

INSPECTION REPORT

ASHLEIGH INFANT and NURSERY SCHOOL

Wymondham

LEA area: Norfolk

Unique reference number: 120922

Headteacher: Mr A Baldwick

Reporting inspector: Mrs H E Davies
21687

Dates of inspection: 11th - 14th March 2002

Inspection number: 194137

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Nursery
School category:	Community
Age range of pupils:	Three to seven
Gender of pupils:	Mixed
School address:	Sheffield Road Wymondham Norfolk
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T Ellingworth
Date of previous inspection:	12/05/97

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21687	Mrs H E Davies	Registered inspector	Foundation Stage Art and Design History	What sort of a school is it? How high are standards? The school's results and achievements. How well is the school led and managed? What the school should do to improve further?
9103	Mrs A Strong	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
18889	Mr A Perks	Team inspector	Equal Opportunities Special Educational Needs Science Information and Communication Technology Design and Technology	How good are curriculum and other opportunities?
4099	Mr R Braithwaite	Team inspector	English Geography Physical Education	
30864	Mrs C Boyce	Team inspector	Mathematics Music Religious Education	Pupils' attitudes, values and personal development. Pupils' spiritual, moral, social and cultural development.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ashleigh Infant and Nursery School is situated on the outskirts of Wymondham. The school serves a residential area comprised of mainly private housing. Most pupils attending the school come from the surrounding area. There are 186 pupils aged 4-7 in the reception, Year 1 and Year 2 classes, 86 boys and 100 girls. Another 52 children attend the nursery on a part time basis. The majority of pupils are of white ethnic background. No pupils speak English as an additional language. The percentage of pupils eligible for free school meals is below the national average. The percentage of pupils with special educational needs, most for learning difficulties, is well below the national average. Four pupils have statements of special educational needs. Children start in the nursery on a part-time basis in the September of the school year that they become four. At the time of the inspection there were 87 children under six in the nursery and reception classes, (the Foundation Stage). There are nine classes in the school, with nine full time teachers, including the headteacher, and four part-time teachers. Attainment on entry to the school covers a range, but it is generally above average overall particularly in communication, literacy and language skills.

HOW GOOD THE SCHOOL IS

Ashleigh Infant and Nursery School provides a sound education for its pupils. Pupils achieve academic standards in reading that are above and in writing well above average and at least as good as they should be in rest of their work. Provision in the nursery is very good. Pupils' personal development and their relationships are good. Attendance is very high. Pupils behave well in lessons and they are eager to learn. The quality of teaching across the school is good. Learning is effective for virtually all pupils. The curriculum meets the needs of individual pupils appropriately and provides satisfactory provision for pupils' spiritual, moral, social and cultural development. The school cares for its pupils very well and some written procedures are excellent. The school has a good partnership with parents and carers. Leadership and management of the school are satisfactory overall. The school is inclusive in its policies, outlook and practices. Funding is above the national average and the school provides sound value for money.

What the school does well

- Standards in National Curriculum tests are above average in reading and well above average in writing compared to all schools.
- The quality of teaching and learning in the school is good.
- The quality of written information to parents is very good.
- Procedures for ensuring pupils' welfare and health and safety are very good. Some of the written procedures are excellent.
- Induction of new staff to the school is very effective.
- Relationships between pupils and adults are very good.
- The use of strategic resources is very effective.
- Committed support staff make a positive contribution to pupils' learning.
- Provision in the nursery is very good.

What could be improved

- Leadership and management of the school could be improved by communicating the shared aims and work of the school more clearly to the school community.
- The governors need a clearer understanding of the work of the school.
- The curriculum could be improved by providing a better balance between the core and non-core subjects.
- The role of subject co-ordinators could be improved even more in science and some of the non core subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in May 1997, it has maintained the strengths identified in that inspection and addressed most of the areas for improvement satisfactorily. The school now follows the latest government guidelines in all subjects thus addressing the issues of pupils' progression through different year groups and teachers' subject planning. An attractive safe and secure outdoor area has been created for the reception classes. Much work has been undertaken in the development of assessment. However, the school acknowledges that there is still some room for further improvement. The school itself has identified assessment as a continuing priority for action and it has the capacity to implement these improvements. The school has made satisfactory improvement since the previous inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	B	B	B	C
Writing	A	A	A	A
Mathematics	C	A	C	D

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

In the 2001 National Curriculum tests seven year olds achieved standards that, when compared to all schools, were well above average in writing, above average in reading and average in mathematics. When compared to similar schools, using the free school meals percentage as a guide, Ashleigh being in the top 8 per cent, seven year olds achieved standards that were well above average in writing, and average in reading. They were below average in mathematics because fewer pupils achieved level 2 in using and applying their skills than in similar schools. In science, the results of the teacher assessments in 2001 indicated that seven year olds achieved standards that were below average compared to all schools, although the percentage achieving level 3 was well above average. Observations during the inspection indicate that, when children enter the nursery, attainment is generally above average, particularly in communication, language and literacy skills. By the time they start the National Curriculum in Year 1, it is likely that children in the present Foundation Stage will have achieved the early learning goals and be working to the National Curriculum in the areas of personal and social development, communication, language and literacy, and in mathematics. They are likely to achieve the early learning goals in physical and creative development and in knowledge and understanding of the world by the end of the Foundation Stage. By the age of seven, pupils are likely to achieve standards that are above average in reading, writing and mathematics. They are likely to attain standards expected for their age in science, art and design, design and technology, geography, history, information and communication technology and music. In physical education insufficient work was observed at Year 2 to make an overall judgement. Pupils make good progress in reading and very good progress in writing. In information and communication technology, the school has worked hard to keep pace with national initiatives, and progress is satisfactory at present but is likely to improve with the extra emphasis being given to the subject. In religious education pupils meet the requirements of the locally agreed syllabus. Pupils on the school's register of special educational needs are supported well and achieve standards that match their prior attainment. Statemented pupils are particularly well supported by effective teaching assistants. Trends since 1998 indicate varied but steady improvement. Pupils' use of literacy, numeracy and information and communication technology skills are satisfactory across all areas of the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school, they are enthusiastic and concentrate well. This helps them to learn effectively.
Behaviour, in and out	Good. Behaviour in classrooms, at break-times and around the school is good.

of classrooms	
Personal development and relationships	Good. This is a happy school where pupils feel confident to discuss different matters with adults. Pupils grow in confidence as they move through the school.
Attendance	Very high. Attendance at the school has risen and unauthorised absences are rare.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	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.

Most of the observed teaching was good or better. Some was very good or excellent. Of the 39 lessons observed, 1 was excellent, 8 were very good, 19 were good, 10 were satisfactory, and 1 was unsatisfactory. Teaching was better in the Foundation Stage than in Key Stage 1 as more of the lessons were very good or excellent. This is better than the judgement made at the previous inspection when teaching was judged to be satisfactory overall. The very good and excellent teaching is characterised by the very effective management and organisation of pupils and the challenge set for all pupils. Teachers develop very good relationships with pupils, and this has a positive impact on pupils' learning. Teaching assistants are very well organised and they work effectively with teachers and support pupils with statements very well. In the nursery very good planning, routines and relationships ensure that children learn very effectively. Support for pupils with special educational needs is good, for those with behavioural difficulties it is sometimes very good. Teachers know all their pupils well and ensure that their needs are met effectively. Teaching of speaking, listening, reading, writing and mathematics are strengths of the school and much emphasis is placed on these important skills. However, the teaching of other subjects does not always ensure that these above average skills are fully utilised. Teaching of information and communication technology has improved and pupils' learning is effective. In the one unsatisfactory lesson teaching lacked pace to move pupils learning on quickly enough. Pupils respond well to teachers' enthusiasm and good planning and they work hard to do their best. They concentrate well and take care with their presentation. Pupils are proud of their achievements and are pleased when it is acknowledged. Pupils enjoy their learning and are well motivated by the stimulating environment created by staff. All of these factors have a positive impact on their learning and the standards that they achieve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. An appropriate curriculum is in place and the school fulfils all statutory requirements. The quality and range of learning opportunities is good in the Foundation Stage. There is, however, an imbalance of provision at Key Stage 1, with much more time being allocated to speaking, listening, reading, writing and mathematics than to the other subjects.
Provision for pupils with special educational needs	Good. The special educational needs co-ordinator has a good understanding of pupils' needs. She ensures that the new Code of Practice is fully implemented. Pupils are supported well and fully included in all areas of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision is good for social and moral development and satisfactory for spiritual and cultural development. Pupils are valued and respected in a caring and inclusive community.
How well the school cares for its pupils	Very well. Ashleigh is a safe and secure school where pupils are looked after very well. Some of the written procedures are excellent.

The majority of parents have positive views of the school and are pleased with the high quality written information that they receive. A minority feel that the school does not work closely enough with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has guided the school through a period of considerable change, including the reorganisation of the school from a First School to an Infant School. He has ensured that all written procedures to support teaching and learning are well established in the school. However, personal communications are not as consistently high as the very good quality written procedures. The deputy head and other hard working committed staff support the headteacher effectively. However, the role of some subject co-ordinators is underdeveloped.
How well the governors fulfil their responsibilities	Satisfactory. Governors fulfil their responsibilities appropriately. There are currently some vacancies. A few governors visit the school to familiarise themselves with day-to-day life of Ashleigh, but many find this difficult. Governors need to be clearer about what the school does well and what could be improved.
The school's evaluation of its performance	Satisfactory. The school identifies areas for development appropriately and takes necessary action to meet targets.
The strategic use of resources	Very good. Leadership and management are very good at identifying and using available resources. Financial planning is good and the use of specific grants is very good. The principles of best value for money are applied rigorously. Staffing, accommodation and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their child likes school. • That the teaching is good. • That the school is helping their child to become mature and responsible. • That behaviour in the school is good. • That the school expects their child to work hard and achieve his or her best. 	<ul style="list-style-type: none"> • Some parents do not feel well informed about how their child is getting on. • Some parents do not feel that the school works closely with them. • Some parents feel that the school does not provide an interesting range of activities outside lessons.

