

# INSPECTION REPORT

**ST PETER'S CE PRIMARY SCHOOL**

EASTON, NORWICH

LEA area: Norfolk

Unique reference number: 121034

Headteacher: Mrs H. Kisby

Reporting inspector: Mr G. D. Timms  
21038

Dates of inspection: 27 –30 May 2001

Inspection number: 195021

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Marlingford Road Easton Norwich Norfolk
Postcode:	NR9 5AD
Telephone number:	01603 880553
Fax number:	01603 880837
E-mail address:	head@eastonstpetersprimary.norfolk.sch.uk
Appropriate authority:	The governing body
Name of chair of governors:	Mr P. Pease
Date of previous inspection:	19 <sup>th</sup> – 22 <sup>nd</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21038	Mr G D Timms	Registered inspector	Mathematics Information and communication technology Art and design Music Physical education Foundation Stage Equal opportunities English as an additional language	What sort of school is it? What should the school do to improve? The school's results and pupils' standards How well are pupils taught? How well is the school led and managed?
9511	Ms A Longfield	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
29989	Ms P Goodsell	Team inspector	English Science Religious education Design and technology Geography History Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Sandfield Educational Consultants  
16 Wychwood Drive  
Trowell Park  
Nottingham  
NG9 3RB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St.Peter's CE Primary, located in the village of Easton to the west of Norwich, is a smaller than average school with 97 boys and girls aged four to eleven. Fifteen of the pupils are in the reception class and working within the Foundation Stage. The attainment on entry of many children is below that expected for their ages. The majority of the pupils come from surrounding villages or live on the western edge of Norwich. There are no pupils from minority ethnic backgrounds, or with English as an additional language. At times children of Traveller families attend but there were none on roll during the inspection. The proportion of pupils on the register of special educational needs, 21 per cent, is about average. No pupils have statements of special educational need. The school has a broadly typical proportion of pupils entitled to free school meals. The level of pupil mobility is high; during 2000-2001 30 per cent of the school population either left or joined during the year.

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

St Peter's is an improving school and is effective in many areas. Standards are good in mathematics and reading but not good enough in writing, science or information and communication technology (ICT). The quality of teaching is at least satisfactory and is often good. The quality of leadership and the management of the school is satisfactory overall but requires improvement in a number of areas. The school gives satisfactory value for money.

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

- Standards in mathematics and reading are above average.
- The quality of teaching and other provision for the Foundation Stage is good.
- Pupils' spiritual, moral, social and cultural development is good.
- The pupils' attitudes towards school are good. They are well behaved and this is supported by the school's strong, caring ethos.
- There is good enrichment of the curriculum through the use of visits and visitors, and the use of the local community.
- The teaching assistants are well deployed and have a very positive impact on pupils' learning.

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

- Standards in writing, science and ICT are too low.
- The provision for special educational needs is not managed well enough.
- The allocation of responsibilities is uneven and teachers need more opportunities to carry out their leadership role.
- The governors have not monitored the budget closely enough and do not hold the school sufficiently to account

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

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

The school has made satisfactory improvement since the last inspection but needs to improve further. The introduction of the literacy and numeracy strategies has resulted in standards improving in mathematics but standards in English are not rising fast enough. The quality of teaching is satisfactory. The key issues from the last inspection have overall been addressed satisfactorily. However, financial control still has weaknesses and the development of the information, communication and technology curriculum has been hindered by the lack of resources and staff training.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	D	E	E
Mathematics	E	D	B	A
Science	E	E	D	C

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

Overall, children make good progress in the Foundation Stage. When they begin Year 1 their personal, social and emotional development and communication, language and literacy skills are still below the levels expected. However, in other areas or learning their development is broadly in line with what is expected and in mathematical development they are in advance of most of their age group. The national tests at the end of Year 2 in 2001 showed that in reading and writing standards were below average while in mathematics they were in line with the average. The early indications are that standards have improved further this year as a result of better teaching, with support from the local authority, and improved use of the literacy and numeracy strategies.

The national test results for the Year 6 pupils in 2001 continue an overall upward trend across all three subjects which is above that found nationally. The disappointing result in English was due to the lack of pupils reaching the higher levels, especially in writing. In mathematics an above average proportion of the pupils achieved the higher levels. In science, almost all pupils reached the expected level but fewer reached the higher levels than was the case nationally. When the results the pupils attained when they were seven are compared with the results when they were eleven, the picture is of achievement that is well above average in mathematics, average in science and well below average in English. The reason for the poorer results in English is found in the low writing standards rather than in reading or speaking and listening.

The current standards in the school, as judged from the inspection evidence, are similar to those reflected in the 2001 tests. Attainment is below average in Year 2 in English and in ICT. In mathematics, science, religious education and all non-core subjects attainment is broadly in line with that expected. In Year 6 attainment is above average in mathematics but below average in English and science. In all other subjects, attainment is broadly in line with that found nationally. Standards in literacy are not high enough but in numeracy standards are good. Pupils with special educational needs make satisfactory progress in their learning. The school's targets for mathematics were achieved in 2001 but the English target was not reached. The present target for English is insufficiently demanding and needs to be much higher in future to ensure that teachers' expectations are raised and more progress is made. In mathematics the target is appropriate.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Children listen attentively and work hard, and this has a positive impact on their learning.
Behaviour, in and out of classrooms	Good. The majority of the pupils behave well in lessons and in the playground.
Personal development and relationships	Good. Relationships are good and when pupils are given responsibility they carry it out well. However, there are missed opportunities for providing such responsibility.

Attendance	Good. The attendance is above the national average.
------------	---

The pupils are polite and courteous and move around the school in a sensible manner. When there is an instance of unsatisfactory behaviour it is dealt with quickly by the staff. Pupils show respect for each other's feelings, beliefs and values and are confident to join in discussions.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

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

The teaching in mathematics is good and teachers are using the National Numeracy Strategy successfully. Numeracy skills are taught effectively and used well in other subjects. The teaching of English is satisfactory overall. The teaching of reading is often good and sound progress is made. However, the teaching of writing is less successful and standards remain low. Pupils with special educational needs are encouraged to take part in all the learning activities.

The teaching in the reception class and in Years 5 and 6 is consistently good and this results in good progress in those classes. Elsewhere the teaching is inconsistent but also contains many strengths. Where the teaching is strongest the management of the pupils is good and this results in them being fully involved in lessons. Teachers work hard to provide appropriate commercial or homemade resources that have a positive impact on learning. The lessons have a good pace and are well structured and this helps keep pupils' interest and concentration for a good length of time. Pupils' achievements are assessed effectively but these are not yet used fully when planning lessons to ensure that all pupils' receive work matched to their prior attainment. Where the teaching is less successful the learning objectives are unclear and pupils do not fully understand what they are learning. The marking is often unsatisfactory. Individual target setting is being trialled and this is already proving of benefit in providing work better matched to pupils' prior attainment. The use of computers in lessons is at an early stage of development and the staff require further training. The teaching of art and design in the junior classes is good, and music is taught well in all classes by a teacher with good expertise. The teaching assistants provide the school with good quality support, especially for pupils with special educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for pupils is satisfactorily broad, balanced and relevant and supports the pupils' learning. The weaknesses in the ICT curriculum are due to be addressed through more training in the use of the newly acquired resources.
Provision for pupils with special educational needs	Satisfactory. These pupils are supported well on a day-to-day basis but the management of the provision requires improvement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school has a very caring and supportive ethos and makes good provision for pupils' personal development.
How well the school cares for its pupils	Satisfactory overall, although with good procedures for monitoring behaviour and assessing attainment and progress.

The school has satisfactory links with the parents and there is a strong Friends' Association.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory, overall. The headteacher provides strong, caring leadership but the role of subject coordinators and other key staff is not well developed.
How well the governors fulfil their responsibilities	Satisfactory. The governors have recognised and begun to address areas of weakness in their work. They do not hold the school to account rigorously enough or monitor the budget closely enough.
The school's evaluation of its performance	Satisfactory. This aspect of the school's work is improving. Pupils' progress is tracked well and analysis of test results in mathematics and science is detailed and helping improve further the teaching and learning.
The strategic use of resources	Satisfactory. The grants available to the school are used appropriately.

The range of resources available for the school is broadly typical and the accommodation is good. There is a good match of teachers and support staff, but not enough teaching assistant time in the Foundation Stage. The school's aims are largely reflected in its work. The recent input and support from the local authority has helped generate a shared commitment to raising standards, and within the school there is a shared commitment to improvement and a good capacity to succeed. The school satisfactorily applies the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The children's behaviour is good.</li> <li>• They are comfortable approaching the school with suggestions or problems.</li> <li>• The school is helping their children become more mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• More extra-curricular activities.</li> <li>• The school working more closely with parents.</li> <li>• The information they receive about how their children are getting on.</li> <li>• Homework is not consistent and systematic enough.</li> </ul>

