in a few instances very good. Pupils usually listen well when others are speaking and are keen to share their thoughts. Pupils in Years 2 and 3 collaborate particularly well, for example, when playing mathematical games. This enhances their progress. A small number of pupils in each year group finds concentration difficult and needs reminders and encouragement to sustain attention. In the very small number of lessons where attitudes and behaviour were judged to be unsatisfactory, some Year 1 pupils were unable to settle to their tasks and distracted others; consequently their rate of learning slowed.

8. Behaviour in and around the school is good. Pupils generally behave well in the playground and movement around the school is calm and orderly, with pupils walking sensibly into lessons or assembly. A few boys are boisterous in their play but at no time during the inspection was oppressive behaviour seen, nor was any incident of bullying observed. Pupils are beginning to learn that their actions have an impact on others. For example, at the start of a Year 3 lesson, pupils discussed strategies they had used for controlling their tempers and unpleasant thoughts about others. One pupil has been temporarily excluded on two occasions during the last year.

9. Relationships amongst pupils, and between pupils and all adults are generally good. Pupils are usually courteous, respectful to adults and talk sensibly to visitors. Pupils treat equipment and school property with care. Pupils' personal development is good. Staff provide positive role models and pupils respond to the respect they are shown. Pupils take on responsibilities sensibly, for example, when collecting and returning registers or collecting resources. Older pupils look after younger ones, acting sensibly as "special eyes" to ensure that other children are not unhappy, and they use their initiative well when reporting any instances of inappropriate behaviour.

10. Rates of attendance are below the national average. This is because of the well above average rate of unauthorised absence. Authorised absence is near to the national average. The school takes lateness to school very seriously and marks those pupils who arrive over ten minutes late without good reason as unauthorised absence. Despite this firm approach, and other measures described elsewhere in this report, a few pupils are still

persistently late. However, the rate of attendance has improved over the past three years from 3.8% below the national average in 1996/97, to 1.7% below last year. Registration sessions are efficient and lessons begin and end on time.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching is satisfactory overall. It ranges from unsatisfactory to very good. The overall quality of teaching has improved since the last inspection. Teaching was judged to be very good in 10 per cent of lessons compared with 0 per cent in the last inspection and lessons found to be unsatisfactory have declined from 17 to 6 per cent. In the lessons observed, teaching and learning were good in literacy and sound in numeracy. The quality of teaching support for pupils with special educational needs is good. The classroom assistants make a strong contribution, teaching groups competently and confidently. Work is planned well with good reference to pupils' individual education plans. Pupils for whom English is an additional language receive appropriate support and as a result make sound progress in lessons. They make good progress in acquiring English when working with the specialist support teachers.

12. Very good teaching and learning were characterised by a combination of several positive factors, including excellent relationships with pupils, motivating tasks that challenged pupils and skilful management of the class. This was evident in a lesson in reception where the well-organised tasks were adapted to build well on what children already knew. Consequently, they made rapid gains in their knowledge of measuring weight. Independence was developed as pupils kept their own records on specially prepared wall charts. An effective classroom assistant was deployed well in supporting children and assisting the teacher in assessing their progress.

13. The main reasons for the small amount of unsatisfactory teaching were weak subject knowledge, ineffective management of the class or tasks that were not challenging enough.

14. Teachers' good understanding of the needs of children under five results in them making good progress in a range of skills and knowledge. Overall, at Key Stage 1 and in Year 3, teachers have a sound knowledge and understanding of the curriculum. In most of the lessons seen, teachers had a good understanding of the literacy and numeracy strategies. In science there are weaknesses in teachers' understanding which contribute to the slow progress pupils make in the subject. The school has identified the need to improve teachers' expertise in information technology when new applications are successfully installed on the computers.

15. Teachers' planning is good for children under five and satisfactory overall. Numeracy and literacy planning are good with clear learning objectives, activities matched well to different groups and other useful information, such as resources, that will be needed. In other subjects the quality of planning varies. In the best examples, objectives clearly state what pupils are expected to learn by the end of the lesson. In others this is not clear and the plans are mainly lists of activities. In most lessons the purpose of the activities is explained to pupils and reviewed at the end of the session. As a result pupils are clear about what they are learning and why.

16. Teachers expect their pupils to achieve well and work hard. Expectations are usually high in numeracy and literacy lessons with activities prepared to challenge all levels of attainment within the class. Carefully focused questioning enhances this. For example, in a Key Stage 1 mental arithmetic session, the teacher challenged all pupils with a good

balance of class and individual questioning. In most other subjects expectations are appropriate. However, in science expectations are not high enough, especially in ways of recording work and the challenge for the most able.

17. Teaching methods are particularly effective for children under five. Well-organised activities enable them to have a wide range of experience. At Key Stage 1 and in Year 3 teaching methods are satisfactory. Lessons usually have a good balance of introduction, group or individual work and a session at the end to share and recap on learning. Teachers' introductions to lessons are often clear and engage pupils' interest. This was evident in a Key Stage 1 art lesson where the teacher's introduction to the style of Van Gogh motivated pupils to make detailed observations of the colours, shapes and brushstrokes. Pupils are given good opportunities to work collaboratively and exercise independence, for example, when playing mathematical games. Occasionally, in lessons at Key Stage 1, there were too many activities taking place and pupils became noisy. As a result a few groups found it difficult to concentrate on teachers and classroom assistants.

18. Pupils are managed with effective discipline in most lessons. A calm atmosphere prevails in nearly all classrooms underpinned by the good relationships between adults and pupils. Teachers use praise and rewards, such as stickers, well to reinforce good behaviour. Very occasionally pupils' behaviour is not managed well and pupils' progress is slow. For example, in a physical education lesson the strategies used, including the teacher's raised voice, were not effective in regaining pupils' attention. Learning resources are prepared well by teachers and used effectively. This ensures no time is wasted as everything is at hand and ready for pupils. Most lessons are taught at a sound pace, keeping pupils interested and active. In a few lessons, teachers spend a little too long introducing lessons, and pupils sitting on the carpet begin to fidget and lose interest.

19. Teachers provide good ongoing support in lessons. In most lessons they successfully move between groups and individuals giving effective support. Notes kept on the back of planning forms are very useful in helping to evaluate the success of lessons, and in identifying pupils who need further work or extra help. Work is usually carefully marked, some with useful comments, for example, on whether work was completed independently or to tell older pupils that they need to check their work carefully. Satisfactory use is made of homework which is broadly in line with government recommendations. Currently numeracy is under-represented but the school has plans to increase this within the next term.