The inspection team agrees with all of the positive comments made by parents. The inspection team judges that written information for parents is very good, but agrees that personal communications could be improved. Extra-curricular provision is satisfactory and sufficient for an infant school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children start in the nursery their levels of attainment are generally above average in personal, social and emotional development, mathematical development and particularly in communication, language and literacy skills. Attainment in creative and physical development, and knowledge and understanding of the world is age appropriate. The nursery provision is very good and children make good progress in all areas of learning. When they move into the reception classes they are joined by children from other settings and continue to make good progress. By the time they start the National Curriculum in Year 1, many are working at level 1 of the National Curriculum. They continue to make good progress in reading and particularly in writing in Years 1 and 2. In the past four years, standards have been above average in reading and well above in writing. Pupils achieve well in these subjects. Pupils' speaking and listening skills are developed well across all areas of the curriculum. Standards of work seen in all areas of literacy are good. In mathematics, standards, although always average or above, have varied from year to year depending on pupils achievement in using and applying their mathematical skills.
2. The school places great emphasis on speaking, listening, reading and writing and pupils achieve well in these areas. Realistic year group and individual targets are set for numeracy and literacy. High standards have been maintained in literacy during a period of change when the school was reorganised from a First to Infant school. Achievement in mathematics has varied over time. Standards observed during the inspection are good and pupils are likely to achieve above average standards by the end of Year 2. For example, in each Year 2 class many pupils were dividing numbers by 2 and 3 accurately and could explain their answers and method of working clearly.
3. Standards in all other subjects are as expected for seven year olds. This is in part because of the greater amount of time than is usually seen being allocated to literacy and to a lesser degree, numeracy, and the fact that pupils do not always transfer their good literacy skills to other subject areas, particularly their reading and writing skills. For example, in an interesting history lesson pupils in Year 1 talked enthusiastically about the historic artefacts and engaged in lively conversation forming sensible questions about the use of the artefacts. However, due to a lack of time pupils' recorded work did not reflect their above average writing standards.
4. Pupils with special educational needs make satisfactory and sometimes good progress in relation to prior attainment. Early identification and good learning support results in regular opportunities to move some pupils off the register. Pupils receive good additional adult support to improve their rate of progress. The well-planned lessons in literacy and numeracy regularly include work that is matched to the targets on individual education plans. In these subjects, work matches the needs of lower attaining pupils well and this has a positive impact on their learning. Targets set in individual education plans focus accurately on pupils' immediate needs. There is good liaison with all relevant agencies, such as the education psychologists and speech & language departments of the local education authority, and with parents, which benefits pupils' progress with learning. There are, at present, no pupils who speak English as an additional language. All pupils are fully included in the life of the school and achieve standards that are appropriate to their prior attainment. Standards have been maintained since the previous inspection.

Pupils' attitudes, values and personal development

5. Pupils' attitudes, values and personal development are good. Standards have been maintained since the previous inspection. Pupils enjoy coming to school and this is shown in the way they work, the very good relationships that exist and the generally good behaviour they display. These

attitudes help pupils to learn effectively and make a significant contribution to the school's stated aims. Parents are pleased with the attitudes and values that the school promotes.

6. Children in the Foundation Stage have positive attitudes to learning. They settle down to work quickly and enjoy their learning. Their relationships with teachers and each other are very good. Most children in the nursery concentrate well. Children feel safe and secure and are able to trust the teachers and teaching assistants. They respond well when asked to tidy up. When getting ready to go outside, children in the nursery dress with independence and help each other. In the reception classes, children play co-operatively and share equipment sensibly. They sustain interest and are purposeful in their chosen activity. Children play independently and with confidence. In the role-play area café they write "shopping lists" and "cook", and join with others for support as they serve food to the "customer". Most behave well and have an awareness of the behaviour expected of them. They are happy and treat each other with respect.
7. Pupils in Years 1 and 2, have good attitudes. The majority of pupils are enthusiastic and concentrate well. During discussions and question and answer sessions, pupils are articulate and eager to contribute, for example, in a Year 1 class when sharing their ideas about what makes them happy or in a Year 2 class when discussing where they live. Pupils settle well to tasks and organise themselves sensibly. They are interested in their lessons and keen to talk about what they are learning. Teachers encourage them to do this and value their contributions. As a result, pupils develop confidence and this promotes effective learning. Pupils with special educational needs generally have good attitudes to their work. They sustain concentration and are motivated for appropriate lengths of time. In a minority of lessons they become unsettled and a potential distraction to others. They sometimes find difficulty concentrating and organising themselves without assistance. Effective behaviour management and good use of teaching assistants, however, prevents a minor disturbance becoming a major incident, and this limits the negative effect this has on the learning of other pupils in the class.
8. Behaviour in classrooms, at break-times, and around the school is generally good. A positive behaviour policy is in place, which is consistently applied by all staff. Clear rules, negotiated and shared in each class, set out expectations. Stickers, certificates and a special Gold book for recording significant achievements by pupils acknowledge pupils' successes. These contribute to a happy atmosphere, in which pupils' best efforts are recognised and which reinforce positive behaviour. Pupils show respect for one another and for property around the school. Playtimes are happy occasions where pupils play amicably together with a good range of playground equipment including quoits, a large Connect 4 and space hoppers. No oppressive behaviour, such as bullying, was witnessed during the week of the inspection and pupils express confidence that any incidents would be dealt with promptly. Inspectors endorse this positive view. There have been no exclusions in the last school year. In assemblies and when the whole school is gathered together for collective worship, however, behaviour is only satisfactory. This is because the strategies for managing the behaviour of the whole school together are less effective and a significant minority of pupils are distracted and disturb the concentration of others. This is an area for development.
9. The personal development of pupils and relationships throughout the school are good overall. This is a happy school, where pupils feel confident to bring matters, which concern them to the attention of their teachers and know they will be dealt with fairly. The very good relationships, which exist between the pupils and the staff, make a positive impact on the ethos of the school. With the help of good role models in the adults around school, pupils learn to listen to what others have to say and to help each other. Opportunities to show initiative are satisfactory. Pupils act as monitors for their teachers in the classroom and pupils in Year 2 distribute the class registers around school. Pupils' help each other and take turns when using the computers. In lessons and in-group work, they work well together. When pupils with special educational needs occasionally disrupt lessons, others usually ignore this behaviour and are beginning to understand that everyone is responsible for their own actions. The newly introduced circle time is helping pupils to understand the importance of valuing the opinions and contributions of everyone in the group. Pupils with special

educational needs value the work and successes of others and are happy to share their own success with the class. Pupils are not always helped, however, to become responsible for their own learning by, for example, selecting and organising their own materials and equipment for work or working independently in the library.

10. The level of attendance has improved greatly, since the last inspection, and is now very high. Whereas the national average has decreased, attendance at the school has risen, and unauthorised absences are rare. Pupils are keen to attend and arrive promptly at school. Registers are taken quickly and efficiently and lessons begin on time. These are all contributing positively to the good standards achieved.

HOW WELL ARE PUPILS TAUGHT?

11. Most of the observed teaching was good or better. Some was very good or excellent. Of the 39 lessons observed, 1 was excellent, 8 were very good, 19 were good, 10 were satisfactory, and 1 was unsatisfactory. Teaching was better in the Foundation Stage than in Key Stage 1, as more of these lessons were very good or excellent. This is better than the judgement made at the previous inspection when teaching was judged to be satisfactory overall. The very good and excellent teaching is characterised by the very effective management and organisation of pupils and the challenge set for all pupils. Teachers develop very good relationships with pupils, and this has a positive impact on their learning. Teaching assistants are very well organised and they work effectively with teachers and support pupils with statements very well. In the nursery very good routines and relationships ensure that children learn very effectively.
12. The quality of teaching and learning in the Foundation Stage is good overall; sometimes it is very good and occasionally excellent. It is never less than satisfactory. Teachers give the children the confidence and security to make good progress, especially in speaking, listening, reading and writing. Staff are good models for learning. The co-ordinator has a very good knowledge and understanding of young children.
13. The quality of teaching and learning in Years 1 and 2 is good. Sometimes it is very good. Teachers know all their pupils well and ensure that their needs are met effectively. Teaching of speaking, listening, reading, writing and mathematics are strengths of the school and much emphasis is placed on these important skills. However, the teaching of other subjects does not always ensure that these above average skills are successfully transferred. Teaching of information and communication technology has improved and pupils' learning is effective. Support for pupils with special educational needs is good, for those with behavioural difficulties it is sometimes very good.
14. In the one unsatisfactory lesson teaching lacked pace to move pupils learning on quickly enough. Pupils generally respond well to teachers' enthusiasm and good planning and they work hard to do their best. They concentrate well and take care with their presentation. Pupils are proud of their achievements and are pleased when it is acknowledged. Pupils enjoy their learning and are well motivated by the stimulating environment created by staff. All of these factors have a positive impact on their learning and the standards that they achieve. The planning of work for the nursery and reception classes is good, and takes full account of pupils' needs. Teachers' long and medium-term curriculum planning has improved since the previous inspection, when it was a key area for improvement.
15. The effectiveness of teachers' short-term planning is satisfactory and has improved since the previous inspection. Although teachers plan in year groups, some have a much clearer understanding of what is to be taught and are more flexible at meeting individual needs.

16. Where teaching is very good, as observed in parts of all year groups, teachers use their professional judgement and knowledge of the pupils in their class very effectively. Through good questioning and using clearly focussed observational skills, they make good assessments of pupils' gains in learning. They make good evaluations of the success of their lessons, and their informal assessments help shape future lesson planning. Teachers keep detailed records of what has been taught, and the best of these records clearly indicate what individual pupils have learnt, or where there are weaknesses to be addressed. When these records are lacking in sufficient detail, not enough information is available for teachers to use to plan work that matches pupils' needs. For example, in design and technology all tasks are set at the same initial level, regardless of pupils' previous levels of achievement. As a result, the work set does not always meet the needs of all pupils in the groups, especially those with special educational needs and those who are more skilled in this subject than most others.

