

INSPECTION REPORT

Cliff Park First
Great Yarmouth
LEA area: Norfolk

Unique Reference Number: 120980

Inspection Number: 193188

Headteacher: Mr C Tye

Reporting inspector: Mr G Bancroft
3687

Dates of inspection: 22nd November 1999 – 25th November 1999

Under OFSTED contract number: 707608

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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:	Governing body
Name of chair of governors:	Mrs J Grogan
Date of previous inspection:	27 th February 1996 – 1 st March 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Godfrey Bancroft RgI	English Design & Technology Physical Education Geography	Attainment and progress Special Educational Needs Leadership and management The efficiency of the school Equal Opportunities Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Sheila Long, Lay Inspector		Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development Teaching
John Harris	Mathematics Information Technology	Under-fives Curriculum and assessment
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MAIN FINDINGS

What the school does well

- The school is managed well and benefits greatly from the strong leadership of the headteacher and the support of its governing body.
- The high quality of much of the teaching is a significant strength.
- Pupils attain high standards in writing.
- Pupils with special educational needs are supported well and make good progress.
- The majority of pupils are enthusiastic learners.
- Partnerships with parents and the community are very good.
- Relationships between pupils and their teachers and between the adults who serve the school are very good.
- The professional development of staff is managed well.

Where the school has weaknesses

- I. Too few pupils are attaining at higher levels and higher-attaining pupils are not always challenged sufficiently.
- II. Attainment in reading and spelling is not sufficiently high.
- III. Opportunities for pupils to develop some important learning and personal skills are not planned consistently.
- IV. The teachers do not analyse assessment data sufficiently to guide planning by highlighting the needs of pupils and particularly of the higher-attainers.

The school's strengths greatly outweigh its weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to parents or guardians of pupils attending the school.

How the school has improved since the last inspection

The school has made satisfactory improvement since the last inspection. The main key issues have all been addressed. The pace at which they have been addressed has increased since the appointment of the current headteacher. The organisation of the school day has been reviewed. The structure and role of the senior management team now includes arrangements for the systematic evaluation of the work of the school. There are good arrangements for the strategic management of curriculum development and finances and the high quality work of the governing body has been maintained.

Overall pupils' attainment and rate at which pupils make progress have remained steady since the school was last inspected and are broadly in line with national averages and expectations. However, significant improvement is evident in the standard of pupils' writing.

The school had already recognised some of the issues for improvement identified by this inspection and has plans in place to address them. This applies to the need to increase the proportion of higher-attaining pupils in English and mathematics and to raise standards in reading and spelling. Mindful of this, the school has set realistic but challenging targets for attainment in future national tests at the end of Key Stage 1. The changes brought about by the current headteacher coupled with the effective introduction of the National Literacy and Numeracy Strategies make the school well placed to improve further.

• **Standards in subjects**

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

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

These results show a significant improvement in writing over previous years. Standards seen during the inspection show that attainment in reading and spelling is rising above that indicated by the last national tests. The effective introduction of the National Literacy Strategy is making a significant contribution to this improvement. Attainment in mathematics is broadly in line with that found nationally. In science overall standards are also broadly in line with those found nationally with pupils in the first year of Key Stage 2 attaining above the national average. In information technology attainment is in line with that expected nationally and pupils make satisfactory progress. In design and technology, geography and history pupils also make satisfactory progress. In art, music and physical education they make good progress. Progress in religious education is in line with the expectations of the locally agreed syllabus.

• Pupils under five achieve good levels of attainment in relation to expectations in all six areas of learning. Throughout the school pupils with special educational needs make good progress.

Quality of teaching

Teaching in	Under 5	5 – 7 years (Key Stage 1)	7 – 8 year-olds (Year 3)
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science	Satisfactory	Good	Very Good
Information technology	Satisfactory	Satisfactory	Satisfactory
Religious education	Satisfactory	Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Good

The above judgements are based on the lessons observed during the inspection. The quality of teaching is satisfactory or better in 97% of lessons and good or better in over 50% of lessons. At times teaching is very good. Teaching for pupils under five is judged to be good overall, that for Key Stage 1 is satisfactory overall and good in 37% of lessons, and that at Key Stage 2 is good overall.

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	Throughout the school pupils show good attitudes to their learning and they behave well.
Attendance	Attendance is good.
Ethos*	Good. Very good relationships between pupils and between staff and pupils support learning. The majority of pupils are enthusiastic learners. The school has a clear commitment to raising educational standards.
Leadership and management	Good. The headteacher provides strong leadership. Governors are effective and supportive. Arrangements for supporting and monitoring teaching and curriculum developments are good. Those for development planning and evaluation are also good.
Curriculum	The curriculum is suitably broad for all pupils and includes all the subjects of the National Curriculum and religious education. The National Literacy and Numeracy Strategies have been introduced to good effect.
Pupils with special educational needs	Good progress. Pupils are well taught and make good progress towards clearly identified targets on their individual education plans. Provision for these pupils is managed very well.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual, moral, social and cultural development is good.
Staffing, resources and accommodation	The school has an appropriate number of qualified and experienced staff. Classroom assistants and other support staff make a strong contribution to the life of the school. A stimulating environment is provided for pupils to learn. Resources for learning are generally adequate. Good use of the accommodation is made by the community.
Value for money	Satisfactory.

**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

- V. They find it easy to approach the school with questions or problems to do with their children.
- VI. Their children like school.
- VII. They feel encouraged to play an active part in the life of the school.
- VIII. The school gives them a clear understanding of what is taught.
- IX. The school's values and attitudes have a positive effect on their children.
- X. The school encourages their children to get involved in more than just their daily lessons.
- XI. The school achieves high standards of good behaviour.
- XII. The school enables their children to achieve a good standard of work.

What some parents are not happy about

- ◆. There were no issues about which a significant

Inspectors agree with the positive views expressed by parents. A very small minority of parents feel the introduction of the National Literacy Strategy has resulted in their children being heard to read less frequently. Observations during the inspection and teachers' records show the frequency with which pupils are heard to read is good.

KEY ISSUES FOR ACTION

In order to raise attainment and progress further the governing body, headteacher and teachers should ensure:

- That assessment information is used fully to inform what will be taught next and curriculum developments with reference to pupils from different attainment groups. (Paragraphs 20, 35, 36, 69, 88 and 89)
- That potentially higher-attaining pupils are consistently challenged by –
 - having greater regard for their capabilities in planning for all lessons
 - regularly setting individual targets for their improvement. (Paragraphs 2, 20, 23, 78, 81, 87, 89 and 95)
- That there is a coherent and systematic plan for pupils' personal development throughout the school by which they progressively take more responsibility for their work and progress and have regular opportunities to take decisions and solve problems in all subjects. (Paragraphs 9, 14, 21, 23, 40, 44, 54 and 87)

Characteristics of the school

The school serves a predominantly urban community in the coastal town of Gorleston-on-Sea, south of Great Yarmouth. Approximately one third of those attending the school come from beyond the traditional catchment. A higher proportion of pupils than is usual for the area speak English as a second language.