The parents are largely happy with the work of the school though a minority have concerns about pupils' progress in some classes. The inspection team agrees with the parents' positive views. The school provides a satisfactory range of extra-curricular activities considering its size. Links with parents are satisfactory but the information they receive about their children's progress should be improved. The homework provision is inconsistent and the policy needs to be reviewed and improved.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. When the children start in the reception class, the early assessment of their attainment, together with the inspection evidence, indicates that the knowledge, skills and understanding of the majority of them are below those expected for children of this age. They are well below average in personal, social and emotional development and communication, language and literacy skills. Their physical development is closer to that usually found in children of this age. The reception class teacher rightly puts an emphasis on improving pupils' personal and social skills and on developing their language and literacy skills and good progress is made in all of the areas of learning, especially in mathematical development. By the end of the Foundation Stage the majority of the children have reached the early learning goals expected for the start of Year 1 in all areas of learning except personal, social and emotional development and communication, language and literacy skills, where they are still below the level expected for their ages, and in their mathematical development where they exceed the expected level.
2. The national test results for Year 6 pupils in 2001 showed an improvement over the results in 2000 in mathematics and science. However, the English results fell to well below average. The disappointing result in English was due to the low proportion of pupils reaching the higher levels; the predictions and targets set for this year, together with the early indications from the most recent tests, are that standards have improved this year. In mathematics the result was above the national average and an above average proportion of the pupils achieved the higher levels. The successful introduction of the National Numeracy Strategy is the major reason for this difference. In science, almost all pupils reached the expected level but fewer reached the higher levels than was the case nationally and the overall result was below the national average. When the test results are compared with schools that take pupils from similar backgrounds, then standards in mathematics were well above average, in science they were average while in English they were well below average. When the results the same pupils attained when they were in Year 2 are compared with the results they achieved in Year 6, the picture is of well above average attainment in mathematics, average attainment in science and well below average attainment in English. The reason for the poorer results in English is found in the low writing standards rather than in reading or speaking and listening. The school has now received extra support from the local authority and has drawn up an appropriate action plan to address this weakness.
3. The Year 2 pupils' standards showed a good improvement in reading and writing standards from the very low level found in 2000, but they remain below average. Once again, the poor results were due to too few pupils reaching the higher levels, especially in writing where none did so. In mathematics, although all pupils reached the minimum expected level there were still too few reaching the higher levels. Overall results are not as high as they should be and the standards found in the Foundation Stage have not been sufficiently and consistently built on through Years 1 and 2.
4. Inspection evidence indicates that the standards in Year 2 and 6 are similar to those evident in last year's tests, although reading standards are higher than the overall English results. Although the mathematics results are good, there are weaknesses in the coverage of the shape, space and measure parts of the curriculum resulting in poorer standards in that area. Attainment is below average in ICT due to a lack of resources only recently addressed. In mathematics, science, religious education and all non-core subjects attainment is broadly in line with that expected. In the junior classes attainment matches the test results in mathematics English and science. In all other subjects, attainment is broadly in line with that found nationally

but this represents some underachievement and a number of more able pupils are capable of better standards.

5. The standards now found in the school represent a satisfactory picture of maintained and improved attainment since the last inspection, except in writing. By the end of Year 2, girls tend to outperform the boys in reading, writing and mathematics. However, by the time they reach Year 6 this difference has been eroded and there are no significant differences in attainment between the genders. During the inspection there were no pupils from ethnic minorities or from Traveller backgrounds. The pupils with special educational needs make satisfactory progress in literacy and numeracy.
6. Standards in literacy are not high enough but in numeracy, standards are good. Numeracy and literacy skills are evident across the curriculum. The school's targets for mathematics were achieved in 2001 but the English target was not reached. The present target for English is insufficiently demanding and needs to be much higher in future to ensure that teachers' expectations are raised and more progress is made. In mathematics the target is appropriate. The progress towards the targets this year has been good in mathematics.

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

7. The pupils continue to have the same positive attitudes towards their school as in the last report. Their attitudes towards learning are good in all subjects, they listen attentively and work hard and this has a positive impact on their learning. All of the pupils behave well and make good friends with each other. Their attendance is good. Pupils' attitudes are particularly good when they are interested in their work as, for example, when Years 1 and 2 were making sandwiches for their Coronation street party. Occasionally, especially if the work is not well matched to their ability, older pupils lose interest, become bored and distract the other members of the class.
8. Behaviour is good in lessons, the dining room and the playground. The pupils are polite and courteous and move around the school in a sensible manner. The staff deal with occasional instances of unsatisfactory behaviour quickly. It is evident from the lack of graffiti and litter that the pupils are proud of their school. There have been no exclusions during the past academic year.
9. Relationships are good, cordial and constructive throughout the school. Boys and girls get on well together and with all the school staff. They show respect for each other's feelings, beliefs and values and are confident to join in discussions. This was evident in one personal, social and health education lesson when the pupils were talking about what made them feel sad or happy. They are appreciative of each other's good behaviour and work both in class and at the weekly 'Achievement' assembly.
10. Personal development is good. Pupils develop in self-confidence and take opportunities to show initiative and responsibility, carrying out duties in class and around the school, especially the Year 6 girls and their library duties. There are missed opportunities to develop this further, such as through giving pupils responsibility for playing the music at the start and end of assemblies.
11. The pupils with special educational needs are included in and encouraged to take part in all the learning activities. Overall, they have good relationships with the adults who support them especially when they are working individually and in small groups. The personal development of some of the pupils with emotional and behavioural special needs is restricted; they have not yet developed a mature approach to dealing with problems and can exhibit challenging behaviour.

12. Pupils' attendance is good and is above that found nationally in similar sized schools. The rate of unauthorised absence is below the national average. Registration periods are completed quickly and efficiently and provide a structured start to the day.

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

13. The overall quality of the teaching, taking into account the scrutiny of pupils' work as well as the teaching observed, is satisfactory, with a substantial amount that is good. The quality has been maintained at the level found at the last inspection and is true for all groups of pupils in the school. All of the teaching observed during the inspection was satisfactory or better, and 74 per cent was good or better, with 19 per cent very good. However, the teaching seen during the inspection was boosted by extra support from the local authority to provide assistance in developing literacy and numeracy teaching throughout the school. The teaching in the reception class is consistently good, as it is in Years 5 and 6, and this results in good progress in those classes. In other classes the teaching is more inconsistent but also contains many strengths. The school has a sufficiently strong team of teachers to take the school forward under the new headteacher.
14. The impact of the teaching on pupils' learning matches the quality of teaching seen. In the reception class the good teaching results in good progress being made in all areas of learning, and it is especially successful in helping children's mathematical development. The teaching is also very focused on developing children's immature personal and social skills. The reception teacher has built very good relationships with the children, creating a positive learning ethos in the class. Activities are well planned based on the very good assessments made of children's earlier learning. At times the teaching is hindered by the lack of adult support provided, and this means that children do not get as much individual attention as they might and that there is less close supervision of their activities.
15. Throughout the rest of the school, the teaching is inconsistent, depending on teachers' knowledge and understanding in some subjects, and on the levels of preparation teachers demonstrate for lessons. On too many occasions pupils enter rooms after break times while teachers are elsewhere; at times teachers are preparing resources at the last minute. Where teachers' subject knowledge is sound some very good lessons are evident. Good use is made of staff members' specialist knowledge for teaching physical education, religious education and music. In addition, outside expertise is effectively used. For example, in Years 3 and 4 good use was made of the co-author of a new science scheme which the school is piloting to create well-resourced and effective learning about soils. Teachers have poorer subject knowledge in ICT which the school plans to address shortly with extra training.
16. Literacy skills are satisfactorily taught. The National Literacy Strategy has been introduced appropriately but has not had a regularly successful impact on the pupils' learning. For example, at present reading standards are good and the teaching of phonics is effective but writing standards are below average. The National Numeracy Strategy has been much more successful in its introduction and standards have risen sharply over recent years. The teaching is good. Teachers' methods have been effectively adapted to suit the strategy and the three part lessons are well planned and organised.
17. Where the teaching is strongest the management of the pupils is good and this results in them being fully involved in lessons, well behaved and trying hard. The use of resources is good and teachers work hard to provide appropriate commercial or homemade resources which will have a positive impact on learning. The lessons have a good pace and are well structured and this helps keep pupils' interest and concentration for a good length of time. Pupils' achievements are assessed effectively but these are not yet used fully when planning lessons

to ensure that all pupils' receive work matched to their prior attainment. For example, in English there are examples of tasks set being too hard for some pupils, due to a lack of a clear understanding of their ability.

18. Where the teaching is less successful, the learning objectives are unclear and pupils do not fully understand what they are learning. The marking is often unsatisfactory and does not give pupils a clear idea of what they have done well or what they need to do to improve. Individual target setting is being trialled in one class in mathematics and this is already having a positive impact on the better matching of work to pupils' prior attainment. Homework is provided satisfactorily but is not used as effectively as it could be to enhance and consolidate pupils' learning.
19. The class teachers plan the individual education plans of pupils with special educational needs with the support of the co-ordinator for special educational needs. The plans are generally reviewed on a six-monthly basis, and new targets are set. In some cases the gaps between the targets being set and the reviews are too long and the pupils' progress slows. Overall the individual education plans are well matched to the pupils' needs and identify the steps needed for them to make progress. The extent to which the plans are carried out with close liaison between the class teachers and the teaching assistants varies. Where there is good management of the pupils by the teachers and the learning support assistants are well deployed the pupils with special educational needs make consistently satisfactory progress. On the occasions when the work is particularly well matched to the pupils' needs they make good progress.
20. The use of computers in lessons is at an early stage of development and the staff require further training before their teaching of ICT will be fully satisfactory. Teaching of science, design and technology, geography, history, and religious education is satisfactory. The teaching of art and design in the junior classes is good. No teaching of art and design was observed in Years 1 and 2. The teaching of music is good in all classes, due to the expertise of the teacher.
21. The teaching assistants provide the school with good quality support, especially with pupils with special educational needs but also with others who require some extra attention. They work at the teachers' deployment and their work has a very positive impact on learning in many lessons. Not enough thought and time is always given, by teachers and the management of the school, to the planning of the assistants' work and how they can be supported more effectively in their work.

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

22. The school provides a sound quality and range of learning opportunities and activities; these are very well enhanced by a good variety of educational visits out of school and visitors to the school. There is a small number of lunchtime and after school clubs organised by the teachers, volunteers and outside agencies. The parents pay for some of the activities, for example, the French club. All statutory requirements are met and the guidance from the local education authority is used to plan what should be taught in religious education. The school is giving a high priority to developing numeracy skills by making good use of the opportunities provided by the Numeracy Strategy and this has resulted in the pupils making good progress and reaching a high standard in mathematics. The classes taught by a teacher from a local high school are providing additional scope for the more able older pupils to extend their mathematical skills, understanding and knowledge. The school has made good use of the National Literacy Strategy to raise standards in reading and this is now a strength of the school. However, the

impact on the progress of the pupils in writing has been slower. The school recognises that standards in writing are not high enough and has plans in place improve this situation.