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

17. The quality and range of the curriculum is satisfactory overall. The curriculum meets all statutory requirements and it is broad and relevant. However, it is not well balanced, for example, teachers' planning shows that there is a very high emphasis on literacy, and to a slightly lesser extent numeracy, and weekly timetables indicate that a larger amount of time than recommended is spent on these two subject areas. Consequently, the effectiveness of strategies used in the teaching of literacy and numeracy skills is good. This has a very positive effect on pupils' standards of attainment in reading, writing and mathematics, but other subjects are studied for less than the recommended time and therefore standards are not as high. Curriculum planning for children in the Foundation Stage has improved since the previous inspection and is now good. Nursery and reception age children are provided with a good range of interesting activities that successfully develop their early learning skills.
18. Equality of access and opportunity to the full curriculum is provided for all groups of boys and girls, including those pupils with special educational needs. Provision for pupils with special educational needs is good, enabling them to make satisfactory progress towards their targets set in their individual educational plans. The school has successfully begun to implement the new Code of Practice. Reviews take place at regular intervals and parents are suitably involved at all stages. Traveller pupils have access to the full curriculum.
19. The school now follows the latest government guidelines in all subjects and this is an improvement since the previous inspection. Some of this guidance has been successfully adapted to meet the particular needs of pupils in school, as with planning for literacy, numeracy and information and communication technology. However, this remains an area for further development, as some current schemes of work, although adopted by the school, have not been adapted further to build on acknowledged interests of the school and its pupils. For example, the locally agreed syllabus for religious education has been successfully adapted, and this has improved provision and pupils' standards of attainment, but the scheme of work used for science, has not been sufficiently considered or used effectively enough yet to raise standards in line with literacy and numeracy.
20. The teaching timetables show imbalances in curriculum provision. For example, there is high emphasis on the teaching time allotted to literacy and numeracy, so that subjects such as, design and technology, geography and history are studied termly or fortnightly because of lack of time. Some documentation, such as the scheme of work for information and communication technology, clearly identifies cross-curricular links. However, these links are not consistently identified in all teachers' planning of lesson activities, and therefore some pupils have fewer of these opportunities.

21. Provision to raise standards in literacy and numeracy is good. The teaching staff has worked hard to implement the recommendations of the National Literacy and Numeracy Strategies, and this has had a very positive effect on pupils' attainment and achievement in these areas of the curriculum. The school places high emphasis on the development of key skills of language, literacy and numeracy in much of the teaching. There has been some appropriate, additional provision through the internal special educational needs support programme, which provides good levels of help for those pupils who have lower than average levels of knowledge, skill and understanding of language and numeracy. The early literacy support (ELS) assistant works effectively with small groups of pupils to raise standards in literacy.
22. The school provides an appropriate health and drugs awareness curriculum for pupils, some of which is supported by the school nurse. There is no formal sex education programme, but this is under review. Involvements such as the healthy eating focus in science form part of the provision for pupils' personal, social and health education, which is satisfactory. Staff successfully use planned opportunities for pupils to discuss issues, as in 'circle time', when pupils discuss topics while sitting in a circle, this successfully boosts pupils' confidence and awareness levels.
23. The provision for extra-curricular activities is satisfactory. This is similar to the findings of the previous inspection. There is a satisfactory range of opportunities for pupils to build upon skills and interests learned during school time. Interesting visits are arranged to enrich curriculum experiences. Pupils can pay for tuition that is provided by outside agencies in French, dance and short-tennis. Additionally, the free activities that are open to all are musical percussion, drama and singing.
24. The school's links with the community have been maintained well since the previous inspection and are good. The link with the church remains strong, with the vicar or other visitors taking assemblies. The children visit the local church and Abbey but, although the school has tried to arrange a visit to a place of worship of another faith, it has not yet been possible. The curriculum is enriched by visits to such places as Bressingham Museum and Norfolk Constabulary Headquarters. The school has been adopted by Somerfields supermarket as its community school, and has accepted the opportunity to visit the Lotus car factory. Good use is made of educational professionals and there are visits from, for example, an author, storyteller and musicians, who all enrich further the children's learning. Pupils' takes part in the town's 'Music week', either singing songs or playing recorders. Pupils show care for others by raising money for charities such as Guide Dogs for the Blind, the Norwich Night Centre, British Legion Poppy Appeal and the Marie Curie Cancer Appeal. An adult information and communication technology, course was held at the school for the benefit of the community.
25. Relationships with partner institutions are good, stronger than found at the previous inspection. The school is one of the twelve members of the Wymondham School Cluster, which, through regular meetings, enables headteachers to discuss current business and have contact with the middle and high schools. Pupils are given the opportunity to attend the pantomime at the Robert Kett Junior School. In the summer term they spend a day there, and staff visit and exchange records, which support a smooth transition for pupils in Year 2. Pupils from the high school and local college come to the school for work experience. There is a good induction programme for children coming into the school both from the nursery or other settings. This programme includes home visits, parental interviews and the opportunity for children to join a weekly story time group with the reception children. The school has successfully taken advantage of the local education partnership projects 'Looking at Teaching and Learning' and 'Developing Children's Thinking'. The nursery teacher heads the school cluster in the National Playgroup Project.
26. Overall, the provision for pupils' spiritual, moral, social and cultural development is satisfactory. The ethos of the school is one where pupils are valued and respected in a caring and inclusive community. Pupils feel safe, secure and valued in their personal development. This makes a good contribution to the school's stated aims.

27. Provision for spiritual development is satisfactory. This is as reported at the previous inspection. Acts of worship, although fulfilling statutory requirements, lack a sense of occasion. Pupils enter and leave the hall to carefully chosen music but there is general chatter and a lack of calm as pupils sit down. There are no visual foci, such as candles, flowers or pictures to establish a more spiritual atmosphere. During assemblies, pupils are invited to participate, for example, in acting out the story of David and Goliath, or Cornelius the Crow, but there are many missed opportunities for moments of reflection and for pupils to share their own experiences of life and understand the feelings of others. Religious education lessons enable pupils to reflect on the nature of belief and faith. In lessons throughout the school, pupils make confident contributions because teachers value what they say. The newly introduced circle time is providing pupils with opportunities to talk about, for example, what makes them happy and listen to the views of others. The majority of pupils show a respect for themselves and others and a developing sense of empathy, concern and compassion in their daily routines.
28. Provision for pupils' moral development is good. The school's behaviour policy is implemented well throughout the school providing a clear framework for moral development. The school helps pupils to understand the difference between right and wrong with a clear set of rules, negotiated with pupils and displayed in the hall and in classrooms. There is a positive approach to behaviour and all adults in the school provide good role models and help pupils to become considerate and co-operative. There are many awards to encourage good behaviour and special presentations are made for "star of the week" or "special hard worker" as well as a special entry in the Gold Book. Circle time helps pupils develop awareness of the feelings of others, such as in a Year 1 class, when special moments are explored and the effect these have on their lives. The personal, social and health education curriculum also makes a contribution to pupils' learning about behaviour and living and working with others.
29. Provision for pupils' social development is good. This has been maintained since the previous inspection. The school has a welcoming foyer with a small book corner for pupils and visitors and attractive displays in all curriculum areas enhance the general appearance of a caring and lively school. Teachers and other adults in school provide good role models and relationships between pupils and adults are good. Pupils with special educational needs are well integrated into school life. Playtimes are sociable occasions when pupils share playground equipment amicably. All year groups take responsibility for routine matters in their classrooms, such as tidying their tables and collecting belongings and older pupils act as monitors, delivering and returning registers to the office as well as putting away playground equipment. Younger pupils dress and undress themselves independently for physical education and pupils pay for their puddings as they choose what they wish to eat. Opportunities for pupils to take responsibility for their own learning, however, such as deciding and organising what will be needed for a particular activity are not so well developed. They have opportunities to enhance their social skills on educational visits and in after school clubs, such as the recorder and performing clubs, which encourage pupils to express themselves confidently and articulately in school performances and concerts. These make a significant contribution to pupils' social development.
30. Provision for pupils' cultural development is satisfactory. This has been maintained since the previous inspection. Visits are made to local places of interest, such as Bressingham Gardens, Banham Zoo and Wymondham. Visits to school include a theatre group, storyteller, museum services and road safety officers and a bagpiper. Pupils in Year 2 were taken recently to see the Queen open the new Norfolk Constabulary Headquarters in Wymondham and their pictures appeared in the local papers presenting bouquets and talking to the Queen. These opportunities introduce pupils to a range of customs, traditions and styles of life and expression. Attractive displays of African masks, Chinese New Year celebrations and the Jewish festival of Purim help pupils to understand cultural diversity. The range of artefacts and musical instruments from other cultures has improved since the previous inspection and there is now an adequate supply of books and resources, which reflect the richness and diversity of cultures within British society today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. Ashleigh is a caring, safe and secure school that looks after all its pupils very well. Areas found to be sound or good at the previous inspection have been strengthened. It is successful in its aims to have children cheerful and happy to come to school. Pastoral care is the responsibility of the class teachers who, together with teaching assistants, know their pupils very well, are sensitive to their pupils' needs and thus able to provide good personal support and guidance. This promotes a positive relationship between pupils and staff. Parents generally agree that their children are happy to come to school. All written procedures are good some are excellent. Children in the Foundation Stage are supported well by all staff. Children with special educational needs are fully included in all areas of school life. Provision for statemented pupils is good.
32. Child Protection procedures are very good and the staff are aware of the need to be vigilant. Health and safety procedures are excellent with detailed risk assessments and rigorous attention to detail. All members of staff receive training in first aid. Procedures for monitoring and improving attendance are very good. Attendance is carefully monitored and parents have fully supported the prominence given to it in the home/school agreement, which has resulted in raising the level successfully. Procedures for monitoring and promoting good behaviour are good, and procedures for monitoring and eliminating oppressive behaviour are very good. Procedures for promoting child's esteem are consistently applied throughout the school and pupils are aware of the standards of behaviour expected of them and most respond accordingly. Incidents of challenging or inappropriate behaviour are dealt with immediately.
33. Pupils are supported well in their personal development, although the school acknowledges that monitoring remains an area for further development. Annual reports contain details of the child's personal development and children are encouraged to take responsibility for themselves, such as preparing for physical education and purchasing a pudding and drink each day with their own money. Pupils also act as monitors for taking and collecting registers and ringing the school bell. Children are rewarded with gold stars, stickers and an inclusion in the 'Gold Book. Their 'self-portraits' are hung in the hall and their success celebrated in the 'Praise Assembly'. Class awards encourage pupils to be responsible to their peers. Circle time is structured to enable the children to express their feelings and to become aware of what is right and what is wrong. Opportunity is given during the end of lessons for 'news time', when children are able to communicate and interact with their classmates. Parents believe strongly that the school is helping their child to become mature and responsible.
34. The procedures for assessing pupils' attainment and progress in learning, and the use of these assessments to guide curricular planning, were raised as key issues in the previous inspection. Satisfactory progress has been made in improving this weakness. All statutory assessments are carried out effectively. Baseline assessments are carried out shortly after entry to the nursery and a reading test is carried out early in the reception year. However, assessment procedures are better in literacy and numeracy, than in the other subjects of the curriculum. For example, pupils are given work that suitably challenges them and so their progress with learning to read and write has produced good levels of achievement. The assessments made in information and communication technology (ICT) are also successfully identifying which pupils are in need of greater help or are competent to take more responsibility for their own learning. The results from national tests and teacher assessments are analysed in order to establish trends in reading, writing, mathematics and science. This has resulted in a whole school focus on areas of weakness in an attempt to improve practices for later groups. For example, the improvement of work on life and living processes in science. However, the assessment of pupils achievements in other subjects, is less well developed. The use of targets, so that pupils know what is expected of them as individuals, has not been sufficiently developed across all subjects. The school is aware of the need to extend its assessment policy.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. A majority of parents are satisfied with all aspects of the school. The previous inspection found a good partnership with parents and this partnership remains, with a large number of parents saying they have no concerns and feel very welcome in the school. They are particularly satisfied with the fact that their children like school, the progress their children are making and that the school helps their children to become mature and responsible. However, a minority of parents feel that the school does not work closely with them and that communication is inconsistent. The inspection team found some validity in these concerns in that the personal communication from the leadership was not as consistent with the very high quality of the written information. Some parents may therefore find it difficult to take any concerns above class level.
36. Most parents' support the school well by hearing their children read at home, and make very good use of the home diaries. Parents have been given the opportunity to respond to a questionnaire, about life in the school. The findings have been discussed and integrated appropriately into the management plan.
37. The quality of written information is very good. Newsletters are sent out regularly and contain information on all aspects of school life. Letters containing curriculum information, including homework, go out to parents once a term, and target sheets are sent home each half term. The governors' annual report to parents meets legal requirements but lacks the detail that gives a true "feel" for the school. The prospectus is detailed and informative and contains all the required information to meet legal requirements. Pupils' annual reports are very good as they are detailed, personal and contain some targets for improvement.
38. Three parents meetings are held in the school year. Parents have the opportunity to speak with class teachers, before and after school each day. Parents find the friendly, clear and accurate communication with teachers helpful in understanding their children's learning. Reception Year welcomes parents into classes on a Thursday morning and parents are invited to attend school activities and some assemblies.
39. The impact of the parents' involvement in the school is good. A significant number of parents help in school each week, giving support across the curriculum. The "Ashleigh Friends Association" is a very active dedicated group of parents, who organise fund raising events such as the Field Day in June, bring and buy sales and activities for the children, such as the popular discos. Funds raised provide welcome resources for the school, such as computers, big beanbags for reading areas and books. The members of 'Ashleigh Friends Association' are also present at the meeting for new parents. The response by parents to the governors' surgery has not been very positive to date, whereas the attendance at parents meetings is excellent. There are two vacancies to be filled by parents on the governing body.
40. Parents make a positive contribution to their children's learning at school and at home. The home-school agreement has had a very positive impact on learning. Parents strongly support the ethos of the school and the behaviour policy. Most parents make good use of the home school reading diary and there is further support from those parents who take their children to public libraries.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. Leadership and management of the school are satisfactory overall. The headteacher leads the school in a well-organised manner and written procedures are very good, some are excellent. He has guided the school through a period of considerable change, including the reorganisation of the school from a First School to an Infant School. This has brought about many changes of staff.