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

20. The school provides a satisfactory range of learning opportunities. The curriculum for pupils under five is good and at Key Stage 1 and in Year 3 it is satisfactory. The curriculum for children under five gives a high priority to developing independence within a good breadth of structured activities. At both key stages National Curriculum requirements are met and religious education follows the locally agreed syllabus. The time in Year 3 is less than the time recommended by the government for pupils at Key Stage 2 by over one hour per week. The headteacher and the governing body are actively considering ways in which this shortfall can be rectified at minimum disruption to the school. Since the last inspection

curriculum planning has improved significantly. All subjects have schemes of work and teachers use the same good format for termly and weekly planning. Planning is well co-ordinated by the subject co-ordinators.

21. The school has successfully introduced both the national literacy and numeracy strategies and this has led to many improvements in pupils' learning. There are some opportunities for pupils to write in different subjects but not in sufficient depth to consolidate and develop the skills they learn in the literacy sessions. The curriculum for pupils with special educational needs is well adapted in light of individual education plans. These plans are well written with precise targets for progress, which are regularly reviewed. Provision for pupils learning English as an additional language is sound. Work planned by the specialist support teacher, based on ongoing assessment, is effective. Teachers are aware of the pupils' needs and work is usually adapted in literacy and numeracy. All pupils have equal access to the full curriculum and are fully integrated into the life of the school and its various activities.

22. The school provides few extra curricular activities. This aspect is weaker than in the last inspection. A school choir for Year 3 pupils is well attended. However there are at present no sports clubs. A residential weekend for Year 3 pupils offers the chance to participate in a good range of activities which include archery, developing information technology and team building skills. A well-planned programme for personal, social and health lessons includes policies to guide the teaching of sex education and the dangers of substance misuse.

23. The school has satisfactory links with the community, which help to enrich the curriculum. Pupils learn about former times in Great Yarmouth when they visit the local museum. As part of their local studies they visit the local church and stonemason's yard. During the inspection the fire service visited the school to demonstrate how fire fighting has developed. Links with local pre-school groups and other schools are satisfactory. For example, local teachers of reception classes met at the school for curriculum discussions. The recently introduced 'Education Action Zone' initiative involving local schools, is beginning to have a positive impact by promoting better attendance through a free family swimming pass scheme.

24. The school makes sound provision for the spiritual development of its pupils. This is mainly through acts of collective worship and the religious education curriculum. Pupils receive a broadly Christian message through a well-planned programme of assemblies. These cover the main Christian celebrations of faith, as well as observing festivals associated with the other religions that feature in our multicultural society. Provision for moral education is good. Teachers and other staff act as good role models, explaining to pupils why actions are right or wrong. Pupils become involved in raising money for charity, learning the moral lesson that people have a duty to look after those less fortunate. Rules of conduct are discussed by pupils and placed on the wall. As they get older pupils learn to take responsibility for the well-being of others. A good feature is Year 3 pupils becoming the 'special eyes' of the school. They help other pupils, who for example, do not have a friend and they also report any bad behaviour.

25. Provision for social development is good. The curriculum for children under five is carefully planned with a variety of activities to promote social development. During circle time pupils at Key Stage 1 and Year 3 discuss, amongst many other things, the worth of the individual, the need to take turns and the importance of listening to others. In many lessons they learn how to work with each other in pairs and larger groups. Pupils are taught to take responsibility for their actions and to be aware of their effect on others. For example, after

break-times pupils discussed how they constructively coped with feelings of anger towards others. The cultural development of pupils is satisfactory. There are good opportunities for pupils to learn about and experience the work of famous artists, composers and writers though these are mainly from Europe. Theatre groups visit the school and there are plans to have an artist in residence. Pupils learn about Judaism and the Muslim faith in religious education but other opportunities to acquire knowledge about the multi-cultural aspects of our society are limited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

26. As in the last inspection report, the health, safety and welfare arrangements in the school are good. The Child Protection Policy complies with locally agreed procedures. All adults in the school undergo periodic training and they have an appropriate understanding of the requirements of the Children Act. The school's Child Protection co-ordinator has established good links with the appropriate outside agencies. Health and Safety procedures including arrangements for first aid, medication, fire evacuation and educational visits are good.

27. Procedures for monitoring and improving attendance are good. The school brochure and other communications, including the head teacher's frequent letters home, all emphasise the need for punctuality and regular attendance. Attendance rules are displayed prominently at all entrances to the school. Classes compete to have "Attendance Ted" in their classroom and certificates are presented for good attendance. The school is participating in a recent local initiative which links a pupil's full attendance to swimming passes for the entire family. During the inspection, teachers used registration sessions to reinforce to pupils the importance of regular attendance and punctuality, explaining that it is difficult to catch up on missed work.

28. The policies and procedures for promoting good and eliminating oppressive behaviour are very good. The detailed written policy has specific examples to suggest how unacceptable conduct can be managed and modified. Its guidance deals with issues ranging from over-talkative pupils to bullying. All staff, including midday supervisors, were involved in the drafting of the policy and guidance. Discussions with the various members of staff confirm that they understand and support the procedures. Rules are displayed in classrooms and around the school, and are discussed with pupils. Teachers monitor and support pupils' personal development well. Details from end of year reports show that teachers know their pupils well, although the ongoing information kept by teachers varies. Teachers give good support to pupils by helping them to understand the consequences of their actions, and by celebrating achievements of all kinds, for example, in weekly assemblies set aside for this purpose.

29. Since the last inspection the school has greatly improved its procedures for assessing pupils' attainment and progress. These are now satisfactory overall. To address the issues identified in the last inspection, a co-ordinator was appointed, training was received and a school policy and examples of assessed work were produced. These systems are now used well to guide curriculum planning. Monthly meetings are held to raise teachers' assessment skills and establish agreement on levels of attainment. Periodic checks are made by national and other tests and these are closely analysed by the headteacher to track pupils' progress. Action is then taken where necessary. Targets are set for English and mathematics, but not yet for science. Ongoing assessment information is used well to adapt the work for children under five. However, there is inconsistency in the quality of records kept by teachers in religious education and the foundation subjects. The assessment of pupils with special educational needs is good and is used well to provide

them with effective and well-targeted support. The school fulfils the requirements of pupils with statements for their needs including the holding of annual reviews. It makes effective use of external support agencies, such as the educational psychologist and advisory support teacher, where necessary. Effective regular assessments of pupils with English as an additional language guide the specialist support teacher when planning work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30. Overall, parents have positive views of the school. They value the consideration and interest shown in their children's pastoral and educational needs. Nearly all parents are happy with the various aspects of school life. However, many feel there are not enough extra curricular activities and a few would like to see more homework set, especially for mathematics.

