

# INSPECTION REPORT

## **WESTON FAVELL C E LOWER SCHOOL**

Weston Favell, Northampton

LEA area: Northampton

Unique reference number: 122010

Headteacher: Mrs Carole Haigh

Reporting inspector: Adrian Simm  
21138

Dates of inspection: 25<sup>th</sup> – 29<sup>th</sup> June 2001

Inspection number: 193860

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Controlled
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
School address:	Church Way Weston Favell Northampton
Postcode:	NN4 9XT
Telephone number:	01604 401547
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Graham Rumbold
Date of previous inspection:	28 <sup>th</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21138	Adrian Simm	Registered inspector	Mathematics Science Geography History	What sort of school is it?  How high are the standards?  How well is the school led and managed?  What should the school do to improve further?
9039	Bernard Eyre	Lay inspector		Pupils' attitudes, values and personal development.  How well does the school care for its pupils?  How well does the school work in partnership with parents?
21563	Graham Martin	Team inspector	English Information and Communication Technology Design and Technology Foundation Stage Curriculum Equal Opportunities	How good are the curricular and other opportunities offered to pupils?
30205	Terri Kenna	Team inspector	Art Music Religious Education Physical Education Special Educational Needs	How well are pupils taught?

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

### **INFORMATION ABOUT THE SCHOOL**

Weston Favell Church of England Lower School is a co-educational Voluntary Controlled school for pupils aged between four and nine years. The school is popular. It serves mainly the village of Weston Favell but also surrounding communities of Abington Park and Lumbertubs Way. Around ten per cent of pupils attend the school from out of area. This is by parental choice. The school is average in size and currently educates 199 pupils in eight classes, 105 boys and 94 girls; 38 are reception pupils. Years 1 and 2 pupils are taught together in three parallel classes as are Years 3 and 4 pupils. Approximately two per cent of pupils are eligible for free school meals, which is below the national average. Twelve per cent of pupils come from homes where generally the first language is Punjabi, Arabic, Gujarati or Bengali. About 12 per cent of pupils are on the school's register of special educational needs. Of these, less than one per cent have a statement of Special Educational Need, which is below the national average. Most four-year-olds have attended pre-school provision. Overall attainment of pupils on entry is above the Local Education Authority average. The school is taking part in a local initiative to raise pupils' awareness of sound-combinations in words.

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

This school is effective. By the age of seven, pupils' standards are often very high in reading, writing and mathematics in comparison with schools nationally and high in comparison with similar schools. The school builds on this appropriately for pupils in Years 3 and 4. Pupils' attitudes are very good and their behaviour and personal development are good. The high standards are the result of the very good school leadership that encourages high quality teaching, particularly at Key Stage 1. Pupils who are generally above average in attainment on entry to the school, build on this appropriately by the age of nine when they leave. The school achieves this with funding that is broadly average. Pupils of differing ability and those with English as an additional language, achieve effectively. The school provides good value for money.

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

- Ensures pupils by the age of seven, achieve very high standards in English and art.
- Provides high quality teaching and learning overall but especially at Key Stage 1.
- Takes steps to improve teaching and pupils' standards based upon clear analysis of its work. This is because the school is very well led and all staff with management roles play their full part.
- Recognises quickly the needs of pupils with special educational needs and provides for them very well.
- Makes learning fun, which encourages pupils' enthusiasm for school. Together with parents' support, this ensures very good levels of attendance by pupils.
- Provides very good opportunities for parents to become involved in school life. Many families benefit from this, which makes a significant contribution to the quality of pupils' achievement.
- Provides effective learning opportunities and enrichment of the curriculum through a very good range of clubs and very good links with the community.

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

- The consistency in pupils' achieving very well in mathematics at the end of Year 2 and in maintaining the very high standards achieved overall at the end of Year 2 as pupils move through Years 3 and 4.
- Communication with parents so that all parents are clear about the regularity and content of homework, how their children can join in with the clubs offered outside of lesson time and so that the school can find out at regular intervals what parents feel about the school.
- The extent to which the school links the success of its development-planning to measured improvement in pupils' standards.
- The inadequacy of accommodation particularly for Key Stage 2 pupils, those in the mobile classroom at Key Stage 1 and for all pupils in outdoor activities in physical education.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

A new head teacher and deputy head teacher were appointed soon after the last inspection in May 1997. Together with staff and governors, they have worked very hard to maintain what was good about the school and to improve other areas. Much time was put into improving successfully, all of the areas for development from the last inspection. In addition, the school has introduced ways of checking on pupils' progress, particularly in

English, mathematics and science, and comparing this with other schools. This is used in deciding how to improve the school even more when, on occasions, the school's high expectations are not achieved. Governors have increased their involvement in the planning and monitoring of the overall provision. The accommodation has been improved by enlarging the teaching area for the foundation stage, introducing the library/computer suite and re-siting the school offices for better control of the school entrance. Development has been good overall; very good in the foundation stage.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	C	A	B	C
Writing	A	A	A	B
Mathematics	D	A	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Attainment of pupils on entry to the foundation stage is generally above average. They achieve well and make good progress in all areas of learning. Many pupils exceed the nationally expected learning targets by the time they are five. The results of national assessments taken by the seven-year-olds in the Year 2000 show that writing skills were well above the national average, reading skills were above average and mathematical skills were average. In comparison with similar schools, writing was above average, reading similar but mathematics was below average. Overall, this shows some underachievement in mathematics although a small number of pupils with additional learning difficulties joined the school shortly before the assessments. This affected both these sets of data. The 2000 results dipped from the year before when pupils' attainment was very high against national averages and those of similar schools. The school responded well to this by setting appropriate targets for development that have been exceeded both for those pupils reaching the expected level 2 at the age of seven in 2001 and those attaining better than that at level 3. Once comparative data is collected for 2001 and published from other schools, the school expects to have improved significantly on 2000's results apart from being unclear yet as to how well the higher attainers have done in mathematics. Overall, results are judged to have improved. By the end of Year 4, pupils' attainment remains above national expectations and they achieve appropriately. Standards are good in all subjects apart from art at Key Stage 1 where it is very good, and in ICT and design and technology where standards are satisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They are extremely enthusiastic.
Behaviour, in and out of classrooms	Pupils behave well overall including on the playground. Behaviour is often very good amongst the younger pupils. Movement around the school is orderly and it is exemplary when off site.
Personal development and relationships	Pupil's personal development is good. They work independently, in groups or as part of a full class with ease. They develop an understanding of what it feels like to be trusted.
Attendance	Pupils' attendance is very good.

Overall, pupils work enthusiastically. They are very polite and helpful to visitors. They are learning to give and accept constructive criticism when they work in groups or with partners. They are developing good levels of independence and are confident when contributing their own views to discussions.

## TEACHING AND LEARNING

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

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

Although the teaching and learning observed during the inspection were generally good or better, one member of the teaching staff was absent at Key Stage 2, so the usual picture could not be assessed. The quality of teaching and learning during the inspection indicates it has improved from the last inspection. Teaching and learning were satisfactory or better in all lessons seen. Of these 73 per cent were good or better and 25 per cent very good or better. Teaching and learning were the strongest at Key Stage 1 where 90 per cent of lessons were good or better. At the foundation stage and Key Stage 2, approximately 60 per cent of teaching was good or better. The teaching of English and mathematics is good at both Key Stage 1 and at Key Stage 2 with appropriate opportunities given by all staff for pupils to achieve well in literacy and numeracy skills in a broad range of lessons. In the best lessons, teachers differentiate activities to ensure that learning opportunities are provided for all pupils regardless of ability. Pupils are very clear what is expected of them in lessons and in attitudes, and the targets set are challenging. Effective questioning and subtle prompts allow pupils to learn effectively without being told 'the answers'. The best teachers motivate and engage the pupils through their own enthusiasm and broad subject knowledge. On occasions, there are weaker features to lessons. Here, teaching moves too quickly for some pupils to be clear of what is expected of them or for them to build on their learning from previous lessons. This provides a missed opportunity for the teacher to know just how well pupils are understanding. At times, additional work to extend pupils who have completed their work sooner than expected, is insufficiently challenging.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements and gives pupils a broad and worthwhile experience of all the subjects. It provides challenge for pupils of all attainment levels. The school offers a very good range of activities outside of lessons, including at lunchtime. The majority of parents appreciate these activities for their children.
Provision for pupils with special educational needs	Pupils with special educational needs make very good progress on work designed especially for them.
Provision for pupils with English as an additional language	Most pupils speak English well and additional support is not required. Pupils who speak little English initially, are supported well by the school's early language support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Staff have high expectations of pupils' personal development and act as good role models. Pupils develop a mature understanding of their moral and social responsibilities. Good provision is made for spiritual development and for pupils to appreciate a range of cultural traditions.
How well the school cares for its pupils	Very good procedures are in place for assessing and monitoring pupils' work and their progress in English, mathematics and science. The results of these are used consistently to help plan for the next stage of learning and to raise standards. Assessment procedures are less formal in other subjects. The school has plans to improve this. Pupils' welfare is looked after appropriately.

The school has an ethos of care and concern for the needs of its pupils, which sets a good model for the pupil's own responses to one another. The school's links with parents are good. The procedures adopted to ensure that risk assessments are conducted for outside visits are good, but the school has no equivalent arrangement to ensure that formal risk assessments are conducted within the school. For example, the school has not considered under this process, the number of lunchtime staff it needs for the safe supervision of pupils on what is an awkwardly shaped playground.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is very good and the head teacher ensures a very clear educational direction for the school. All staff with senior management, curriculum or other responsibilities, lead their areas effectively and with enthusiasm.
How well the governors fulfil their responsibilities	Overall, the governors' contribution to the school is good although information about the next election of parent governors was only introduced into this year's Governors' Annual Report to parents during the inspection week. Governors set targets for raising standards; they monitor these targets and work hard to ensure they are achieved.
The school's evaluation of its performance	Overall, the school has a very good approach to self-evaluation. It uses a range of techniques to monitor and analyse its effectiveness. The results of monitoring are used for school planning. Procedures are still evolving although they do not yet use sufficiently, improvement in pupils' standards as a success measure for the school's development planning.
The strategic use of resources	The school's development plan reflects the main areas for development and sets these out well with costings that are monitored throughout the year. Financial management and control are satisfactory.

Staffing levels and learning resources are good; resources for music and art are very good. Whilst the accommodation is used well and staff work hard to overcome cramped and at times, noisy teaching areas, overall the accommodation is unsatisfactory. The governors are aware of this and have been taking steps to improve the accommodation. Despite regular cleaning, toilet facilities, particularly for the boys, are not wholly suitable. The school's refuse awaiting collection was easily accessible to pupils on the playground, which is inappropriate. This was improved immediately after the inspection. Governors have a good impression of the school's strengths and areas for development, although they were surprised by the extent of parental concerns expressed to inspectors by a significant minority of parents. The principles of best value are applied well. The school is increasingly measuring its effectiveness against other schools. It seeks to obtain the most cost-effective ways of improving the school. However, it does not yet measure itself in other ways such as by questionnaires or other such communication with parents.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The teaching is good.</li> <li>• Pupils make good progress in their work.</li> <li>• Pupils' behaviour in school is good.</li> <li>• The school expects children to achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside of lessons.</li> <li>• The amount of work pupils do at home.</li> <li>• Knowing how well their children are getting on.</li> <li>• How closely the school works with parents.</li> </ul>

Inspectors agree with what pleases parents about the school. In relation to areas that a significant minority of parents would like to see improved, inspectors consider that for the number of staff available, the school offers a very good range of activities outside of lessons. However, the way in which pupils opt for joining the clubs could be explained more clearly and organised more effectively. The current amount of homework described in the school's homework policy is appropriate but it is not met in reality. Mathematics homework once each half term is insufficient. Some parents are unclear how often to expect homework. Overall, the school works very closely with parents. Since the inspection, it now provides clearer information in the governors' annual report to parents about pupils' standards overall, in comparison with other schools. The school recognises that it could improve ways of finding out how parents feel about their children's education.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

## The school's results and pupils' achievements

- 1 Attainment of pupils on entry to the school in the foundation stage is variable but generally above average. Most pupils have attended pre-school provision and initial school assessments show that all children have developed appropriate early skills in reading, writing and numeracy. They achieve well in the reception class and make good progress in all areas of learning. Many pupils exceed the nationally expected learning targets by the time they are five years of age, in all areas of learning. Children with special educational needs are well supported in their learning; they make very good progress towards their targets in the foundation stage and participate fully in all activities.
- 2 The results of national assessments taken by the seven-year-old pupils in the Year 2000 show that their writing skills were well above the national average, reading skills were above and mathematical skills were similar to national expectations. In comparison with similar schools in the Year 2000, this means that writing was above average, reading similar but mathematics was below the national average. In comparison with the pupils' attainment on entry to the foundation stage, this points to some underachievement in mathematics. However, a small number of pupils with additional learning difficulties joined the school shortly before the assessments, which affected standards overall. The 2000 results were down on the year before when pupils' attainment was very high against national averages and those of similar schools in the three areas tested. The school responded well to last year's dip in results by setting appropriate targets for development. These have been exceeded both for those pupils reaching the expected level at the age of seven years of Level 2 and those attaining better than that at Level 3. Once comparative data is collected and published from other schools, the school expects to have improved significantly on last year's results apart from being unclear yet as to how well the higher attainers have done in mathematics. Overall, results are judged to have improved.
- 3 By the end of Year 4, pupils' attainment remains above national expectations and they achieve appropriately given their higher than average attainment on entry to the school. The school is putting much effort into maintaining a consistency in pupils' attainment that is high in English and mathematics. Good use has been made of additional support to target Year 2 pupils who with an extra boost, could achieve better, particularly in mathematics.
- 4 Pupils with special educational needs are identified early and set appropriate learning targets. Pupils needing additional or specialist support are also identified early and appropriate measures are taken. This ensures that all pupils with special educational needs are suitably challenged, and make very good progress.
- 5 Inspection evidence reveals that in English, pupils make good progress in the development of their speaking and listening skills throughout the school. Pupils pay good attention to the teaching points in lessons and they follow a sequence of instructions carefully. When asked to give an opinion, such as their views about the qualities of a story, they offer clearly thought out reasons why they like or dislike the work. Older pupils explain the reasons why they find the characters in a story appealing, or that they like the language in a story because the adjectives are very descriptive. Standards of spelling are good. The pupils learn key spelling methods and their interest in books helps them to develop a good spelling vocabulary. By the end of Year 4 all pupils have achieved appropriately in reading and writing and they attain a

very good standard in these key skills. Most pupils have a reading vocabulary above that of other children of their age. They read fluently and with good expression in their voice. They discuss the differences between characters in the stories they have read and explain the key features of a story line. They use non-fiction books well, for example to gather information about the area they have visited for residential outdoor education and re-write this information clearly in their own words. The pupils who have difficulty with reading and writing are given good support for their learning and they achieve well in relation to their prior attainment. Similarly, those pupils whose first language is not English, make good progress in all aspects of the subject. Pupils with good reading and writing skills are provided with appropriately challenging books and reasons for writing and they too make good progress towards the higher levels of attainment.