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
	99(98)	28(41)	40(27)	68(68)

National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	19(27)	24(28)	23(37)
	Girls	36(26)	39(25)	39(25)
	Total	55(53)	63(53)	62(62)
Percentage at NC Level 2 or above	School	81%(78%)	93%(78%)	91%(91%)
	National	82%(80%)	83%(81%)	87%(84%)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	23(28)	23(38)	26(41)
	Girls	37(26)	39(26)	39(27)
	Total	60(54)	62(64)	65(68)
Percentage at NC Level 2 or above	School	88%(79%)	91%(94%)	96%(100%)
	National	82%(80%)	80%(79%)	86%(85%)

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

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.25
	Absence	National comparative data	5.7
	Unauthorised	School	0.3
	Absence	National comparative data	0.5

• **Exclusions**

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

• **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	10
	Satisfactory or better	97
	Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Overall attainment by the end of Key Stage 1 and during the first year of Key Stage 2 is broadly in line with that expected nationally and pupils are making satisfactory progress.
2. The results of the 1999 national tests at the end of Key Stage 1 show that attainment in writing is above the national average and in mathematics broadly in line with the average. However, in reading and spelling attainment is below average. The same pattern is evident when attainment as measured by these tests is compared with that of similar schools. Attainment in writing has risen significantly above that indicated by previous tests. However, the proportion of pupils attaining the higher levels in tests is below that found nationally and in similar schools. The proportion of pupils attaining higher levels in mathematics is also well below average. The pattern of attainment in mathematics has remained steady in recent years. In 1999 by the end of Key Stage 1 teacher assessments show attainment in science to be slightly higher than the national average. Standards in this subject have improved steadily in recent years.
3. In information technology attainment is in line with that expected nationally and pupils make satisfactory progress. In design and technology, geography and history pupils also make satisfactory progress. In art, music and physical education pupils make good progress. Progress in religious education is in line with the expectations of the locally agreed syllabus.
4. Attainment on entry, as tested by the school's baseline assessment, is broadly in line with that found across the local education authority. Shortly after they start school, assessments show girls to be attaining higher standards than boys in reading, writing, speaking and listening, mathematics and in their personal and social development. By the time they are five these children achieve generally good levels of attainment in relation to expectations in all six areas of learning and the majority make good progress. Attainment in mathematics for this group is higher than that usually found.
5. Throughout the school attainment in speaking and listening is in line with expectations and improvements are evident in reading and spelling as pupils benefit from the introduction of the National Literacy Strategy. An increasing number of pupils read fluently and with expression. The quality of pupils' writing is good. Towards the end of Key Stage 1 and in Year 3 many use punctuation well and are beginning to write appropriately for a range of purposes.
6. In mathematics most seven year-olds have sound mental recall of numbers which add up to ten. Their knowledge and application of number and of shape and space is developing well and they understand simple fractions. Most pupils continue to make satisfactory progress in the first year of Key Stage 2.
7. In science during Key Stage 1 pupils make satisfactory progress which accelerates in Year 3. The quality and depth of pupils' experimental and investigative work improves significantly. They make accurate observations and record these precisely.
8. In information technology most pupils are making satisfactory progress. They use word processing for their own writing in a variety of contexts and computer graphics to create pictures. Keyboard skills are developing well and pupils use CD-ROM to search for information on a range of topics.

9. With exception of writing, in which standards have risen, and the steady improvement in science, attainment is broadly similar to that found by the last inspection of the school. However, the findings of this inspection show that attainment in reading and spelling is better than that identified by the most recent national tests. This rise is mainly attributable to the successful introduction of the National Literacy Strategy. However, there are insufficient opportunities for pupils to apply the skills they learn in literacy in other subjects.

9. **Attitudes, behaviour and personal development**

10. The youngest pupils make a confident start in school. They learn how to behave and how to work together successfully. They listen carefully to their teachers and to other adults. They are keen to be involved in a range of activities and gain pleasure from being part of their class and of the wider school community.
11. Older pupils also show a high level of interest in the work they are doing. They join in discussions and are very keen to answer their teachers' questions. They persevere and take pride in what they have achieved. They show evident enjoyment of their time at school, confirming parents' views expressed in answer to the questionnaire. The pupils' positive attitudes make a strong contribution towards the progress they make.
12. Pupils are mostly well behaved both in classrooms and around the school. The school's rules and conventions are well understood and usually followed. Pupils are courteous and polite. They mostly wait their turn and listen carefully to what others have to say. When teachers are insufficiently assertive they sometimes interrupt, or become restless or noisy, but these occasions are not common. The good behaviour recognised at the time of the last inspection has generally been maintained.
13. Pupils relate very well to their teachers and to one another. In lessons they are often very considerate, for example, offering to share resources or ideas. They show appreciation of the achievements of other children. Outside the school they play together happily, and ensure that others are included in their games. Older pupils help look after the younger ones. All pupils respect personal and school property such as books, artefacts and equipment, and they take good care of the school environment.
14. In the Reception classes, children begin to take responsibility for organising their own learning. For example, they make decisions about what activity they intend to do, and record their choices. Older pupils also sometimes make choices about what activities they wish to pursue. However, within lessons opportunities to make decisions, for example, how to go about a task or what resources to use, are often limited. Pupils are therefore not necessarily able to display how they are developing their skills of self-organisation and problem solving. Similarly, whereas children are often permitted and sometimes encouraged to work together, they are not always supported in ways which help them to do so effectively.
15. In wider aspects of school life pupils take initiatives, and the school has some highly effective systems for encouraging this. During the inspection week, for example, a pupil had visited the public library to find out more about Hindu festivals. She was invited to share the information she had gained to the whole school during an assembly, and did so with assurance.

15. **Attendance**

16. The level of attendance is good and has significantly improved on previous years' figures. Pupils are keen to attend school. This was confirmed through the parents' questionnaire and at the meeting held for parents prior to the inspection. Punctuality in the main is good with only a few incidents of lateness. The headteacher is aware of these and is monitoring the situation. Registration periods are prompt and efficient. Registers are marked in accordance with statutory requirements.