He is supported well by his effective deputy and a hard working committed teaching and non-teaching staff, who work together well to fulfil the shared aims of the school. He has created a positive and supportive environment, where relationships are good, although communication of the school's educational aims and its work are not always clearly articulated to the whole school community. The headteacher, deputy headteacher and the local education advisor, have monitored the teaching of literacy and numeracy in all classes. The co-ordination of literacy is good. The management of the Foundation Stage is very good. Provision for pupils with special educational needs is managed well and organised effectively by the special educational needs co-ordinator. Other subject co-ordinators manage their areas satisfactorily overall, although some are less well developed than others and co-ordinators do not have the opportunity to monitor teaching and learning in their subjects nor provide sufficient leadership to improve standards even further.

42. The headteacher and staff collect appropriate assessment data to monitor standards in the school. The school knows its many strengths and how to maintain them, but is less clear about how to address areas for development. They have identified extending assessment procedures and raising standards in science as areas for development, but have not as yet taken effective action to secure improvement. The aims and values of the school are explicit in its day-to-day working. The school is inclusive in its policies and working practices. Provision for spiritual, moral, social, and cultural development is satisfactory. Pupils' personal development and relationships are good. There is equality of opportunities for all. Staff, teaching and non-teaching, are committed to raising standards for all pupils and enabling each pupil to achieve his or her full potential.
43. The governing body is caring and supportive of the school. The school prospectus and annual report to parents meet statutory requirements. Performance Management is established well and governors have set targets for the headteacher, who in turn negotiates targets with the staff. The school development plan is satisfactory in identifying priorities but not clear enough about success criteria, or monitoring the targets set. The headteacher leads the monitoring and evaluation of the schools' performance and staff and governors are kept well informed. Risk assessment, which is a statutory responsibility of the governing body, is delegated to the headteacher. There are well-established procedures to ensure the safety and protection of pupils. Some governors find it difficult to visit the school on a regular basis and therefore do not always have a clear understanding of the strengths and weaknesses of the school or a good understanding of the day-to-day life of the school.
44. The school has good systems for day-to-day financial management and control. The financial administrator uses new technology very well and is able, at very short notice, to give a comprehensive and detailed explanation of any aspect of the school's budget. However, there has been no external audit of the school's accounts since 1997, although the local education authority has plenty of checks in its procedures. Technology is used well by the school administrator who supports the smooth day-to-day running of the school. A number of teachers are increasingly using new technology to plan their lessons. Spending has been carefully targeted on important educational priorities in the school, notably information and communication technology and literacy, which has helped to maintain and improve standards. The good provision of teaching assistants has had a markedly beneficial effect on raising standards and supporting pupils, especially those with special educational needs. The principle of obtaining best value for money is applied rigorously, and all spending is carefully considered on the principle of the benefit provided to the school. The headteacher has considerable skills in understanding and bidding for specific grants such as the class size initiative. This has resulted in a good teacher pupil ratio and the provision of a new classroom. Successful bids have been made to the National Grid for Learning and the New Opportunities Fund to provide extra funding for information and communication technology and special educational needs. The governors' finance committee is aware of the very good skills of the head teacher in his strategic use of resources in the school, and has supported his several initiatives in these areas. Management of financial resources during the recent school reorganisation has not been easy, but the headteacher is confident that numbers on roll will remain

stable for at least the next two to three years, enabling the school to maintain and improve its generally good provision of educational resources.

45. The number and match of teachers to the demands of the curriculum are good and they make an effective contribution to the life of the school. The provision and effectiveness of the teaching assistants is good. Throughout the inspection, they displayed great commitment and determination, constantly supporting pupils well, especially those pupils with emotional or behavioural difficulties, at all times working productively with the teaching staff. The school management is providing them with appropriate training opportunities. Teaching assistants, together with newly qualified teachers and teachers new to the school are helped to settle in through a very good induction process. They are provided with comprehensive information booklets, personal mentors amongst the existing staff, and know that they can always seek support from senior staff. This has made a notable contribution to the happy learning atmospheres present in all classes in the school and the nursery. All staff have job descriptions and good, effective provision is made for their personal development. Teaching staff have regular development interviews and, as a consequence, relevant and regular training opportunities are offered to staff to benefit both the needs of the school and their own professional development. Mid-day supervisors and catering staff work efficiently to ensure that lunch time runs smoothly and that pupils are safe and happy.
46. Accommodation is good overall and issues found at the previous inspection have been addressed. Good use is made of all available space for storage and the whole school is well maintained, clean and welcoming with colourful displays. Refurbished areas and other additions, in particular the carpets, have enhanced the classrooms, and have greatly reduced the detrimental noise found during the previous inspection. The school manages the open plan areas well, with good use made of the smaller base rooms. Outdoor provision is very good with some very attractive resources. Nursery and reception children, have their own separate safe secure areas that are also sometimes used by the older pupils. The issue of opportunity for outdoor play for children in the reception classes has been addressed. The “Ashleigh Friends Association” has generously raised funds for an adventure playground and other play equipment. The main playground is attractively marked out for activities and games it has seats and well tended garden and planting areas.
47. Overall, learning resources are good in terms of quality, quantity and range for most subjects. Throughout the school they are stored appropriately and are easily accessible. Resources for information and communication technology are very good. The library, however, is under developed and under used. Pupils do not have sufficient opportunities to select books for study or to browse for pleasure. There is a good selection of instruments from other cultures for music, and artefacts for religious education aid pupils’ cultural awareness. There is a large, attractive playing field but it is not used regularly for games and adventurous activities. The hall is large and used well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Ashleigh Infant and Nursery School provides a sound education for its pupils. Pupils and staff work in a positive environment where teaching and learning is good. Parents have positive views of the school and pupils behave well and enjoy their lessons. Pupils achieve above average standards in reading and well above average standards in writing. There is a happy and purposeful atmosphere in classrooms.

In order to maintain standards and improve even more, the headteacher, staff and governors should:

1. Communicate the shared aims and work of the school, more clearly to the whole school community by raising the standard of personal communication so that it is as consistently high as the written information.
(Paragraphs 35, 41)

2. Ensure that governors have a clearer understanding of the work of the school by visiting the school on a more regular basis to familiarise themselves with the day-to-day life of the school.
(Paragraph 43)
3. Improve the balance of the curriculum by ensuring that all subjects receive an appropriate amount of time.
(Paragraphs 3, 17, 20, 76)
4. Develop and extend the role of subject co-ordinators, in those subjects where they are underdeveloped at present, by ensuring that the co-ordinators monitor and evaluate the quality of teaching and learning in their subject and lead improvement more effectively.
(Paragraphs 41, 92, 96, 110, 114, 119)

An additional point for the school to consider

The improved assessment procedures need to be extended to include those subjects where assessment is underdeveloped at present.
(Paragraph 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	19	10	1	0	0
Percentage	2	20	49	25	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	212
Number of full-time pupils known to be eligible for free school meals	0	10

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	1	26

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	01(00)	33(25)	26(33)	59(58)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29 (23)	31 (22)	32 (24)
	Girls	25 (31)	25 (32)	23 (30)
	Total	54 (54)	56 (54)	55 (54)
Percentage of pupils at NC level 2 or above	School	92 (93)	95 (93)	93 (93)
	National	84 (83)	84 (86)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28 (23)	32 (24)	29 (22)
	Girls	25 (31)	23 (30)	23 (30)
	Total	53 (54)	55 (54)	52 (52)
Percentage of pupils at NC level 2 or above	School	90 (93)	93 (93)	88 (90)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	182
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y R – Y2