- 6 In mathematics during the foundation stage, pupils build up an impressive working knowledge of numbers. Most children solve simple addition and subtraction problems recording numbers to 10 and some go beyond this number. They know the names of common shapes such as square, triangle, circle and rectangle and they identify symmetrical patterns in nature, such as when looking at butterflies and other winged insects. By the age of seven, pupils show increasing knowledge and understanding of basic number facts. Most understand place value of tens and units, recognise the half-hours and quarter hours in telling the time and how to add and subtract up to ten correctly and consistently with some pupils beyond this. Many work with number bonds to 100 orally and count on and back in tens, fours and threes. They practise their two, three, five and ten times tables and come to see that three lots of four is the same as four lots of three. Pupils are equally at ease working out money sums and using simple measurement. All pupils increase their knowledge in the use of differing strategies when adding and subtracting numbers. In their work pupils are successfully applying these methods to solve simple problems.
- 7 By the age of nine years, pupils take great pride in their abilities to think mathematically and apply their knowledge in a range of lessons such as working out in geography, the percentage of land use put over to housing or remaining 'green'. At times, other than with the more able pupils, they wait for adults to do some of the thinking for them. The most able pupils work on finding the difference between the answers of a range of addition sums up to thousands, hundreds, tens and units. They use 'decomposition', which they understand clearly. Other pupils develop their own sums to the same level in a more straight forward way using number meters whilst a small group use number cards and base-boards to set up their own take away sums to hundreds, tens and units. Pupils are mostly competent in computational skills once they are sure of what is expected of them. Higher attaining pupils work on rounding figures to the nearest two decimal points. This they achieve reasonably successfully when using money. However, they struggle with similar sums using less common measures of distance or capacity to the nearest whole number. Lower attainers in work on fractions in their subject set are clear that the size of 'each piece' reduces as 'the whole' is divided into more and more parts. Many work out half of ten or twenty but need much support as quarters and eighths are introduced. Pupils generally use different calculations to check their answers but at times, only after adult intervention.
- 8 In science, soon after they start at the school in the foundation stage, pupils recognise that plants and animals grow. They learn to care for snails, spiders and crickets and become aware that these creatures need different food and a different habitat. They use computer programmes well to sequence the life cycle of a butterfly. By the end of Key Stage 1, pupils become clearer about 'the life cycle' of plants. They understand

and use the names of various plant parts such as roots, seeds, shoots, flowers and fruit. They compare differences in the seeds of a variety of fruits. Some pupils describe and record what they see whilst higher attainers group seeds for similarities. The most able pupils use more complex groupings. By the end of Year 4, pupils have studied aspects of the human body such as a comparison between a person's height and arm length that they plot on line graphs. They investigate and group, magnetic and non-magnetic materials and set up fair experiments to study friction and the difference between rough and smooth surfaces. More able pupils, including some with English as an additional language, frequently complete work independently. Whilst lower attaining pupils receive high levels of adult support, they offer their own views in both carrying out experiments and in how to record their results.

- 9 In all other subjects standards are good. These are higher than seen in the majority of schools except in art, where standards are very good at Key Stage 1 and in ICT and design and technology, where they are satisfactory throughout the school. Pupils are learning well. Overall, they are making good progress, particularly at Key Stage 1. The school has put much effort into introducing the national strategies for literacy and numeracy, and to improving provision for ICT. Design and technology standards have improved from the last inspection. Pupils in the foundation stage now attain well across the broad range of learning areas. This is an improvement on the last inspection when standards were judged good in language and literacy and mathematical learning but satisfactory in all other areas.

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

- 10 The pupils' attitudes to school and their attendance are very good. This strength of the school has been maintained well since the last inspection. Pupil's personal development, relationships and behaviour are good. Pupils understand clearly the standards expected of them. They settle quickly, quietly and promptly to their lessons. Pupils with special educational needs have a very positive attitude to their work. Their self-confidence is developing very well.
- 11 Teachers' interest in their pupil's welfare and the good example they set for them in day-to-day relationships, are reflected in the consistently good standards of behaviour observed across the school. It is often very good amongst the younger pupils. Movement around the school is orderly and it is exemplary when off site. For example, when they are travelling to and from swimming lessons. Classroom rules are displayed to remind pupils of the standards they are expected to uphold. Teachers are aware that it is important to help pupils to come to terms with the setbacks and disappointments of every day life and the staff recognise that this should be done in a positive way. This is usually effective. At the meeting with inspectors, some parents felt that on occasions, the behaviour of some pupils at playtime was unsatisfactory. Inspection evidence confirms that the over-enthusiastic activities of some older pupils occasionally results in less robust pupils being knocked over. This is occasionally referred to as bullying as are the tiffs that arise amongst friendship groups. When teachers and mid-day supervisors are made aware of these incidents, pupils are encouraged to evaluate the impact of their thoughtlessness on others, usually in a positive manner. There has been one temporary exclusion in recent times.
- 12 Pupil's personal development is good. They are given a suitable range of opportunities to work independently and develop an understanding of what it feels like to be trusted. Pupils willingly assist in tidying up duties at the end of lessons and some registration periods are used exceptionally well to promote self-confidence. Pupils in one Key

Stage 1 class take it in turns to be the 'special' person who collects and returns the register. This is their turn for each of their classmates to tell them something they like about them. Pupils 'glow' with pride when it is their turn. Visitors to the school, of which there are many, are made welcome and pupils of all ages are keen to explain what they are doing.

- 13 Attendance is well above the national average. There is no unauthorised absence. This is very good and has been maintained since the last inspection. This is supported by the views expressed by the parents who say that their children are keen to attend. Almost all pupils arrive punctually for their lessons and they settle quickly and without fuss to their work.

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

- 14 Although the teaching observed during the inspection was generally good or better, one member of the teaching staff was absent at Key Stage 2, so the usual picture could not be assessed. The quality of teaching and learning during the inspection indicates it is still a strength of the school and has improved from the last inspection. It was satisfactory or better in all lessons seen. Of these 73 per cent were good or better and 25 per cent very good or better. It was the strongest at Key Stage 1 where 90 per cent of lessons were good or better. At the foundation stage and Key Stage 2, approximately 60 per cent of teaching was good or better.
- 15 During the inspection, good or better teaching seen, showed that the teachers had good knowledge of the subjects, of pupils' learning needs and the quality of relationships built up with the pupils. Lessons were planned well for pupils of differing ability that helped all pupils to make progress. At Key Stage 2 in particular, pupils are grouped by ability into three classes for literacy and numeracy. These are then split further into ability group settings to try and make work even more appropriate. This is successful on many occasions. In lessons that are good or better, teachers use a range of ways to provide varied activities geared to exactly what they want the pupils to learn. Pupils are generally clear about this, both in their learning and behaviour. Most pupils respond well to the teaching and put effort into their work. They apply themselves, concentrate and persevere.
- 16 In the best lessons, at Key Stage 1, teachers differentiate activities to ensure that learning opportunities are provided for all levels of ability. In a Year 1 and 2 mathematics lesson, the enthusiastic teaching ensured that all pupils maintained an excitement in the outcome of their calculations and achieved well. Teaching that is effective sets clear and high expectations, which ensure that pupils through challenging activities are able to learn more successfully. This was evident in a literacy lesson with Year 1 and 2 pupils in which they read and developed their expression when reading, and were then asked to predict the end of the story. In satisfactory lessons, whilst all had strengths; a Year 1 and 2 design and technology lesson demonstrated good subject knowledge and appropriate use of technical terms. Any weakness in lessons usually related to the lesson going too quickly, which resulted in insufficient opportunities for pupils to really come to terms with their learning and for the teacher to work out how much pupils had understood.
- 17 At both Key Stages 1 and 2, teachers recognise the importance of good differentiated questioning that helps all pupils regardless of ability to join in and answer questions successfully. This also supports pupils' performance in practical lessons. In a Year 3 and 4 dance lesson, effective questioning and suggestions helped pupils to consider

various options that resulted in each group producing a very well thought out dance sequence. The plenary was used well to enable pupils to extend their speaking and listening skills. They expressed their views about their own, and others interpretation of the dance. The best teachers motivate and engage the pupils through their own enthusiasm and strong subject knowledge. This was the case in a Year 3 and 4 religious education lesson. The whole class listened spell-bound whilst the teacher told the story of a little boy who had been bullied. The atmosphere continued whilst they then listened to the story of Zacchaeus. The enthusiasm and interest of the teacher had sustained the pupils' interest culminating in all achieving their objective; to write a prayer that Zacchaeus may have said when he returned home. In those lessons in which teaching is good or better, teachers provide a range of interesting and challenging activities that motivate pupils to apply themselves conscientiously in order to achieve well. On occasions when there are weaker features in lessons, lessons go too quickly, resulting in some pupils becoming unclear of what is expected of them. Also, extra work for pupils who have completed their work quickly is inappropriate, providing insufficient challenge for more able pupils. The size of classrooms, particularly at Key Stage 2, makes group work more difficult to organise well. At times, teachers use the library/ICT suite to make more space for group work. This results in lessons with some groups in the classroom and others in the library. Regular supervision of each group then becomes harder for the teacher and when not fully supervised, some pupils' concentration and effort wane.

- 18 Throughout the school, teachers use a combination of whole-class, group and individual teaching methods. These are used appropriately in both mixed ability classes and with pupils grouped by ability. Ability groups happen to some extent in Years 1 and 2, and for all lessons at Years 3 and 4 for numeracy and literacy. Some of these arrangements have recently been established. Boys and girls are given equal attention.
- 19 The teaching of English and mathematics is good at both Key Stage 1 and at Key Stage 2 with appropriate opportunities given by all staff for most pupils to develop good literacy and numeracy skills in a broad range of lessons. The teachers effectively use the National Literacy and Numeracy Strategies. They use the Qualifications and Curriculum Authority's (QCA) guidance documents well to support the delivery of interesting and often challenging lessons in other subjects. This was seen in a design and technology lesson in Year 1 and 2 where pupils were challenged to design and build their own model of a piece of playground equipment. All were very enthusiastic and took great interest in the task set.
- 20 Throughout their day-to-day work, teachers assess pupils' knowledge and understanding and give pupils immediate feedback and praise. Misconceptions or difficulties are either handled immediately or followed-up in the next lesson. Pupils have good insight into how well they are doing.
- 21 The quality of the displays in most classrooms and corridors is very good and enhances the learning environment. Good examples were observed of the use of literacy homework to re-enforce and extend learning both in the foundation stage and at Key Stage 1. However in Key Stage 2, insufficiently consistent use is made of homework to support the curriculum. Homework is liked and well supported by families. In relation to the school's policy, it is appropriate in amount, although in reality, it is not sufficiently used in a routine way for all families to be clear about what to expect. Homework in numeracy is only issued once a half-term, which does not match the school policy and is insufficient.

- 22 Teachers provide very good support for pupils with special educational needs throughout the school. Work is well planned to match each pupil's individual targets and very good use is made of knowledgeable support staff. Great care is taken to monitor planning so that pupils with special educational needs do not miss essential learning and the targets in their individual education plans are met. Pupils are supported both in class and separately in small groups or individually. This works very well. When pupils are withdrawn from a lesson it is done at different times so that pupils do not always miss the same lesson. Staff know the pupils very well and work very effectively as a team.