15. **QUALITY OF EDUCATION PROVIDED**

15. **Teaching**

17. The quality of teaching is a strength of the school. Of the lessons observed, ninety-seven per cent were satisfactory and better, with fifty-one per cent being good and better. Good teaching occurs throughout the school. There is unsatisfactory teaching in only a very small proportion of lessons. The school has maintained the high standard of teaching found at the time of the last inspection.
1. The teaching of children under five is good. The teachers have a thorough understanding of the educational needs of this age group, and their planning covers all the areas of learning required. The children are provided with a stimulating range of practical activities. They are encouraged to make decisions for themselves and to become increasingly independent. They are expertly managed and good use is made of time. Teachers and classroom assistants work well together to ensure that all children are suitably challenged and make good progress.
 2. In the classes of pupils in Years 1 to 3, teachers generally have a sound knowledge of all the subjects they teach, and many have additional expertise in their specialist subjects. All teachers have a clear understanding of the principles of the literacy and numeracy strategies and apply them successfully in their lessons. Some teachers, however, lack confidence in some aspects of information technology.
 3. Literacy and numeracy lessons are carefully planned using the recommended format. There is usually a clear indication of what children of differing prior attainment are expected to learn. However, this is not always the case in other subjects, where often only one activity is planned for all pupils, whatever their previous learning. Sometimes this is appropriate, but on other occasions the work is too easy for some of them.
 4. Teachers generally provide activities which are relevant and interesting. They give clear instructions and good explanations. They use questioning effectively in discussions. All this has a positive influence on pupils' progress. There is a good balance between teacher-led and individual work. Some teachers make good use of collaborative work, either in pairs or in small groups, though this strategy is not used as well as it could be in all classes.
 5. All teachers prepare and organise their lessons thoroughly. They use an interesting range of resources and plan a range of stimulating visits to support lessons in the classroom. Time is generally used well in lessons, and introductory sessions often proceed very briskly. In a few classes the pace of work is sometimes slowed by children interrupting or distracting others. Generally, however, teachers manage their pupils very effectively. They are committed and enthusiastic, and know the pupils and their individual needs well. Overall, relationships between teachers and pupils are good.
 6. There are some relative weaknesses in the teaching which need to be addressed. Some of the teaching is too directed and does not provide sufficient opportunity for pupils to make decisions for themselves. In most classes there are too few questions which require pupils to reflect, to explain their thinking or to justify their point of view. In particular, teachers do not always ensure that higher-attaining pupils are consistently challenged, so that they can make the progress of which they are capable. This was identified as a weakness at the time of the last inspection.
 7. Day-to-day assessment of pupils' attainment and progress is satisfactory. Teachers regularly mark pupils' work and give help and advice to children during lessons. They use the information they gather to help them plan future work, particularly in literacy and mathematics lessons. Pupils are made aware of what they are expected to achieve, and they are asked to share in reviewing their own progress at the end.

8. The provision for homework is good. Pupils take reading books home and are given other simple tasks, such as learning spellings or finding out information. These activities help parents to become involved in their children's education and help pupils to discover new facts or consolidate skills. All but a very small proportion of parents are happy with the amount of homework their children are given.

25. **The curriculum and assessment**

9. The children under five follow a broad curriculum based on the desirable learning outcomes for children of this age. The three Reception classes plan well together and this results in children receiving equality of experience.
10. The curriculum for pupils in Key Stage 1 and Year 3 is broad and includes all subjects of the National Curriculum and religious education. The school has introduced both the literacy and numeracy strategies with good effect. Pupils receive regular opportunities to extend their speaking and listening skills. Experimenting and investigative aspects in science and using and applying in mathematics are regular experiences. These promote pupils' progress and attainment in English, maths and science.
11. The previous inspection required the school to review the organisation of the school day and the way time is managed to ensure that as little time as possible is wasted. The school has addressed this issue by changing the times of the school day and this is working well. However, a new issue is emerging. This is one of balance between times when pupils are sitting and listening for extended periods of time and other activities. This leads to restlessness on the part of some pupils, especially the younger ones, at the beginning of some lessons.
12. The school was also required to 'review the structure of the senior management team to include responsibility for strategic management of the curriculum'. This has been addressed fully, with subject leaders having clear targets for their tasks and subject development plans. The impact on curriculum planning and management is good. Schemes of work are in place for all subjects and there is an appropriate cycle of revision for policies and planning.
13. Weekly planning is conscientious and detailed with learning outcomes identified and shared successfully with pupils. This leads to teachers and pupils alike understanding what is expected and what the focus of the lesson is. Pupils appreciate the purpose this gives to their learning.
14. Suitable emphasis is given to pupils' personal and social education. There are policies in place for drugs education and sex education and work in these areas is included in the school's curriculum plans and in its draft plans for personal, social, and health education.
15. All pupils have equality of opportunity to experience the various activities on offer. Classroom assistants are involved in the planning process with teachers and this enables them to provide high quality support for pupils during lessons.
16. The school is effective in meeting the curricular requirements of all pupils on the Code of Practice special educational needs register. These pupils are supported well by teachers and by classroom support assistants. Their individual education plans contain activities and targets which are well matched to their needs. The special educational needs coordinator carries out her duties effectively and links between the school, parents and support agencies are good.
17. Visits to places of educational interest are used effectively to enhance the curriculum. The success in obtaining additional funds, involving pupils in practical experiences leading to improvements in the outdoor environment, are a significant strength. These include an Architects in Schools' project and an environmental award. This enhances the quality of work in art and design technology in an outstanding manner.

18. There are good procedures in place for assessing pupils' attainment and progress including baseline assessment, end of year and key stage assessments and individual pupil tracking. However, not all teachers have a clear understanding of how to interpret the data. This was particularly evident in the use of baseline data across the Reception and Year 1 classes.
19. As yet, although target setting is in place for year groups it is not fully in place for individuals, except for those with special educational needs. Assessment observations and notes made by teachers are helping to build a comprehensive picture of what pupils know and can do.
20. The school makes good provision for extra curricular activities, including sport. This provision includes aspects of art, music and physical education. The activities are attended by pupils who represent the full range of abilities.

37.

Pupils' spiritual, moral, social and cultural development

21. The school actively fosters qualities such as honesty, fairness and caring for one another. Teachers model these values themselves, for example, in the way they listen to and respect pupils' views and opinions. There are opportunities for pupils to exercise some personal responsibility, for example, through taking turns as 'class helpers', or to show compassion, for example, through contributing to charitable causes. Pupils are encouraged to consider what is right and what is wrong through, for example, helping to draw up rules for the school or the classroom. They experience a sense of belonging and wellbeing which supports their personal growth. Parents overwhelmingly feel that the values and attitudes of the school have a positive effect on their children, and inspection evidence endorses this view.
22. Last year the Reception pupils were involved in a wide-ranging project to improve the quality of their immediate surroundings. They designed a new play area and helped translate their ideas from imagination to reality. They learned important lessons about how they can control and improve the quality of their own lives. The project was part of the Architects in Schools' project and has recently won a Healthy Norfolk Schools' award. It has made an outstanding contribution to the spiritual and social development of the children involved, and has had a beneficial and far-reaching impact on the school as a whole.
23. In the last inspection, the school was praised for its provision for pupils' moral, social and cultural development. The strengths identified at that time are still evident. However, there are relative weaknesses which need to be addressed in order for the school to realise the ambitious aims outlined in its teaching and learning policy statement. In the Reception classes, children's personal and social development is planned as part of their curriculum. For the older pupils in the school, there is effective planning to ensure that children understand how to choose a healthy lifestyle. This has resulted in the school gaining a Healthy Norfolk Schools' award. However, arrangements to plan other aspects of children's personal and social development are not yet in place. There is some good practice, but it is not coherent or consistent. The school has recognised this deficiency, and has begun to consult on formulating a policy for this area.
24. The use of assemblies to promote children's spiritual, moral, social and cultural development is often outstanding. For example, at the time of the inspection former pupils from the neighbouring middle school talked about their observance of the Hindu festival of Diwali, explaining their customs, showing their special costumes and demonstrating dance movements. Pupils were invited to consider the significance of the festival for the Hindu faith community, and in what ways it was similar to the significance of Christmas for Christians. On another day, children were invited to reflect on darkness and to write a poem together to explore what it meant for them. Assemblies are held daily and have a key place in celebrating the school as a community.
25. Pupils' understanding of their own culture, and of the richness and diversity of other cultures, is further

enhanced by visits to places of interest and by visitors to the school. For example, groups of pupils have recently visited the Castle Museum in Norwich and the Elizabethan House Museum in Great Yarmouth to support their historical studies. Recently, artists, craftspeople and performers visiting the school included a willow sculptor (whose work adorns the newly developed inner courtyard), a storyteller and a theatre company.