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	17
Average class size	23

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	175

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	3
Total aggregate hours worked per week	46
Number of pupils per FTE adult	6

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	538778
Total expenditure	519781
Expenditure per pupil	1962
Balance brought forward from previous year	29873
Balance carried forward to next year	48870

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	238
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	2	1	0
My child is making good progress in school.	51	39	4	0	6
Behaviour in the school is good.	37	54	3	0	5
My child gets the right amount of work to do at home.	37	44	7	0	2
The teaching is good.	63	34	0	0	3
I am kept well informed about how my child is getting on.	35	40	22	2	0
I would feel comfortable about approaching the school with questions or a problem.	54	38	6	0	2
The school expects my child to work hard and achieve his or her best.	45	40	0	0	11
The school works closely with parents.	29	39	16	3	11
The school is well led and managed.	34	40	7	3	16
The school is helping my child become mature and responsible.	45	43	3	0	7
The school provides an interesting range of activities outside lessons.	27	25	20	6	20

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

48. At the time of inspection there were 87 children in the Foundation Stage, 52 part time children in the nursery and 61 full time children in the reception classes. Children start in the nursery in the September of the year in which they become four and they move into the three reception classes in the September of the year in which they become five. The youngest children remain part-time until January. A good induction programme in the nursery and reception classes enables parents, children and staff to get to know each other well and children know what they can expect from school. Children join in activities happily as a result of the support from all staff in the nursery and reception classes.
49. Attainment on entry to the nursery is generally above average in personal, social and emotional development, mathematical development and particularly in communication, language and literacy skills. Provision in the nursery is very good. Accommodation is purpose built and flexible enough to meet the needs of all children. Areas of learning are clearly identified and resources are of good quality and well cared for. All areas offer children attractive and relevant activities. All staff are clear about their responsibilities and make learning enjoyable for the children. Informative displays describe to parents and carers the aims of all the activities.
50. Organisation and provision in the reception classes is good. There are quiet classroom bases, working areas with tables and wet and dry areas for creative development. There is a good, safe and secure outdoor area with access for physical development. This is an improvement since the previous inspection. Planning for children to achieve the appropriate stepping-stones for The Early Learning Goals is good.
51. The quality of teaching and learning in the Foundation Stage is good overall; sometimes it is very good and occasionally excellent. It is never less than satisfactory. Teachers give the children the confidence and security to make good progress especially in speaking, listening, reading and writing. Staff are good models for learning. The co-ordinator has a good knowledge and understanding of the Foundation Stage. Children are supported well by teaching assistants. Children with special educational needs are fully included in all areas of school life and supported well. Children make good progress throughout the nursery and reception classes. They are likely to exceed the early learning goals in personal, social and emotional development, communication, literacy and language skills and mathematical development. They are likely to achieve the early learning goals in creative and physical development, and in knowledge and understanding of the world by the end of the Foundation Stage.

Personal, social and emotional development

52. The quality of teaching and learning in this area is good. Children of all abilities make good progress in their learning. Most children achieve standards that are likely to exceed the early learning goals by the end of the Foundation Stage. Children have a positive attitude to learning. They settle down to work quickly and enjoy their learning. Their relationships with teachers and each other are good. Most children in the nursery concentrate well. Children feel safe and secure and are able to trust the teachers and teaching assistants. They respond well when asked to tidy up. When getting ready to go outside, children in the nursery dress with independence and help each other.
53. In the reception classes, children play co-operatively and share equipment sensibly. Children sustain interest and are purposeful in their chosen activity. Children play independently and with confidence. In the role-play area café, they write “shopping lists” and “cook”, and join with others

for support as they serve food to the “customer”. Most behave well and have an awareness of the behaviour expected of them. They are happy and treat each other with respect.

Communication, language and literacy

54. The quality of teaching and learning in this area is good. Children of all abilities make good progress in their learning. Most children achieve standards that are likely to exceed the early learning goals by the end of the Foundation Stage. In the nursery children enjoy selecting and talking about books to take home. Most children listen to stories from Big Books with increasing attention and enjoyment. Older children in a reception class explain accurately what information is needed for a poster to advertise a book fair. They describe which part of the Ugly Duckling story they enjoy the most and accurately sequence events from the story. Teacher's enthusiasm makes all children eager to contribute to lessons. In guided reading, children understand what the title of a book is and what the author and illustrator do. Children read simple sentences together and are developing strategies to help themselves work out what unfamiliar words say. They use sounds, picture clues and break words down into smaller parts effectively. The teachers make learning fun. Children write shopping lists using recognisable letters, they write their own names and simple sentences sounding out letters as they work. During circle time, children express their thoughts and opinions, they use conversation to organise and clarify their thinking and express their own ideas and feelings well.

Mathematical development

55. The quality of teaching and learning in this area is good. Children of all abilities make good progress in their learning. Most children achieve standards that are likely to exceed the early learning goals by the end of the Foundation Stage. They say and use numbers in order and count reliably to 10. Higher attaining children count accurately to 20. They recognise numbers to over 20. When using coins some higher attaining children add 4p and 5p to make 9p accurately. Others work very sensibly together playing a snake game exchanging 10 x 1ps for 1 x 10p. In the nursery one child knew 94 because that was the number of his house. Children calculate 1 more than and 1 less than using practical apparatus and number lines effectively. They use number vocabulary appropriately when involved in adding and subtracting numbers. Children learn about shapes and measures in the practical activities. For example, when working with a teaching assistant constructing playground equipment, they recognise cubes and cylinders accurately.

Knowledge and understanding of the world

56. The quality of teaching and learning in this area is good. Children of all abilities make good progress in their learning. Most children are likely to achieve the early learning goals by the end of the Foundation Stage. Children investigate objects and materials by using their senses. They find out about, and identify features of living things, objects and the events that they observe, accurately. For example, after listening to a tape about spring, children observe daffodils opening and new leaves on plants using specific and correct vocabulary. They ask questions about why things happen and compare differences. In the nursery, children explain what a dentist does and learn a tooth song to consolidate their learning. They select tools and techniques to make objects. Children use information and communication technology to support their learning effectively. For example, children use the computer program Dazzle to design their Easter cards and then to word process a message in the cards. At another time, working independently on a program about ourselves, they learn about the past and changes that occur over time. They look at photographs of babies and how they change as they grow up. Special occasions such as christenings are celebrated. They learn about their own and other cultures effectively. A spring walk generated good speaking and listening skills about how living things change in springtime, as well as providing ideas for making clay eggs that represent new life.

Physical development

57. The quality of teaching and learning in this area is good. Children of all abilities make good progress in their learning. Most children are likely to achieve the early learning goals by the end

of the Foundation Stage. Both the nursery and the reception classes have safe secure and attractive outside play areas. Children in the nursery move around the play area enthusiastically, using wheeled and pedal toys. Most children have appropriate levels of skills, moving with good control and increasing confidence, showing suitable awareness of themselves and others, generally avoiding other children and fixed obstacles. Children in the nursery have appropriate opportunities every day for outdoor play with a variety of stimulating equipment and toys. Children working in the hall use space appropriately and develop improving skills as they work on the large apparatus. Children use small tools and equipment effectively. They are beginning to manipulate materials to achieve a planned effect. They find tasks such as cutting, sticking and painting very enjoyable.

Creative development

58. The quality of teaching and learning in this area is good. Children of all abilities make good progress in their learning. Most children are likely to achieve the early learning goals by the end of the Foundation Stage. Children explore colour, texture, shape, form and space in two and three dimensions. For example, working with foil to create swans linked to the Ugly Duckling story. Also, when making Easter cards, children print shapes onto card very thoughtfully taking care to work carefully. Routines are well established and children know what is expected of them in terms of behaviour and care of equipment and resources. Children recognise and explore sounds, sing simple songs from memory and match movement to different sounds. Many opportunities are provided for children to develop their imagination through well thought out role-play areas. The café being a particular favourite. Children respond in a variety of ways to what they see, hear and smell. Children in the nursery were curious about the fruit and vegetables available for them to look at and touch. In the nursery and reception classes resources are attractive and clearly labelled and easily accessible to children. Children's work is valued and displayed well creating interesting and stimulating areas.

ENGLISH

59. Results of National Curriculum standard assessment tests show that at the end of Year 2 pupils have been consistently above the national average in reading, and well above the national average in writing compared to all schools for the last three years. This is well above the standards of similar schools in writing, and about the same as standards found in reading. This inspection indicates that pupils leaving this year will achieve standards that are above average in both reading and writing, although probably not so quite high as in the past. This is because, although most pupils in Year 2 will achieve the expected standard, fewer than in the past will achieve the higher Level 3, certainly in writing. As at the time of the last inspection, standards in speaking and listening were above those expected nationally. All pupils, including those with special educational needs make satisfactory progress, and the inspection found no significant difference in the performance of boys and girls. Above average standards have been maintained since the previous inspection.
60. By the end of Year 2, pupils achieve above average standards in speaking and listening because they are given many opportunities to answer numerous open ended questions in the majority of their lessons. They often talk to a partner in literacy lessons about their ideas, and are encouraged frequently to recall stories they have read. Pupils in Year 2 offer suggestions for the start of a story they are to write, for example, 'One spring day, in a multi-coloured house...' and they listen attentively to the ideas of their friends and teachers. Pupils also have opportunities to contribute verbally in circle time and in subjects other than literacy, often for example in history when investigating old artefacts and in physical education when evaluating performance. However, assemblies and acts of collective worship do not afford them the same opportunities to speak in public. Pupils' good speaking and listening skills are particularly commendable in an open plan school where classes rarely distract each other.