31. The effectiveness of the school's links with parents is satisfactory. The school works hard to involve parents in a variety of ways. For example, by arranging curriculum evenings on literacy, numeracy and special educational needs. Interest in these meetings is increasing but only a minority of parents attend. A very effective link is through the regular class assemblies which, as evident during the inspection, are supported enthusiastically by parents. The school seeks many ways to promote links through social events. For example, during the inspection a "beetle drive" was held on one of the evenings.

32. The impact of parents' involvement in the work of the school and their contribution to learning is satisfactory. Through its various links, including formal communications from the school, parents are actively encouraged to become involved in school life. Parents who help in classrooms feel welcomed and valued, but the numbers who come regularly are low. In contrast there was a high return for the home/school agreement, indicating that nearly all parents support the work of the school. Most parents agree with the school's homework policy. The school is aware that more numeracy homework is needed and is planning to address this before the end of the current term. The home/school contact book is used well by some parents who state that their comments are responded to quickly by teachers. Nevertheless a significant minority of parents do not regularly support school work at home, for example, by hearing their children read. A small but active parent teacher association works hard to raise money and arrange social events.

33. The school's written information and other communications with parents are of a good quality. The annual reports parents receive about their child's progress are good. They inform parents clearly about their what their child has learned over the past year, with good specific examples. Helpful suggestions are made about how parents can help at home. Parents have the opportunity to discuss the reports at one of the three annual open evenings. In addition, teachers are available for discussions during each week. Parents of pupils with special educational needs are kept fully informed about their child's progress. They regularly sign individual education plans and take copies in order to help their child at home. Letters and newsletters home are distributed regularly, giving clear information about forthcoming events. The school brochure and a useful guide for parents of children under five are clearly laid out and informative.

HOW WELL IS THE SCHOOL LED AND MANAGED?

34. As in the last inspection, the headteacher provides effective leadership based on a shared commitment of governors and staff to raise standards. A clear educational direction is reflected in the priorities identified in the school development plan. These are based on the school's rigorous evaluation of its performance and appropriate focus on raising standards in English and mathematics, especially on the achievement of the more able pupils. Inspection evidence shows that the actions taken to meet these main targets, including raising teachers' expectations and good lesson planning, have been successful. Most other targets for development have been appropriately identified and action taken. However, there has not been enough improvement to meet the targets for science and information technology.

35. Most teachers are relatively inexperienced in management. In many aspects they are developing their role successfully, for example they formulate action plans for their areas of responsibilities for inclusion in the school development plan, and agree policies and overall planning with other staff. Their involvement in decision making is a clear improvement since the last inspection. However, procedures for them to monitor standards, teaching and other factors, such as consistency in record keeping, have yet to be fully developed. The provision for pupils with special educational needs is managed well. A temporary co-ordinator is continuing to apply the good policies established by her predecessor who recently left the school.

36. The headteacher regularly monitors teaching and learning. Formal written observations are made with arrangements to discuss the lessons with teachers. School records show that appropriate interventions and extra support have been given when appropriate. Recently staff have had the opportunity to observe each other teaching. This is helpful in sharing good practice. There are suitable arrangements for appraising the performance of staff pending new government guidance.

37. Apart from a minor omission in their annual report regarding financial information, the governors fulfil their statutory duties. Many are new and are keen to support the school. The governors' role in helping to shape the direction of the school has improved recently with the establishment of clearer committee structures and a systematic review of policies and development planning. Governors are attached to subjects and some have had discussions with the relevant co-ordinators. However, their procedures for systematically gathering information about standards and the curriculum are not sufficiently developed. Overall, the school's values are reflected in its work. It is working towards the main aim in its mission statement of "achieving the highest standards academically".

38. The school supports its educational priorities well through careful financial planning. The budget surplus systematically built up by the school in 1998/99, has been wisely used to pay for extra resources in the recently built classrooms. A small but prudent surplus has been carried over to the current financial year. School administration is highly efficient and very good systems are maintained. The last audit in January 1997 praised the school for its efficient systems and the few minor changes recommended have been implemented. The Headteacher and governors have a good understanding of financial matters, they monitor the budget and plan ahead effectively. The school seeks to obtain best value for money when purchasing supplies, equipment and services. Good use is made of information technology for record keeping and financial records. Funds for special educational needs are used well for their designated purpose. The decision to allocate funding to employ generous numbers of classroom assistants is justified by the high quality of their

contribution to learning, particularly in the reception classes, and for pupils with special educational needs.

39. The school has sufficient, appropriately qualified teachers. Nearly all teachers have joined the school since the last inspection and are relatively inexperienced; all having taught for eight years or less. This has had implications for the development of subject management but not on the quality of teaching which is judged to be better than in the last inspection. The high turnover of staff was caused by a variety of reasons including promotion and expansion of the school.

40. The professional development of teachers is appropriately linked to the priorities in the school development plan, particularly literacy and numeracy. As a result of professional interviews the school is beginning to focus more on individual training needs. Newly qualified teachers who joined a few years ago were dissatisfied with the quality of support they received from the school. Consequently, procedures have been reviewed and are now satisfactory. Initial meetings have been held with mentors to discuss new requirements such as Career Entry Profiles.

41. There are sufficient good quality resources. This is an improvement from the last inspection where there were shortcomings in many areas. Resources for information technology have greatly improved and will be of value in extending the curriculum once the system has been efficiently networked.