23. A key issue from the last inspection was to provide policies and schemes of work for all subjects including art. This has been well addressed and there are now policies for all the subject areas. In English and mathematics, the teachers are using the National Literacy and Numeracy Strategies for planning the work and this contributes to the good achievement in mathematics and in reading. In most of the other subjects the national guidelines are being used to plan the work. The school has arranged the topics to be covered in a rolling two-year programme. This gives pupils access to the full breadth of the curriculum. However, there are problems in the planning and delivery of the science curriculum, particularly in Years 3 to 6. Insufficient attention is paid to planning the work to provide opportunities for the pupils to build on what they have learned before and to effectively tackle more difficult work. Although progress in science in the junior years is satisfactory and improving, standards are not yet high enough.
24. There are satisfactory procedures for the initial identification and assessment of pupils with special educational needs, and for the assessment of their progress. Class teachers, special educational needs co-ordinator and learning support assistants work together to meet the pupils' individual needs. Individual education plans have suitable targets for improvement; however, it is not always clear how or by whom they will be carried out. On some occasions the gaps between the setting of targets and their review are too long. The pupils are taught in a variety of situations, being mainly supported within the classes but also on occasions withdrawn individually and to work in groups.
25. The school's policy for the personal, social and health education of the pupils does not include any provision for education about the use and misuse of drugs. Satisfactory provision for the pupils' health education is made; the school has included topics on healthy eating and the care of teeth in the science curriculum. The school has good arrangements and guidance for the sex education of pupils. Provision for the personal development of pupils is more limited. The pupils are given few opportunities to show initiative and develop responsibility, and this means that throughout the school some pupils lack independence in and knowledge of their own learning. A notable exception to this is the way in which Year 6 girls have worked with a librarian from the local education authority to audit and re-catalogue the books in the school library. They now take full responsibility for running the library and keeping tidy it and in good order.
26. The good range of educational visits and visitors to the school has a positive and constructive effect on the pupils' learning, as when the Year 5 and 6 pupils make a residential visit to Wells Field Study Centre to support and extend their work on the Victorians and the environment. As part of their work on Judaism the Years 3 and 4 visited a synagogue and Years 1 and 2 visited Cromer to see the 100 year old pier, museum and town as part of their history topic. All of the pupils experience and enjoy live performances of music and theatre and participate in events such as developing circus skills of juggling and plate spinning. The curriculum opportunities for all the pupils are enriched and enhanced by visitors to the school including local clergy, friends of the school, governors, writers and artists. Together with the good use of the teachers' talents, and those of other adults who work in the school, they provide learning experiences that contribute to the overall development of pupils as individuals and members of the community.
27. The school has effective links with the community and this makes a good contribution to the pupils' learning. Links with the church enhance the pupils' understanding of Christianity, the church year and festivals. Juniors participate in the Christingle Service at Norwich Cathedral. The school has good partnerships and links with local colleges and schools and provides

students with work experience opportunities. In the near future it will host a multi-cultural day for three hundred children from other schools. It welcomes members of the community into the school to provide good opportunities to enhance the education of the pupils, for example a local St Lucian restaurant owner came to share his experiences of living in the Caribbean and show pictures and typical food. The active Friends' Association gives very good support to the school with a mixture of social and money raising events. During the week of the inspection they will present to each child at the school a specially inscribed crown coin to commemorate the Queen's Golden Jubilee. Although some homework provision is good, it is inconsistent between classes and parents are unsure of the policy. Homework does not support and consolidate the work done in lessons sufficiently.

28. Arrangements for children to begin school are good, for example the reception class teacher regularly visits the local playgroup to read a story and get to know the children before they come to school. There are visits for the new children and meetings for the parents. When children transfer from the Foundation Stage into Year 1 teachers liaise well. At the end of Year 6 the pupils mainly transfer to one local secondary school, and effective arrangements are made to assist the smooth transfer of the pupils. This year there are special arrangements for the pupils with special educational needs to make extra visits so that they can familiarise themselves more with the school before they move there in September.
29. The provision made for the pupils' spiritual, moral, social and cultural development is good. This represents an improvement since the last inspection and is a strength of the school. The school continues to care well for its pupils and as a result they are generally confident and content in their surroundings. The staff work hard to develop the pupils' self-esteem and promote good relationships, with the outcome that most pupils enjoy their learning and feel part of a living community.
30. Spiritual development is promoted throughout the school in lessons, assemblies and acts of worship and the school makes good use of the teachings of Christianity and other world faiths to support its provision. Visits provide opportunities for the pupils to reflect on the spiritual dimensions of life. For example, Year 1 and 2 pupils make a pilgrimage to Walsingham as part of their topic on journeys. The vicar, who is also a school governor, contributes good opportunities for the pupils to experience the role of the church throughout life and death. The parents are supportive and appreciative of the way in which she explains to the children about Christian rituals and belief concerning death. A local undertaker brings a coffin to show the pupils and the event is dealt with sensitivity and awareness of the possible emotional upheavals when confronting issues of death and grieving. Musical and artistic ways of looking at feelings are explored and the pupils are given opportunities to value their individuality. They show respect for each other's feelings, values and beliefs and the relationships between adults and pupils are good.
31. The school works hard to promote and foster values such as honesty and fairness and to teach pupils the difference between right and wrong. Adults provide good role models for the pupils. The teachers make the pupils aware of the code for positive behaviour through the establishment of school rules. The pupils have opportunities in lessons and at other times to work together co-operatively and to compete fairly, and they treat one another with courtesy and respect. The school does not at present have a school council. Opportunities for pupils to contribute to the improvement of the school are too limited.
32. The school has developed a good range of opportunities for the pupils to experience social activities. The introduction of circle time is enabling the pupils to build relationships with members of their class apart from their immediate friends. Activities to support a good number of charities are often organised by pupils and this promotes their own personal development, enabling them to learn about and support the needs of people in different situations. The pupils

are encouraged to undertake some responsibilities to help in the running of the school, such as looking after younger children in the dining room and involvement in the collection and counting of dinner money.

33. The school works well to promote the pupils' knowledge of their own culture and there are good opportunities for the pupils to learn about living in a multicultural society and to consider aspects of cultures not represented in the school. As part of religious education the pupils learn about Hinduism, Judaism and Buddhism, there are complementary visits made and representatives of other cultures and traditions frequently visit the school to explain about them to the pupils. In music lessons and assemblies, the school provides the pupils with opportunities to listen to a range of musical styles. The pupils learn about artists and art forms, such as the work of L. S. Lowry and how Australian Aboriginals represent themselves and their environment. In literature sessions the pupils hear excerpts of poetry and prose and are encouraged to begin to appreciate the rhythm of language and ways to use it in writing their own poems and stories. Visiting workshops, and book and art events extend the opportunities for the pupils to experience, enjoy and participate in a good range of activities which enhance the learning opportunities.

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

34. The school's procedures for child protection and for promoting pupils' well being, health and safety are satisfactory. The headteacher takes the lead in setting an ethos of care and order. The teaching and non-teaching staff provide a good standard of care. The school has a suitable policy for child protection and there is a designated person responsible for child protection. The staff are kept up to date with child protection issues and both teaching and non-teaching staff are aware of their responsibilities. There is a trained first-aider and the pupils know who to go to if they are sick or injured. There are regular fire drills and fire notices are displayed around the school. Health and safety and risk assessment procedures are in place.
35. Procedures to monitor pupils' attendance are good. Registers are carefully monitored daily and parents contacted if no notice of absence is received on the first day of absence. The school has a positive approach to discipline through the behaviour policy. Any bullying is dealt with quickly and sympathetically. All members of staff monitor the behaviour and present a united approach in dealing with discipline problems when they arise. Pupils and parents know the rules, what is expected of the children and the sanctions that are applied when necessary.
36. At the time of the previous inspection a key issue was to 'ensure procedures for assessment fully recognise the needs of all pupils and are used to inform what will be taught'. This has not yet been fully addressed. The school has adopted good procedures for assessing the pupils' progress. It uses a good range of standardised and national tests. It has begun to track individual pupils' progress and set targets for the level that the pupils should achieve by the end of each year and key stage. The school obtains useful analyses of the national tests papers and these clearly show the areas for improvement. However, the information is not yet fully used to inform planning in order to raise standards, for example in writing and science. In one class a start has been made in setting the pupils an individual target such as to remember to use smaller handwriting or full stops. The pupils do not yet know what they need to do to achieve the next National Curriculum level. In addition, although the pupils' work is marked regularly and positive comments made the marking does not identify what they need to do next to improve.
37. The procedures for the identification and assessment of pupils with special educational needs are satisfactory. The school uses a range of methods including the use of baseline assessments when the children enter school, together with teachers' assessments, although the pupils are not placed on the special educational needs register until they enter Year 1. The



pupils with special educational needs receive committed support from the special educational needs teacher and teaching assistants. All the adults know the pupils well and work hard to help the pupils achieve their personal targets. Statutory requirements with regard to special educational needs are carried out and the register is up to date and correctly identifies the pupils who need extra help. There are no pupils with statements in the school at the moment. The arrangements to make use of support from external agencies such as the local education authority support service and educational psychology service are effective. Procedures for monitoring the pupils' with special educational needs academic progress and personal development are satisfactory. The school has not yet developed clear guidelines to help support pupils with behavioural and emotional difficulties.

38. There are good relationships between the pupils, teachers and other adults in the school. The class teachers, when monitoring pupils' personal development, rely on this relationship and their knowledge of the pupils.

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

39. The school has satisfactory links with parents. Most parents are satisfied with the school. They state that their children like school and that their behaviour is good. Some parents identified concerns about the range of outside activities, and the lack of information about their children's progress. These concerns are justified. Few parents help in school on a regular basis, although they do take part in trips and visits.
40. There are three consultation evenings a year. The pupils' annual progress reports inform the parents what their children know, understand and can do, although the target setting varies from class to class. The quality of information that parents receive about the school and curriculum is satisfactory overall but they are not consulted regarding major spending decisions or curriculum provision. However, the parents of children starting in the reception class receive good information. All parents are kept informed of day-to-day events through regular newsletters. The prospectus presents key information in a straightforward manner. There are some minor omissions in the governors' annual report.
41. The school tries to build good partnerships with the parents and carers of the pupils with special educational needs although they are not always as successful as they could be due to the lack of response from some parents. The parents are invited to regular reviews of the progress their children are making and are kept informed as to the targets set for their children.
42. There is an active Friends' Association, which organises social and fund raising events. They have raised money for the construction of the long jump sand pit, wheeled toys for the reception class children and to meet the cost of transport for school visits. The majority of parents have signed the Home School Agreement and support their children at home by listening to them read and supervising the homework set for them.