61. By the end of Year 2, standards in reading are above average. Most pupils enjoy their books, and many recall stories or predict accurately what might happen next. Almost all pupils recognise the meaning of ‘authors’, ‘illustrators’, ‘index’ and ‘blurb’ and equally enjoy reading fiction and non-fiction books. In their whole class reading sessions they are encouraged to read with expression, which was delightfully shown by pupils in Year 1 in their reading of the ‘GREAT BIG’ bear and the ‘teeny - weeny’ bear. All pupils have books appropriate to their abilities and are encouraged to word build and use phonic skills, for example, in a Year 2 class, pupils identified the ‘sound buttons’ in words like ‘black’ and ‘tremendous’. The recent purchase of an effective and interesting guided reading scheme has helped improve pupils’ reading skills even more. Parents have been active in supporting their children’s reading particularly since the introduction of the National Literacy Strategy, and they have used the home reading diaries effectively giving ample evidence of regular support in reading at home and at school. The library is at present disappointing in size and content, and is not used regularly by classes and does not enthuse pupils. There are current plans to improve this provision.
62. By the end of Year 2, standards in writing are above average. Pupils understand the need in stories for different characters and a setting for the action and they have plenty of opportunities to use different writing forms, for example, book reviews of ‘What Stella Saw’, ‘We’re all going on a Bear Hunt’, and ‘Sonic Sid’; poems for Mother’s Day - ‘I love you, you love me, you look so pretty, like a star you are’; reports for a newspaper, the Christmas Story in six chapters, and ‘What happens in Wymondham’. The writing is often imaginative, sometimes extended and generally accurate in basic punctuation. Pupils have regular spelling tests based on recognition of high frequency words, but their accurate use of these words in their writing is variable. This variation is mirrored in handwriting. A scheme is used regularly and there is substantial evidence of pupils’ work to improve this skill. Some are joining their letters at the end of Year 1 and in Year 2, but not all. Teachers mark pupils’ work accurately, offer considerable praise and encouragement and occasionally developmental hints. Pupils in Year 2 have individual attainment targets in the front of their writing books. Standards of writing in other areas of the curriculum, such as geography and science are generally average. They are lower than in specific literacy lessons, because insufficient challenge and time is given to the pupils to write extensively; some of the time is spent in filling in one word answers on worksheets. The literacy strategy has been used appropriately in all classes to develop pupils’ reading, writing and spelling skills.
63. The quality of teaching and learning is good overall. Teachers establish positive relationships with pupils, which encourages them to do their best. Some older pupils in Year 2 can be very challenging, and without the good support from teaching assistants become very distracted. Other pupils generally get on with their work appropriately. In the one unsatisfactory lesson teaching lacked pace to move pupils learning on quickly enough. Teaching in the younger classes is notable for good planning, class management skills and consistent challenge to all ability groups. Teaching assistants are used particularly well by teachers; most are busy throughout literacy lessons, including the introduction and plenary at the end. Many use their initiative and are especially good at identifying and providing for the needs of pupils with learning or behavioural problems. They are managed effectively by the Special Needs Co-ordinator who has enabled an early literacy support teaching assistant to work with small groups of lower attaining pupils with obvious success.
64. Leadership and management of the subject are good. The deputy headteacher is a very good practitioner and provides effective guidance and encouragement for all staff. She has monitored the teaching and learning in lessons and has a good knowledge of the strengths and weaknesses in the subject. She has introduced the new more stimulating guided reading scheme, and is now improving the provision in the library. She has also introduced more effective analysis of test information in order to help pupils achieve consistently high standards. At present there is no portfolio of levelled and moderated work in writing, although the co-ordinator is planning to develop this. On going assessment on a day-to-day basis and pupil records are good.

MATHEMATICS

65. Results of National Curriculum standard assessment tests over the last four years show that at the end of Year 2 standards have varied between average and well above average. In 2001, the majority of pupil's attained standards that were similar to the national average compared to all schools but below when compared to similar schools. This is because not as many pupils achieved level 2 in using and applying their mathematical skills. Inspection evidence shows that pupils, including those with special educational needs, make satisfactory progress throughout Year 1 and 2 and that standards are likely to be above average by the end of Year 2. Although varying from year to year, generally standards have been maintained since the previous inspection. Girls outperform boys in the national tests and this mirrors the national trend. No clear reasons are evident and the school is analysing data and the way teachers assess pupils' work to account for this discrepancy as well as analysing the uneven pattern of test results in the past few years.
66. The school has successfully introduced the National Numeracy Strategy. Good teaching is improving pupils' numeracy skills, particularly their mental recall of number facts. Teachers share learning objectives with pupils and start lessons briskly, encouraging pupils to be alert and interested. Mathematics is sometimes used across the curriculum, for example using graphs in science, time lines in history or recording the passing of time in physical education activities. Information and communication technology is used to support mathematics effectively. Its use is always related to the learning objectives of lessons, such as in a Year 2 class when pupils construct sequential patterns or in a Year 1 class when pupils practise dividing by two and three.
67. Pupils are developing good computational skills. In Year 1, pupils add and subtract to twenty and count in tens to one hundred accurately. They recognise odd and even numbers to twenty and work with multiples of two. Pupils in Year 2 are developing a clear understanding of place value to one hundred. They use multiples of two, five and ten, divide thirty by two and three and understand the fractions, half, quarter and three quarters. Overall, by the end of Year 2, pupils are beginning to develop good basic numeracy skills and to extend their understanding of appropriate mathematical concepts effectively.
68. In learning about shape, space and measures, pupils in Year 1 recognise circles, squares, rectangles and triangles and use one or more of these shapes to make sequential patterns. They identify cubes, cylinders and cuboids and discuss their properties. They understand the difference between morning and afternoon and know the days of the week. In Year 2, pupils recognise more complex 2D shapes such as hexagons, pentagons and octagons and correctly draw the four lines of symmetry on a square. They measure length in metres and centimetres and some higher attaining pupils measure in half centimetres. They are beginning to understand the language of position, such as in quarter, half and full turns and learn to tell the time in hours and minutes.
69. Pupils in Year 1 draw pictures of the fruit and vegetables that they eat and record them effectively on a pictogram. They complete a block graph of their favourite colours accurately. Pupils in Year 2 sort shapes according to their properties and record their findings well on a bar graph. They analyse the results to check the frequency with which properties occur and describe their observations appropriately in a simple format.
70. Pupils have good attitudes to learning. They talk enthusiastically about their work and enjoy their lessons. They are eager to answer questions and they volunteer to demonstrate their work and explain what they have been doing to the rest of the class. In nearly all lessons behaviour is good with just a few minor disturbances from pupils with special educational needs. These moments are always handled well, particularly by teaching assistants, whose strategies to diffuse potentially disruptive behaviour prevent any negative impact on pupils' learning. Pupils co-operate well with each other, working in pairs and small groups and this makes a significant contribution to the development of pupils' social skills. They are encouraged to justify their answers and find their

contributions valued by the adults who work with them. All teachers make attractive numeracy displays in their classrooms with mathematical symbols and vocabulary clearly available to inform pupils. Whilst a small number of pupils are careless at times, most pupils take a pride in the appearance of their work. However, opportunities for pupils to relate their mathematics lessons to real life are less well developed, as is their ability to take the initiative in organising and collecting equipment for activities within the lesson. Using and applying mathematical skills are areas to develop further.

71. The quality of teaching and learning is good. Teachers have good subject knowledge and plan lessons thoroughly according to the National Numeracy Strategy. Those working with parallel classes plan together for three different levels of attainment in each class and cover the same range of work. This ensures that there is consistency and that the work is suitably challenging for all pupils. Objectives are made clear at the start of lessons, which helps pupils know what they are expected to learn and sometimes why. The mental starter is often used well to help pupils explore numbers and to develop their use of mathematical language, such as multiples of two or number bonds to total twenty. Teachers are committed to raising standards throughout the school. They use teaching assistants well, usually to support the lower attaining pupils and those with special educational needs. Teachers make good use of the plenary sessions to check pupils' understanding and celebrate some of the work done. They mark pupils' work regularly and encourage pupils to try hard. However, marking in books does not always provide simple comments to help pupils improve their performance, although teachers do discuss misconceptions and errors orally. There are no targets set for individual pupils either weekly or termly to encourage them to improve even more. Procedures for assessing pupils' attainment are good overall. These need further refinement, however, to assess pupils' achievement more precisely so that there is a clearer picture of areas for development.
72. Leadership and management of the subject are satisfactory. The subject is led by a newly appointed co-ordinator, who has a commitment to raise standards further. She has begun to monitor teaching and learning with some lesson observations, analysis of work and examination of teachers' planning. However, this is still at an early stage and the impact on standards is not yet evident. An analysis of national test results has been made to identify strengths and weaknesses in the subject, such as gender issues and inconsistencies in assessment, these are targeted areas for improvement in the future. Resources for mathematics are good in terms of range, quantity and quality. They are neatly stored in classrooms and easily accessible for pupils.

SCIENCE

73. The results of National Curriculum teacher assessments show that standards in 2001 at the age of 7 were below national average compared to all schools and well below compared to similar schools. However, the number achieving the higher level 3 was well above the national average compared to all schools and similar schools. Inspection evidence suggests that this year standards are likely to be similar to the national average by the end of Year 2. Standards are not as good as reported in the previous inspection. All pupils, including those with special educational needs make satisfactory progress and all pupils are included in scientific activities.
74. Pupils in Year 1, successfully investigate forces, such as pushing and pulling. There is evidence of appropriate work about mini-beasts and magnets in their books. All pupils are beginning to make predictions and record with increasing accuracy. Pupils in Year 2 learn about safety with medicines satisfactorily. They correctly identify healthy food diets and the effects of exercising the body. Using observation and investigation, they successfully record changes of state, such as ice to water. Many pupils explain their view of a 'fair' test, and record their results in variety of ways, such as lists and block graphs. Pupils have a satisfactory knowledge of parts of the body, simple properties of materials, and create simple electric circuits successfully.

75. Pupils' have good attitudes to work and their behaviour is good. Most pupils listen attentively in lessons and respect each other's ideas. They confidently contribute views based upon their own experiences, which are used to good effect by teachers. Most pupils co-operate willingly during group activities, reflecting the good relationships, and this improves their rate of learning. Teachers create a good atmosphere for learning, which successfully stimulates pupils to work hard. Pupils enjoy their work and respond enthusiastically to lessons that have been well planned to take account of their wide range of understanding. A few pupils with special educational needs can be disruptive, but they are managed well by committed teaching assistants, so that the disruption rarely affects the progress of others in the groups.
76. The quality of teaching and learning is satisfactory overall. In the better lessons, teachers have secure subject knowledge and plan suitable activities for pupils to investigate for themselves at their own level of challenge. In the topic on materials, for example, different tasks were offered that took good account of the wide range of pupils' prior attainment. Teachers' verbal comments give useful clues about how work might be improved, but written comments are not always used sufficiently. Work in science is not always planned appropriately to meet the needs of all pupils, consequently pupils are sometimes given either the same, or very similar tasks, without due regard for their widely varying levels of knowledge, skills and understanding. The use of pupils' literacy skills is not always fully exploited, partly because of an imbalance in curriculum allocation of time. The use made of information and communication technology is sometimes well thought through, but practice is inconsistent across the school.
77. Leadership and management of the subject are under developed. Regular monitoring of teaching and learning in the subject does not take place. The school has adopted the national guidelines but an over-reliance on them, without adapting them to the schools needs, means that provision is not always accurately matched to pupils' needs. An analysis of the results of teacher assessments revealed weaknesses in learning about life and living processes and as a consequence, the school has rightly placed a greater emphasis on this area of science. The school has rightly identified that assessment procedures are too limited, and often record, which topics have been covered, rather than confirming the progress with learning that individual pupils have made. New assessment procedures are planned for September 2002.
78. Learning resources have improved to a satisfactory level. Pupils sometimes benefit from opportunities provided by the extensive school grounds, such as the work on mini-beasts and investigations into pond life. However, the pond has not been used for some time. A range of visits and visitors enrich the science curriculum.