42. Since the previous inspection, accommodation has improved significantly. The school has been extended and refurbished, and is of a good standard. The school is well maintained and standards of cleanliness are excellent. Outdoor provision is good and includes a large field and two well marked out playgrounds. Access for the disabled is good and there are suitable toilet facilities. The library is well-organised, with a satisfactory range of books. Displays of pupils' work, both in classrooms and around the school, help to create an attractive learning environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. In order to rectify the weaknesses identified in the inspection, the governing body, headteacher and staff should:

- (1) Raise attainment in science by:
 - Improving teachers' knowledge and understanding of the subject, especially the skills needed to teach investigative science.
 - As pupils get older, teaching them to record their work using a more scientific approach.
 - Using assessment information to plan work that offers extra challenge to the more able pupils and increases the proportion of pupils attaining higher grades in National Curriculum assessments.
 - Ensuring there is a specific lesson focus on science in Year 1 so that learning is not distracted by other activities taking place in the classroom. (see paragraphs 6,14,16,17,34,63,64,65,66)

- (2) Improve pupils' progress in information technology by:
 - As soon as possible, rectifying the technical difficulties so that pupils have access to all computer applications.
 - Where necessary, providing training for teachers in the use of the new network to ensure they can confidently teach all parts of the curriculum to the required levels.
 - Monitoring the use of computers during lessons to ensure the maximum possible use is made of them to support learning.
(see paragraphs 6,14,34,41,81,82,83,84,85)

- (3) Increase the teaching time for pupils in Year 3 to that recommended for pupils at Key Stage 2.
(see paragraph 20)

- (4) Develop the role of subject co-ordinators so that they:
 - Have systems for scrutinising pupils' work across the school in their subjects.
 - Agree consistent procedures for teachers' recording the progress of pupils in religious education and the foundation subjects.
 - Monitor and support teaching more frequently.
 - Use their findings to share good practice and rectify any weaknesses.
(see paragraphs 52,53,54)

- (5) Provide more opportunities for pupils to extend their writing skills in different subjects.
(see paragraphs 29,35,56,66,70,77,80,85,87,94)

Raising standards in information technology and science form part of the school development plan.

In order to rectify other less important weaknesses, the school should consider including the following points for inclusion in the action plan:

- Governors improving their procedures for systematically gathering information about standards and the curriculum. (paragraph 37)
- Ensuring there is a clear financial statement in the annual governors' report to parents. (paragraph 37)
- Continuing to reward good levels of attendance and strongly discouraging lateness and unnecessary absence. (paragraphs 10,27)
- Ensuring learning objectives are always clearly distinguished from lesson activities in teachers' planning. (paragraph 15)
- Increasing the range of extra curricular activities, especially for Year 3 pupils. (paragraphs 22,90)
- Widening pupils' knowledge of the multi cultural aspects of our society. (paragraph 25)
- Producing a plan to guide teachers so they maximise opportunities for developing numeracy skills in different subjects. (paragraph 61)
- Improving the setting out and presentation of mathematics in the books of older pupils. (paragraph 60)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	35	49	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	271
Number of full-time pupils eligible for free school meals	78
Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	89
English as an additional language	No of pupils
Number of pupils with English as an additional language	3
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	2.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	35	30	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	27
	Girls	27	28	29
	Total	50	52	56
Percentage of pupils at NC level 2 or above	School	77(55)	80 (67)	86 (67)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	27	26
	Girls	26	29	23
	Total	48	56	49
Percentage of pupils at NC level 2 or above	School	74 (63)	86 (71)	75 (66)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	190
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	10.8
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR – Y3

Total number of education support staff	12
Total aggregate hours worked per week	261

Financial information

Financial year	1998/1999
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	£
Total income	394 561
Total expenditure	396 099
Expenditure per pupil	1 622
Balance brought forward from previous year	62 721
Balance carried forward to next year	61 183

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	271
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	48	48	2	0	2
Behaviour in the school is good.	38	54	6	0	2
My child gets the right amount of work to do at home.	33	50	13	0	4
The teaching is good.	52	44	4	0	0
I am kept well informed about how my child is getting on.	48	40	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	54	42	4	0	0
The school expects my child to work hard and achieve his or her best.	60	38	2	0	0
The school works closely with parents.	44	46	8	0	2
The school is well led and managed.	48	44	2	2	4
The school is helping my child become mature and responsible.	38	58	0	0	4
The school provides an interesting range of activities outside lessons.	23	33	27	8	8

Other issues raised by parents

The school would benefit significantly from having a nursery class.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

44. The quality of teaching for children under five is good overall. Teachers and classroom assistants work well to ensure children are smoothly settled into school life. A sound knowledge of the age group and belief in learning by first hand experience underpins the good provision. Activities are very well chosen to encourage concentration and motivate learning. Children are encouraged to behave well and this results in their feeling secure. It also maximises their sometimes short concentration spans. Children engage in a good proportion of self-initiated learning and are encouraged to put a good effort into all they do.

PERSONAL AND SOCIAL DEVELOPMENT

45. Children settle fairly well into the routines of school, but for many this takes longer than usual due to the lack of regular pre-school experiences. Children react well to the stimulating and caring environment provided for them. They become absorbed in many interesting activities, for example, role-play at the camping ground, information technology and making models. They listen and line up well and use the job charts sensibly. Most children are well behaved in class but a few need to be reminded of school rules. They are learning to take turns and share equipment. Co-operation in partner work is still a challenge for some. The teachers, very well supported by classroom assistants, have a good understanding of the needs of young children. They are good role models and their expectations of good behaviour and application to learning tasks are high. Relationships between adults and children in the reception classes are good. The children show a reasonable level of independence but some still need help to change for physical education.

LANGUAGE AND LITERACY

46. The teaching of language and literacy is good. Many children enter the school with low levels of literacy. Through well-planned classroom activities, the children make good progress. The teachers and classroom assistants have good knowledge of how to teach basic skills well. This is evident in the way that many children search for reading clues by looking at pictures in books and the start of the word. Letter sounds are becoming well known due to good teaching and regular practice at home. Books are taken home regularly and there is a useful contact book to keep track of this. Children listen attentively and use a growing vocabulary to express their thoughts. However, some children's ability to express themselves remains below that expected. Nearly all respond well to stories such as The Gingerbread Man and many predict what might happen next. Most children write their names but many find pencil control and letter-formation difficult. A few higher attaining children are beginning to write independently.