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

- 23 The school provides a full curriculum that is well balanced in the time offered to all of the subjects. All pupils benefit from this and statutory requirements are fully met. The quality and range of learning opportunities is good for all pupils. One of the strengths of the school is the quality of provision for the pupils with special educational needs. There is appropriate provision for the teaching of religious education in line with the recommendations of the locally agreed syllabus.
- 24 The curriculum for the children in the foundation stage up to the age of five is good. Planning takes account of all six areas of learning recommended in the guidance, with an appropriate emphasis on the basic skills of reading, writing and number. The effective co-ordination of the curriculum enhances the provision for these children. They experience a good breadth of stimulating topics to widen their interests and this encourages their learning. The previous inspection report referred to some shortcomings in the curriculum for children under five. These have been addressed rigorously. There has been good improvement in the curriculum for the foundation stage since the last inspection.
- 25 In Key Stages 1 and 2, the curriculum is also co-ordinated well. Teachers' knowledge of their pupils is good. The teachers use this knowledge to tailor the curriculum to meet the needs and interests of their pupils well, thus preparing them effectively for the next stage of their education.
- 26 The curriculum for literacy and numeracy is a strong feature of the school's provision. The frameworks for the National Literacy and Numeracy Strategies have been implemented successfully, enabling teachers to plan and teach the essential basic skills effectively. The quality of this provision has enhanced the teaching of English and mathematics, resulting in improvements in these subjects since the last inspection.
- 27 The school has worked hard to ensure that the full range of subjects incorporating the expressive and creative arts has been preserved. The school's strengths in music and art have been sustained and provision for design and technology has improved since the last inspection. The curriculum for information and communications technology has also improved with the installation of a suite of computers. This has provided improved access to the subject for all groups of pupils; quite recently for pupils at Key Stage 1. Overall, the curriculum is fun and the pupils respond enthusiastically.
- 28 Policies and schemes of work are in place for all subjects and the school has worked hard to respond to the requirements of Curriculum 2000. The curriculum ensures equality of access and opportunity for all pupils. The pupils with special educational needs and those with a first language other than English, are provided for well and fully

included in all aspects of the curriculum. Pupils gifted with particular talents or skills are positively encouraged to develop their interests and consequently they make good progress.

- 29 The previous report highlighted the good quality of the school's extra-curricular activities and this feature remains one of the strengths of the school. A very good range and quality of activities is offered to pupils of all ages. The teachers work very hard, along with parents and friends of the school, to sustain a number of exciting and interesting activities throughout the year. Much spare time is given up to running activities such as the computer club, country dancing, art, gardening, tennis and recorder clubs. The quality of the activities that are provided in these clubs is very good.
- 30 The provision of extra curricular activities makes a strong contribution to the school's overall curriculum. Opportunities for learning are enriched by this provision and the pupils benefit from them. These experiences also make a good contribution to the school's provision for spiritual, moral, social and cultural development, promoting a sense of empathy and consideration which reflects the positive ethos of the school. Parents welcome the chances their children have to enrich their learning and their time at school with such opportunities. The number of pupils participating in the clubs is good, although a significant minority of parents expressed the concern that some pupils feel excluded because access to extra-curricular opportunities is sometimes restricted to pupils who can sign up for clubs at short notice. The school is investigating ways of overcoming this problem so that as many pupils as possible can benefit from the high quality of extra-curricular activities available at different times of the year.
- 31 A range of peripatetic instrumental and vocal classes, which involve a good number of pupils, supplement very well, the school's music curriculum. The pupils who learn to play instruments such as the recorder, keyboard and flute take an active part in performances by playing regularly in assemblies and other school activities.
- 32 The school makes good provision for pupils' personal, social and health education. As well as specific lessons on, for example, healthy eating and physical well being. Personal, social and health education permeates the curriculum. Education about relationships and the awareness of the dangers of drugs and alcohol are part of the work covered in science lessons with older pupils in Key Stage 2, while younger pupils are taught the benefits of a healthy lifestyle and exercise.
- 33 Links with the community and other local schools are effective, providing opportunities for pupils to share what they have learned with others. The work in this area makes a strong contribution to the pupils' personal development. They learn that their school is not isolated from, but a part of, the community and that they have a role to play in enhancing the spirit of their community.
- 36 Provision for the pupils' spiritual, moral, social and cultural development is good. The school has an ethos of care and concern for the needs of its pupils, which sets a good model for the pupil's own responses to others.
- 34 The school fosters good spiritual development through promoting the pupils' awareness of the beauty of art, music and literature. Opportunities are taken in all subjects to give pupils an appreciation of the wonders of life and the world. The practice of lighting a candle at times of quiet reflection helps to focus the pupils' attentions on the deeper meaning of what they are doing. It is used well in assemblies



and a range of lessons, such as when preparing to go for a meal. Good assemblies, which include prayer, reflection and singing, underpin spiritual development. In assemblies the pupils celebrate the achievements of others and they hear inspirational stories such as how an ordinary fisherman was chosen to be a disciple of Jesus. The teachers leading assemblies make very good use of opportunities for pupils to reflect on the mysteries and wonders of the world. Similarly, in religious education lessons, teachers focus the pupils' attention very well to encourage them to think deeply about how and why people have a faith commitment and the way in which they respond in their worship and work, such as Dr Barnado. Good links with St Peters Church of England church and with other faiths help the children to understand about the diversity of spiritual life. Investigations into religion, the miracle of creation and the place of humankind in the natural order of life help the pupils to ask fundamental questions about their place in the world. From these experiences, the pupils gain understanding about the diversity of human life and how precious it is.

- 35 Teachers and other adults in the school provide good role models for the pupils' moral development and the provision for this aspect is good. The quality of relationships and the mutual respect between pupils and adults shows how the teachers build on the good attitudes that the great majority of pupils learn from their home background. This helps the school to be a 'self-regulating' environment where teachers and pupils can work together effectively. Each class has sets of rules to establish the school's expectations of behaviour. Pupils are taught the difference between right and wrong behaviour and consequently the great majority of them establish good attitudes and responses towards others. In many aspects of their work, they consider moral issues such as how the actions of one person can have either positive or harmful effects on others. For example, a discussion about the different roles of characters in a story, such as a child whose life has been disrupted by an oil spillage, helps the children to understand the effects of one action on the feelings of someone else.
- 36 Opportunities for the pupils' social development are also good. The older pupils are encouraged to care for younger pupils by looking after their welfare during break time. There are also many examples of pupils working together and in so doing they consider the opinions and feelings of others, with very good inclusion of those with special educational needs. The residential visit to Sheringham for the older pupils makes a valuable contribution to their social development, enabling them to spend time living and working together in a spirit of co-operation. The school supports a number of good causes locally and in Africa. These give the pupils a greater understanding of the wider needs of others.
- 37 The provision for the pupils' cultural development is good. Displays around the school, including work the pupils have done about cultures and religions other than their own, provide clear evidence of how the school teaches the pupils about the diversity of experience of people around the world. Many of the displays in classrooms give the pupils a very good idea of the variety of dress, food, family life and daily routines of people from differing cultural backgrounds. Celebrations of music from other lands help the pupils to gain a deeper understanding of how musical styles evolve to reflect particular aspects of a culture. Many good opportunities for cultural development are offered through, for example, the work of the school's own country dancing and Maypole dancing teams who perform for a wide range of groups within the community. These demonstrations of the pupils' skill and enthusiasm are appreciated very much, as evidenced by a letter of thanks from the residents of a local nursing home where the pupils had recently performed.

- 38 The school makes very good provision for pupils with special educational needs. All the pupils have access to the full range of the curriculum. The recommendations of the Code of Practice for pupils with special educational needs are fully implemented. Teachers make very good use of pupils' work programmes and targets when planning work for individuals.

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

41. The school provides an appropriate level of care for its pupils and there are good procedures to ensure their welfare and guidance. All staff in the school are sensitive to pupils' individual needs. They work together effectively to ensure that pupils are taught in a secure environment. This is not quite as strong a position as it was at the last inspection. The school has not kept pace fully with requirements that now demand risk assessments for all school activities.
42. Procedures for monitoring and promoting high standards of behaviour are good. The school's code of practice recognises that pupils should be treated with respect and with dignity. This open approach is usually effective in promoting an atmosphere of mutual respect that is obvious in everything that happens. Diagnostic assessments are used effectively to establish ways to support pupils with special educational needs and these work very well.
43. The school has a responsible attitude towards child protection. The co-ordinator understands that all staff have a legal duty to protect children from harm. However no recent formal training has been undertaken, as is required. The school acknowledges that it had overlooked informing parents about its policy in the written information parents receive.
44. The procedures adopted to ensure that risk assessments are conducted for visits away from school are good. However, the school has no equivalent arrangement to ensure that formal risk assessments are conducted within the school, which is a requirement. For example, the school has not considered under this process, the number of lunchtime staff it needs for what is an awkwardly shaped playground for the safe supervision of pupils. First aid arrangements are appropriate and staff training has been undertaken to ensure that they can respond to allergic reactions. Fire practices are conducted at regular intervals.
45. Procedures for monitoring and improving attendance are appropriate in the light of the high levels of attendance recorded although no formal analysis of attendance data is carried out from time to time. Parents who withdraw their children for holidays during term time are made aware that this will have an adverse effect on the pupils' learning. Consequently the number of holidays taken remains at a modest level.
46. The school provides a very good level of support for pupils with special educational needs. Staff know their pupils very well and provide effectively for their needs. This is very well planned to take account of the provision outlined in the pupils' statements of special educational needs. The school makes very good use of both visiting specialists and outside agencies. There are very effective and consistent procedures for placing pupils on the register for special educational needs. All staff know these. They are very effectively implemented by the co-ordinator for special educational needs in collaboration with the class teachers and support assistants. Pupil's targets are reviewed regularly and when necessary further assessment and advice is sought from

outside agencies. Class teachers and support assistants are responsible for the daily needs of pupils with special educational needs and together keep comprehensive records of achievement. These provide a very good record of each pupil's personal achievements and academic progress through the school. Staff use this information well to give effective support and guidance in raising pupil's attainment.

- 47 The school has very good procedures for assessing, monitoring and tracking pupils' attainment and progress in the core subjects of English, mathematics and science. By analysing assessment information the school has a clear idea of pupils' strengths and weaknesses and is able to prioritise what needs to be improved so that pupils can achieve better. The use of assessment information to guide the planning of the curriculum in these subjects is a strength of the school. Targets for groups of pupils and individual pupils are now set on a regular basis for numeracy and literacy. Comparisons between what has been achieved in similar schools and in schools nationally have been made. This has provided targets to work towards.
- 48 Throughout the school, assessment procedures are less formal in other subjects. Subject leaders are aware of this and some have plans to develop pupils' achievement records and portfolios further to include more subjects, although appropriately, not in the same detail as that for core subjects. Teachers use assessment information well on an informal basis to determine when work has not been completely appropriate, and alter their planning accordingly. The use the school makes of assessments is enhanced through effective teamwork. For example, there are regular opportunities for planning in year-group meetings, and separately within individual classes with support staff.

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

- 49 The school's links with parents are good. This is not quite as strong a position as it was at the time of the last inspection. A significant minority of parents does not feel fully aware of everything that is happening in the school. However, many parents have very good involvement in the work of the school and if they choose to, also through the Parents, Teachers and Friends Association. There is a high level of agreement amongst parents that their children like school. The very good level of attendance recorded confirms this. A significant minority of parents expressed some concerns regarding the quality of information they receive and inspection evidence confirms that these are mostly justified. Inspectors also find that the information provided in the annual reports to parents about their children's progress does not yet include comments about the progress made during the year and whether it has met with the school's expectations. The opportunities for parents to engage in day-to-day discussions are good and there are two formal interviews each year. Letters home contain an extensive range of information regarding the events taking place in the school including information about the topics their child will be studying in the following term.
- 50 Almost all parents who attended the meeting with inspectors or who completed questionnaires agreed that the school is approachable and that it encourages the children to work hard. They also believe that the behaviour of the pupils is good. The principal concern expressed by parents, centres on the opportunities their children have to participate in activities outside lessons.
- 51 The Parents, Teachers and Friends Association is an exceptionally effective body with wide ranging support from parents and other supporters who work with the staff to

raise large sums of money which are used to enhance the school's amenities. Recent improvements have included a total refit of the library, improved computer equipment and playground facilities. Members of the Association visit the school each day to ensure that the flower displays are kept fresh and attractive. Parents, grandparents and other supporters visit the school regularly to assist the teachers in lessons and to conduct individual tutorials. These combine to enhance the quality of pupil's learning.

- 52 The views expressed about homework suggest that this is an area where the school could improve its relationship with parents. However it is also clear that many parents are very supportive of their child's learning. In those cases homework diaries are an effective link between home and school, they indicate a high level of commitment to ensure that work done at home supports that done in the classroom. The consultation arrangements between the school and parents whose child has an individual education plan or other special need, are very good and the school is alert to the value attached to effective collaboration between home and school.
- 53 The school brochure and the governors' annual reports both contain a wide range of information about the schools routine and procedures. There are minor omissions such as information about pupils' attendance, what the school offers to any pupil withdrawn from religious education by their parents. Information about how and when parents can put their names forward for election as a parent governor was included in the school's current governors' annual report to parents, which was issued during the inspection.
- 54 Parents of pupils with special educational needs are kept fully informed and involved in the progress their children make. They are invited to discuss their individual education plans regularly and are well equipped to provide additional support at home when it is needed, Further help is provided during holidays, when the school provides work packs where these are appropriate.