ART AND DESIGN

79. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and achieve standards that are expected nationally for their age. Standards since the previous inspection have been maintained. The subject has, though, been a low priority in recent years with the school's heavy concentration on literacy and numeracy. All pupils in the school are fully included in artistic activities.
80. By the end of Year 2 pupils explore ideas in sketches and drawings. They investigate and use a variety of materials and processes satisfactorily, for example, pupils in Year 1 used a variety of materials to illustrate the objects found in a modern and Victorian house appropriately. Pupils in Year 2 have illustrated the work and life of Florence Nightingale, the story of the Gunpowder plot, and the work of AA Milne. When pupil's names are entered in the "Gold Book" for recognition of achievement they draw and colour careful self-portraits for display in the school hall. They comment on differences in others' work and suggest ways of improving it. They have studied the work of different artists appropriately. For example, the Pop Art of Andy Warhol. Pupils use

their information and communication skills well to produce work using digital media. They use the digital camera to take photographs and enlarge them appropriately.

81. The quality of teaching and learning is satisfactory overall. Planning is satisfactory. Much of art and design is linked well to ongoing topics such as history, geography, religious education and science. Teachers have good relationships with pupils and they manage and organise classes well. Resources are well organised and easily accessible. The school has adopted the new government guidelines, and by following them ensure that knowledge, skills and understanding are taught appropriately. Teachers provide pupils with interesting and well organised resources that stimulate their curiosity. Teachers and teaching assistants work together well, this has a positive impact on pupils standards.
82. Leadership and management of the subject are good. The co-ordinator is enthusiastic and knowledgeable. She is committed to providing a positive arts curriculum. She monitors teachers' planning but does not as yet have the opportunity to monitor teaching and learning. Assessment procedures are under developed and based on an annual self portraits which give good information about drawing skills but little about other artistic knowledge. The co-ordinator monitors the work around the school and discusses with colleagues any issues that arise. Good links are made with other subjects such as information and communication technology. Activities are chosen well to have a positive impact on pupils' cultural development. For example, the tiles from different countries in the entrance hall, welcome visitors in different languages. African masks on display in the hall extend pupils knowledge of other cultures appropriately.

DESIGN AND TECHNOLOGY

83. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and achieve standards that are expected nationally for their age. Standards since the previous inspection have been maintained. The subject has, though, been a low priority in recent years with the school's heavy concentration on literacy and numeracy. All pupils in the school are fully included in design and technology activities.
84. By the end of Year 2, pupils' achieve expected standards in generating ideas, planning what to do and evaluating their finished work. They use simple tools, such as blunted scissors, adhesive tapes and pasting brushes appropriately. The range of materials that they work with is satisfactory, and includes paper-based products, cloth and felt materials, lightweight woods and numerous discarded household items. Pupils have studied materials as part of their science work, which is helping them with their consideration of best choice materials. Numerous card based skeletons' which adorn the walls, show brass split pins being used to good effect.
85. Pupils in Year 2 use their knowledge of axles and wheels satisfactorily to make card vehicles, using dowel and plywood pieces appropriately. They discuss design and make processes, draw and label simple diagrams and then work from templates, which help pupils, but do not offer higher attaining pupils the opportunity to select their own materials. Pupils evaluate finished products appropriately. Pupils in Year 2 were making good progress with their learning about using templates and different ways of joining paper based materials. Pupils in Year 1 made card houses effectively linking their geography work with design and technology. Pupils with special educational needs make similar progress with product design and make processes. Pupils have good attitudes to work and almost all behaviour is good.
86. The quality of teaching and learning is satisfactory overall. Teachers have a good knowledge of design and make processes and this has a positive effect upon the levels of skill and understanding that most pupils achieve. However, teachers' planning does not take enough account of individual skill levels, so that all pupils work from the same start point and often the same materials and task, without due regard for individual needs.

87. Leadership and management of the subject are satisfactory overall. The school has adopted but not adapted the most recent government guidelines. The co-ordinator has little opportunity to monitor teaching and learning in the subject. Resources remain at the satisfactory level stated in the previous report. There is a purpose built food technology room that is frequently used by supervised groups, who make a good range of foods from measured amounts of ingredients. Some effective use is made of information and communication technology in the design stage. A visit by a representative of a local motorcar manufacturer provided a useful experience of seeing the product of design and make processes in the pupils' own community. Across the school, pupils use a wide range of construction toys to build plastic and wooden buildings and other structures appropriately. The range of learning opportunities that link with other curriculum subject areas in a practical way is often used to pupils' advantage and improves their learning.

GEOGRAPHY

88. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and achieve standards that are expected nationally for their age. Standards since the previous inspection have been maintained. The subject has, though, been a low priority in recent years with the school's heavy concentration on literacy and numeracy. All pupils in the school are fully included in geographical activities.
89. Younger pupils have linked geography and history topics on a local scale, they have studied houses in Wymondham and in countries around the world, and compared the effect on those who live in them appropriately. They recognise and make accurate observations about physical and human features of their local area. They have drawn maps of the school accurately, and looked at the jobs that people who live in the area undertake. They are helped to express their views and form their own observations to ask and respond to questions by the good photographic evidence provided by the co-ordinator.
90. Older pupils also link their history and geography topics by looking at and mapping accurately the route across Europe from London to Scutari taken by Florence Nightingale. Their verbal recall of this is better than their written reporting. Pupils show understanding of life on an island, through their study of Katie Morag on the Isle of Struay. In the one lesson observed during the inspection more able pupils were able to work out, from maps and photos, what life is like in African countries such as Zaire and Tanzania. Pupils of lower attainment identify sea and land on maps and conclude that the world has much more sea than land. They also link their studies to their personal and social education by learning what happens to recycled spectacles, and what an optician does. Pupils in discussion knew the names of the directions North, South, East and West appropriately but were confused as to their position on a compass. Although many have travelled abroad on holiday, few compared the geographical features of Norfolk or Norwich with the countries they visited.
91. The quality of teaching and learning is satisfactory. A policy and scheme of work based on government guidelines are now in place, and teachers are developing greater opportunities for their pupil's study of geography. Pupils are enthusiastic and curious when the work is matched to their needs. They behave well and are keen to learn.
92. Leadership and management of the subject have had a low priority and been under developed until recently when a conscientious new co-ordinator was appointed. The school has adopted but not adapted the most recent government guidelines. The co-ordinator has made a good start by improving resources that are now satisfactory. However, she has no opportunities to monitor teaching and learning in the subject or to monitor standards in the school. Assessment in the subject is under developed. There are signs that the school is now prepared to place a higher priority on geography, and actively support its future development.

HISTORY

93. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and achieve standards that are expected nationally for their age. The subject has, though, been a low priority in recent years with the school's heavy concentration on literacy and numeracy. All pupils in the school are fully included in history lessons. Standards have been maintained since the previous inspection.
94. By the age of seven pupils have developed an understanding of some historical events and characters from the past. Pupils in Year 2 learn about the Great Fire of London, Florence Nightingale and the events with which she was associated. Pupils in Year 1 learn about the past through studying old and new toys and by comparing artefacts from Victorian and modern homes. Pupils draw and paint expressive pictures and line drawings to accompany their writing. Pupils have developed a satisfactory understanding of chronology and the passing of time. They know that homes in the past were different from homes today. They are beginning to develop skills in historical enquiry and to ask questions about things in the past, such as what a picture can tell us about the past.
95. The quality of teaching and learning is satisfactory. Teachers' planning is detailed, well organised and consistent across year groups. Teachers have good subject knowledge and make lessons interesting for pupils. Interesting resources are used effectively to motivate pupils to learn. Visits enrich the curriculum and effectively bring history to life for pupils and make it much more meaningful for them.
96. Leadership and management of the subject have had a low priority and been under developed until recently when a conscientious new co-ordinator was appointed. The school has adopted but not adapted the most recent government guidelines. The co-ordinator has no opportunities to monitor teaching, learning and standards in the school. Assessment in the subject is under developed and relies on comments written in pupils books. There are signs that the school is now prepared to place a higher priority on history, and actively support its future development.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and achieve standards that are expected nationally for their age. Standards since the previous inspection have been maintained, although there has recently been a significant improvement in the experiences offered to pupils so that standards are likely to improve significantly. All pupils in the school are fully included in information and communication technology activities.
98. There is a wide range of pupils' understanding, knowledge and skill when using computers and other equipment, such as listening centres. One class in Year 2 is well beyond the other two classes in terms of provision and subsequent pupil understanding, so that skills such as "mouse" control and keyboard recognition are well developed. Provision and standards are much more consistent in the Year 1 classes.
99. From a school audit, it is estimated that about four-fifths of the pupils have some access to computers at home. Many have sufficient 'mouse' and keyboard skill to move the cursor around the screen with higher than expected levels of confidence and accuracy, talking knowledgeably about the various items of equipment that they are using. A minority have less well developed levels of knowledge and skill and require much more adult support. The good teaching of skills by staff results in generally good progress across Year 1 classes, so that about two-thirds of pupils

are able to communicate, retrieve and display stored information, and use listening centres with appropriate skill. As a result of knowledgeable teaching, pupils in one Year 2 class are building on previous achievement through planned skill development, as when word-processing, accessing menus and the Internet, and using floor robots. Pupils' progress with learning is not quite as rapid in the other two classes and so their levels of achievement are more varied.