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

43. The headteacher leads the school effectively. Her focus has always been to provide a very caring and supportive environment for the pupils in her care and she has provided a clear direction in this aspect of the school's work. This has helped create a good ethos which is particularly important as the school has high levels of mobility among its pupils, including children who join for short periods from travelling or showman backgrounds. Other staff have

taken their lead from the headteacher and this has at times resulted in a lack of rigorous focus on raising standards. However, the staff and governors have a growing awareness of most of the present weaknesses and the school, with the support of the local authority, is beginning to draw up appropriate plans to address them.

44. The management of the school is satisfactory overall, but not enough time has been given to subject coordinators to develop their subjects fully and some staff, such as the reception teacher, have too many important responsibilities to enable them to carry out their role successfully. The school's aims are largely reflected in its work. The recent input and support from the local authority has helped generate a shared commitment to improvement and raising standards, which is supported by the newly appointed headteacher who takes up her post next term. The school's development planning contains details of how a number of important priorities are to be addressed and provides a sound basis from which the new headteacher will work.
45. The governing body has a high proportion of fairly newly appointed governors. It fulfils all of its important statutory responsibilities, although it does not ensure that the annual report to parents contains sufficient information about provision for pupils with special educational needs, the action taken since the last meeting to address the last inspection action plan and any actions taken since the last meeting. There is an appropriate committee structure and individual expertise is used well. For example, the governor responsible for special educational needs has personal expertise in that area. The governors have a growing understanding of the strengths and weaknesses in the school, and they are beginning to take a more proactive role in holding the school to account. For example, those governors with responsibilities for subjects such as literacy, numeracy and ICT are making good visits to the school and gathering information that will provide useful background information when the governing body make decisions. In the past the governors have relied too heavily on the headteacher to provide information about how well the school is doing. They have correctly appraised the work of the headteacher, following the performance management policy, and appropriate targets have been set. The governors, like members of staff, are open about their strengths and weaknesses and, at a time of important change for the school, are very willing to accept advice and guidance on how the school can improve in the future.
46. The headteacher has developed the tracking of individual pupils' progress in basic English and mathematics skills from the assessments made when they start in reception to the final test results in Year 6. In addition, the mathematics coordinator has carried out a good analysis of past test results to inform future teaching of where there are weaknesses in pupils' knowledge and understanding. Although developed recently, this information is useful but does not yet provide the basis for individual target setting to ensure that pupils make the progress of which they are capable. Teachers with responsibility for non-core subjects have not had opportunities to monitor planning, teaching or pupils' work. The teachers have had informal performance management meetings with the headteacher and some lesson observations have taken place. There is little evidence of resulting improvements to teachers' practice.
47. During the year the special educational needs co-ordinator has been in post she has responded effectively to new statutory requirements for special educational provision. She keeps the register of pupils with special educational needs up to date. Her main task is to teach a number of pupils with special educational needs by withdrawing them individually from their classes. This has helped them to make good progress in addressing the educational targets in their individual education plans. She also manages the school's liaison with the local education authority support service. However, she has only half a day a week in which to carry out her role and does not have a clearly defined job description. This means that she does not have time to carry out the role of co-ordinator for special educational needs. This includes: the completion of paper work for statutory requirements, assessing the individual needs of pupils,

checking and reviewing their progress, liaising with outside agencies, overseeing the organisation of the school's support for pupils with special educational needs, and meeting with parents, teachers and learning support staff. Overall, the governing body is supportive of the work done by the school with the pupils with special educational needs. The governor with specific responsibility for overseeing this area of the school's work, although well informed about special educational needs, has had little opportunity so far to develop her role fully.

48. The school's financial planning has been hindered by a lack of information but recent changes of the staff supporting the governing body in this area is already proving of benefit. Largely due to the lack of available information the governing body has not monitored the progress of the budget over a year as closely as it should and this has resulted in some confusion about how much money is available to be carried forward to the next year. The finance committee is aware of this issue and is now clearer about the information expected and how it should be used. The specific grants received by the school for improvement purposes have been used appropriately. Major expenditure has been carried out appropriately and with due regard to obtaining best value both in purchasing resources and also in making best use of the resources in the school. The school's use of new technology is at an early stage but is broadly satisfactory.
49. The staffing levels are good and the school benefits from good quality teaching assistants who provide very good support for pupils with special educational needs as well as others in the classes. However, the reception class does not have sufficient learning assistant support and this hinders the learning and makes the supervision of some activities difficult. New staff have received a satisfactory level of induction to the school. The accommodation is good and is of real benefit to learning. The newer parts of the school make good learning environment with a good-sized hall for a range of activities. There is a good library and this is well resourced and the outdoor facilities are also good and have a good impact on physical education and environmental work. The computer resources have been unsatisfactory until very recently but recent purchases have improved the provision and the planned staff training will be of further benefit for the more effective teaching of the subject. The reception class does not have access to a secure outdoor area.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. To build on the work of the school since the last inspection, and to raise standards still further, the newly appointed headteacher, the staff and the governing body should:

(1) Raise standards in writing by \*\*

- improving the marking of pupils' work and using assessment to help them understand how to improve and to set individual targets;
- ensuring the work is correctly matched to pupils' prior attainment, particularly for the more able pupils;
- improving the presentation of pupils' work and their handwriting;
- providing more time for extended writing;
- extending the use of early literacy and additional literacy support schemes within classes.

(Paragraphs 2-3, 16-18, 22, 36, 60, 62, 66-68, 70, 79.)

(2) Raise standards in science by

- ensuring challenging enough work for the higher attainers;
- improving the teaching of investigative and experimental science;
- improving the assessment of the subject and the use of such information in planning well matched work based on pupils' prior attainment.

(Paragraphs 2, 23, 36, 83-87.)

(3) Raise standards in ICT by \*\*

- implementing the school's action plan;
- improving the planning of the use of computers in other subjects.

(Paragraphs 15, 76, 87, 96, 99, 105, 109-115, 129.)

(4) Improve the management of special educational needs by

- improving the organisation of the support and the writing of individual education plans;
- improving the use of targets in individual education plans in the planning of lessons.

(Paragraphs 24, 47.)

(5) Improving the governing body's monitoring the budget more closely and ensuring that they hold the school to account. \*\*

(Paragraphs 48.)

- (6) Reviewing the allocation of responsibilities so that teachers have an appropriate workload and enough time to carry out their duties as subject coordinators, and sufficient support time is allocated to the reception class.

(Paragraphs 44, 46, 51, 82, 88, 95, 98.)

**\*\* *These issues have been recognised by the school and there are plans to improve them.***

***In addition to the above issues, the following minor issues should be considered for inclusion in the action plan:***

- Improve the outdoor classroom area for the reception class; (Paragraph 51)
- Ensure the school has an appropriate drug abuse policy; (Paragraph 25)
- Ensure the governors' annual report to parents contains all of the information required. (Paragraph 45)
- Ensure that the information provided for parents is sufficiently informative, especially about pupil progress. (Paragraph 39, 40)
- Ensure the provision of homework is more consistent and supports the work done in lessons more effectively. (Paragraph 27)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

31

Number of discussions with staff, governors, other adults and pupils

28

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	17	8	0	0	0
Percentage	0	19	55	26	0	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 three percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	96
Number of full-time pupils known to be eligible for free school meals	5
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	23
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	16

### *Attendance*

#### **Authorised absence**

	%
School data	7.5
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
	2001	5	8	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 2 or above	School	85 (43)	85 (43)	100 (57)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 2 or above	School	92 (43)	92 (43)	92 (43)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	50 (70)	75 (77)	92 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	75 (77)	75 (77)	75 (85)
	National	72 (70)	74 (72)	82 (79)

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

The results for boys and girls are not given due to the small size of the cohorts.

### ***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	0
Any other minority ethnic group	2

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.41
Number of pupils per qualified teacher	21.5
Average class size	24.3

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	62

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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

*FTE means full-time equivalent.*

### ***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.*

### ***Financial information***

Financial year	2001/2002
	£
Total income	259 924
Total expenditure	246 136
Expenditure per pupil	2 745
Balance brought forward from previous year	6 378
Balance carried forward to next year	20 166



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	83
Number of questionnaires returned	37

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	0	3	0
My child is making good progress in school.	65	22	11	3	0
Behaviour in the school is good.	47	47	0	0	6
My child gets the right amount of work to do at home.	20	49	14	11	6
The teaching is good.	51	38	8	3	0
I am kept well informed about how my child is getting on.	30	46	19	5	0
I would feel comfortable about approaching the school with questions or a problem.	62	30	3	5	0
The school expects my child to work hard and achieve his or her best.	38	54	5	3	0
The school works closely with parents.	30	43	22	3	3
The school is well led and managed.	35	46	14	3	3
The school is helping my child become mature and responsible.	42	50	3	3	3
The school provides an interesting range of activities outside lessons.	25	28	33	6	8

### Other issues raised by parents

A number of parents expressed concern over the mess created by a colony of nesting rooks in the trees on the school grounds.

## **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**

51. Provision for children in the reception class is good. Improvements have been made since the last inspection, including the introduction of planning based on the nationally agreed areas of learning leading towards the expected early learning goals. The reception class is well organised into different learning spaces, including role play, quiet reading and practical areas. However, although there is good access to an outdoor courtyard this is not fenced or specifically resourced for outdoor play and, together with a lack of support staffing enabling the necessary level of supervision, this means that children cannot access outside activities as easily as they should.
52. The quality of teaching is good and this is a big factor on the good progress children make during the year. The early assessment of children, and the evidence from the inspection, shows that, overall, attainment on entry to the school is below that expected for children of this age. The teacher knows the children well and has devised a very effective system for assessing and recording their progress towards the early learning goals. Parents and children are provided with a very good introduction to the school and the teacher has very good links with a local playgroup, which she visits regularly before the children start at the school.

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

53. When children enter the school, many have well below average levels of maturity as shown through pupils' personal and social skills. Improving these forms an important part of the reception class planning. Together with the good teaching, this helps pupils to make good progress, although a significant number still have under-developed skills by the end of the year. The start to the day provides a good opportunity for children to settle happily into school and for their parents to discuss any concerns or other matters with the class teacher. Once again, this is an aspect of the reception class work where the presence of another adult would benefit the provision. The teacher has formed very positive and effective relationships with her class. She ensures her instructions are clear and that children understand what is expected of them. Those with special educational needs are well integrated into the class. Children are beginning to get on well together and they are developing an ability to share and co-operate while taking part in activities. They understand what is expected of them and generally respond to the teacher quickly when required, but are also often too noisy when working and at an early stage of learning not to call out answers. When asked to tidy away equipment and games most do so satisfactorily.