MATHEMATICS

47. The teaching of mathematics is good. Many children enter the school with low levels of numeracy. They engage in a variety of mathematical activities and make good progress. They use mathematical language to compare weights of cars and lengths of feet. The general language ability of some children hampers their development, for example they use 'big' when they mean 'heavy'. They are familiar with some number rhymes and many count objects to ten. Some children count confidently to twenty and a few more able children write

numerals. Children make reasonable drawings of squares, triangles and circles. The teaching of mathematics is very resourceful and stimulating. For example, all children are involved with counting aloud in an enjoyable way. The good assessment and close tracking of children means that new work builds accurately on that known already.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

48. Good quality teaching enables the children to learn well in a variety of activities, which increases their knowledge and understanding of the world. They are keen learners, for example in food technology they decorate their gingerbread men in line with their prepared plans. They count the raisin buttons accurately. However, the description of this process is, for some, limited to pointing out facial features. Children have a satisfactory knowledge of transport; most identify which type is suitable for air, rail, road and water. Many remember where they have been on holiday or for day trips but the appreciation of distance is not yet developed. The wealth of activities provided is helping to broaden the learning horizons very well. All children plant seeds and observe what is happening when they come in each morning. Good scientific method is used and children's predictions are written for them. However, several children start from a low level of knowledge; this was revealed, for example, by one child thinking that the seeds might grow by six o'clock. Most children are developing basic information technology skills such as pointing and clicking the mouse to make things happen.

PHYSICAL DEVELOPMENT

49. In physical education lessons children use the classroom space well and make lines without pushing. They move confidently in physical education lessons and are beginning to control their movements on the floor. Not all pupils catch balls from a bounce but they are progressing well with this. They use a very good range of outdoor toys well at afternoon playtime. Most children have satisfactory finger dexterity when handling small tools and apparatus. However, pencil or crayon control is not yet well developed. The teaching of physical skills is good. Teachers ensure pupils make good use of space, are aware of others and systematically develop body control.

Creative development

50. In the creative area of learning, the teacher provides the children with a wide range of experiences. The children explore sounds made by a variety of materials and weave them into a story. Most children know the names of colours. Their drawings of human figures range from the very basic to those with more mature proportion and detail. Good use is made of links with other areas. For example, the paintings of Mondrian are used to reinforce shapes as well as to focus on the primary colours. On display are some good examples of painted portraits, collages and experimental paintings using various implements. Model cars and construction kits are used to plan imaginary journeys.

ENGLISH

51. Attainment in English at the end of Key Stage 1 is below the national average in speaking, listening and writing. It is close to the national average in reading. Attainment has risen since 1998 and has continued to rise this year. The likely reasons for higher standards in the current Year 2 are successful improvements in the teaching of the more able pupils and the beneficial effects of the school's literacy strategy which is now in its second year. Test results show that girls have done a little better than boys over the past three years in reading and writing. However, inspection evidence did not identify any

significant differences. Attainment for pupils in Year 3 is below average in all aspects of English. Approximately a third of this year group are on the special needs register with over one out of every six pupils on the higher (Stage 3 and above) levels. Overall, pupils make sound progress at Key Stage 1 and in Year 3. The best progress is in Year 2 where pupils' achievements are good. Progress in reading is good. In writing and speaking and listening it is satisfactory. Pupils with special educational needs are well supported in lessons and make good progress. Progress in the literacy hour is usually good but there are weaknesses in the application and extension of writing skills in other subjects.

52. At Key Stage 1 pupils listen attentively and gain confidence during the question and answer sessions that often feature in the Literacy Hour. Opportunities to discuss issues in circle time and religious education contribute significantly to progress in oral skills. A number of pupils are becoming more aware of the effect of their words on their audience, for instance when they offered examples of alliteration in a lively and enjoyable session on poetry. They listen with interest in a variety of situations and follow instructions well. Sympathetic and patient teaching encourages answers that are thoughtful and extended. However, there are few opportunities for role-play to extend the range of pupils' responses. In Year 2 the better readers are largely independent and read suitable texts fluently and with expression. They use a sound range of strategies to read new words including splitting words up and sounding them out. They retell the main points of the stories they read. Classroom assistants make a valuable contribution to reading at Key Stage 1. They listen to every pupil read at least once a week and have the expertise to teach basic reading skills. There has been a substantial improvement in reading this year. In their writing, average attaining pupils do not consistently apply basic rules of punctuation and are making slow progress in improving the presentation of their work. Most pupils express their thoughts clearly in writing but use a narrow range of vocabulary. Higher attaining pupils produce some lively imaginative writing, for example, on the subject of 'The day I shrunk'. Pupils begin to think about their intended reader when they write letters to their mothers. Lower attaining pupils follow a useful scheme that helps them to plan and build simple sentences.

53. In Year 3 pupils listen well to each other, for example, when they read their limericks or during circle time when they discuss ways to deal with anger. Teachers and classroom assistants sympathetically build the confidence of pupils who do not find it easy to speak in front of the class. Consequently pupils feel valued and they learn to give more extended responses. Pupils use a range of strategies to read unfamiliar words; this includes using the text around the word to help establish meaning. A few higher attaining pupils read with little expression and do not read aloud with the expected fluency. Pupils know the purpose of an index but do not automatically use it to find information. Pupils with special needs enjoy the game-like approach where they use letter blocks to build words from simple blends of letters. Their progress is enhanced by classroom assistants who encourage them to form words, incorporate them in simple sentences and read them out. In their writing, pupils use a limited range of words and sentence construction. Pupils of average attainment use language appropriately to describe emotions when they build up character portraits. Higher attaining pupils produce some interesting work, for example when creating the atmosphere of a graveyard. Pupils learn to write logically when they produce a set of instructions for making a cup of tea. Most pupils use simple punctuation correctly, for example, in their letters to Goldilocks. Many higher attaining pupils are beginning to use more sophisticated punctuation such as speech marks. Pupils are developing handwriting skills satisfactorily. They are at different stages of development but the more able pupils form their letters correctly and are developing a neat joined up style.

54. At both key stages there are not enough opportunities to develop and consolidate writing skills in other subjects. For example, there are few examples of extended writing to report investigations in science or to explore the lives of famous people in history. Information technology is not used sufficiently to support learning in the subject.

55. Overall the quality of teaching in English is good at both key stages. Teachers are using the introductory and final sessions of lessons well. Sensitive questioning and encouragement do much to extend speaking and listening skills which are under developed in many pupils starting school. On occasions introductions are overlong and some pupils lose concentration. Teachers continually reinforce classroom conventions such as taking turns, holding hands up and not interrupting others. This leads to good learning in a purposeful atmosphere in most lessons. Lesson objectives are shared with pupils which helps them to understand what they are learning and why. Lessons are well planned and pupils, including those with special educational needs, are being provided with work of suitable challenge. Teachers use praise and encouragement well to aid learning; the good relationships they have with their pupils create a positive working atmosphere in English lessons. Classroom support staff are used very well to enhance learning.