100. Many pupils use listening centres, suitably using control buttons with dexterity. No evidence of pupils using other audio and visual equipment, such as video machines, overhead projectors or keyboards was seen, but some groups have used digital cameras to good effect. Photographic evidence and samples of printed work clearly show that pupils are able to use equipment with relevant skill, knowledge and understanding because skills are being taught successfully. Some good use of software that allows colour and shape to be used imaginatively was seen in mathematics. Floor robot work, in one Year 2 class, successfully promotes control and handling skills.
101. Pupils' have positive attitudes to their work and behave well when using information and communication technology equipment. Pupils enjoy their successes, and are keen to use ICT to support their learning in other subjects. They show high levels of respect for the equipment and almost all pupils share without argument. They enjoy working in pairs or in small groups, regardless of gender mix. They support each other's learning, offering advice or help classmates with manipulation of equipment.
102. The quality of teaching and learning is satisfactory overall. There is a significant amount of good teaching. Teaching staff are gradually increasing their own skill through training and this is having a very beneficial effect on pupils' standards. The quality of provision is not yet fully uniform across the school, this is realised and there are clear intentions that all staff will raise their skill to a higher level. Many teachers make planned, effective use of ICT, for example, when asking pupils to write simple text or short stories and poems using word-processing during literacy lessons, and when creating computer-generated artwork. Work in mathematics uses ICT to help pupils understand sorting and the four rules of number. Pupils' work during such sessions shows attractive use of different fonts and italics to improve presentation for the reader. During the week of inspection, there were numerous occasions when computers were used as an additional tool for recording work associated with literacy, numeracy, and art and design. Additionally, samples of previous work showed ICT activity supporting many other areas of the curriculum, which is a commendable use of expensive resources.
103. Leadership and management of the subject are good. The good level of subject co-ordination has brought about much of the most recent developments. Enthusiastic staff members have successfully encouraged colleagues to become more aware of the possibilities of ICT across the curriculum, and this effort has been reinforced by good quality policies and practices. The scheme of work, which is based on a nationally recommended document, has been successfully personalised so that tasks are suited to make best use of resources and staff skills. The monitoring of standards, pupils' frequency of access and the tracking of progress made by individual pupils have improved significantly and there are clear plans for further developments.
104. The number of computer workstations has increased significantly from the level reported at the previous inspection. A significant amount of money has been allotted to the purchase of equipment, software and the training of staff, which has resulted in a very good range, quality and quantity of suitable resources that are having a very positive effect on pupils' progress with learning. Each class now has at least one workstation, which has improved learning opportunities. There are plans to create a purpose-built network and to purchase a collection of laptop computers so that staff can use the equipment with pupils in school and also improve their personal skills at home. There is a good level of audio and visual equipment, such as television, video and listening centre items, and the school makes good use of its digital camera.

MUSIC

105. Only one lesson in music was observed during the week of the inspection. Judgements are based on evidence of that lesson, teachers' planning, discussions with the co-ordinator, observing extra-curricular music activities and listening to tape recordings of pupils' past lessons. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and achieve standards that are expected nationally for their age. Standards since the previous inspection have been maintained. The subject has though, been a low priority in recent years with the school's heavy concentration on literacy and numeracy. All pupils in the school are fully included in musical activities.
106. Very little singing was heard during the week of the inspection, but the song "The wise man built his house upon the rock" was sung tuneful in an assembly. From teachers' planning, it is clear that pupils are taught a satisfactory range of songs and hymns. They have suitable opportunities to listen to music each day in assembly and this ranges from classical, jazz to light modern and world music. However, there are many missed opportunities to explore the music in depth and pupils are not fully attentive as the music is playing. This is an area for development.
107. Pupils in Year 2, relate sounds to symbols and compose and play three note tunes appropriately. They are beginning to evaluate their work and make improvements while working towards a final performance. They explore pulse and rhythm and follow pitch movement with hands and voices well. Teachers' planning in Year 1 reveals that opportunities are provided for pupils to make sounds of different duration on pitched and unpitched instruments and to explore how different effects can be created by different ways of playing instruments. There is an after school performance club and lunchtime recorder club open to all pupils. The standards that these pupils reach are satisfactory. Pupils have taken part in school concerts and in the Wymondham Music Festival in the summer as well as performing to the local people in a nearby residential home.
108. Pupils' attitudes to music are good. They work co-operatively, as in a Year 2 class, when pupils worked together on composing a three-note tune. They listen to each other's efforts and express opinions about how their work might be improved. This makes a good contribution to pupils' social development. Listening to music in assemblies, however, is barely satisfactory. Pupils do not always pay full attention when music is being played and they cannot name the piece of music being played. There are missed opportunities to discuss the week's chosen music and its effect on the emotions and feelings of the listener. This does little to contribute to pupils' spiritual development. Attitudes to extra-curricular music sessions are good and pupils show enthusiasm and interest in the activities provided.
109. The quality of teaching and learning is satisfactory. The co-ordinator has a high level of personal skill and tries to pass on her love of music to the pupils. The teaching observed in Year 2 was focused and there was good use of resources and time. Planning follows national guidance but there is currently no assessment to inform the next stages of learning, except for the unit of work completed. This means that teachers do not know precisely what pupils can and cannot do. This is an area for development.
110. Leadership and management of the subject are satisfactory. The subject is led by a music specialist, who has very good knowledge and understanding of the subject. She has a good overview of the subject and knows the direction it needs to take in order to raise standards. However, she has had insufficient time to monitor the quality of teaching and learning and the standards achieved by pupils. Resources are good overall. There is a good range of tuned and untuned percussion instruments, stored centrally and accessible to all classes. A very good range of quality instruments from other cultures has just been purchased but the impact of these on pupils' cultural development is not yet evident.

PHYSICAL EDUCATION

111. Observations during the inspection were limited by the school's timetable. Standards and progress of all pupils in Year 1 were above those normally expected for their age. Older pupils in Year 2 were only observed receiving short tennis coaching from an Lawn Tennis Association coach, showing good standards and making good progress. However, pupils were not observed in any other games, gymnastics or dance lessons, so their overall standards are not judged. Standards were above expectation at the previous inspection.
112. Pupils in Year 1 have good understanding of the purposes of a warm up and its effect on their bodies, they use space in the hall well. The majority throw balls accurately through a net from about 1½ metres away, and aim beanbags accurately into hoops and at a target from a similar distance. Many dribble a sponge ball with good control with miniature hockey sticks. A few pupils have difficulty in co-ordination when hopping. Other pupils in Year 1 develop imaginative movements using their arms and hands especially to different examples of the music of Vivaldi. Girls were noticeably good at expressive movement to slow passages, while the boys showed exuberance and good skills at quick skipping movements around the hall to the more dramatic music. Many make pertinent comments on the activities of themselves and others. Pupils in Year 2 playing tennis show good skills in developing their forehand and backhand shots and are beginning to hit accurately into target areas.
113. The quality of observed teaching is good or very good. There is consistent practice in encouraging good speaking and listening skills, which, combined with good class management, enables pupils to understand the skills they are trying to improve. Teachers have a good understanding of what pupils can and cannot do, and give them good opportunities to use their imagination. Teaching assistants work effectively and enthusiastically to support pupils, especially those pupils with special educational needs. Pupils are uniformly enthusiastic and enjoy their lessons immensely. They enter and leave the hall quietly and respect each other's space and opinions.
114. Leadership and management of the subject are under developed. In recent years, the subject has not been a high priority for development. The school has adopted but not adapted the most recent government guidelines. The co-ordinator has had little opportunity for developing the subject further. She has no opportunities to monitor the quality of teaching and learning, or to observe the standards achieved by pupils. Assessment in the subject is under developed. Resources are good. The hall is a good size and is used well. The school has a very large field, but it is only used in the summer, and has no markings or games apparatus on it. In addition to tennis coaching, there is a privately run dance club.

RELIGIOUS EDUCATION

115. Standards are in line with the locally agreed syllabus by the end of Year 2, and are similar to those of the previous inspection. The progress of all pupils, including those with special educational needs, throughout Years 1 and 2 is satisfactory. Parents are informed of their right to withdraw their children from religious education.
116. Pupils in Year 1 know some of the stories from the Bible and that it is a special book. They know some of the main events in the life of Christ and the festivals of Christmas and Easter. They begin to understand some of the significant features of other religions such as the story of Guru Nanak and his significance to Sikhs, the importance of the Qu'an to Moslems and the celebration of the Chinese New Year. They explore feelings in their lessons effectively and understand what it means to care and share. In Year 2, pupils look at festivals and the significance of special food for different celebrations appropriately. They reflect on this and what these celebrations mean in the religious lives of different groups of people. They study Judaism and recognise the main customs

and traditions and understand the importance of the Torah to Jews. Pupils study the festival of Purim and recall the story of Esther accurately. They make attractive masks to support their learning. They begin to examine issues, such as tolerance and respect for those who have views and faiths different from their own. The subject provides many opportunities to make a significant contribution to pupils' spiritual, moral, social and cultural development. There is a very comprehensive school policy on collective worship, setting out weekly themes, such as "getting to know you" or "caring". Assemblies, however, do not always follow the guidelines precisely and there are many missed opportunities for pupils to reflect on and make useful comparisons between their own lives and the customs and beliefs of others.

117. The quality of teaching and learning is satisfactory overall. Teachers plan co-operatively according to the locally agreed syllabus. Parallel classes cover the same range of work and work is planned for three attainment groups. This ensures that there is consistency across the year group and that all pupils are appropriately challenged. Teachers have satisfactory subject knowledge. They generally provide interesting and relevant contexts in which to develop pupils' knowledge and understanding. Teachers have a good questioning style that sets pupils thinking. Visitors from different Christian denominations are invited into school to help pupils understand the importance of faith in human lives but there is a need to include more visitors from other world faiths to enrich the curricular opportunities for pupils. Assessment procedures are under developed at present and there is a need to develop a manageable system of tracking pupils' skills, knowledge and understanding through the school.
118. Pupils' attitudes to religious education are good. They behave well in lessons and respond with interest in question and answer sessions. Pupils work well together in pairs and small groups and listen courteously to the opinions and ideas of others. This contributes well to pupils' social and moral development.
119. Leadership and management are satisfactory. The co-ordinator is committed and enthusiastic and keen to see the subject's profile raised. She has begun to monitor standards by discussions with teachers and pupils. There is currently no monitoring of the quality of teaching and learning by lesson observations and this is an area for development. The resources for religious education are now very good with newly purchased boxes of artefacts from five world faiths. This is a significant improvement since the previous inspection. They are of very good quality, neatly stored in a central position and easily accessible to all classes in the school. Their use, however, is still at an early stage and has not yet made a significant impact on pupils' learning and understanding of world faiths.