#### **Communication, language and literacy**

54. When children start in the reception class the majority have language skills that are well below those expected for their ages. The teaching is good and good progress in learning to read and write is made, although standards are still below average by the end of the year. The development of opportunities for extending speaking and listening skills through role play has improved since the last inspection. However, when answering questions children tend to respond in single word answers or brief phrases rather than sentences. This is evident in 'show and tell' sessions at the start of the day. The teacher tells a range of stories very well and children listen very attentively and with enjoyment. The National Literacy Strategy is appropriately adapted for the ages of the children and is clearly helping improve their literacy skills. 'Big books' shared in whole class sessions are well used to develop pupils' letter recognition and their understanding of rhyme, for example. Most are able to identify capital

letters. The higher attaining pupils could write their names when starting school but this varies and as the year progresses many children are still unsure of how to write all letters of the alphabet. They are developing a sound knowledge of common three letter words.

### **Mathematical development**

55. When children start school the majority have below average attainment. However, by the time they reach the end of the reception year they have made very good progress and all of them are attaining the expected early learning goals. This is largely the result of very good teaching and the clever adaptation of the National Numeracy Strategy to make it appropriate for the ages and abilities of the children. They recognise numbers to 20 and count and sort numbers independently. They sequence quite complex colour patterns and also extend this work through the effective use of computer software. Most children do more than and less than calculations and some higher attainers are adding numbers to make correct totals. They have a sound understanding of the basic properties of simple two-dimensional shapes. Most children know the ordinal numbers up to ninth. In one good lesson children begin to devise different ways of finding a given total with numbers up to nine.

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

56. The teaching is good and by the end of the reception year the majority of the children have attained standards in line with those expected for their ages. Children have made a close study of the life cycle of butterflies and they demonstrate a sound knowledge of the parts of the cycle. They cut out and correctly sequence pictures illustrating the life cycle and explain each part to an adult. When they watch a video of a butterfly emerging from a chrysalis the children watch with fascination and amazement, providing a lovely moment of awe and wonder in an otherwise hectic day. The use of computers is at an early stage but children are now getting good opportunities to improve their skills and they can use the mouse confidently to click on and drag coloured shapes when making mathematical sequences. In other science work they have predicted which materials would float and sink, and through nursery rhymes such as 'Incy Wincy Spider' they have made a study of the water cycle.

### **Physical development**

57. Children enter the school with a good level of physical development. The teaching is good and by the end of the reception year most of the children will have attained the expected level for their ages. Good opportunities are provided for developing control with small tools such as scissors and crayons, as well as the use of a range of jigsaws to help with spatial development. The teacher ensures that children have plenty of opportunities to work with sand and water, again to develop their skills in working with such materials. In physical education lessons and at playtimes children demonstrate good skills in skipping and using hula hoops.

### **Creative development**

58. The teaching is good and by the end of the reception year the majority of the children have attained standards in line with those expected for their ages. Children have opportunities to paint and they do so with growing control. For example, the painting of butterflies, using the idea of symmetrical patterns, results in some colourful and effective pictures. A small amount of three-dimensional work is evident. For example, children have made good clay models of snails after studying real ones but more opportunities for children to handle a range of modelling materials would be valuable. Mobiles children have made from highly patterned fish with tissue paper tails help make the classroom a bright and interesting learning environment. Good strong prints made from strong blocks made by the children are equally effective.

## ENGLISH

59. In the 2001 tests for Year 2 pupils their attainment was below average compared to all school and to schools with pupils of similar backgrounds. In Year 6, attainment was well below average in both comparisons. Inspection findings show an improving picture across the school although there continues to be a dip in standards in Years 3 and 4. Pupils enter Year 1 with below average attainment and make satisfactory progress overall to attain below average standards by the end of Year 2 and Year 6. Pupils make better progress in reading than in speaking, listening and writing. All the pupils are provided with equal opportunities to participate in the learning activities provided in English.
60. The teaching of reading is a strength of the school. The pupils make good progress in learning to read and standards in reading achieved by the pupils in Year 2 and Year 6 are average. In speaking, listening and writing skills standards are below those found nationally. However, pupils make satisfactory progress from a low base. The school makes good use of structured programmes to provide additional literacy support to improve pupils' progress in learning to spell and to increase their skills in developing and using a wider and richer range of words.
61. Standards in writing are not as high as they could be. The school has recognised this and has developed an action plan to improve the teaching and learning. However, the plan does not yet fully identify all the areas that would help the teachers to raise the standards in writing across the school. When teachers check the pupils' work they do not make it clear what the pupils have to do to improve. The school uses a good number of standardised tests and the results of National Curriculum tests to identify the strengths and weaknesses of pupils' work. However, the school is not yet using this information to plan work nor does it make clear to the pupils what they need to do to move to the next level. In addition, although good use is being made of writing skills across the curriculum, the school does not provide enough opportunities for pupils to engage in extended writing. Standards of handwriting and presentation are variable across the school and in some cases the teachers accept very untidy and immature handwriting without giving pupils pointers for improvement.
62. At the time of the previous inspection one of the key issues was: '*to raise attainment in English, particularly in reading and writing at Key Stage 2*'. The school was also required to provide a subject policy and schemes of work, match planning to pupils' needs, ensure that procedures for assessment recognise pupils' needs and are used in planning. These issues have not all been addressed although good progress has been made in raising attainment in reading. The school has a policy for English and is using the National Literacy Strategy guidelines on what should be taught in English. Assessment procedures are not yet used to clearly identify what needs to be done to raise standards further. The subject manager has been in post since September and has had some opportunities to monitor and evaluate the teaching and learning in English.
63. Inspection findings show that pupils make satisfactory progress in developing their speaking and listening skills throughout the school. Good use is made of the whole class discussions at the beginning of the Literacy Hour and in the introductory sessions to other subjects. The pupils respond well at these times, listen carefully to the teachers and other pupils and enjoy offering answers. They talk about their work willingly but on occasions need encouragement to develop their answers in detail or in any complexity. Throughout the school there are regular opportunities for pupils to develop spoken language, such as in show and tell sessions and circle time. The pupils' ideas and opinions are listened to and valued by adults working with the pupils. They are often suitably developed using further questioning and discussions. In one of these sessions, Years 1 and 2 pupils became fascinated and involved in learning about the Coronation of the Queen, their vocabulary was well extended by the teacher and by the end of the lesson they were able to discuss the event in some detail. As time goes by the pupils

acquire a wider vocabulary with which to discuss their work. For example, they use appropriate terms to describe their work in science and can suggest alternative adjectives to use to enhance the quality of their descriptions.

64. Pupils read fluently and accurately. Most attain average standards in reading and make good progress in learning to read. In the 2001 national test for pupils in Year 2 only 15 per cent reached the higher than expected Level 3. This year's results show that 40 per cent are likely to reach Level 3. Similarly, in the Year 6 tests last year no pupil attained the higher Level 5 but early indications of this year's results show that 45 per cent of the pupils should achieve it. Inspection findings show a similar picture. Throughout the school, pupils have positive attitudes towards the books they read and enjoy reading. They have opportunities to develop good reading habits; after lunch each day, time is devoted to reading both individually and in groups with the teachers to practise and develop their skills. This is improving standards. The pupils are encouraged to tackle challenging texts and the most fluent readers develop a critical appreciation of the books they read. Year 6 pupils can discuss the characterisation and the way in which Philip Pullman develops a plot, for example, in a complex book such as *'Northern Lights'*. The school's arrangements for developing a home-school reading partnership are carried out consistently. The pupils take books home and read regularly to their parents or carers. Good use is made of a number of volunteer helpers who spend time with pupils hearing them read and discussing the texts. These features make a positive contribution to the progress that the pupils make. Recently a group of Year 6 girls have worked with a librarian from the local education authority to audit and re-catalogue the books in the school library. The girls now take full responsibility for running the library and keeping it tidy and in good order. Most of the pupils have some idea how they can find information from different sources, including the Internet; however, they do not have regular opportunities to use their knowledge of how the library books are catalogued. The school has a good range of reading books and 'big books' for use during the literacy sessions.
65. In writing standards achieved by the pupils are below average at the end of Year 2 and Year 6 although they make satisfactory progress. No pupils this year are likely to have achieved a Level 3 by the time they are seven; however 15 per cent of pupils in Year 6 are predicted to attain Level 5. The school has recognised that writing can be improved and has formulated an action plan as part of the school improvement plan. A strength in the writing is the way in which the teachers plan opportunities for pupils to write across a range of forms, especially in Years 5 and 6. They including stories, recounts, persuasive writing and writing that puts forward reasoned and balanced arguments.
66. By Year 2 the pupils are beginning to express themselves in their writing. They can form simple sentences and know how to punctuate their writing using full stops and capital letters. However, few of the pupils use joined script for writing even though they are taught how to join their letters. The most able pupils spell common words correctly and use their knowledge of spelling rules and letter strings to make informed attempts at spelling less familiar words. The less able pupils often do not complete the writing tasks set. They have problems spelling common words such as 'went' and have problems in forming complete sentences. Good examples of descriptive writing were seen as when pupils wrote their own version of a *'Katie Morag'* story or retold a traditional tale.
67. As they move through the junior years the pupils continue to have problems with the presentation of their work. By Year 6 only half of the pupils use a joined up handwriting style as a matter of course. In Years 3 and 4 progress in writing is slow. Work is often not finished and there is little difference between the tasks given to the most and least able pupils. An area of weakness in the writing, especially for the younger pupils, is the lack of consistent use of opportunities for pupils to write extended pieces of work. By Year 6 the rate of progress has improved. The pupils complete a lot more work across a good range of genres. They can write

an extended story about a mountain adventure and use persuasive language in debating the arguments for and against building more hotels in St Lucia. The pupils have a good understanding of how to punctuate their sentences. The majority of the pupils are using speech marks, and question and exclamation marks appropriately. They show imagination and flair especially in short pieces of writing, and they can write in a variety of styles to suit different genres of writing. They are confident in their use of adjectives to help them write more interesting sentences. When working on developing a scene a pupil writes; *She leaned against the creaking see-saw while rubbing her hands up and down the rattling chains of the swing.* The pupils can use similes and alliteration with confidence and a few pupils have a good understanding of metaphor. In history lessons the pupils make good use of their literacy skills to write interesting diary entries describing their lives in service in Victorian times. The pupils have some opportunities to use word processing programs to plan, draft and edit pieces of work.