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

- 55 The school is effective and is very well led and managed. A new head teacher and deputy head teacher were appointed soon after the last inspection in May 1997. The school has set for itself clear and appropriate aims and values that are met in all aspects of its work. All staff with senior management, curriculum or other responsibilities such as co-ordinating the school's special education needs provision, lead their areas very effectively and with enthusiasm. The head teacher, staff and governors have worked very hard to maintain what was good about the school at the time of the last inspection and to improve on other areas. The key issues for development from the last inspection were taken seriously and much time was put into improving the areas of,
- raising standards in design and technology
  - ensuring that the highest attainers, particularly in science, were fully challenged
  - improving the quality of education for the pupils aged under five
  - monitoring the quality of teaching more closely and increasing the impact that subject co-ordinators have on their areas of responsibility.
- 56 The school has improved well since the last inspection. In addition to developments stemming from the key issues, the school has,
- introduced successfully the national strategies for English and mathematics

- introduced setting in literacy and numeracy particularly at Key Stage 2, to further support teaching appropriate to the spread of ability of the children
- completed a project to improve the accommodation by enlarging the teaching area at the Foundation Stage, introducing the library/computer suite and re-siting the school offices more strategically for control of the school entrance
- introduced ways of checking on pupils' progress, comparing this with a range of measures to show how effective the school is and deciding on ways to improve the school in areas where the standards fall short
- involved the governing body far more in the strategic planning for the school and in monitoring standards, finances and overall provision
- retained high standards or improved them in all subjects

57 The support of pupils with special educational needs is very good and given appropriate priority. This is reflected in the good allocation from the school budget for pupils with special educational needs (SEN). Good use is made of baseline assessment data and test information to identify pupils with special educational needs and to set challenging targets in very good quality individual education or behaviour plans. These are frequently reviewed and updated. The special needs co-ordinator, whilst taking a very strong lead, works very co-operatively with all the staff. A particular strength of the teaching is the support assistants who make a strong contribution to the provision with their expertise in both daily planning and assessment. The school monitors its work very closely to see if it is succeeding equally with boys and girls, pupils of different attainment and those who have English as an additional language. Whenever the school pinpoints an area that can be improved such as the number of lower attainers achieving Level 2 or above in mathematics at the end of Key Stage 1, they target improvement and succeed. This happened with the higher attainers in science following the last inspection.

58 The school enjoys the support of a hard working governing body that has a strong relationship with the staff and pupils. Their contribution to the school is good. Governors visit the school frequently. At times this is in a monitoring role such as for literacy, numeracy or special educational needs (SEN); at other times to monitor the day-to-day financial control of the school, which they do closely. They seek comparisons and more detailed quotations when carrying out major work, such as the planned replacement of some windows in the older part of the school. The school has benefited recently, from a full audit of its budget. Recommendations from this have been considered and implemented very recently by the school. The governors' written acceptance of the points for improvement was issued during the inspection. Governors have a range of relevant committees, which meet regularly and report back to the main body. They receive

- written reports from the staffs' regular monitoring of the quality of teaching,
- regular evaluations of the success of the school's development plan and
- information on the pupils' standards when comparative data is available beyond the end of each academic year.

All of this work helps them to gain a good impression of the school's strengths and areas ready for development. Overall, they are effective in carrying out their responsibilities although

- information on pupils' standards is not yet provided to them termly for in-year monitoring
- details of pupils' absence rates are missing from the school prospectus

- information about the next election of parent governors was not clearly set out in the Governors' Annual Report to parents until part-way through the inspection
  - the terms of reference of their Appeals Committee were in need of alteration, which has now been carried out.
- 59 The school carried forward a budget surplus of £12090 from the financial year 1999/2000. At approximately three per cent of its full year's budget, this was a prudent amount. Carry-forwards have been reducing in the last few years until this year, by the school spending more than its yearly budget share. This was intentional to maintain the school's level of staffing. The budget for the current financial year of 2001/2002, has included approximately, a five per cent carry forward when all invoices are cleared for the last financial year. This is an appropriate amount. Taking into account the school's budget share from the Local Education Authority, extra grants, income from the school's private fund and a range of income from a trust, foundation and charity, the school receives income slightly higher than the national average. Governors plan ahead effectively and efficiently, aware of the range of income available to them. The school benefits also from an active and supportive Parents, Teachers and Friends Association.
- 60 Teachers' planning for lessons is monitored closely by the head teacher, deputy head teacher and subject co-ordinators. This ensures that agreed areas of learning are covered and planned for appropriately. Since the last inspection, the school has prioritised development in literacy and numeracy in line with national strategies, and has maintained development well in other areas of the curriculum. Subsequent discussions with those staff observed helped to raise awareness of individual strengths and how teaching can be improved. This is working well, particularly for trainee teachers who receive good induction and support as they settle into the school's ways of working. Induction is also good for other staff new to the school whether they are permanent or teaching at the school just for a while. However, the monitoring of teaching has not yet used an approach that focuses on how staff can learn from the strengths of very good staff as role models.
- 61 Teaching and support staff are mostly deployed effectively, although at times during the inspection, such as in geography, the level of support from support staff differed between classes in the same year groups carrying out the same work. This did not offer some teachers and some pupils the same opportunity to achieve. The school has a good mix of subject trained and experienced staff. Pupils with special educational needs are given very good support.
- 62 Overall, the accommodation is unsatisfactory, particularly in the mobile classroom at Key Stage 1 and at Key Stage 2. Teachers work very hard to overcome the cramped, and at times, noisy conditions and in many ways succeed. However, they cannot overcome the lack of ventilation in the summer. Some windows are permanently closed. The governors are aware of this and are taking steps to improve this aspect of the accommodation. Most classrooms do not lend themselves easily to practical activities and group work; some of which has to take place in the library/ICT suite at Key Stage 2. Despite regular cleaning, toilet facilities, particularly for the boys, are not appropriately ventilated and the school's refuse is stored awaiting collection, easily accessible to pupils in the playground. This is inappropriate and has been re-sited immediately following the inspection. When necessary, the school uses mobile ramps to provide wheel chair access to the school. The quality and quantity of resources to meet the demands of the curriculum are good overall, with music and art resources very good and design and technology resources whilst satisfactory, very much

improved since the last inspection. This good level of resourcing allows teachers to develop more interesting and successful lessons when resources can be chosen to match exactly what is needed.

- 63 The school studies available data and compares its standards with other schools. It has high expectations and is setting itself goals to achieve in English and mathematics and is now considering how to extend this more widely across the curriculum. Overall, the school has a very good approach to self-evaluation. It uses a range of techniques to monitor and analyse data. The results of monitoring are built into school planning. These are detailed and still evolving although they do not yet use sufficiently, improvement in pupils' standards as a success measure for school development planning. A programme to develop the children's knowledge and understanding of phonics in the foundation stage has been introduced this school year and the direct teaching of phonic skills is having a good effect on the children's writing. It has already set its performance management targets for all teachers including the head teacher. The head teacher, governors and staff recognise what is working and what else needs to be done. They have the drive and commitment to develop further and the planning is in place to support this. The school applies the principles of best value well. However, the school does not yet measure itself sufficiently in other ways such as by questionnaires or other such communication with parents. As such, the school is uncertain about why a significant minority of parents is unhappy with some areas of the school's provision.
- 64 The school has improved well since the last inspection with an income to expend on pupils' learning that is broadly average in comparison with other schools. Pupils' academic standards have improved, their attitudes and enthusiasm for school remain high, staff with responsibilities are taking a much more active and strategic role in the life of the school, as are the governors. Whilst the school recognises that there are still improvements to be made, such as in the consistency of standards, in improving the accommodation and in consulting more widely about what it is offering pupils, it is currently effective and provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Improve the consistency in,
  - Standards in mathematics at Key Stage 1\*
  - Standards in subjects overall at Key Stage 2 in comparison with the very high standards attained by pupils by the end of Key Stage 1\*
  - Homework provided in line with the school's policy and particularly in mathematics. (*Paragraphs, 2,3,9,21,52,106,111 and 120*)
  
- (2)
  - (a) Improve dialogue with parents so that the school is more aware of how all parents feel about the school's strengths and any areas of concern.
  - (b) Ensure that parents are clear how the school intends to respond to the improved dialogue. (*Paragraphs 21, 49, 50 and 63*)
  
- (3) Extend the use of information that is collected on pupils' attainment so that the school is clearer that its development planning is resulting in increased standards \* (*Paragraphs 48, 58, 63, 124, 137 and 142*)
  
- (4)
  - (a) Ensure the quality of the accommodation improves to provide pupils at Key Stage 2 and those in the mobile classroom at Key Stage 1 with better opportunities for learning, including independent and practical work.
  - (b) Ensure that pupils benefit from greater access to a grassed area that will greatly enhance and widen pupils' opportunities for more energetic work in physical education.  
(*Paragraphs 62, 84, 112, 119, 132 and 165*)

In addition to the Key issues above, the following less important weakness should be considered for inclusion in the school action plan:

- (5) Ensure written risk assessments are put in place  
(*Paragraph 44*)

\* These issues are already recognised in the school's planning.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	51

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	17	48	27	0	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 – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	196
Number of full-time pupils known to be eligible for free school meals	3
Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	26
English as an additional language	No of pupils
Number of pupils with English as an additional language	10
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

<b>Attainment at the end of Key Stage 1</b>	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	22	17	39

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	17	17	17
	Total	37	37	37
Percentage of pupils at NC level 2 or above	School	95(98)	95(98)	95(95)
	National	83(82)	84(83)	90(87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	17	17	17
	Total	37	37	37
Percentage of pupils at NC level 2 or above	School	95(98)	95(95)	95(100)
	National	84(82)	88(86)	88(87)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	2
Indian	10
Pakistani	1
Bangladeshi	
Chinese	
White	143
Any other minority ethnic group	6

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

*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 – Y4**

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	21.7
Average class size	25.3

#### **Education support staff: YR – Y4**

Total number of education support staff	6
Total aggregate hours worked per week	155

### **Financial information**

Financial year	2000/01
	£
Total income	384,660
Total expenditure	373,603
Expenditure per pupil	1,877
Balance brought forward from previous year	12,090
Balance carried forward to next year	23,147

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

### **Questionnaire return rate**

Number of questionnaires sent out	203
Number of questionnaires returned	110

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	43	2		
My child is making good progress in school.	38	52	6	1	3
Behaviour in the school is good.	35	59	3		3
My child gets the right amount of work to do at home.	19	45	22	9	5
The teaching is good.	41	48	6		5
I am kept well informed about how my child is getting on.	29	39	24	5	3
I would feel comfortable about approaching the school with questions or a problem.	51	36	6	6	1
The school expects my child to work hard and achieve his or her best.	35	59	2	1	3
The school works closely with parents.	28	43	21	6	2
The school is well led and managed.	30	48	12	5	5
The school is helping my child become mature and responsible.	34	57	7	1	1
The school provides an interesting range of activities outside lessons.	25	41	24	7	3

## **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**

- 65 The foundation stage refers to children from the time they enter a nursery at three until they reach the end of their Reception Year. At this school, there is no nursery and the children enter the reception class in the September before their fifth birthday. The children attend the reception class part-time during their first half term in school. The aims of the reception class are to provide children with a good standard of learning in the foundation stage activities prior to beginning National Curriculum work at the age of five. The reception class familiarises the children with school routines and gives them a good foundation for learning, especially in the important basic skills of literacy and numeracy. At the time of the inspection there were 38 children in the foundation stage. Two qualified teachers and a qualified classroom assistant teach the children in the reception class and a number of volunteers give help of good quality.
- 66 The assessments of children when they are admitted to the reception class show that there is a wide range of attainment on entry, with children drawn from various pre-school settings, including playgroups and nurseries. Overall, attainment on entry to the foundation stage is above that found in other areas of the town and above that found in many other schools nationally. Most children start their full-time education with skills that are above the average in communication, language and literacy, mathematical development and in their personal, social and emotional development. During their time in the reception class the children make good progress in all of the areas of learning. By the time they reach the end of the Reception Year they have achieved well in the basic skills of literacy and numeracy. They have learned good personal and social skills and they have a good knowledge and understanding of the world around them. Their physical development is good and they have also developed good creative skills. Overall, the quality of learning in the foundation stage is good and all pupils, including those with special educational needs or English as an additional language, make good progress. Many achieve standards above those normally found at the end of this stage, especially in reading and writing.
- 67 Overall, the quality of teaching in the foundation stage is good. No unsatisfactory teaching was observed. During the reception year, teachers establish very good routines for the children to follow. They work together as a whole class or in small groups for communication, language and literacy and mathematical development activities. These routines have a very positive impact on the children's learning. Reception teachers receive very good support from the non-teaching assistant and from other adult helpers such as parents. The children gain great benefit from the effective working partnerships between the teachers, specialist teacher assistant and adult helpers in the early year's classroom.

- 68 Lessons are very well planned to meet the needs of all reception pupils. Very careful attention is taken in supporting the children's learning towards achieving the early learning goals. Good teaching challenges the children and encourages them to enjoy their learning. Skilled questioning promotes extended thinking and reflection on the task in hand. Pupils respond very well to all staff and clearly feel very happy at school and have confidence in the adults who work with them. Very good use is made of time and resources for the children in the reception year. Good links are frequently made between different areas of learning. The staff identify children with special educational needs early and intervene with appropriate support swiftly and effectively. Able and talented pupils are able to work at Level 1 of the National Curriculum where appropriate. Up-to-date records of the children's progress and learning are regularly shared with parents, who say that they value the information they are given about their child's learning in this early stage.
- 69 Since the last inspection the standard of teaching and learning in the reception year has improved. Assessment has improved and is now very good. Baseline assessment measures are re-visited regularly during the year to track each child's progress against the standards for their age. Day-to-day assessment is used well, both to monitor each child's learning and to inform planning for the next stage of learning. The parents are supportive of the school and the teachers have good systems for encouraging parents to help their children at home. Parents are of the opinion that the Reception Year provides a very good start to their children's learning and a very positive start to their child's time at school. The Foundation Stage is effectively managed by a capable team co-ordinator, who has good support from the other members of a very dedicated and committed team. The work of this team greatly enhances the opportunities for learning for the children in this stage. Overall, since the last inspection when the foundation stage was a key area for improvement, development has been very good.