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

26. The school provides a secure and stimulating environment with caring and welcoming staff. All staff contribute positively to the very good support for pupils' guidance, welfare and health and safety. This provision is a strength.
27. The teachers have recently implemented a 'Pupil Tracking System' to monitor academic progress. This system is not yet fully effective as there is insufficient analysis of data to link it to assessment. Procedures for monitoring attendance and behaviour are good. There is a comprehensive policy for behaviour but the use of rewards is not applied consistently. The consistent promotion of high standards of behaviour and discipline makes a significant contribution to the pupils' well being. Pupils' personal development is enhanced effectively by visits and visitors in school, and by the opportunities created through the Healthy Norfolk Schools' award and the Architects in Schools' project.
28. There are good, clearly documented procedures in place to support child protection. The headteacher is the designated officer and both he and the special education needs coordinator have undertaken training. All staff are aware of the procedures for child protection and the school has good liaison with and support from the appropriate agencies.
29. The school has a comprehensive health and safety policy. All members of staff are aware of their responsibilities with regard to health and safety and they ensure safe practice during lessons and other activities. Presently the school is undergoing a building programme, which has resulted in major changes to some school procedures. Regular negotiations and close liaison with the contractors have enabled the school to implement additional safety measures to ensure the safety and well-being of pupils, parents and staff during this programme of work.

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

30. The school has strong links with parents, the community and local schools. It is a welcoming, stimulating and friendly environment. Good use is made of the school buildings by the local community for a wide range of activities. This use is managed effectively by the site manager.
31. Recent initiatives, such as the Healthy Norfolk Schools' award, the Architects in Schools' project and the Norfolk Schools Environment award projects, undertaken to improve the environment have involved the school successfully working in partnership with several agencies, parents, pupils, the building site manager and individuals from the local community. The fruits of their labour can be seen in the enjoyment of the pupils at play in this stimulating and exciting area.
32. Parental support in school and when pupils learn at home is very good. There is an active 'Friends of Cliff Park First School' who successfully organise a variety of events which are well supported by parents and their extended families. The 'Friends' raise considerable funds which enable the school to purchase extra resources to support pupils' learning. Parents are extremely supportive, they are proud of the school and its achievements, as shown by the strong support identified for many areas in the questionnaire and at the parents' meeting. Inspection findings confirmed the parents' views.
33. Parents are kept well informed of school activities and developments through regular newsletters and meetings. They are informed of the taught curriculum through the termly 'What will my child be learning' information sheets. These are highly thought of by parents. A small number of parents indicated they would like more detail about the curriculum but they acknowledge that teachers are always willing to provide such information on request. Annual reports to parents provide clear judgements and comments

about pupils' achievements. They are free from jargon and usually set targets for future development.

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

50. **Leadership and management**

34. The school benefits greatly from the strong leadership and educational direction provided by the headteacher and from the positive support of the governing body. The headteacher is highly regarded by the community served by the school and by parents. In assemblies he models good teaching effectively, setting high standards and expectations for his colleagues. Since being appointed he has introduced a significant number of appropriate innovations to support school improvement, for example, extending the role of subject leaders to include monitoring and evaluation of their subjects, and in the case of the core subjects, introducing target setting. The range and quality of these innovations make the school well placed to undertake further improvement.

35. Procedures for monitoring, evaluating and supporting teaching and curriculum development are effective. Arrangements enabling teachers to attend training and keep up-to-date are well organised. For example, all teachers have benefited from the support of the subject leader for English and her endeavours have resulted in the effective introduction of the National Literacy Strategy.

36. Proposals and strategies for school improvement are expressed clearly in the school's management plan. This identifies relevant priorities and targets, outlines the actions to be taken, and includes appropriate arrangements to evaluate progress. Governors, the headteacher, senior managers and teachers all contribute effectively to the partnership which promotes the plan and ensures it is accessible to all interested parties.

37. The school has suitable aims, values and policies which focus on the achievement of high standards and the wellbeing of pupils. These aims are reflected appropriately through all its work. However, not enough is done to ensure that the aim to enable pupils to become independent learners, is included in teachers' planning and is applied consistently across the school.

38. The school has a positive ethos which reflects its commitment to high achievement consistently. An effective learning environment with equality of opportunity for all pupils is provided. Good relationships between pupils and their teachers and between adults in the school make a significant contribution to this positive ethos.

39. The governing body complies with all statutory requirements fully.

56. **Staffing, accommodation and learning resources**

40. The school has an appropriate number of qualified and experienced teaching and support staff. They are hardworking and provide good support for each other and for the pupils. Classroom assistants and other support staff make a particularly strong contribution to the life of the school. Support for pupils with special educational needs is very good.

41. Arrangements for the appraisal and professional development of staff are very good. Training opportunities are linked appropriately to the priorities identified in the school development plan. The school has a good induction and support programme for teachers new to the school and for newly qualified teachers.