68. The quality of teaching is satisfactory overall. Of the five lessons seen the teaching was good in three of them and very good in one. There were no lessons in which the teaching was unsatisfactory. The teaching has some significant strengths. The basic skills of reading are being systematically and well taught throughout the school. In the lessons where the teaching is good or better, the pupils are made aware of what it is they are to learn by the end of the lesson. The teachers make good use of resources to support the learning, including well-chosen texts and imaginative presentations of the material. In a good writing lesson the teacher showed a treasure box of her own and this inspired the pupils to write enthusiastically about the items they would put in their own boxes. In a very good session on the poems of Ted Hughes, the pupils looked for similes, metaphors and alliteration. The pupils made very good progress because the teacher, through skilful questions and the use of well-matched resources, met the needs of each group of pupils well. She made very good use of the skills of the teaching assistant who worked with a less able group using a simpler poem by the same author. There are interesting displays about literacy in all the classrooms and the teachers make reference to them to support teaching and learning.
69. There are some weaknesses in the teaching. These mainly relate to the work not being well matched to the needs of the pupils in all sections of the lessons. For example, in one class, following a very good introduction, the expectations of what the pupils could achieve independently were too high and the texts used were not well matched to the pupils' needs. Teachers do not plan enough occasions when pupils can construct and complete extended pieces of writing. They usually make it clear to the pupils what they are to learn in the lesson but do not explain how they could reach a particular level. In one class the pupils have been set a target to improve a feature of their writing but this is not yet being used systematically to check to see how well the pupils have achieved the tasks set and suggest how they can progress further. The pupils' work is marked regularly throughout the school but the quality of the marking could be better. It recognises work done and efforts made but is rarely annotated with helpful comments and guidance to help the pupils to improve their work.
70. The subject manager for literacy was newly appointed to the school in September and has had some opportunities to check what is happening in other classes to ensure that the National Literacy Strategy is being carried out systematically. She has worked with the local education authority to identify what needs to be done to improve the subject overall. The school has fully recognised the need to improve the standards of writing to match those of reading and the subject manager has been active in auditing standards and in constructing an initial improvement plan order to raise standards. The governor with responsibility for literacy has visited all the classes in the school; she is enthusiastic in her role and intends to further support the school in raising standards by monitoring teaching and learning.

## **MATHEMATICS**

71. Results in the national tests for 2001 show that standards for pupils in Year 2 are broadly average compared to all school and to schools with similar intakes. However, standards in Year 6 are above average when compared with those achieved nationally, and well above average when compared with schools with pupils from similar backgrounds. Since 1997, the trend in standards for Year 2 has been inconsistent, as is often the case with small cohorts. However, for Year 6 the trend over time since 1997 has been one of steep improvement and at a much faster rate than is found nationally. This improvement in mathematics scores has been one of the success stories for the school over the last five years. Overall, the standards have shown a good level of improvement since the last inspection.
72. The evidence of the inspection largely matches the evidence of the tests. Standards throughout the school have been maintained and the early indications are that the results of the most recent tests are at least equal to those found last year. By the end of Year 2, boys attain standards well below those of girls. However, by the end of Year 6 the gap no longer exists and boys have caught up with the girls. During the inspection there was no evidence that the attainment of boys and girls was significantly different. The pupils make sound progress through Years 1 and 2 and good progress through Years 3 to 6. Those with special educational needs receive good support and make progress in line with their peers.
73. Comparing the test results of pupils in last year's Year 6 with the results the same pupils attained when they were in Year 2 in 1997 shows that they made very good progress over time. They build very well on the good learning evident throughout the reception year and the sound progress in Years 1 to 4.
74. One of the main reasons for the improvement since the last inspection has been the successful introduction of the National Numeracy Strategy which has improved pupils' mental calculation skills and resulted in more direct and closely focused teaching of the whole class. Skills and learning are developed systematically throughout the school and the confidence of the teaching staff had been increased with the supporting materials and suggested lessons available. In addition, the school has made effective use of materials aimed at raising the achievement of those who are making slow progress, often working in small groups with the helpful teaching assistants. Another reason for the improvements has been the improved monitoring and evaluation of teaching by senior staff, the local authority and the subject coordinator. This has helped spread good practice and support teachers with ideas and suggestions when appropriate. In addition, the school has recently been supported by an advisory teacher seconded from a local school, and this has clearly helped raise standards, especially in Years 1 and 2, through some very good teaching.
75. The lack of effective use of computers remains a weakness. It is the result of a lack of appropriate resources and software, which the school has begun to address. Teachers are insufficiently trained in the use of computers in mathematics, but the school is aware of this and plans to address the issue shortly. Teachers teach the use of calculators in lessons in an appropriate and effective way. Numeracy skills are often effectively used in other subjects. For example, in geography the use of bar charts and pie graphs enables the good presentation of information.
76. In Years 1 and 2, pupils confidently count forwards and backwards in fives and tens, and subtract mentally using numbers to 20. They confidently work with larger numbers such as counting in 20s to 300, counting in 50s and they have a good understanding and familiarity with money calculations and coins. They solve a range of money problems. For example, given a range of ingredients at different prices they work out problems relating to the costs of sandwiches. Good support for the pupils with special needs enables them to take part in the same work with smaller amounts of money. By the end of Year 2, pupils are beginning to

understand and accurately record hours and half hours. They can name some three-dimensional shapes and have a solid understanding of place value.

77. In Years 3 and 4, pupils continue developing sound counting skills, mentally counting forwards and backwards in 50s and 100s as consolidation before starting new work on reading scales. Less able pupils are able to predict and estimate how many jugs of water will fill different large containers, while more able pupils work on reading scales and working out how to make a range of cocktails from different amounts and ingredients. This work has a good practical focus as at the end of the topic pupils will actually make the cocktails featured. Higher attaining pupils solve challenging problems about capacity. Where they get incorrect answers it is often due to misunderstanding the instructions rather than the mathematical aspects of the problem. Pupils in Years 5 and 6 devise tests for divisibility by using their existing numeracy skills well. Year 6 pupils understand negative numbers and coordinates and draw different two-dimensional shapes. Higher attaining pupils translate the shapes through four quadrants while the less able have a sound understanding of probability and turn simple fractions into decimals and percentages.
78. Pupils' attitudes to their work are largely positive. They clearly enjoy the mental sessions at the start of lessons and the vast majority are very keen to answer. Their confidence is boosted by the way teachers run these parts of the lessons and by the good support from teaching assistants, especially for those with special educational needs. Pupils are well behaved in lessons and they use resources and equipment sensibly and safely. They produce a good quantity of work over the year. However, much of the recorded work is untidily presented and does not reflect evidence of any pride in their work, and this is an aspect of the subject that teachers need to review and reinforce. Older pupils are able to devise their own, good ways of recording answers to problems.
79. The quality of teaching is good throughout the school, and has been further strengthened by a teacher seconded from another local school. Teachers have a good understanding of the requirements of the numeracy strategy and this has had a very positive impact on planning of lessons, although there are still too many occasions when all pupils are provided with the same work, rather than having tasks based more closely on their prior attainment. A feature of the good teaching is the good explanations given to introduce new work. This happened, for example, in Years 5 and 6 when the concept of divisibility was introduced. The best lessons are very well paced and have very good transitions from one part of the lesson to the next. Little time is wasted and pupils are well managed
80. Teachers usually match work well to pupils' prior attainment, helped by good assessments of the work completed. A weaker aspect of the teaching is the marking of pupils' work, which rarely explains exactly what they have done well or how they can improve their work in the future. Younger pupils' work is often not dated and worksheets not ordered in any systematic way. There are times when important mathematical terms are spelt incorrectly and not corrected by the teacher.
81. The subject co-ordinator is knowledgeable and hard working. She has played an important part in staff training and in ensuring the impact of the National Numeracy Strategy has been successful. However, she does not have enough time to support colleagues, monitor their work and spread good practice. The teaching and learning has been monitored effectively in the past and this has had a positive impact on standards. The co-ordinator has developed a good analysis of test results but this is not sufficiently used in lesson planning and target setting. The co-ordinator is trialling a system of individual target setting at present and this would be of benefit to all teachers. In addition, the school has devised a good system for tracking pupils' progress as they move through the school. Resources are generally satisfactory, although there are weaknesses in computer use. The governor linked to the subject has visited the



school to see lessons and talk to pupils and staff. Although they have a broad picture of attainment, governors do not have access to more detailed information on progress and test results with the result that their understanding of the school's strengths and weaknesses is not as strong as it could be.