### **Personal, social and emotional development**

- 70 The children make good progress in this area of learning and they achieve well. Most are on course to achieve above the expected goals by the end of the Reception Year.
- 71 The great majority of children are emotionally well-adjusted on entry to the reception class, with a good level of personal and social confidence. They settle quickly into the routines of school life and they relate well to each other. They talk to one another about their work, some show great confidence by joining in a whole school celebration assembly and presenting their work to the school. They learn to take turns as they share equipment and resources, working co-operatively on activities such as making models of mini-beasts using construction equipment. The children show increasing levels of independence and concentration and they keep on task well, especially when supported and encouraged in their activities by adult supervision.
- 72 The teaching of personal, social and emotional development is very good. The activities to develop these skills are planned very well into the daily routine and the children are given a high level of personal responsibility to encourage independence and self-organisation. All staff consistently reinforce the need for courtesy to others and for sharing and caring. When the teacher is working with individuals or small groups, the children are successfully encouraged to work independently on the planned activities so that they do not need to interrupt the teacher too often. Equal opportunities and access to the curriculum for all are emphasised by the staff as the children are taught to take account of the views and needs of others.

## **Communication, language and literacy**

- 73 The children make good progress in this area of learning. All children achieve well and most of them are on course to exceed the expected learning goals by the end of the reception year. There is a strong emphasis on promoting the essential basic skills of language and literacy. Reading and writing are key learning activities in the reception class and the teachers promote these skills effectively. A programme to develop the children's knowledge and understanding of phonics has been introduced this school year and the direct teaching of phonic skills is having a good effect on the children's writing. For example, when writing simple sentences, the children refer to their phonic cards to match letters and blends to the key sounds they hear in a word. This helps them to write basic words with accurate spelling. More complex words become recognisable from the string of sounds used to build them. From this experience, the children gain a sense of success in their writing and they grow in their confidence and enthusiasm to write.
- 74 The children often start the day with reading activities, recognising common words and letter sounds. Songs are sung and games played to promote good language development. Support staff help to lead word and phonic games. All children participate fully and confidently in these activities. They listen well and most express themselves clearly and confidently when answering questions. Most children recognise and write their names and other familiar words. Many are writing simple sentences with accurate spelling of familiar words. When sending invitations to friends to come to the 'Butterfly Ball', they seek ways to spell the words they are not familiar with, such as using their phonic cards. Most letters are correctly formed and the children are developing fine motor control when using pencils, crayons and paint brushes. By the time children reach the end of their reception year, most are on course to begin writing their own simple sentences independently.
- 75 The quality of teaching is good. The teachers and specialist teacher assistant question the children skilfully and encourage them to speak, and to read and write, at increasing length.

## **Mathematical development**

- 76 The children make good progress in their mathematical development. They achieve well and the majority is on course to achieve the early learning goals expected of them by the end of the Reception Year.
- 77 By the end of their year in the reception class the children have a good understanding of number. They count on and back in sequence. They count a set of objects and match a number to the set. Some pupils total two single digit numbers by counting-on. They subtract one from a number correctly and they use apparatus such as unit blocks to help them count sets of numbers, for example in pairs.
- 78 They sort colours and shapes into simple sets and successfully complete jigsaws. They know 1 more and 1 less when counting how many bricks they have used to make a large model of a caterpillar. They check the accuracy of their models of mini-beasts by checking the numbers of legs and feelers accurately. Most children solve simple addition and subtraction problems recording numbers to ten and some go beyond this. They know the names of common shapes such as square, triangle, circle and rectangle

and identify symmetrical patterns in nature, such as when looking at butterflies and other winged insects.

- 79 The quality of teaching is good. The staff support the children's learning effectively to promote basic numeracy and mathematical thinking. The lesson activities are planned and organised well, with recognition of the early learning targets needed to prepare the children for lessons in the National Numeracy Strategy.

### **Knowledge and understanding of the world**

- 80 Children make good progress in their knowledge and understanding of the world. They achieve well and many are on course to exceed the early learning goals by the end of the Reception Year.
- 81 The investigations into mini-beasts taking place during the inspection provided the children with many very good opportunities for learning. They learned to care for the snails, spiders and crickets lent to them and they became aware that these creatures needed different food and a different habitat. They learned the names of a variety of small animals and sorted them according to their characteristics. Good use of information technology was seen where a group of children used a computer programme to sequence the life cycle of a butterfly.
- 82 Children talk about their families and have knowledge of familiar features within their immediate locality, such as the park, their school and the shops. Regular visits to the surrounding area provide the children with a good knowledge of their local environment. Such experiences provide a sound foundation for historical, geographical, scientific and technological learning. The children develop a good understanding and concept of time as they sequence daily events and explore the changes happening around them. They use the surrounding area well in exploring the features and needs of living things, describing the class mini-beasts and feeding them each day. They make regular use of information and communication technology and use the computer mouse independently to control simple computer programmes.
- 83 The quality of teaching overall is good. The staff plan for a wide and interesting range of activities very effectively, confidently making use of technology to benefit the children.

### **Physical development**

- 83 The children make good progress in their physical development. They achieve well and the majority is on course to reach the early learning goals by the end of their year in the reception class.
- 84 In their lessons the children develop a good appreciation of space. Most can move around independently without bumping into one another. The children are confident when participating in their lessons in the hall. They are very attentive and listen well to the instructions given by their teacher on how to control a ball with a tennis bat, for example. The children hop, skip, jump, sit down and walk forwards and backwards with increasing confidence on command. The staff provide very good role models and manage the children effectively, motivating, encouraging and providing effective



challenges; for example when imagining themselves 'emerging as a caterpillar' or in changing from slow to fast movements in different directions and at different levels. Most children have a good sense of direction and balance. They are confident and, although naturally excitable when given space to explore, they also demonstrate good self-control. The children are made to be aware of the effects of exercise on their bodies as they warm up and slow down at the beginning and end of their lessons. There are good resources for physical development indoors and satisfactory resources for outdoor physical development although there is no grassed area. The hall space is used well for movement and developing skills such as controlling the movement of a ball with a bat. Outside the reception classroom there is a secure play area for the exclusive use of reception pupils and there is a suitable range of large toys for outside use. Consequently pupils have regular opportunities to experience the stimulation and sensations felt when developing control over their bodies and the way they move when pedalling, pushing, pulling and experiencing other large scale movements.

- 85 There are many opportunities for pupils to develop their finer co-ordination skills. Practice in the use of scissors, glue spreaders and when model making.
- 86 The quality of teaching is good. The curriculum is well planned to enable children to develop their skills with construction materials, cutting, sticking and threading beads, which effectively promotes their hand and eye co-ordination and fine motor skills.

### **Creative development**

- 87 The children make good progress in this area of learning. They achieve well and the majority is on course to achieve the expected early learning goals by the end of their first year.
- 88 There is a very good range of creative activities available for the children. They are able to explore colour through painting and printing and they have good opportunities to use their imagination through role-play, music and stories. Opportunities are provided for the children to explore their feelings and express themselves. Many are confident to do so whether in a small group or in the whole class. All children are well supported in their activities by their teachers and classroom assistants.
- 89 The quality of teaching is very good and activities are well planned.

### **ENGLISH**

- 90 Inspection evidence indicates that standards of English in the school are very good. At the age of seven, pupils' attainment is well above the standard expected nationally. Pupils in Key Stage 1 achieve well in speaking and listening. They have very good standards of reading and writing when compared with all schools nationally. The standard of their reading is much the same as that found in similar schools whilst their standards in writing are above.
- 91 These levels of attainment are confirmed by the 2000 National Curriculum tests taken by the Year 2 pupils at the age of seven. In reading, 95 per cent of the pupils attained at least the expected Level 2 or above and 31 per cent attained the higher Level 3. In writing 95 per cent of pupils also attained Level 2 or above, with 10 per cent attaining Level 3. These figures represent attainment above the national average in the Key Stage 1 tests and assessments. The teachers' own assessments of their pupils'

attainments show a similar picture, with 95 per cent of pupils attaining Level 2 or above in speaking and listening and in English overall.

- 92 The unconfirmed results for the tests in 2001 show that 97 per cent of pupils have attained at least Level 2 in both reading and writing, and 42 per cent have attained the higher Level 3 in reading and 16 per cent in writing. This is an increase on the results for 2000. The school is proud of the success it has achieved in promoting the writing skills of boys. The attainment of both boys and girls in writing is well above the national average and reflects the commitment the school has to promoting the achievement of all pupils.
- 93 By the time the pupils are nine, close to the time when they will transfer to the Middle School, they have made satisfactory progress in the first two years of Key Stage 2 and their attainment in writing is above that expected nationally. In reading it is well above that which is expected nationally. There are no statutory national tests for nine-year-olds. Inspectors judged the attainment of the pupils at this age by listening to them read, by scrutinising their work books and the work on display and by analysing the results from the nationally standardised 'optional' tests for children in Years 3 and 4.
- 94 The majority of children admitted to the school have good English when they enter the reception class, as shown by the results from 'baseline' assessments. The children up to the age of five in the reception class make good progress in the area of language and literacy. By the end of Key Stage 1, the pupils have made further good progress in speaking, listening, reading and writing.
- 95 By the end of Year 4 all pupils have achieved appropriately in reading and writing and they attain a very good standard in these key skills. Most pupils have a reading vocabulary above that of other children of their age. They read fluently and with good expression in their voice. They discuss the differences between characters in the stories they have read and they explain the key features of a story line. They use non-fiction books well, for example to gather information about the area they have visited for residential outdoor education and they re-write this information clearly in their own words. The pupils who have difficulty with reading and writing are given good support for their learning and they achieve well in relation to their prior attainment. Similarly, those pupils whose first language is one other than English make good progress. Pupils with good reading and writing skills are provided with appropriately challenging books and purposes for writing and they too make good progress towards the higher levels of attainment.
- 96 The pupils make good progress in the development of their speaking and listening skills in all three key stages and by the time they are five, seven and nine speaking and listening skills are good in relation to their chronological age. Pupils pay good attention to the teaching points in lessons and they follow a sequence of instructions carefully. When asked to give an opinion, such as their views about the qualities of a story, they offer clearly thought-out reasons why they like or dislike the work. Older pupils explain the reasons why they find the characters in a story appealing, or that they like the language in a story because the adjectives are very descriptive.
- 97 The pupils with special educational needs receive very good support to enable them to achieve well. The quality of this support, which raises their self-esteem and provides them with confidence in their use of basic literacy skills, has a very significant impact on their learning and they make very good progress. Pupils with a particular talent for

reading and writing are also encouraged to use these talents to the full. Evidence of this is seen in some examples of the very high quality writing produced by some pupils in Years 3 and 4. These pupils have gone beyond using the basic writing skills they learned in Key Stage 1 and can write at a level which is similar to that of pupils found in Year 6 classes.

- 98 Standards of spelling are good. The pupils learn key spelling strategies and their interest in books helps them to develop a good spelling vocabulary.
- 99 In Key Stage 1 the pupils are set into ability classes for one Literacy lesson a week so that the teachers can focus on developing writing skills. The evidence from an observation of one of these lessons shows that this initiative is effective in providing the pupils with good teaching and tasks that are challenging, thus promoting higher standards of writing.
- 100 In the Key Stage 2 classes the pupils are set for their English and Literacy Hour lessons according to their level of attainment. The teachers use the results of the Key Stage 1 tests and their own ongoing assessments to set the children appropriately. This arrangement enables the teachers to plan and prepare work that is matched as closely as possible to the needs of the pupils in their teaching group. Generally, this results in effective teaching where pupils are given challenging tasks and activities. Occasionally, however, some individual pupils in groups within a class find the tasks too straightforward and finish their work quickly. These pupils have insufficient opportunity to tackle tasks with a higher level of challenge to drive their learning forward. Generally, however, the rigour with which the learning objectives of the National Literacy Strategy are being taught is having a positive impact on the rate of progress for children in different classes.
- 101 Overall, the quality of teaching is good. In Key Stage 1 the teaching is mainly good with some very good teaching. For example, in a very good lesson where the pupils were asked to make statements into questions, the pupils' interest was sustained by the teacher's effective use of questioning. The teacher took advantage of the pupils' positive attitudes to learning, used a high level of vocabulary and moved briskly from whole class teaching to independent working. The independent task to write letters asking questions to a fictional character was stimulating and challenging. Also, because the letters were to be addressed to a character the pupils related to well, they were keen to succeed in the activity. The involvement of the classroom assistant in helping the pupils to review their work enhanced the teaching and contributed well to effective learning.
- 102 In Key Stage 2 the teaching is satisfactory overall with some good teaching. In a good lesson pupils developed their knowledge of conjunctions and used them to write complex sentences. The teacher made the lesson objectives clear to the class and modelled good examples of how conjunctions link the ideas in a sentence. By showing how different conjunctions can be used to convey similar meaning pupils learned to think of alternative ways of joining the ideas in a sentence to make their writing more complex and interesting.
- 103 Although there was no unsatisfactory teaching in either key stage, some lessons in Key Stage 2 were less effective because the learning objectives were not made clear to the pupils and some pupils in the set groups were given tasks which they found too easy. This lack of challenge for some pupils, especially those of higher ability in each group,

resulted in these pupils completing a task easily without extending or accelerating their learning.