56. Overall, the management of English is good, the literacy strategy has been implemented well and effective action has been taken to raise standards over the past two years. The headteacher has effectively monitored the teaching of literacy, although the role of the co-ordinators in evaluating teaching and learning in classrooms is less well developed.

57. Since the last inspection there has been a marked improvement in the teaching of English which, during the inspection, was never less than satisfactory and mostly good. Pupils' progress is better than reported in the last inspection and standards are rising.

MATHEMATICS

58. At the end of Key Stage 1, attainment is close to the national average. For current pupils in Year 3 the range of attainment is below that expected nationally because the proportion of pupils achieving above average standards is low. Overall, pupils make satisfactory progress. Evidence from past work and in lessons shows that Year 2 pupils make good progress. The likely reasons for improved standards are better teaching of the most able pupils, the successful introduction of the numeracy hour and extra support given to some pupils in Year 2. Pupils with special educational needs make good progress, especially at Key Stage 1 where effective learning assistants regularly support them. Average and higher attaining pupils are usually challenged and make sound progress. Pupils' standards and the quality of teaching have improved compared with the last inspection.

59. By the end of Year 2, average pupils work confidently with numbers to 100, for example by counting this far in sequences of 4's and 7's. They understand that the first digit in 72 represents 7 tens. Pupils draw lines accurately for distances such as 12 and 20 centimetres. Higher attaining pupils know their multiplication tables up to 5 x 5 and use them to solve division problems such as 80 divided by 2. They understand the meaning of numbers in different forms to help them solve which coins are needed to make £2.57 and calculate the time a bus will arrive if it is 50 minutes late. These pupils classify three-dimensional shapes by the number of faces, corners and edges. In Year 3, average pupils develop their understanding of the 2 to 5 times tables and competently calculate $\frac{1}{8}$ or $\frac{1}{11}$

of 88. They weigh objects accurately in grams and recognise lines of symmetry in various shapes. Higher attaining pupils add and subtract numbers beyond 100 and recognise negative numbers on thermometers.

60. The quality of teaching and learning is sound overall. In the lessons observed it ranged from very good to satisfactory. Good features include the sharing of learning objectives with pupils. These are explained to the class, often written on boards and reviewed at the end of lessons. This, coupled with helpful marking, gives the pupils a good understanding of their learning. Teachers' planning is of a good quality with activities in lessons that are usually interesting and challenging for the different levels of attainment. In a very successful lesson the lively teaching motivated the pupils and clearly focused questions ensured all pupils could participate productively in the mental arithmetic activities. Group activities included a very challenging activity for the highest attainers who, with the help of a few number clues, had to discover that a 100 number square was reversed and work out where the figures needed to be placed. This lesson highlighted the high quality of support given by classroom assistants in lessons. The questioning of the assistant was very effective and enabled a group of pupils to solve a task which they had misunderstood. A good feature of many lessons is the group and paired learning which aids pupils' social development. Pupils are encouraged to discuss their work and play mathematical games both co-operatively and competitively. In a few lessons, pupils are required to listen to teachers for too long, consequently their concentration reduces and their rate of learning slows. Not enough attention is paid to the presentation of older pupils' work which, in some cases, is of an untidy appearance. For example, charts and diagrams are not always drawn carefully and the squared paper in pupils' books are not often used for writing single digits. Resources are usually well prepared and used by teachers. The school is increasing the amount of numeracy homework to ensure a better balance with that set for literacy. Pupils usually apply themselves to tasks well in lessons and in their discussions with inspectors expressed their enjoyment of the subject.

61. Overall, the introduction of the numeracy strategy has been managed well. Teaching has been monitored carefully and appropriate support given where weaknesses have been identified. Incidental use is made of numeracy in other subjects, for example, measuring in design and technology or producing bar charts in science. However, there is no overall plan to highlight opportunities for teachers to extend and apply mathematical skills across the curriculum. Information technology is not used enough to support work in the subject.

62. Ongoing assessment procedures are good and helpful in planning work for pupils at different levels of understanding. Annotations on the back of weekly plans are kept well by most teachers and are used to form groups within classes. Other records of pupils' progress are satisfactory. The school's rigorous self-evaluation, and consequent targets in the school development plan, have underpinned improving standards since 1998. Inspection evidence shows that the focus on raising the attainment of the most able has been successful. The subject is adequately resourced.

SCIENCE

63. The results of the 1999 National Curriculum Teachers' Assessment in science at the end of Key Stage 1 showed that three quarters of pupils reached the nationally expected standard of Level 2, which is well below the national average. The percentage of pupils who reached the higher level was in line with that nationally. Over the last four years, results have varied, but there has been a general trend upwards. However, standards have not improved sufficiently since the last inspection. Evidence from the current inspection

indicates that attainment at the end of Key Stage 1 is below the national average and at the end of Year 3 it is below expectations for that age. Discussions with pupils and examination of past work show that pupils of all levels of attainment make unsatisfactory progress. However, in most lessons observed during the inspection, pupils made satisfactory progress.

64. By the end of Key Stage 1, pupils sort materials according to their properties. They name the main parts of plants and monitor the growth of seeds but find it harder to explain the essential conditions for life in plants and animals. Pupils are just beginning work on electric circuits, but they remember very little about light, sound and forces. Too little of the work is approached through investigation. Pupils do not routinely make predictions and test them. By the end of Year 3, pupils name and describe different shaped human teeth and their functions. They observe rocks with the help of a visit to the stonemason and sort them according to their appearance and other properties. They compare the strengths of magnets using paper clips and make a graph to record their findings. Much of the recording is just a picture and lacks a scientific approach such as step by step explanations or a variety of recording methods. There is little prediction at the start of the work to encourage pupils to draw on their previous knowledge.

65. The overall quality of the teaching seen in science lessons was satisfactory. There was a small amount of unsatisfactory teaching. Most teachers manage the behaviour of pupils well and the classroom assistants make a good contribution to teaching. However, the timetables are such that sometimes a group is doing science when other activities are happening. The noisier activities interfere with pupils' science and their progress slows. Some good teaching takes place when less able groups are taught within a small group. However, repeating everything with every group sometimes wastes teacher-time. Time is not then available to properly record experimental work in a scientific manner or set extension work for the more able pupils. Teachers are not always confident in their use of technical vocabulary; this was evident in weaker lessons, from looking at work and in discussions with pupils. In a successful lesson seen on electrical circuits, pupils' learning was good because of the teacher's effective use of challenging questions and technical vocabulary. Examination of two terms' work shows a limited range of science activities and not enough rigorous recording of processes and results. Teachers use the scheme of work satisfactorily to guide their overall planning but not enough use is made of assessment information to plan for the different levels of attainment in classes. This limits the opportunities for the most able pupils, and consequently they do not attain higher levels in the subject.