42. The school provides a stimulating and exciting environment for learning. The quality and diversity of displays and artefacts throughout the school is very good and makes a positive contribution to the ethos of the school. The school site is suitably stimulating and offers pupils a range of activities which capture their interest. There are activity areas and quiet areas which the pupils use well. An inner courtyard provides pupils with an opportunity to study the environment, grow plants and study pond life. The under fives have their own stimulating and exciting play area. This promotes the use of different textures well.
43. The accommodation is clean and well maintained. The siting of the school library in a mobile, which is also used as a classroom, is unsuitable. This arrangement causes disruption to pupils undertaking their normal lessons and restricts pupils' access to books for research and independent learning during group or class work. The school does not have sufficient provision for the storage of resources, either centrally or in classrooms.
44. Resources for learning are generally adequate and in good condition. However, there are several areas where improvements are needed. These include art, history, science, design and technology, religious education and information technology.
61. **The efficiency of the school**
45. Procedures for financial planning are good. The finance committee of the governing body is effective and arrangements for liaison between the governing body, the headteacher and the administrative support staff with responsibility for financial control, are very good. Administrative support staff regularly provide detailed reports which offer clear explanations of all aspects of spending and budget control.
46. The governing body is successful in matching the available resources to the school's priorities for educational developments through its management plan. This plan sets out clearly what the school is hoping to achieve and how this will be undertaken. It also includes predictions of how resources are likely to be allocated to meet the future needs of the school. However, arrangements to measure the effectiveness of spending in terms of the value for money provided by these initiatives are not developed sufficiently well.
47. The school makes satisfactory use of the available staff, accommodation and learning resources.
48. Funds allocated for the support of pupils with special educational needs are used appropriately. The school is also benefiting from significant additional funding to provide extra accommodation and to reduce class sizes. Detailed planning is ensuring the appropriate use of this funding. However, the arrangements to reduce class sizes have resulted in uneven numbers of pupils in classes in Year 2. This situation is unlikely to be resolved until the project to create additional classrooms is completed.
49. Arrangements for financial control and day-to-day administration are efficient and effective. The most recent scrutiny of these arrangements by the auditors did not identify any significant weaknesses. The school allocates a higher proportion of its budget to administrative support than the majority of similar schools. However, the time and expertise which this allocation provides makes a very positive contribution to the smooth operation of the school. For example, it enables those responsible, such as subject leaders, to monitor progress of the financial resources for which they have charge.
50. Taking into account the educational standards achieved and the quality of education provided, in relation to the background of pupils, attainment on entry and the use of resources, this school provides satisfactory value for money.

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

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

51. Attainment on entry is average for pupils under five and, by the age of five, these children exceed the expectations in all six areas of learning.

52. The quality of teaching is good. Teachers have a clear understanding of the knowledge, skills and understanding which children of this age are expected to gain. Teaching is planned effectively to cover the desirable learning outcomes. Baseline assessment is used to inform teachers' planning and practice, although there is an inconsistency of interpretation of the data gathered. Classroom observations and notes are used regularly to inform about pupils' progress and to address their needs.

69. *Language and literacy*

53. Pupils' language and literacy skills are well developed. The children successfully communicate their ideas and requirements to teachers and peers. Particular attention is given to the extension of their vocabulary and this enables pupils to explore texts in literacy sessions with confidence and competence, as seen in their use of comparative language when discussing a book about babies. Children recognise their written names and begin to recognise other familiar words. They enjoy listening to stories and looking at books. Some are beginning to read familiar texts with confidence and enjoyment.

54. The children are developing their writing through formal practice of writing patterns and through role-play activities. A few produce recognisable key words independently whilst others delight in writing out their alphabet and contributing to the class book on initial sounds. Most are using emergent writing patterns freely and drawing pictures related to their writing.

55. Teaching of literacy is good. Elements of the literacy strategy are used to promote successfully early reading and writing skills. Regular features include shared text with big books and guided reading sessions. Sessions are well planned but timetabling across the day often means several passive activities coming together, which on occasion leads to tiredness and restlessness.

72. *Mathematics*

73. Attainment in mathematics exceeds expectations. They learn to count forwards and backwards, to understand early number bonds and to observe patterns, shapes and sequences. They recognise numbers, and their understanding of addition and subtraction is growing. The children are encouraged to use their mathematical skills in other activities such as matching games, counting registration numbers and working out differences. They count themselves and toys, and work out number place values by counting on from different start points on a number line. Teaching is good. There are clear daily plans in place for the subject, and progression in key concepts for number is ensured by planned rehearsal and consolidation opportunities. Daily observations take place from which the teachers set targets for the next day's work. Teachers are effective in their guidance, reminding children of the day's number focus, the correct formation of written numbers, and checking and discussing early number bonds with the children. These support learning well and enable the children to explore numbers with confidence.

72. *Knowledge and understanding of the world*

1. Pupils receive regular opportunities to explore the world around them and to come to an understanding of their surroundings. They examine materials and make links between the clothes they wear and the animals that produce the natural fibres, as with their work on wool. Children communicate their understanding through talking, drawing and practical experiences.

2. Teaching is satisfactory and planning ensures children have regular opportunities for 'free' exploration of

materials and to make observations based on the use of their senses. Good use is made of well chosen resources to support discovery and discussion.

75. *Creative development*

3. Children's creative and aesthetic understanding and skills are developing well. These are further extended through the use of a variety of media such as drawing, painting and modelling. The outdoor environment supports their appreciation of art effectively. The wealth of wall paintings and the use of different materials for building structures contributes significantly to the good progress pupils make. This is the result of a recent and worthwhile Architects in Schools' project.
4. Children receive many opportunities to explore music through daily singing of familiar songs and rhymes and use of percussion instruments. They respond well during these activities.

77. *Social and personal development*

78. Pupils' social skills are well developed. They learn to share and collaborate from the time they start in school. Good use is made of snack times to reinforce social behaviour. Throughout children enjoy the activities they are engaged in and show curiosity and interest about everything around them. Occasionally higher-attaining pupils do not receive adequate extension of this natural curiosity to promote their learning further, as some activities are limited in their outcomes. Good use is made of role-play and tabletop activities to promote the children's literacy and numeracy skills. Teaching is generally good and discussions between teachers and children promote their linguistic skills and extend their vocabulary within social and play contexts.

77. *Physical development*

79. Children receive regular opportunities to engage in physical activities through the use of outdoor play equipment and physical education lessons. They are generally well coordinated and control their bodies well when making large or small movements. They learn to control small games equipment and further their fine motor skills through writing and control technology.

77. ENGLISH, MATHEMATICS AND SCIENCE

77. English

1. The most recent national tests (1999) for the end of Key Stage 1 show attainment in reading and spelling to be below the national average. Attainment in writing for the same tests is above average. The same pattern is evident when comparisons are made with similar schools. In recent years attainment in writing by the end of Key Stage 1 has risen significantly. Those for reading have been below average for the last two years.
2. Although overall standards in writing are above average the proportion of pupils attaining higher levels is significantly lower than is found nationally. The proportion attaining higher levels in reading is well below average. In both reading and writing girls attain higher standards than boys. The pattern for those attaining the higher levels in both aspects of the subject is similar.
3. Inspection findings show that attainment in writing in Key Stage 1 is above average. This pattern is continued in the first year of Key Stage 2. Measures introduced by the school to raise standards in reading and spelling are bringing about rapid improvement and attainment in lessons in Key Stage 1 is similar to that found nationally. Attainment in reading in the first year of Key Stage 2 remains slightly below the national standard. Pupils with special educational needs make good progress towards the targets in their individual education plans.
4. The previous inspection stated that attainment in English was broadly in line with that found nationally and that a significant proportion of pupils exceeded the national average in reading. The full range of evidence points to attainment in reading being broadly in line with that found nationally. Attainment in writing has risen and standards are above average.
5. Standards in speaking and listening are broadly in line with expectations. Throughout the school, pupils demonstrate the accuracy of their listening by responding appropriately to questions from their teachers. Some pupils are not sufficiently confident when speaking or reading to groups or to their class during shared work. However, teachers provide frequent opportunities for pupils to develop their abilities and encourage them with sensitivity.
6. In reading and spelling standards are rising as teachers apply strategies consistently throughout the school. For instance, pupils successfully use phonic clues when trying to read or spell challenging words. They understand the structure of books written for different purposes and many explain the main differences between fictional and non-fictional texts. The best readers in both key stages place emphasis on important words and read with increasing expression. The use of the 'home reading corner' by many children, often accompanied by their parents, is making a significant contribution to raising standards in this aspect of the subject.
7. When writing the youngest pupils in Key Stage 1 apply consistently the main rules of punctuation, such as the use of capital letters at the beginning of sentences and full stops at the end. Lower-attaining younger pupils often read back what they have written accurately. Older pupils and those in the first year of Key Stage 2 write well. They are beginning to write appropriately for a range of purposes, such as narrative, poetry and to give instructions. They punctuate accurately to delineate sentences and use a range of connectives to give their writing variety. Most younger pupils form their letters legibly and consistently. Older and higher-attaining pupils write neatly and the most able use joined handwriting.
8. Throughout the school pupils show good attitudes to their learning. They are usually enthusiastic and cooperate well in shared and group activities. Higher-attaining pupils show suitable independence but there are too few opportunities for them to develop this ability and apply their knowledge. For example, they are