- 104 The pupils' good attitudes to lessons make a significant contribution to their learning. The great majority has good basic literacy skills, which enables them to access the English curriculum effectively. Through their interest in lessons and enthusiasm for learning they quickly consolidate and build on these skills. They respond very well to the teaching, they listen attentively and work well on the tasks they have been set. They enjoy the success of writing a letter or story well and are happy to read out what they have written for the enjoyment of others. For example, a Year 2 pupil confidently read out a fictional letter he had written explaining the problems he was experiencing from a spillage of oil near his home. The pupils show confidence in their writing and enjoy discussing their thoughts about the work they are doing with visitors in their classrooms. The great majority follows the class rules well when working independently or in groups and they respond confidently to challenging work. Pupils co-operate well with each other such as when they discuss what they are going to write in a letter about an oil spillage.
- 105 The curriculum for English is well planned according to the learning objectives found in the National Literacy Strategy. The subject leader has worked well with her colleagues to enable them to plan effectively and organise their lessons and resources well. She has promoted effective teaching of literacy through in-school training. Her analysis of the strengths and weaknesses in the pupils' attainment has enabled her to identify key priorities for improving teaching and learning in all key stages. Consequently, new initiatives to improve provision have been introduced, such as a programme of phonic skills teaching in the reception year and the re-organisation of classes into ability sets for literacy in Key Stage 2.

## **MATHEMATICS**

- 106 Overall, standards of work at the age of seven, have fluctuated in the last four years. In 1998, they were below national expectations; in 1999 they were well above national expectations; in 2000 they were similar to national expectations although below those of similar schools. This is partly due to differences in the ability of year cohorts, and at times, the admission of pupils with special educational needs just before taking the tests. Pupils' standards on entry to the school in the reception year are generally above average. The trend in the school's results has not fully lived up to this and on occasions pupils have underachieved. The school has worked very hard in the last 12 months to ensure that as many pupils as possible achieved at least at the national expectation of Level 2 in mathematics by the age of seven years. All pupils achieved this in 2001. This year, the school exceeded the targets that it set itself. The school predicts that the overall standards will be very good in comparison with schools nationally. This may also be the comparison with similar schools; time will tell when the data is available. However, the percentage of pupils gaining higher than level 2 has dropped slightly this year because the school focussed on the lower attainers. Consistency in standards, year on year and between lower and higher attainers, is not yet assured. Standards of pupils by the time they leave school at the age of nine years are above national expectations although there is not a consistent build-up of standards from those at Key Stage 1.
- 107 Inspection evidence indicates that pupils' achievement is good. Pupils in their reception year build up an impressive working knowledge of numbers. Most children solve simple addition and subtraction problems recording numbers to 10 and some go beyond this

number. They know the names of common shapes such as square, triangle, circle and rectangle and identify symmetrical patterns in nature, such as when looking at butterflies and other winged insects. By the age of seven, pupils show increasing knowledge and understanding of basic number facts. Most understand place value of tens and units, such as  $29+33$  is the same as  $30+20+9+3$ . They recognise the half-hours and quarter hours in telling the time and how to add and subtract up to ten correctly and consistently with some pupils beyond this. Many work with number bonds to 100 orally and count on and back in tens, fours and threes in response to their teacher's indications on a number stick. They practise their two, three, five and ten times tables and come to see that three lots of four is the same as four lots of three. Pupils are equally at ease working out money sums and using simple measurement. Overall, most pupils are clear of directions to the left and right and know successfully how to move through a set number of degrees of turn. All pupils increase their knowledge in the use of differing strategies when adding and subtracting numbers. In their work, pupils are successfully applying these methods to solve simple problems.

108 By the age of nine years, pupils take great pride in their abilities to think mathematically and apply their knowledge in a range of lessons; such as working out in geography, the percentage of land use put over to housing or remaining 'green'. At times, other than with the more able pupils, the pupils wait for adults to do some of the thinking for them. During the inspection, in the main activity of a lesson with Years 3 and 4 higher attainers, pupils were grouped by attainment. The most able pupils worked on adding amounts of money and finding the difference between the answers of a range of addition sums up to thousands, hundreds, tens and units. To succeed, they needed to use 'decomposition', which they understood clearly. Other pupils developed their own sums to the same level in a more straight forward way using number meters whilst a small group used number cards and base-boards to set up their own take away sums to hundreds, tens and units. Pupils were mostly competent in computational skills once they were sure of what was expected of them. Some looked to adults to 'point them in the right direction'. Average attaining pupils worked on rounding figures to the nearest two decimal points. This they achieved reasonably successfully when using money and terminology, which they use regularly, such as £3.34 to the nearest £. However, they struggled with similar sums using less common measure of distance or capacity to the nearest whole number. Lower attainers in their subject set, worked valiantly to understand simple fractions. Most were clear about the size of 'each piece' reducing as 'the whole' is divided into more and more parts. Many worked out half of ten or twenty but needed much support as quarters and eighths were introduced. Pupils generally use different calculations to check their answers but at times, only after adult intervention.

109 Teaching and learning is good overall with teaching generally stronger at Key Stage 1. During the inspection, an excellent example was observed at Key Stage 1, whilst at Key Stage 2, one member of the teaching staff was absent so the usual picture could not be fully assessed. Overall, the quality is similar to that reported at the last inspection. Appropriate questions were targeted at the right level for particular pupils, which kept all pupils alert and thinking. This was also supported by open questions for anyone to answer and at Key Stage 1, this ensured a constant 'buzz' of discussion and at times excitement when hard questions were answered correctly. Where teaching is excellent, lessons are fast with lots of change at the right time to ensure concentration and good time is given for pupils either individually, or in pairs and groups, to consolidate and record their learning. This lets the teacher assess the varying levels of pupils' understanding. Where teaching was satisfactory rather than better, the speed of the lesson at times, did not quite give all pupils the opportunity to stop and think.

Neither did it give the teacher the opportunity to fully work out what some pupils had understood. Good techniques are used to teach mental strategies when calculating number problems. Lower attaining pupils have relevant and targeted support and the work is matched to their specific learning needs. In the majority of lessons seen, pupils were enthusiastic and achieved appropriately. Teachers used generally, good methods in lessons to assess pupils' learning, and the school is now well into analysing yearly results for trends. The school's introduction of the National Numeracy Strategy (NNS) has included the full use of assessment to alert teachers to what pupils actually know and can do, whether they can apply skills to new situations and where any weaknesses remain. Information is readily available for teachers to know just how well pupils are doing in their work, as they move from class to class. Overall, pupils' attitudes to learning and their behaviour in lessons are good throughout the school. However, on one occasion during the inspection at Key Stage 2, when the teacher focused on a particular group in the main lesson activity, a small minority of pupils in other groups took the 'easy' option. For example, they produced sums that did not require decomposition because they were "easier to do". Teachers use homework in mathematics to extend pupils' learning. However, in practice, this does not meet the school's published policy. The current practice of one piece of homework per half-term, is insufficient; particularly at Key Stage 2.

- 110 There is good application of mathematics in other subjects. This was evident with Year 4 pupils working out percentages of land use in geography and the use of data collection and graphs in a broad range of lessons such as science and history. Year 1 and 2 pupils counted naturally as part of their physical education lesson when trying to introduce their own game-ideas into their lesson on 'close ball-skills and teamwork'. Pupils listen attentively to their teachers and they try hard to make sure they understand what their teachers are explaining. They respond with enjoyment to the first part of each lesson where they are expected to think quickly in response to mental arithmetic questions, and they take pride in their work in the second part of the lesson when they show their skills and knowledge in independent work.
- 111 The mathematics curriculum has improved since the last inspection and has a good structure with a good balance between the teaching of facts and knowledge, and the opportunities for pupils to use investigative skills. Although undated, the subject policy was approved by the governing body in 2000, and is scheduled for review in the year 2002/03. The co-ordinator has monitored other teachers' planning and teaching in a formal approach to improve the consistency in standards. This was particularly useful for staff new to the school. The school is making very good use of assessment information. It makes use of optional standard assessment tests, mental mathematics tests and records against key objectives. Pupils' achievement portfolios of moderated work have been introduced. All of this is discussed with staff and governors are made aware of the results of monitoring and any targets for development. At times, the same work is given for homework to all pupils regardless of ability and on one such occasion at Key Stage 2, parents reported their child's frustration with the work being too hard.
- 112 The quality of the accommodation is unsatisfactory, particularly in the mobile classroom at Key Stage 1 and at Key Stage 2. Teachers work very hard to overcome the cramped conditions, noise and lack of ventilation in the summer. The classrooms do not lend themselves easily to practical activities and group work; some of which has to take place in the library/ICT suite at Key Stage 2. Overall, good progress has been made since the last inspection, particularly in the planning, co-ordination and on-going assessment of pupils' standards. It has been gathering momentum in the last two

years. The school is working hard to overcome the inconsistencies, which appear in standards from time to time.

## SCIENCE

- 113 In the year 2000, teachers' assessments of seven-year-olds work indicated that the standards were high in comparison with the national average at Level 2 or above. It was high also for those higher-attaining pupils gaining level 3. In comparison with similar schools, this was satisfactory overall although less successful in the areas of 'life and living processes' and 'materials and their properties'; and less successful overall, than the year before. By the end of Year 4, pupils attain standards that are generally high in comparison with pupils nationally, which is appropriate, given that pupils standards on entry to the school in the foundation stage are good overall. However, despite some fluctuations in standards in recent years, standards have improved from those reported at the last inspection.
- 114 Soon after they start at the school in the reception year, pupils recognise that plants and animals grow. They learn to care for snails, spiders and crickets and become aware that these creatures need different food and a different habitat. They sort the names of animals according to their characteristics. They use computer programmes well to sequence the life cycle of a butterfly. By the end of Key Stage 1, pupils are becoming clearer about 'the life cycle' of plants. They discuss this and use the names of various plant-parts such as roots, seeds, shoots, flowers and fruit. They compare differences in the seeds of a variety of fruits. Some pupils describe and record what they see whilst higher attainers group the seeds for similarities. The most able pupils use more complex groupings. All pupils predict what they think they will find before their investigations start. Pupils are developing their scientific enquiry skills by carrying out investigations and experiments into a range of natural processes such as the habitat required for snails and the content of owl pellets. They record their findings in a variety of ways including drawings, simple graphs and Venn diagrams.
- 115 By the end of Year 4, pupils' work seen in science books and displays, show appropriate coverage of most programmes of study. Pupils have studied aspects of the human body including comparison between a person's height and arm length that they plotted on line graphs. They have investigated and grouped magnetic and non-magnetic materials and set up fair experiments to study friction and the difference between rough and smooth surfaces. During the inspection, they investigated the differences that occur when a range of solids is added to water. Lower attainers recorded their findings under one of three pre-set categories whilst other pupils had to decide the categories for themselves. Pupils use a range of methods of recording results including frequency charts and bar graphs. During one lesson, some pupils recognised that solids they had initially thought were soluble because of what happened immediately they mixed with water turned out to produce different results after a while. They recognised that they needed to re-group and re-record some of their answers. A good decision taken collectively in response to their data collection. More able pupils, including some with English as an additional language, frequently complete work independently whilst lower attaining pupils receive high levels of adult support but offer their own views in both undertaking experiments and in recording.
- 116 Teaching and learning during the inspection was very good at Key Stage 1 and satisfactory at Key Stage 2. However, at Key Stage 2, one member of the teaching staff was absent so the usual picture could not be fully assessed. What was assessed, was generally an improvement on the quality of teaching reported at the last

inspection. In the best lessons, which were at Key Stage 1, teachers skilfully used questioning to develop thinking and improve understanding, sensitively targeting individuals to ensure their involvement. Praise and feedback were used well, successfully encouraging and motivating pupils. Very good relationships between teachers and pupils resulted in pupils being confident to answer questions and to undertake tasks. In both lessons observed with Years 1 and 2, the teachers began the lessons very well, using questioning to effectively build on pupils' previous learning about plants and how they grow; sunflowers with one class and broad beans with the other. Pupils were given every opportunity to discuss and extend their thinking through an excellent balance of directed and free discussion. They took these opportunities enthusiastically. A fully-grown tomato plant was used in both lessons as a focal point. Discussion about reproduction and 'the life cycle' or full cycle; differentiated group work for further investigation of a range of fruits and their seeds; and alternative but linked work well supported by classroom assistants ensured pupils' interest was maintained. Resources were very appropriate and well-prepared and pupils grew in confidence with each opportunity designed for them to make decisions for themselves; whether about the content of owl's pellets related to the previous week's work or studying the habitat and movement of snails. The teacher moved easily from group to group observing, stepping in with comments where necessary and checking on pupils' understanding. The only opportunity missed was to extend the pupils' understanding of the care needed with living creatures as they 'played' with the snails. One important strength of the teaching overall, was the similarity in planning and detail of the lessons so that pupils in the same year groups but taught by different teachers received the same very good teaching.