66. Since the previous inspection, there has been some improvement in the school's provision for science. A national scheme of work has been introduced and resources ordered to use with it. However, these were still arriving at the time of the inspection and have yet to have a significant impact on standards. A good subject development plan is aimed at raising standards but other school priorities, especially the introduction of the numeracy and literacy strategies, have slowed its implementation. A small start has been made in observing lessons, but overall the monitoring and evaluation of standards are not strong enough.

ART

67. Although only a small number of lessons was observed during the inspection, work on display indicates that standards are those expected for the pupils' ages and are similar to those reported in the last inspection.

68. Pupils handle tools and materials sufficiently well to work successfully in two and three dimensions. For example, pupils at Key Stage 1 paint sunflowers in the style of Van Gogh, observing colour, shape and brushstrokes. In Year 3 some good quality work includes pupils' use of modelling techniques to shape clay into 3-dimensional tiles for painting and glazing. They mix paints to make interesting shades and tones of different colours and transfer this skill to the painting of the tiles.

69. In the few lessons observed teachers placed appropriate emphasis on the correct development of techniques and the appreciation of famous artists' work. They gave clear instructions and taught the correct vocabulary, for example, shade, portrait and texture. Classroom assistants gave valuable support to ensure that the demonstrated techniques were used well. Pupils were attentive, worked together productively and appreciated each other's work. They used resources sensibly.

70. Although the curriculum offers a range of techniques and skills there is insufficient emphasis on multi-cultural art. There are no agreed systems for recording pupils' progress. An appropriate action plan guides future developments; for example, to have an "artist in residence" and to improve the monitoring of teaching. Currently there are not clear procedures for monitoring the subject, such as work sampling, lesson observations and reviewing teachers' planning.

DESIGN AND TECHNOLOGY

71. Evidence from past work indicates that pupils achieve standards appropriate for their ages at both key stages. Work is based on national guidance, which ensures that pupils are given sufficient challenge and a variety of activities. Standards are similar to those reported in the last inspection.

72. At Key Stage 1 pupils use construction kits in a purposeful way, for example when they make a cave for a teddy bear or rockets for the man in the moon. They use metal kits to make vehicles that have axles and wheels. Pupils produce drawings to communicate their designs and these are sometimes labelled. Year 2 pupils design and make their own Easter cards, which feature precise moving parts so that they can operate successfully. They learn about manufacturing techniques when using simple printing blocks to reproduce patterns such as those used for wallpaper or fabric. Pupils at both key stages successfully cook from raw ingredients and learn simple hygiene procedures. This aspect of design and technology has been improved since the last inspection when it was identified as a weakness. In Year 3 pupils make sound progress when they design sandwiches. They list the ingredients and evaluate each other's finished product. Pupils produce satisfactory labelled drawings to record their progress when designing and making picture frames. A range of materials including papier-mâché are used, for example, in the making of three dimensional animal masks by Year 3 pupils.

73. It is not possible to judge the quality of teaching or pupils' response as no lessons were observed during the inspection week. However, teachers use lively displays to promote learning in design and technology and the range of work accomplished indicates that they have a sound understanding of teaching the subject.

GEOGRAPHY

74. Evidence from past work indicates that pupils' standards are similar to those expected for their ages. Standards have improved since the last inspection following the introduction of a new scheme of work. There is now a clearer development of skills and knowledge.

75. Year 2 pupils study weather around the world. They have a clear appreciation of the different climatic zones and the weather patterns in various countries. Year 1 pupils learn about different places around the world, such as Australia, with the help of Barnaby Bear. Pupils in Year 3 develop their work on the locality at a higher level. They colour code the local town plan to show important features and discover that their town is divided into areas devoted to tourism, industry and residential use. Pupils compare life in Great Yarmouth to that of a similar town in France. They learn the reasons why people go on holiday by conducting a survey and charting the results.

76. It was only possible to observe one lesson during the inspection week. During the session pupils gained a satisfactory knowledge of the different clothing that might be needed for a holiday in Great Yarmouth compared with one in Australia where "Barnaby Bear" has visited. Pupils show a high level of interest, especially in the 'Where in the World is Barnaby Bear?' display in the corridor. Other lively displays include those in Year 3 depicting travel agent areas. Here pupils build up their knowledge of various destinations by using information cards prepared by their teachers.

77. The co-ordination of the subject has improved since the last inspection with an action plan outlining areas for development. This includes activities to help widen pupils' knowledge of the local community. Teachers keep individual records of pupils' progress but these vary in quality and detail. Procedures for monitoring standards and teaching in the subject are not sufficiently developed.

HISTORY

78. Due to timetabling arrangements only one lesson was observed during the inspection. Judgements about standards are based on an analysis of work and discussions with pupils. These indicate that pupils, including those with special educational needs, make satisfactory progress at both key stages and achieve standards expected for their ages. This is similar to the judgement made in the last inspection.

79. At Key Stage 1, pupils gain knowledge about events of the past and make comparisons with those in the present. For example, Year 1 pupils compare familiar objects such as toys and homes with those in the past. Year 2 pupils explain the main details of The Great Fire of London and, through questioning a fireman, conclude that the throwing of water to extinguish fires has remained much the same, but the methods have improved with technology. As part of this topic they compare the building materials of houses then and

now. Pupils talk enthusiastically about this recent work. Year 3 pupils describe the main points in the life of the boy king, Tutankhamun and investigate what has survived from Ancient Egypt as evidence of life then.

80. In the lesson observed good use was made of links with the fire service to demonstrate how technology has developed for fighting fires. A number of weaknesses in the subject, identified during the last inspection, has been addressed. Co-ordination of the subject has improved. A scheme of work has been adopted and planning is now more systematic. Resources have been bought to stimulate pupils' interest and they are easily accessible. However, pupils' standards are not monitored sufficiently to identify strengths and weaknesses in the subject and, apart from individual teacher's systems, there are no consistent systems to track pupils' progress.