sometimes given work sheets to complete when they are capable of writing their own versions of well known stories.

9. The quality of teaching in English is satisfactory in Key Stage 1 and good in the first year of Key Stage 2. Teachers' subject knowledge is sound and has benefited greatly from the opportunities for development provided by the introduction of the National Literacy Strategy. Planning is a particular strength of the teaching. Medium-term plans are linked coherently to daily lesson plans. These contain clear information about what it is intended pupils will learn. In some lessons these learning intentions are not shared with pupils in sufficient detail. Similarly at the end of some literacy lessons teachers do not always give enough attention to finding out what pupils have learned.
10. Teachers use day-to-day assessment well to respond to the learning needs of their pupils, and procedures for assessing the attainment and progress of pupils over time are satisfactory. However, in some cases the information recorded in these procedures does not reflect the ability of the pupils accurately. As a result this information is not always used effectively to identify what should be taught next. This is particularly true in the case of some potentially higher-attaining pupils for whom teachers' expectations are not sufficiently high.
11. Teachers use homework effectively to extend pupils' knowledge and understanding, especially in reading and spelling. Pupils learn spellings at home each week before being tested at school.
12. Pupils and staff benefit greatly from the effective work of the subject leader who has led the successful introduction of the National Literacy Strategy. This is raising standards in reading and spelling. However, the principles and methods advocated by the strategy are not used sufficiently to support pupils' writing in other subjects. A significant exception to this is the example set by the headteacher in assemblies, where he extends pupils' understanding of poetry. The subject leader has also ensured that sufficient resources are available to support learning in literacy and that there are enough up-to-date books in the library.

91. **Mathematics**

13. In the most recent national tests for seven year-olds (1999) the proportion of pupils attaining the expected standard was around the national average and comparable to schools with pupils from similar backgrounds. The proportion of pupils attaining a higher standard, however, was well below average. These results are similar to those achieved in the previous few years.
14. By the age of seven, most pupils have a sound mental recall of the numbers which add up to ten. They count forwards and backwards in tens to a hundred. They know that addition is the opposite of subtraction and use this knowledge to check their calculations. They know about odd and even numbers, and understand halves and quarters. They recognise and know the names of many two-dimensional shapes and can describe their properties correctly.
15. During Year 3, attainment continues to be at the expected levels for pupils of this age. For example, many pupils have developed an understanding of place value in numbers up to 1000 and use this to estimate the number of pencils in a box or the number of pieces of pasta in a jar.
16. Most pupils in the school are making satisfactory progress in developing the range of knowledge, skills and understanding for mathematics. For example, they improve the speed with which they recall number facts and learn to write two or three digit numbers with increasing confidence. Throughout the school, however, many higher-attaining pupils are not making as much progress as they should. Pupils with special educational needs, on the other hand, are generally making good progress. Their learning needs are accurately identified and good support is given to enable them to attain at an appropriate level.
17. Most pupils enjoy their mathematics lessons. They are keen to answer their teacher's questions and take

part in the various counting activities. They readily explain how they work things out, and generally listen carefully to one another. In some classes they collaborate successfully, in pairs or in small groups, though in others these skills are not so well developed. Pupils generally concentrate hard, though in some lessons they become restless and noisy, particularly when there is a lack of variety or pace. For the most part, however, pupils' behaviour in mathematics lessons is good.

18. The teaching of mathematics is satisfactory, and much of it is good. Teachers have worked hard to implement the numeracy strategy, and most have a sound understanding of its principles. They have broadened their range of teaching methods, though some teachers are not yet wholly confident in applying them all. They plan their lessons thoroughly, in order to ensure that all pupils have work which is neither too hard nor too easy for them. They help pupils to learn correct mathematical terms. A wide variety of resources, for example, number squares and counting sticks, are used to good effect to help pupils develop their skills of calculating mentally.
19. In the best lessons activities are interesting and challenging, even for the higher-attainers. For example, children are required to search for patterns or investigate a problem. They are helped to review their work so that they have a better understanding of what they need to learn next. Where this occurs, it has a positive impact on the progress pupils make.
20. Pupils are given suitable opportunities to apply their numeracy skills in other subjects. For example, they refer to time lines in history and use their measuring skills in science and in design and technology lessons.
21. The weaknesses in developing the subject which were noted at the time of the last inspection have been addressed. A comprehensive audit of the school's provision has been completed, and an action plan is currently being formulated to effect the necessary improvements. The recent provision for staff training has been good. Developments are being effectively coordinated by the subject leader.

100. **Science**

22. Teachers' assessments of the pupils' achievements at the end of Key stage 1 in 1998 and 1999 indicate that attainment exceeds national averages in each year. Attainment in comparison with schools in similar contexts are broadly average. Teachers' assessments over the past four years show attainment in science has risen in successive years.
23. Evidence gathered in the inspection, from observation in lessons and from previous work, indicates that, by the end of Key Stage 1, pupils' attainment is broadly average and in Year 3 is above average.
24. By the age of seven, pupils recognise and name common types of materials and they know that these materials are used in a variety of ways. They understand how to classify materials by their properties and begin to explore change. Higher-attaining pupils go on to identify accurately where heat or mixture has changed materials. Pupils understand how sounds are made. They know that animals, including humans, grow, feed and use their senses.
25. In Year 3 they accurately explore light and its relation to energy. They understand that light travels in a straight line and when blocked by an object that a shadow will form. They explain clearly where materials are transparent, translucent or opaque.
26. Pupils make satisfactory progress overall in Key Stage 1 and this is accelerated in Year 3. Particular progress is made in experimental and investigative work, which is given an appropriate focus by teachers throughout the lessons seen. Pupils make accurate observations and record these correctly through the use of pictorial tables in Year 1 and Year 2. In Year 3 they are developing sound early research skills and use tables precisely. In a few instances progress is hampered by the use of inappropriate recording methods which rely too much on English skills rather than recording accurate observations. The end result of this is that some pupils struggle to complete work and then have insufficient data recorded from which they can retrieve information.