- 117 However, at Key Stage 2, where teaching was satisfactory rather than good or better, pupils' opportunities for independent work and discovery of the correctness of their own predictions, was not fully explored. One lesson moved at such a rapid pace, that time was not fully given for all of the pupils to be clear what was expected of them or for the teacher to be clear just how much they understood. In another lesson, the teacher worked very hard to maintain the pupils' interest and concentration but the cramped nature of the classroom was not conducive to group work.
- 118 All teachers generally plan for and expect pupils to use a good range of literacy and numeracy skills in their science lessons. This includes recording, reading back their own writing, building up word banks of scientific vocabulary and in recording results at times using graphs. Pupils at Key Stage 1, are consistently clear of the tasks and what is expected of them in work and attitudes. Consequently they have a good attitude to science; they are enthusiastic and fully involved. This varied in consistency at Key Stage 2 as the lessons progressed. ICT was effectively used at Key Stage 1 as part of the options during group-work. Pupils had the opportunity to work individually on a programme about the life cycle of a frog, which most achieved successfully.
- 119 The science curriculum has improved since the last inspection and the school tries hard to ensure that pupils feel that 'science is fun'. The school succeeds mostly with this. The subject policy was scheduled for approval by the governing body in 2000. It remains undated and its next review date is unclear. The co-ordinator has monitored other teachers' planning and teaching in a formal way to improve the consistency in standards. The school is making very good use of assessment information and pupils' achievement portfolios of moderated work have been introduced. All of this is discussed with staff and governors are made aware of the results of monitoring and any targets for development. The quality of the accommodation is unsatisfactory, particularly in the mobile classroom at Key Stage 1 and at Key Stage 2. Teachers work



very hard to overcome the cramped conditions and lack of ventilation in the summer. The classrooms do not lend themselves easily to practical activities and group work; some of which has to take place in the library/ICT suite at Key Stage 2. Overall, good progress has been made since the last inspection, particularly in the planning, co-ordination and on-going assessment of pupils' standards. It has been gathering momentum in the last two years. The school has worked hard to improve the standards of the higher attainers, which were criticised at the last inspection. The co-ordinator now intends to develop the use of ICT in the subject and to focus on ensuring consistency in opportunity across the school for all pupils to increase their standards.

## **ART AND DESIGN**

- 120 At the time of the previous inspection standards were judged to be in line with those expected nationally at both key stages. The finding of the present inspection is that standards are now above national expectations at both key stages, and very good at Key Stage 1. The school has therefore shown good improvement in standards since the last inspection.
- 121 At Key Stage 1, pupils are given a very full range of art and design activities. They learn to mix colours and to work in a very wide range of media. Displays around the foundation stage and Key Stage 1 areas, show good quality examples of collage, painting, various methods of fabric printing, drawing and three dimensional models. All are displayed with great care and the effect is of high-quality presentation of pupils' work. The Key Stage 1 art and clay clubs also makes a valuable contribution to the subject. The pupils are given a wide range of exciting art and pottery activities in the clubs, and those who attend participate with enthusiasm.
- 122 At Key Stage 2, pupils continue to develop their art skills. They continue to keep regular sketchbooks, which show an improvement in skills over time. At Years 3 and 4, pupils have been working on perspective, the use of frames and presentation in black and white. This was enhanced by the creative use of the photocopier, with very imaginative results. Pupils of all abilities produce good work.
- 123 The teaching and learning at Key Stage 1 are very good and better. No lessons were seen at Key Stage 2. Assessment has been made through scrutiny of work and display. When the quality of teaching is very good, lessons are well planned and organised, pace is very good and demonstration and appropriate technical language are used well. Pupils enjoy these lessons, observe demonstrations carefully and then use the advice they have been given. They achieve very well. In the best lessons seen, an industrious atmosphere was produced where all the pupils were completely engrossed in making a collage of their class garden. They used many varied techniques including fabric printing, collage and painting. This led to very good attainment both in art and design and in speaking and listening skills. Pupils were invited to explain what they had done and their reasons for doing it.
- 124 The co-ordinator has a very clear vision of the development of art and design within the school. She has taken the lead in the production of an agreed policy and schemes of

work based upon the Qualifications and Curriculum Authority documents. Assessment procedures are informal at the present, but plans are in hand to give attention to this area, with the production of a school portfolio of moderated examples of pupils' work.

- 125 Resources in art and design have improved since the last inspection, the school now has a very wide range of good quality art materials.

## **DESIGN AND TECHNOLOGY**

- 126 The school's previous inspection found standards in Key Stage 1 to be below those expected nationally and close to those expected nationally in Key Stage 2. Standards are now in line with national expectations in both key stages and this is an improvement from the last inspection. Although little teaching of design and technology was seen during the inspection, evidence from pupils' previous work, displays around the school and discussions with teachers and pupils are sufficient to show that standards are similar to those found in many other schools.
- 127 During the inspection at Key Stage 1, one very good lesson set high expectations of the pupils when the teacher used good questioning to assess their prior knowledge. The correct technical vocabulary was used in the explanation of the task and the pupils were expected to use this vocabulary when they described what they had made at the end of the lesson.
- 128 In Key Stage 2, pupils undertook more complex tasks that needed higher levels of skill. In a lesson with Year 3 and 4 pupils, for example, they made picture frames from wood and paper. The level of challenge in this activity was good, requiring a high level of skill in positioning and fixing together each of the parts. The pupils learned that their corner joints were the inherent weakness in the structure and they found ways to increase the strength of the corners by adding reinforcement. In previous lessons they had worked through the design process, which they reflected on in the light of the practical use of the materials. The same lesson was seen in two classes and was taught well in both. The teachers provided a range of interesting and stimulating resources, which made a positive contribution to the quality of the work. The pace of work was good throughout the lessons. Pupils of all abilities were fully included and they all learned well. At the end of each lesson a good discussion took place about the functional aspects of the frames and how the principles of aesthetics can be applied to make them attractive as well as useful. The standards of attainment seen in these lessons were similar to those expected nationally.
- 129 Evidence from the pupils' design books show that they have had good experience of the whole design process, and are now able to work with some accuracy in a range of materials, paying appropriate attention to function and quality of finish. The design books provide good evidence of the progress that pupils make in their planning. As they become more knowledgeable about the properties of materials and how they can be used, their plans for making artefacts become more sophisticated. The pupils with special educational needs make good progress and receive very good quality support from the teachers and classroom assistants to help them to achieve success. More able and talented pupils learn well from the opportunity to investigate the relationship between planning and designing an item and refining their design before committing time and effort to making it.
- 130 Good attitudes to lessons are seen in the way pupils co-operate with each other and how they respond to the challenge of an activity by working thoughtfully and carefully.

The subject can be very frustrating when something does not go according to plan, but the great majority of pupils work patiently to try to overcome the challenges of working with the materials provided. Their patience, concentration and keenness to work greatly enhance their learning.

- 131 Work seen displayed around the school shows that pupils experience an appropriate range of design and technology activities, thereby covering the prescribed curriculum. In a Year 1 and 2 classroom pupils have been working on playground structures which require inherent strength for safety. They have been exploring a range of techniques for joining materials, and evaluating the different methods. The work on picture frames in Years 3 and 4 shows that pupils are beginning to balance the needs of function with those for objects, which are pleasing to the eye.
- 132 Four lessons were seen during the inspection week and this evidence shows that the overall quality of teaching is good. The basic skills of design and technology are taught well, the activities are well planned and the tasks set for the pupils give them good opportunities to learn about materials, their properties and their use in constructing artefacts. The teachers generally have high expectations.
- 132 The school has worked hard to develop the curriculum for the subject. Training for teachers has given them increased confidence to meet the demands of the programme of study. Some teachers who lacked confidence in teaching some areas of the design and technology curriculum now feel more skilled to plan and teach challenging activities to enhance the pupils' learning. The range of topics chosen to cover the design and technology curriculum is good and the interesting practical activities provided stimulate the interest of pupils of all abilities, including those with special educational needs. All pupils are also taught to pay due attention to safety as they work and to use materials, tools and equipment carefully and safely, as they move through Key Stage 1. Pupils are given a range of worthwhile experiences, which develop their design and technology skills and introduce them to the process of designing, making and evaluating in a range of contexts. In a well-planned lesson, Year 1 and 2 pupils investigated ways of building playground apparatus from proprietary construction toys. They met the challenge of making the structure strong and stable well, learning that weaknesses occur where joints have to be made and finding ways of strengthening these points. The teacher showed good subject knowledge and is promotes good learning for pupils of all abilities. The pupils work well together, sharing and co-operating. The restrictions in the size of some classrooms particularly at Key Stage 2 and in the mobile classroom at Key Stage 1, restrict the opportunities for more independent by the pupils.

## **GEOGRAPHY**

- 133 Geography was not timetabled at Key Stage 1 during the inspection and only two lessons could be observed at Key Stage 2. However, indications are that from the lessons observed, teachers' planning, pupils' written work available and discussions with pupils, standards are good and pupils achieve appropriately throughout the school. By the age of nine, some higher attainers work at a very high level. Overall, this is similar to the standards at the last inspection.
- 134 By the time the pupils leave the school they have studied various places and have made comparisons between human and physical differences. They have reached their conclusions using both secondary and 'first-hand' sources. By the end of Key Stage 1,

pupils have worked on understanding simple maps that includes following directions around the school, key features of the local area and favourite places such as the 'top shop'. They collect data and work out graphs such as showing how children travel to school. Pupils record some of their work using photographs of the area and produce computer generated maps upon which to plot features. They record their work to focus their thinking on the detail of what they have learnt and of its implications for the village such as the church and the shops. They use appropriate geographical vocabulary to predict the differences in both physical and human features.

- 135 By the end of Year 4, pupils have studied the key features of life in a village in India. This helps them to increase their understanding of how other countries differ from their own area; how daily life is different and how it has developed over the years. This is followed by detailed work on how their own area varies in a range of ways from another area visited in this country during a residential week. This year it was Sheringham in Norfolk. Pupils understand map co-ordinates, grid references and the value of having a 'key' to understanding maps. They work very well on this. Lower attainers, with the support of an adult, use photographs to decide and plot characteristics on a Venn diagram such as those that are apparent in only Weston Favell, just in Sheringham or in both. Other pupils extend this and use photographs to remind themselves of the difference in buildings, land use and employment between the two places. They record this in the way of a 'postcard' that might have been written home during their holiday. Higher attainers extend this even further with ariel photographs and corresponding 'ordnance survey' maps from which they plot percentage data about land use. All pupils achieve appropriately including those pupils with English as an additional language. Pupils use their literacy and numeracy skills well in a range of ways.
- 136 Teaching and learning could only be observed at Key Stage 2. Here it was good overall with an excellent example in one class. From the teaching observed, it is clear that teachers question and interact with pupils in a way that encourages them to observe, question situations, use the right geographical vocabulary and refine their thoughts, but without giving them the 'answers'. This was very evident in a lesson where the pupils were working in groups appropriate to their abilities comparing their own area with the characteristics of Sheringham. Appropriate expectations of pupils' reading and discussion techniques ensured the subject was used well to combine improvement in pupils' subject knowledge and extend their confidence in English and mathematics. Pupils worked well, tried hard and worked easily on their own, in pairs or as a class. Pupils in the parallel classes have the same worked planned for them. This ensures equality of opportunity. The main difference between lessons during the week of the inspection was the level of additional adult support available to the teachers. In one excellent lesson, work was matched perfectly to the pupils' own levels and supported directly by the teacher and a support assistant. This allowed teaching to be focussed more consistently on particular groups, such as on this occasion the lower and higher ability groups, but also allowed the teacher to work with all other groups for appropriate amounts of time. In another class, the additional support was not available, which affected the direct time each group of pupils received support from the teacher, and the pupils' subsequent learning.
- 137 At the time of the last inspection, the co-ordinator's role in improving, monitoring and evaluating the subject was in its infancy. This is much more advanced now with the co-ordinator having a much clearer idea of what is working well and what else needs to be done to improve the subject even more. Resources for the subject have improved with project packs available that give the teachers more time to think about the content and approach of their lessons than searching for resources. The use of 'first hand'

collection of evidence by visits into the local area and further afield on residential weeks has extended pupils' enthusiasm for the subject. The co-ordinator has plans to extend the ICT software for the subject and the school, as a whole, is beginning to look at ways of targeting improvements in pupils' standards as a direct measure of success. Overall development since the last inspection is judged to be good. It has been gathering pace very well in the last two years.