INFORMATION TECHNOLOGY

81. Attainment in information technology is below national expectations at the end of Key Stage 1 and in Year 3. There is evidence of some improvement since the last inspection particularly in pupils' competence in using word processing and desktop publishing software. However, standards remain depressed. The school has adopted a comprehensive scheme of work covering all aspects of the National Curriculum and it has enough software and other equipment necessary to achieve this. However, technical problems have prevented staff teaching all the aspects they had planned. Consequently pupils have had insufficient opportunity to develop the skills and knowledge they require. There have been difficulties installing the full range of software on the recently installed network of computers and this has significantly contributed to the unsatisfactory progress of the pupils. At both key stages there is insufficient use of information technology to support other subjects, for example to record experiments in science or retell historical stories. In many of the lessons observed, computers were not used regularly as another tool for learning.

82. At the end of Key Stage 1 pupils use computers to write stories and some know how to use a spell-checker to avoid mistakes in their final versions. They know how to alter the size and position of text on screen. Pupils work with programmes that help them to improve punctuation and spelling. In discussion they show an understanding of how computers are used to store information and offer ideas about their use in the world around them, but they have only limited experience of using them for this purpose in their work. All have learnt how to programme a robotic vehicle to navigate its way around a course. Pupils have experimented with colours and patterns using a paint programme but have not covered many aspects of the subject in sufficient depth.

83. Year 3 pupils rarely use the computer to draft written work though all are able to use a word processor. They competently use a simple desktop publishing programme to combine text and graphics to produce a bookmark. Although pupils have helped the teacher to create a class database, their skills in this aspect of the work are below those expected. CD-ROMs are used to research topics in geography and many pupils have learnt to use an adventure game that prompts them to solve problems. Several pupils learnt how to write instructions for moving a shape around the computer screen. Pupils have not used the Internet for research or for E-mails. Pupils are positive about information technology and they express enthusiasm for using computers.

84. No direct teaching of information technology was observed although pupils were occasionally seen working individually or in pairs at a computer. From discussion it is evident that teachers need further training to increase their expertise in the subject.

85. Overall, planning has improved since the last inspection and teachers keep satisfactory records of progress to help plan future activities. An action plan for the subject shows that the school intends to develop procedures for evaluating standards and monitoring teaching in the subject, as these are not sufficiently developed.

MUSIC

86. Due to timetabling arrangements, it was possible to observe only one lesson during the inspection. Consequently, there is insufficient evidence to make a judgement about standards or teaching. However, in whole school assemblies, pupils sing clearly and with enthusiasm and reach the standards expected for their ages. In the lesson seen, the quality of teaching was unsatisfactory. An appropriate piece of music had been chosen but the follow up task which involved drawing was not appropriate as it did not extend the pupils' knowledge and skills.

87. The school offers a balanced music curriculum. A satisfactory scheme of work maps out musical experiences and the development of skills in each year group and includes a useful glossary of terms. However, opportunities for assessment are not identified. Music in assemblies is well planned with a good selection of hymns to sing and a range of recorded music for listening to. An after-school choir has been recently introduced to enrich learning for Year 3 pupils. A useful action plan has been produced for the subject identifying the need to monitor teaching. However, current procedures for evaluating standards and for monitoring teachers' planning are not sufficiently developed. A good range of easily accessible, well-organised instruments enables teachers to introduce a broad range of musical experiences.

PHYSICAL EDUCATION

88. In the few lessons observed, pupils demonstrated ball-skills and levels of agility appropriate for their ages. With varying degrees of success, Year 1 pupils use a wooden bat to control a ball and those in Year 2 throw, catch and aim balls with reasonable accuracy. These pupils show a good awareness of space and safety as they move around each other. Year 3 pupils show that they have developed appropriate techniques such as keeping their eye on the ball to competently control a ball with a small bat.

89. In a good lesson observed, the pupils were kept actively involved by the teacher who moved them swiftly from one activity to the next. A lively warm up raised pupils' levels of enjoyment as they were asked to become "as tall as a house" or as "flat as a fish". Pupils were well ordered when collecting equipment, which meant that no time was wasted. The teaching of new techniques such as a "chest passes" was effective and pupils made good gains in their learning. In a less successful lesson the pace of teaching was slow. Techniques for managing the pupils were often unsuccessful, consequently they took too long settling to tasks and were inactive for substantial periods during the lesson.

90. Useful guidance is provided for teachers in a commercial scheme of work. However, teachers are not always flexible enough in their interpretation of this, for example, by not including a greater number of warm up activities for lively pupils who have been kept indoors on a wet day. Most teachers make useful evaluations of lessons but there are no consistent procedures for recording their progress. The school makes good use of the nearby

secondary school facilities to teach swimming in Year 3. Various challenging outdoor pursuits are provided in an annual residential weekend for Year 3 pupils. Currently, there are no after school clubs.

RELIGIOUS EDUCATION

91. Standards in religious education are in line with those expected by the locally agreed syllabus. This was also the case in the last inspection.

92. At the end of Key Stage 1 pupils describe religious beliefs and practices of Islam. They know about The Qur'an, the month of Ramadan and the practice of arranged marriages. Pupils appreciate how the family is central to the Moslem way of life. Younger pupils at Key Stage 1 study Christianity. They show sensitive appreciation of stories Jesus told and the main messages he gave. The Reception pupils hear Old Testament stories. They discuss them well. Year 3 pupils make good displays of their knowledge of Judaism. They know that the holy book is The Torah and play games that are enjoyed by Jewish children at Hanukkah. They learn about the celebrations at the Sukkoth festival and make models of the temporary huts or 'tabernacles,' which are roofed with leaves.

93. The quality of teaching and learning is satisfactory overall and about half is good. The strongest teaching is at Key Stage 1 where teachers display good knowledge of the subject. The detail taught to the pupils catches their interest and they concentrate well. Good questioning skills promote thoughtfulness and reflection. For example, pupils discuss common values such as honesty and discipline. However, in a few lessons introductions are too long and written or practical tasks are rushed.

94. The curriculum in religious education has been recently strengthened by a newly written scheme of work. This makes the Locally Agreed Syllabus more readily accessible for teachers to plan. Some good resources help bring the subject to life. Teachers keep their own notes in varying amounts of detail but there is not a consistent system for recording pupils' progress. There is no systematic monitoring of teaching or evaluation of standards in the subject.