27. Pupils enjoy science lessons and join in with their group and individual tasks with enthusiasm. In some lessons in Year 1 and Year 2 there is restlessness at the beginning of lessons due to previous activities of a passive nature. This quickly passes when the pupils move into their practical tasks. Pupils respond well to teachers' questioning and are eager to contribute their knowledge and understanding in discussions.
28. In Year 3 the levels of motivation are good and this precludes any off-task behaviour. Throughout their work pupils are responsive to health and safety issues and collaborate well with one another.
29. Teaching throughout the school is never less than satisfactory and in Year 3 it is good. Teachers have secure knowledge of the subject and are effective in providing appropriate activities for pupils of different attainment levels. They plan well for the subject and have clear learning objectives for their lessons. They are highly successful in sharing these with their pupils. This provides pupils with an understood purpose for learning. Teachers make good use of technical terms and encourage pupils to follow their example. They also provide pupils with appropriate texts to support their discoveries both within science lessons and during the literacy hour.
109. The leadership of the subject is good. The newly appointed subject leader provides clear educational direction for the subject's future within a development plan. This plan contains long and short-term aims, which match the school's priorities for adoption of the Qualifications and Curriculum Authority (QCA) national guidance, assessment for the subject and further professional development for staff. This recent plan is already having a positive impact on teaching and learning. A thorough audit has taken place of resources and these are satisfactory to meet the needs of the curriculum. They are based in classrooms and are easily accessible for pupils and their teachers.

108. **OTHER SUBJECTS OR COURSES**

108. **Art**

1. No lessons were seen during the period of the inspection. Judgements are therefore based on looking at samples of pupils' work and discussions with pupils. This work and displays around the school show that pupils make good progress. Work seen also demonstrates that art is used appropriately to support other subjects, such as shadow work in science and cultural displays in religious education. Pupils match colours and use their sketchbooks to explore colour mixing and tones. They show an early understanding of proportion and the use of shading.
2. Pupils use art confidently to explore ideas and feelings. They link this well to literacy as with their poetry trail around the school and their work on bonfires and fireworks.

Design and Technology

112. No lessons were observed during the inspection and judgements are based on the scrutiny of pupils' work and on discussions with pupils about their work.
1. Throughout the school pupils make satisfactory progress. The youngest ones explain clearly what their intentions are regarding things they are making and apply techniques appropriately to making simple models. Their involvement in planning developments on the school site as part of the Architects in Schools' programme is an excellent example of this type of project. It has contributed significantly to pupils' understanding and to the application of their ideas to a major design and technology initiative.
 2. In many parts of the school well organised displays are enabling pupils to increase their knowledge and understanding of the properties of various natural and synthetic materials and they are able to explain how

these materials can be used in products.

3. Models made by older pupils as part of a project on wheels show a wide variation in quality. The best models are skillfully made from construction kits. However, some do not have any reference to the planning stages of development.
4. An adequate range of tools and construction kits is available for younger pupils to develop their skills. However, older pupils are provided for less well.

Geography

5. Only one lesson was observed during the inspection and judgements are based on this and on the scrutiny of samples of pupils' work and on discussions with pupils.
6. Throughout the school pupils make satisfactory progress. In Year 2 they locate where they live accurately on maps of the British Isles. They also identify the position of some major cities and many European countries correctly on large scale maps of the continent. Many pupils in Year 2 have undertaken research to find out what 'Barnaby Bear' would need to take with him on visits to countries such as Spain and Egypt. Through this, their understanding of climatic conditions in contrasting countries is developing well.
7. Pupils have studied London through the eyes of a tourist. They know the names of landmarks such as Nelsons Column and the Houses of Parliament and explain their significance to the capital city. Towards the end of Key Stage 1 many select information from the sources provided by their teachers and ask questions based on this information. They are also beginning to use appropriate geographical vocabulary, explaining terms such as capital city, island and continent correctly.

History

8. Pupils throughout the school make satisfactory progress in history. They gain knowledge about key events such as the Great Fire of London or about ancient civilisations such as the Egyptians. They ask and answer questions about the past, using information from a variety of sources. During the inspection, for example, a Year 2 class examined a portrait of members of a wealthy Stuart family and drew simple conclusions about their lifestyle.
9. Pupils enjoy finding out about the past. They like to listen to stories or descriptions of different ways of life. They work hard at the activities they are given to do, particularly if their imagination is fired. Year 1 pupils, for instance, were excited by the old household artefacts they examined and made very careful drawings of them. They showed great interest in the differences between the way that chores are done now, and how they were done in former times.
10. The school is currently using the optional national scheme of work for history on a trial basis. This is giving effective support for teachers in selecting suitable activities and ways of working. Weekly planning pays due attention to developing historical skills, though in most lessons teachers do not expect enough of higher- attaining pupils. In the two lessons observed, teachers had a thorough understanding of the topic and relayed it well to the children. They asked questions which drew attention to how we know what the past was like. The pace of work was steady, and pupils were well organised and managed.
11. Resources are adequate, though spending has been limited in recent years. Good use is made of visits to museums and other places of historical interest to stimulate pupils' further work. Children are encouraged to use information technology, such as CD-ROMs, in their historical studies.

123. Information Technology

12. Attainment in information technology reaches the levels expected by the end of Key Stage 1 and Year 3. Seven year-old pupils make good use of word processors to write descriptions or poems. They use a

computer graphics package to create pictures and are able to select different tools to produce the effect they want. They also search successfully for the information they need on a CD-ROM. Eight year-olds continue to develop their capability in these areas. The school has a web site to which pupils are beginning to contribute.

13. Most pupils are making satisfactory progress in developing their information technology capability. For example, their confidence in handling the keyboard and mouse increases, and they learn to make use of more of the possibilities that programs have to offer. Pupils enjoy using computers and are very keen to learn more about them. They pay close attention to instructions and offer to demonstrate their expertise to their teachers and to visitors. Those who have computers at home share their knowledge with others and teachers create good opportunities for them to do so.
14. Information technology skills are regularly taught to all classes. This is generally done satisfactorily, and sometimes well. A few teachers have high levels of personal expertise, while others have much less confidence. Most plan appropriate tasks which enable pupils to extend their information technology capability and to practice their skills. Pupils are also given opportunities to use information technology to enhance their learning in other subjects. During the inspection, for example, Year 2 pupils in a literacy lesson used a word processor to list words ending in 'ing', and Year 3 pupils in a history lesson found information about life in Ancient Egypt from a CD-ROM. The development of pupils' information technology skills is regularly assessed and there are plans to enhance this further by introducing certificates of competence.
15. Information technology equipment has been upgraded over the past few years but the number of modern computers currently falls below the recommended minimum for a school of this size. However, the school is about to receive additional funding to improve its provision. A comprehensive plan has been drawn up to indicate how the money will be spent. The plan includes proposals for staff training to ensure that the best use is made of new hardware and software. The energetic subject leader gives a high level of support to colleagues and has played a key part in ensuring that resources are used well. Current deficiencies mean that the school has not maintained the high standards noted at the time of the last inspection. However, it is well placed to make the necessary improvements.