## **SCIENCE**

82. The results of the 2001 tests for Year 6 pupils show that standards are below average when compared with all schools and average when compared to schools with pupils from similar backgrounds. Since the last inspection standards have risen steadily and they are now close to the level expected. Although a praiseworthy percentage of the pupils reached the expected level for their age in 2001, fewer reached the higher level than was the case nationally. The teacher assessments made of attainment in Year 2 show that a broadly average proportion of pupils reached the expected level while an above average proportion reached the higher level. This means that standards found during the last inspection have been at least maintained and the proportion reaching the higher levels has improved.
83. Pupils enter the school with below average attainment and make satisfactory progress. However, standards in science could be higher. On the basis of the work seen during the inspection, the attainment in Years 2 and 6 is still below average. The teachers' planning does not sufficiently match work to the needs of all the pupils. Each class contains two year groups and the work is at the same level for both. This means that there is insufficient challenge for the more able and the work does not always build on previous work to ensure progress and continuity. Ways of checking the understanding and progress made by the pupils are in an early stage of development. The school has begun to use the analysis of test papers to identify where there are gaps in the pupils' knowledge and understanding of aspects of science but so far the use of this information to inform the teachers' planning is limited. The teachers provide good opportunities for pupils to take part in investigative work but there are few occasions on which the pupils devise their own experiments and explore their ideas. Teachers always use correct scientific language with the pupils; however, some of the pupils start from a very low base of verbal skills and vocabulary and not enough input is made to ensure that the pupils all fully grasp the meanings of the words used.
84. By the time they are in Year 2, the pupils know that a push and a pull are forces and that materials have different properties. They understand that the sun is the main source of light and they can sort items into categories of being alive or never having lived. They study the life cycle of a ladybird and can sort creatures by their habitat, such as land, sea and air. They are beginning to understand that some changes are reversible, such as ice melting and some are not such as cooking an egg. The pupils are less able to offer suggestions as to why things happen or finding ways of testing their ideas.
85. In Years 3 and 4 the pupils complete electrical circuits to light a bulb. They use their knowledge of materials and circuits to investigate and classify which materials are good conductors. They test the strength of magnets, working in groups to record their results. A visiting teacher from an educational supplier is working with the class on testing rocks for hardness and their suitability for particular purposes. Good work is done on the permeability of different soils when the pupils learn to organize the experiment, carry it out, record the measurements and compare their results. By the time they are in Year 6 pupils extend their knowledge and understanding of the different properties of materials and learn about solids, liquids and gases. The pupils know the importance of interdependence in the natural world, they learn about adaptation to different habitats. They understand how food chains show the feeding relationships and that they all begin with plants. Some of the pupils have gained an understanding of photosynthesis. The pupils know what constitutes a fair test and communicate their findings clearly in a variety of ways.

86. The teaching is satisfactory overall. In the best lessons the pupils were very well managed and organized. They set up and worked well together on their experiment to test water running through different soils. Where the work was less successful, the teacher talked for too long and there was no opportunity for the pupils to complete their own experiment. Overall, the teachers have a good knowledge of the subject and place a good emphasis on careful observation. However, too much of the work is directed by teachers, and as the same work is usually covered by all of the pupils in the class this limits the opportunities for higher attaining pupils to further extend their learning. The pupils' investigative skills are limited by too few opportunities to devise their own investigations. There is little use of ICT to support the pupils' learning in science. The way in which the pupils record their findings is usually decided by the teacher and so, although the pupils make good use of the skills they are learning in writing, they have few opportunities to decide which is the most appropriate format for presenting their work.
87. The subject manager has only been responsible for science since September. She had an opportunity to check how well science was being taught and decide what needed improving at the beginning of the school year but has not been able to follow up this work since. This is mainly because she has responsibility for several other key areas of the curriculum. The school uses the national guidelines on what should be taught in science. There is a basic range of equipment and other resources to support teaching and learning in science.

#### **ART AND DESIGN**

88. It was not possible to observe any lessons in the infant class during the inspection. From other evidence such as examples of pupils' work it is possible to say that standards in Year 2 are broadly in line with those expected for their ages, and this has been maintained since the last inspection. Standards in Year 6 are also broadly typical for pupils of that age nationally and this represents an improvement since the last inspection, when standards were below those expected.
89. Pupils in Years 1 and 2 produce patterns using collages of mathematical shapes cut from tissue paper. These are good quality and provide a link between art and design and mathematics. In sketchbooks pupils make satisfactory observational drawings of leaves and plants. They use a frame to organise a still life for sketches which are later turned into paintings. They make a range of marks using available pencils and crayons, and they have the opportunity to meet a range of two-dimensional techniques, for example, by creating wax-resist patterns. In one very good piece of work, pupils created three-dimensional abstract images using sewing, embroidery and padding, based on drawings of cut fruit.
90. In Years 3 and 4, pupils study a good reproduction of painting by Lowry. After discussion about how the people are depicted, pupils use viewfinders to isolate part of the painting which they draw in some detail. Others use their sketchbooks to draw objects within the classroom. One good display showed some good work resulting from a study of Aboriginal art and was reflected in some good imaginative drawings and patterns using dots and appropriate colour schemes. In Years 5 and 6, pupils are creating designs of episodes from a story which they will create using fabric. This follows a study of the Bayeux Tapestry, and they way the pictures tell a story. Good use is made of sketchbooks to draw out ideas for their work. The teaching assistant helps the pupils with special needs, enabling them to create ideas that are practical and sensible. After an appropriate time, the teacher extends this work into thinking about the techniques and materials suitable for aspects of their stories. In their sketchbooks, Year 5 and 6 pupils have made good still life drawings of containers, showing a growing awareness of how depth can be added through shading. One plant sketch by a Year 5 pupil showed very good use of texture to make the work more effective.

91. In Years 3 to 6 pupils demonstrate largely satisfactory attitudes towards their work. Although they are very keen to begin working on the practical aspects of the subject, they are less enthusiastic about designing, planning and discussing materials. Pupils show pride in their work and use the materials available sensibly and safely.
92. The quality of teaching in these classes is good. No lessons were observed in Years 1 and 2. Good lessons contained a well-planned and appropriate mixture of preparation and consideration of others' work followed by well-chosen opportunities for pupils to create their own work. For example, in one good lesson the teacher used questioning very effectively to explain how to build colours through mixing. The activities also included a study of how life has changed over time, as shown in the artist's work.
93. Good opportunities to involve outside expertise have been made. For example, a well-known book illustrator visited the school and explained his techniques and created pictures for the school. However, there is little evidence of this opportunity being followed up through the work of pupils in the same style. In addition, there is a clear lack of sufficient work in three dimensions throughout the school. In the past clay has been used, and the use of various materials and sewing techniques is a focus at present. There is no evidence of larger card models, or the use of other modelling materials.
94. The subject coordinator has not had the opportunity to monitor or evaluate teaching, planning or children's work sufficiently for this to have any impact on provision. The school follows a national scheme of work but there is little whole school planning in sufficient detail to enable teaching to build on prior skills and work is not assessed on a regular or meaningful basis. Resources are satisfactory overall but there is not enough three-dimensional material to really encourage staff to use them more fully. Recent improvements to the computer and software provision have enabled the staff to begin providing more opportunities for pupils to use art programs to design and create some effective and imaginative pictures and patterns.

## **DESIGN AND TECHNOLOGY**

95. By the end of Years 2 and 6, the attainment of pupils is in line with national expectations and the pupils make sound progress. These standards have been maintained since the last inspection. Throughout the school the pupils test and evaluate their products. The pupils talk enthusiastically about their work and record the work done to explain the tools and materials needed for the various projects. They show pride in their finished products and evaluate the standard and use of the finished articles. On occasions work is linked to topics being studied in other curriculum areas and this has a positive impact on the understanding of pupils and on the usefulness of the techniques they are taught. As yet there is little use of ICT skills in design and technology lessons and the checking of pupils' progress in developing skills is limited.
96. Year 1 and 2 pupils have collaborated to create a striking wall hanging using printing techniques to produce bright eye catching patterned squares. Before they joined all the pieces together they explored a large number of methods to join the squares of fabric. After evaluating each one they decided that sewing was the best for this task. They have made good teddies with joints that move and satisfactorily develop skills of measuring, cutting and fixing to carry out the task. As part of a good link to their history topic, pupils designed and made sandwiches appropriate for a 1953 street party. Year 3 and 4 pupils taste and evaluate different toppings for pizzas. They investigate which sort of box is suitable for transporting cooked pizzas and make a design for their own box. They design and make cards using simple moving levers. In Years 5 and 6 the pupils complete good examples of wooden xylophones. They begin by investigating how different musical instruments produce sounds. They experiment by using junk materials before they design and construct the finished product. On

completion they test and evaluate the finished product and suggest how they could have improved their design.

97. The quality of teaching is satisfactory overall. One lesson was seen during the inspection and it was of a satisfactory standard. However, the resources to be used during the lesson were not well prepared and although the learning objectives were carried out, time was wasted and this slowed the rate of progress made by the pupils. The teachers' planning identifies learning objectives that are to be shared with the pupils. The school is using the national guidelines to plan the design and technology curriculum; this is providing satisfactory features of progression and continuity. There is an adequate range of tools, materials and equipment to support teaching and learning in the subject. The monitoring and evaluation of work in this subject is not very effective and little time is given to assessing the impact of planning or lessons through the assessment of pupils' work.

## **GEOGRAPHY**

98. Standards in Years 2 and 6 are in line with those expected nationally and all the pupils make satisfactory progress. This is a similar situation to that found at the time of the last inspection. Pupils are interested in geography and enjoy learning about geographical topics. At the time of the last inspection there was no policy or scheme of work for the teaching of geography; the school is now using the national guidelines to plan what is taught in geography. The school has a two-year rolling programme so pupils do not repeat topics as they are in each class for two years. The work includes good links to work being done in history and good opportunities are taken to use literacy and numeracy skills in geography. However, the planning does not identify how the more able pupils will have work matched to their needs and assessment of geographical skills and knowledge is in the early stages of development. Limited use is being made of ICT skills to support learning in geography.
99. In Years 1 and 2 pupils learn about maps, find the routes to places and study different journeys. They work on finding features on a plan of the school and draw a map of their own route to school. In their study of an island community in Scotland they consider the issues of living in a remote area when they learn to identify the differences between their own locality and a contrasting one. They understand how the stories of *Katie Morag* set on an imaginary island are fictional but based on fact. They learn to name landscape features correctly and in Year 2 they find the countries on a map of the United Kingdom.
100. In Years 3 and 4 the pupils study the weather. They discover that there are different sorts of clouds and the effects varied sorts of weather can have on people's lives. They find out about Japan's climate, how the country it is made up of different islands and how to find it on a world map. In Year 6 learn about Bangladesh and St Lucia as contrasting locations. When studying St Lucia they consider the problems of land use for farming or building more hotels. They work on comparing the capital of Castries with the banana plantations. When the pupils learn about rivers they investigate where the water goes, the paths that rivers take. Good use is made of numeracy skills to display data on the gradient and length of major rivers.
101. The teaching of geography is satisfactory overall. No lessons were seen during the inspection but evidence from the pupils' work and conversations with pupils shows that they are given planned and interesting opportunities to consider geographical issues and to gain knowledge and skills in for example map reading. As a result they make sound progress in their geographical knowledge and understanding. Visitors to the school enhance the learning for the pupils. For example, a local restaurant owner from St Lucia brings the work to life by showing photographs of the island, and explaining with first hand knowledge the problems and issues to be faced in a contrasting locality. The school makes effective use of visits to a range of places, for example during the work on rivers.