## HISTORY

- 138 History was not timetabled as a subject during the inspection and teaching and learning could not be judged. However, stories in English with a historical flavour and lessons in religious education with links between the current religious education and history topics at Key Stage 1, were observed. Evidence from pupils' written work across the school was minimal. However, indications are that from the English and religious education lessons observed, discussion with pupils, teachers' planning, pupils' written work and displays of work around the school, standards in history are good at Key Stage 1 and broadly in line with national expectations at Key Stage 2. Pupils' achievement is satisfactory as they move up from class to class in the school. Higher and lower attainers, and pupils with English as an additional language achieve appropriately in their learning. All pupils are given a series of worthwhile experiences. They develop their understanding of chronology and of differences between their own lives and those of people in the past. Overall, this is similar to the standards at the last inspection, particularly at Key Stage 1.
- 139 By the end of Key Stage 1, pupils have a basic understanding of events surrounding the life of Florence Nightingale and Mary Seacole. They consider what life was like for them. Using a range of photographs and pictures, pupils compare also the differences between seaside holidays then and now; they compare bathing costumes, learn about the use of bathing machines and realise just how long 'Punch and Judy' has been a seaside attraction. Pupils consistently compare the differences with life today. In one lesson about Francis of Assisi, pupils showed good understanding of the range of evidence available as a source of information about peoples' lives now, and what can be used to discover information and to understand the lives of people from the past. They are coming to terms with having to make decisions about whether 'stories' from the past are fact or fiction.
- 140 By the end of Year 4, pupils progressively undertake research and attempt to place themselves in the role of historical characters. They form 'critical opinion' about people from stories and pictures. They consider the dilemmas of Henry VIII; they note his problems and consider the solutions he found. This builds on the understanding of other peoples' lives such as Anne Frank, and Dr Barnado, whom Year 2 pupils were studying in religious education during the inspection week. They recognise the value of a range of resources such as photographs and stories to try and provide answers to their own questions about the past. Pupils make very good use of their literacy skills in offering reasoned explanations for the truth or otherwise in the stories they hear.
- 141 At the time of the last inspection, the co-ordinator's role in improving, monitoring and evaluating the subject was in its infancy. This is much more advanced now with the co-ordinator having a much clearer idea of what is working well and what else needs to be done to improve the subject even more. Resources for history have improved, although a good range of artefacts is not yet in place. The school uses the local area well as a resource with visits to local museums and visitors into school explain for example, what

it was like to be a pupil in the school in the past. The co-ordinator has plans to extend the ICT software for the subject, recognises the need to look at improved and manageable ways for assessing pupils' progress and the school, as a whole, is beginning to look at ways of targeting improvements in pupils' standards as a direct measure of success. Overall development since the last inspection is judged to be good. It has been gathering pace very well in the last two years.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 142 Pupils at Key Stage 1 make satisfactory progress in their learning and, by the age of seven, their attainment is similar to that expected nationally. By the time they reach the age at which they leave the school, pupils' have continued to make satisfactory progress and their attainment is also satisfactory. Their command and use of information and communications technology skills are sound. Overall, the standards attained are similar in comparison with those found in the previous inspection, although the enhanced resources for the subject means that pupils have improved opportunities to learn compared to those available during the previous inspection.
- 143 By the time they reach the age of seven the pupils show confidence in using computers. Their ability to store and retrieve work is sound and they communicate information using simple computer generated graphs. The youngest pupils gain effective control of the mouse through practise with suitably challenging programmes. When using the computers in the classroom, they know how to type and correct text using word processing software and they have sufficient skill in using the mouse to control the placement of words in a game to develop vocabulary skills. In the computer suite, they learn to input information about the characteristics of animals into fields and then to retrieve this information in the form of graphs and charts. Good learning occurred in this lesson, which was introduced well by the class teacher and then supervised effectively by adult helpers. Pupils at Key Stage 1 acquire good knowledge, understanding and skills, such as when Year 1 and 2 pupils entered data on the characteristics of animals into a database programme for retrieval and analysis later. All pupils in the class achieved the learning targets set for the lesson and saved their data.
- 144 By the age of nine, pupils use word processing programmes on computers in the classroom to present stories, poems and letters well. They use the computer suite to send letters electronically in response to e-mails that they have received from the lifeboat station in Sheringham, where they went on a residential visit. All pupils are developing confidence in using this technology and applying the skills they have been taught. For example, they click on the appropriate icon to draft and send an e-mail and they use other features of the software such as menus and tools within programmes. Their skilfulness and use of information and communications technology to support and extend their learning in other subjects is developing appropriately.
- 145 Evidence from the pupils' work shows that they use computers for a range of activities linked to other subjects of the curriculum. For example, some pupils in Key Stage 1 had used the 'Colour Magic' programme to design creatures and make an underwater scene in art and some others had used 'My World' to practise mouse control by positioning clothes on a computer graphic figure. Pupils in Key Stage 2 had combined text and graphics to make a book cover for a science project and they had produced prayer mats in the Islamic style using software which produces symmetrical patterns.

- 146 Two lessons were observed at Key Stage 1, one of which was satisfactory and the other good. At Key Stage 2, the two lessons seen were both good. Evidence was gathered from a range of sources, such as discussion with pupils and staff, scrutiny of pupils' previous work and observations of pupils working at the computers. Teaching is good overall at both key stages. Where pupils are given clear instruction and support from teachers and adult helpers, learning is enhanced. When working together in pairs in the computer suite, the pupils support each other's learning very well. They discuss what they need to do, for example when saving a file to memory. They take turns to input information, so that no child is excluded from learning the important keyboard and mouse skills. The teachers and adult helpers give good support and encouragement, demonstrating sound subject knowledge and understanding of the pupils' needs. Pupils in turn show a keen interest in the tasks and enthusiasm for their work.
- 147 Pupils' attitudes to learning are good. They show a good response to the subject. They are interested in the learning opportunities it provides and they respond to challenges well. These good attitudes are seen in the concentration of pupils working on computers as they learn new techniques and skills. Pupils work very well on computers and they handle the equipment carefully. The school has recently established a computer suite for large-group teaching. The computer suite is quite well equipped and its availability to pupils of all ages has increased the opportunities for learning. Pupils benefit from this addition to the curriculum for information and communications technology, which represents a significant improvement in resources for the subject since the last inspection. Year 1 and 2 pupils started using the suite shortly before the inspection.
- 148 Opportunities for learning are good for all pupils. The pupils who have special educational needs benefit from using computers to help them to produce their work and they achieve well. Software linked to the development of literacy skills supports the learning of pupils whose first language is one other than English and they too make good progress. Pupils with a particular gift or talent are not restrained from increasing their learning or improving their skills and they are encouraged to take advantage of the facilities available in the computer suite.
- 149 During the school year, a lunchtime computer club has been run during each term. The club has provided the pupils attending with an extra dimension to their learning in the use of computers, where they practice their skills on fun activities that also have a real purpose, such as designing invitations and cards. The club is well supported and the good opportunities it provides help to raise the profile of the subject within the school.
- 150 The co-ordination of the subject is good. The subject leader promotes positive attitudes among both staff and pupils towards the value of technology across the curriculum. She has worked hard to improve the resources available, resulting in the provision of a computer suite to benefit all pupils. A significant amount of curriculum development has taken place in a short period of time. The scheme of work gives teachers clear support by providing a progressive programme for the teaching of specific skills. There are regular meetings between the co-ordinator and her colleagues to discuss planning and there is a strong commitment to the continued development of the subject throughout the school.
- 151 Good progress has been made in the provision of this subject since the previous inspection. The school has been successful in increasing the opportunities for pupils to learn a wider range of skills using up to date technology.

## MUSIC

- 152 Music was judged to be above national expectations at the time of the previous inspection. Standards are still above those attained nationally; they have remained the same. However there has been an improvement in resources. The school now has a very wide range of pitched and non-pitched instruments, many of which are multi-cultural in origin. The quality of the school's provision in this area is good and music permeates much of the work of the school, enriching the lives of all its pupils. Good use is made of peripatetic music with lessons being given in singing, violin, flute, clarinet, keyboard and recorder. These classes enable higher attaining pupils to achieve well, and the school identifies gifted and talented musicians so that their needs are fully met. The school has an active choir and recorder group, and these are well supported.
- 153 A part-time specialist music teacher who has been working in the school since April 2001, and is acting as a temporary co-ordinator, teaches most of the music in the school. She works for two afternoons per week, during which time she teaches each class at Key Stages 1 and 2.
- 154 At Key Stage 1, pupils sing well, learning about pitch and rhythm. In a Year 1 and 2 lesson for example, pupils explored different sounds to develop their understanding of pitch. They used different percussion instruments, and took turns to accompany the class in improvised rhythms. Pupils are excited and involved in the activities, and are eager to participate. Where teaching is good, pupils in Year 1 and 2 were able to sing "The kookaburra" in a two part round that they kept singing in tune for four verses.
- 155 At Key Stage 2, pupils continue to develop their musical understanding. The range of music used in lessons and assemblies enables them to experience music of a wide range of styles. In a Year 3 and 4 lesson, for example, pupils composed an accompaniment using instruments and un-pitched percussion for the "Skye boat song". They helped them to understand how music can be composed to depict sounds in nature. This motivated the pupils extremely well and promoted maximum involvement and participation. When composing their own music, pupils are able to work together, sharing the instruments, listening to each others performances and working out ways to improve.
- 156 The school has been successful in spreading good practise in music teaching throughout the teaching staff, particularly in Key Stage 1. This good practise has not yet extended to Key Stage 2. The acting co-ordinator hopes to address this. The quality of teaching and learning seen was never less than satisfactory and mostly good.
- 157 The subject is well managed and led, both by the temporary co-ordinator, and by senior management, which ensures that the work reflects the school's ethos. The work of the specialist music teacher is of good quality and provides inspiration for both colleagues and pupils. She promotes the subject with great enthusiasm and ensures that music permeates, enriches and extends the curriculum. Pupils take part in local dance and music festivals, and go out of school to perform in a range of community musical activities. At present there is little formal assessment in the subject.

## PHYSICAL EDUCATION



- 159 Standards in physical education were above national expectations at the time of the last inspection. They were judged to be similar overall in the present inspection. The school has maintained good standards. There is no significant difference between the standards achieved by boys and girls, and all are given equal access to all areas of the curriculum.
- 160 In Key Stage 1 pupils develop their skills in dance, gymnastics and games. They join in with enthusiasm, as, for example, when Year 1 and 2 pupils worked on 'movement'. They changed body shapes using 'quiet and light', and 'strong and noisy' movements. They showed very positive attitudes towards being creative, in their response to the music. The teacher maintained a lively pace throughout the lesson. Her good subject knowledge and her knowledge of the pupils' skills enabled her to ensure that pupils of all abilities were fully involved and challenged by the work. The pupils are developing good understanding of dance sequencing skills, and how to work co-operatively with a partner.
- 161 At Key Stage 2, the development of skills continues. In a Year 3 and 4 lesson, for example, pupils responded in dance to the mood suggested by the music, and in athletics, to how athletes prepare for a race. The teacher participated in the lesson, and her enthusiasm communicated to the pupils. They discussed body shape, level, pace and sequences of movement. They warmed up appropriately for the activities. The pupils responded well to the music. They were good at putting into practise their own ideas and those suggested by the teacher. The teacher led a discussion of what the pupils had done, how they could have improved, and how well they had learned during the lesson.
- 162 At Key Stage 2, pupils swim at a local pool where school staff are supported by a qualified swimming teacher provided by the Local Education Authority. The less confident pupils were very well supported, and all abilities were given appropriate activities to develop their swimming skills. There was an atmosphere of enjoyment in the lesson and the pupils' behaviour was good throughout. They responded well to instruction. This ensured that they were safe and confident in the water. By the time they reach the end of Year 4, many pupils achieve the 25 metres award, and some go on to higher levels.
- 163 The teaching and learning in physical education are good overall at both key stages. Teachers generally are enthusiastic and lively in their approach. The work is well planned, and all areas of the curriculum are given appropriate coverage. Pupils find lessons fun and respond wholeheartedly.
- 164 The school takes part in local sporting fixtures such as tennis competitions and dance festivals. Extra-curricular activities are worthwhile sessions that contribute well to pupils' physical education. They are well organised and led, and include tennis, country dancing, maypole dancing and football.
- 165 The subject is well led. The co-ordinator takes a lead in ensuring that as many activities as possible are provided. The lack of a grassed area does not prevent the school from offering the statutory curriculum. However the provision of one would greatly enhance and widen pupils' opportunities for more energetic work. There is a very good range of equipment available to enable the scheme of work to be delivered well.

## RELIGIOUS EDUCATION

- 166 The standard of attainment is good in both key stages, when measured against the expectations of the locally agreed syllabus. There is a well-planned scheme of work, which takes into account the locally agreed syllabus supported by relevant parts of the Qualifications and Curriculum Authority document. This scheme provides all teachers, including non-specialists, with clear guidance on planning lessons and teaching effectively. By using the scheme of work and associated guidance, teachers develop good knowledge of the subject and the content of their lessons is therefore very well planned.
- 167 Religious education makes a very good contribution to the spiritual, moral, social and cultural development of all pupils. The co-ordinator has led the staff on how these aspects of pupils' development can be incorporated into religious education lessons. This has clearly influenced the way in which teachers organise their lessons. For example, in a Year 1 and 2 lesson, pupils became part of the story when they heard about the plight of the boys who could not get into Dr Barnardo's school. They were horrified about this. In a Year 3 and 4 class, pupils listened spell bound to the story of Zacchaeus and discussed with great empathy how he may have felt. When pupils explore different religions through their own free writing, their understanding, depth of knowledge, respect and appreciation are developed.
- 168 The school has strong links with both charitable and religious agencies in the locality. As a Church of England school, links are particularly strong with the local church with frequent visits from the local clergy, and pupils visiting the church for services, gatherings and reflection.
- 169 The central theme for the school during the inspection was St Peter and caring. This theme permeated most aspects of school life during the week, but was particularly evident during assemblies and hymn practise, thus setting a good tone for any subsequent religious education lessons.
- 170 In the very few lessons seen, teaching and learning were either good or very good. The role model of the teachers made a very strong contribution to the pupils' respect for, and understanding of, other people's faiths.
- 171 The co-ordinator has very good subject knowledge and has a very strong personal commitment to promoting the subject throughout the school. Since the last inspection, the subject has made good progress under her strong leadership. Resources are much improved and now fully support the schemes of work.