127. **Music**

16. Only one lesson was observed, for Year 2, during the inspection. Judgements are also based on discussions with pupils, observations of assemblies, a 'Time and Tune' taped music session and examination of teachers' plans. Pupils made good progress in the lesson observed. They repeat voice patterns and identify short and long notes successfully. They follow rounds in two and four parts maintaining the word flow and beat and successfully accompany their singing using tuned and untuned percussion instruments to represent beat and contextual sound.
17. In assemblies and other sessions pupils sing harmoniously and read simple scores. Pupils who are talented instrumentalists take turns in playing the music for assemblies, developing confidence alongside their growing competence, as seen with one pupil playing 'William Tell'.
18. Pupils make good progress within the subject and their understanding of music is developed effectively by a range of activities, which include singing, listening to music, developing a story line through songs and playing musical instruments. The use of the specialist teacher to lead all main music lessons across the school has a particularly positive impact on pupils' understanding.
19. Pupils enjoy music and respond well to all opportunities provided. They follow instructions, listen well and take good care of the instruments they play.
20. The specialist teaching of the subject is good. General teaching within other opportunities is always satisfactory and builds on the key skills introduced in lessons successfully. Teachers are aware of the

importance of music to express feelings and to enhance cultural understanding. This is evident in the singing of songs regarding care of the environment and the use of music and dance when sharing the traditions and beliefs based on Diwali during assemblies.

132. **Physical Education**

21. During the inspection only three lessons were observed. In each of these lessons pupils made good progress. In gymnastics and dance the youngest pupils respond well and are enthusiastic learners. They listen attentively to instructions and move with appropriate control. They also conduct themselves safely, making good use of space during dance. They are very aware of each other when using apparatus to develop their gymnastics skills. The quality of teaching in these lessons is good. Teachers structure their lessons well and include periods for pupils to warm up and to cool down. They also create opportunities for pupils to make informed choices about how they move and for them to evaluate the quality of their own work and that of others. Pupils respond well to these opportunities.
22. In swimming lower-attaining older pupils make good progress. They are gaining confidence and are not afraid to put their faces in the water. Their abilities to float and to move through the water on their fronts and on their backs are developing well. This progress is a result of good teaching in which activities are well matched to pupils' abilities and teaching points are phrased in language which pupils can understand.
23. The school provides a good programme of additional activities. These include an after school football club and lunchtime games activities. During the lunchtime games, pupils respond well to the effective leadership of their classroom support assistant.

135. **Religious Education**

24. Pupils make satisfactory progress in religious education by the age of seven and in Year 3. They know key facts about Christianity and other major world faiths, and consider in simple ways how values and beliefs influence the way people live their lives. For example, Year 2 pupils retell the Christmas story, remembering the main events and the order in which they happened. Pupils in Year 3 know about practices of the Jewish faith, for example, how the Seder meal symbolises the flight from Egypt.
25. Pupils build effectively on their own previous experiences and share in those of others. In lessons they listen attentively and work steadily. They show interest in the beliefs and customs of other faith communities, particularly when told about them by other pupils. They strive, often successfully, to understand difficult concepts like religious symbolism. They also show respect for the views of those whose beliefs differ from their own.
26. The quality of teaching in religious education lessons is generally satisfactory and sometimes good. Teachers plan carefully, though they do not always provide activities which are sufficiently interesting or challenging. The extent of their own knowledge is variable and they are not all confident in helping pupils to engage in challenging questions which extend their understanding. However, the contribution made by assemblies in promoting pupils' understanding about religion is particularly good. During the inspection, for example, pupils were invited to reflect on how the values which underpin Christianity and Hinduism are similar.
27. The subject leader for religious education is aware of the strengths and weaknesses in the teaching and gives appropriate support to colleagues. A scheme of work, which is based on the locally agreed syllabus and which incorporates a range of other material, provides effective guidance for planning lessons. Resources are of good quality and include artefacts for major world faiths.

139. **SUMMARY OF INSPECTION EVIDENCE**

140. A team of four inspectors, including a lay inspector, spent a total of 12 inspector days in the school gathering first-hand evidence by:

- ◆ Observing 39 lessons covering the full range of lessons being taught during the four inspection days to all age groups and by all teachers
- ◆ Observing registration sessions
- ◆ Observing assemblies
- ◆ Observing all teachers, teaching lessons in literacy and numeracy
- ◆ Inspecting teachers' planning documents and records
- ◆ Inspecting the policies of the school
- ◆ Inspecting the school development plan, financial returns and written submissions by the headteacher
- ◆ Analysing the performance data available on National Curriculum tests and teacher assessment over the last three years
- ◆ Scrutinising samples of work from pupils
- ◆ Hearing pupils read from their current reading books and interviewing them about reading behaviours
- ◆ Observing displays of pupils' work around the school
- ◆ Having discussions with pupils about their work
- ◆ Observing pupils at play and during lunchtime
- ◆ Holding discussions with the headteacher
- ◆ Holding discussions with the school secretary/administrator
- ◆ Holding discussions with each teacher
- ◆ Holding discussions with the chair of governors and some other members of the governing body
- ◆ Holding discussions with support staff, the caretaker and visitors to the school
- ◆ Analysing parental responses to a questionnaire
- ◆ Holding discussions with 17 parents prior to the inspection week
- ◆ Observing lunchtime dining arrangements
- ◆ Reviewing the provision of books and materials
- ◆ Reviewing the accommodation
- ◆ Receiving learning equipment, including information technology equipment
- ◆ Reviewing attendance registers and pupils' records

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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	250	1	64	38

.. Teachers and classes

.. Qualified teachers (YR – Y3)

Total number of qualified teachers (full-time equivalent):	11
Number of pupils per qualified teacher:	22.73

.. Education support staff (YR – Y3)

Total number of education support staff:	6
Total aggregate hours worked each week:	139

Average class size:	27
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.. **Financial data**

Financial year:	1998/9
	£
Total Income	419392
Total Expenditure	422100
Expenditure per pupil	1687
Balance brought forward from previous year	41425
Balance carried forward to next year	38717

.. **PARENTAL SURVEY**

Number of questionnaires sent out:	230
Number of questionnaires returned:	55

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	33	64	0	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	56	38	5	0	0
The school handles complaints from parents well	18	55	18	2	0
The school gives me a clear understanding of what is taught	33	62	4	2	0
The school keeps me well informed about my child(ren)'s progress	18	67	11	4	0
The school enables my child(ren) to achieve a good standard of work	29	62	7	2	0
The school encourages children to get involved in more than just their daily lessons	31	51	16	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	29	65	2	4	0
The school's values and attitudes have a positive effect on my child(ren)	33	65	2	0	0
The school achieves high standards of good behaviour	29	64	5	0	0
My child(ren) like(s) school	44	47	4	2	0