102. The subject co-ordinator is supportive of her colleagues and helps with planning, teaching ideas and provision of resources. The subject makes a good contribution to the cultural provision for the pupils. The school has a teddy bear that travels the world with children, staff, governors and friends of the school. The resulting photographic and written record of his visits gives a wide variety of information about different countries and regions of the world. It contributes enjoyment and interest to geographical studies.

## **HISTORY**

103. Standards in Years 2 and 6 are in line with those expected nationally and all the pupils make satisfactory progress. This is a similar picture to that found at the time of the last inspection. Since then a policy and scheme of work based on national guidelines have been adopted as the basis of planning. The school has a two-year rolling programme so pupils do not repeat topics as they are in each class for two years. However, the planning does not identify fully how the pupils will build on what they have learned before and extend the opportunities for the pupils to develop higher skills of historical enquiry and understanding or how the more able pupils will have work matched to their needs. The work includes good links to work being done in geography and good opportunities are taken to use literacy skills in history. A system to check the pupils' historical knowledge and understanding is in the early stages of development.
104. The pupils are interested in history and enjoy talking about what they have learned. The pupils have a sound sense of chronology. They understand that we can learn about the past by looking at pictures and artefacts. Pupils select and link information from a variety of sources but they do not evaluate the sources or have opportunities to independently select those relevant to specific questions. The older pupils' understanding that some changes, events and people have been variously interpreted is underdeveloped. The pupils' skills in ICT are used in a limited way to extend the subject.
105. By Year 2 pupils compare toys of the present with those of past generations and say how and why they differ. They can investigate six differing teddies and talk about which is the oldest and why. They interpret aspects of the life of Florence Nightingale through drawing and writing. In finding out about the reasons for the celebrations for the Queen's Golden Jubilee they compare the present with that at the time of Queen Victoria's Jubilee. Using contemporary newspaper accounts they learn how ordinary people experienced the Coronation and what life was like in Norwich 50 years ago. The school hall is decorated with Union Jacks and the children eat paste sandwiches and jam tarts to re-enact the street parties of 1953. Two boys enter fully into the spirit of the occasion by lifting their mugs of lemonade and toasting the Queen saying, 'God Bless Her Majesty'. Pupils playing authentic games such as 'Spin the Plate' and 'Squeak, Piggy, Squeak' conclude the party!
106. In Years 3 and 4 the pupils consider motives for the invasions of Britain by the Romans, Anglo Saxons and the Vikings. This helps them to understand reasons for the changes in society over time and they learn how to place events on a time line of the thousand years from the beginning of the first millennium. They learn about features of life for Roman soldiers, where the boundaries of the Anglo Saxon kingdoms were in the seventh century, and the routes taken by the Viking ships for different purposes. The older pupils use photographs to identify changes made to landmark buildings in Norwich during Victorian times. They study famous Victorian benefactors such as Dr Barnardo and Lord Shaftesbury and consider what life was like for poor children at that time. Good use is made of literacy skills to write diaries describing life in a factory or in service in a big house.
107. The quality of teaching overall is satisfactory. Teaching in the four lessons seen was good or better in three of them and the pupils made good progress in those lessons. This is because the teachers have a good knowledge of the history they are teaching and plan the topics in a lively

and interesting way. This provides activities that give the pupils opportunities to learn at first hand about characteristics of past periods and societies and events and people involved in them. The subject co-ordinator is enthusiastic about the subject and ensures that there are resources and books to support the teaching and learning in history. The pupils' learning is well extended by visits out of school and visitors to the school. The subject makes a good contribution to the opportunities provided for pupils' social and cultural education.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

108. Standards throughout the school are below those expected nationally and have not kept pace with changes since the last inspection. This is largely due to the school having insufficient resources to teach the full range of the expected curriculum until very recently. In addition, there are shortages in resources and staff training that have not yet been addressed. However, the school is aware of the weaknesses in the subject and, with the good support of the local authority, they have prepared a good action plan to show how the weaknesses are to be addressed.
109. By the end of Year 2 pupils have learned some basic use of the keyboard for word processing. They know how to use the shift key, space bar, back space and enter. They click and drag images on the screen and delete letters and words. They have opportunities to learn how to program and control a floor robot, making it move and turn. Using art software, pupils change colours and brush sizes and styles to create different effects. They control the mouse satisfactorily and with good support from teaching assistants produce some very colourful and complex patterns.
110. In Years 3 to 6 pupils have had some opportunities to use spreadsheets for making lists and tables. They have more advanced word processing skills; for example, Year 5 and 6 pupils accurately set out a play script. They use colour to highlight text and order a story by moving text around. Pupils change fonts and experiment with styles of writing using a word art program. Individual pupils have a range of attainment depending on their experience with computers at home. One boy was observed confidently researching information about Ted Hughes using the Internet. Year 3 and 4 pupils use an art program to create designs for hats. They log on to the computers but their short acquaintance with the computers is evident in their lack of basic knowledge about some of the icons. For example, one pupil questioned was unsure of the meaning of the egg timer symbol.
111. When pupils have the opportunity to use computers, they do so with enthusiasm and enjoyment. They use the hardware and software confidently and their learning benefits from this. They treat the computers with respect and when working in small groups or individually they remain on task and well-behaved. They have imaginative ideas when working and they co-operate and collaborate well when working together.
112. The overall quality of the teaching is satisfactory. The teachers have worked hard to teach the subject with a lack of training and undeveloped resources. They are keen to make better use of the new equipment and are looking forward to training that will enable them to do this. Teachers have a system of recording the skills attained in the subject that gives a good picture of how well pupils are progressing. This is not yet used when planning work to take account of pupils' differing prior attainment and experience. The planning of other subjects does not show how and where computers can be used to support and extend learning and little evidence exists of the use of ICT in other curriculum areas. Very good use is made of teaching assistants to support learning. The creation of a computer area in a spare room has enabled assistants to work with small groups of pupils to teach and consolidate specific skills. In one good session, an assistant helped younger pupils to draw symmetrical butterflies using art software. The assistant is knowledgeable and had a good relationship with the pupils, and this encouraged their learning.

113. The subject coordinator has developed a good school website. This gives appropriate information about the school to prospective parents, through an on-line prospectus. Every class has a page on which pupils can exhibit examples of work in a range of subjects. There is a news page to keep parents updated about events at the school. Although the site is still at an early stage it provides the school with a good basis for future development and the increased involvement of pupils as their levels of skill improve. Parents have been correctly and appropriately involved in the development of the site.
114. The school has a knowledgeable and enthusiastic coordinator for the subject. However, she is newly appointed and has had little opportunity yet to monitor and evaluate teaching in the subject. The school's action plan provides her with an appropriate basis for the future development of the subject, alongside the recently improved resources and the staff training which the school will access shortly. The link governor for ICT also has good personal expertise and a good understanding of the future needs for the subject, as well as possible developments such as workshops for parents. Resources, although improved very recently, still require further improvement so that pupils have sufficient access to computers, and to apparatus needed to fully experience all aspects of the National Curriculum, such as those regarding external control and monitoring using computers. In addition, the stock of software is adequate to enable satisfactory use of computers for teaching in all subjects.

## MUSIC

115. Standards are broadly in line with those expected nationally in Years 2 and 6. This level of attainment has been maintained since the last inspection. There are strengths in pupils' understanding of musical terminology and the opportunities they have to compose and perform but their singing often lacks enthusiasm and rarely reflects their true abilities.
116. Year 1 and 2 pupils play a range of untuned percussion instruments with growing control. They have a developing understanding of the concept of duration, and how to play their instrument with different durations creating a range of musical effects. The teacher introduced the concept of long and short notation and combinations of long and short sounds, which pupils then play. In Year 5 and 6, pupils have access to a wide range of different symbols to create a graphic score for music they have composed. They decide sensibly which instrument would be best used to play different symbols. This work provides good opportunities for pupils to co-operate and collaborate in groups as they devise their compositions ready for performance to their peers. Work recorded on paper shows that older pupils have listened to music such as *The Sorcerer's Apprentice* and write a good description and evaluation of the music.
117. Most pupils respond to the teacher's instructions quickly and correctly and this enables lessons to flow with little time wasting. Younger ones enjoy using instruments and devise some imaginative sounds. They have opportunities to learn and sing nursery rhymes and action songs, both in music lessons and also through physical education and literacy lessons. Older pupils take a full part in lessons and are beginning to work well together to create music as part of a group. However, they show little enthusiasm for singing as a school, for example in assemblies, although this is of a better standard when practising in hymn practice.
118. Good use is made of the personal expertise of one teacher through enabling her to teach all classes. Her personal expertise enables her to present lessons confidently and at a good pace. She is able to answer pupils' questions correctly and accurately. Good use of resources such as an overhead projector enables her to show pupils different methods of scoring musical sounds. Interesting use was made of music recorded by a choir of which the teacher is a member but there were missed opportunities to explain in detail the musical background to the recording and the religious theme of the music. Other recorded music played as pupils enter

and leave the hall for assemblies was only briefly discussed and had no bearing on the theme of the assembly. Good use is made of a teaching assistant to support the older pupils with special educational needs, so that they have full access to the curriculum.

119. A commercial scheme of work provides the basis for the music teaching and is used effectively by the teacher to build on previous learning and provide work that is largely well matched to the pupils' prior attainment. Resources are of sufficient quantity and quality to enable all pupils to have access to a range of instruments. The subject coordinator teaches the subject throughout the school and this helps ensure consistent provision and good use of expertise. However, the teaching is not regularly monitored or evaluated. Pupils with special interest or talent have the opportunity to extend their instrumental skills through small group or individual tuition in guitars and keyboards, from local authority staff.

## **PHYSICAL EDUCATION**

120. It was not possible to see any lessons in Years 1 and 2 during the inspection. However, by the time they reach Year 6, pupils attain standards that are broadly in line with those expected nationally. In swimming, standards are above those found nationally and all pupils achieve the expected National Curriculum level. These standards have been maintained since the last inspection. The evidence from the lessons seen is that most pupils make satisfactory progress throughout the school but that the more able pupils are not always catered for sufficiently to enable them to achieve the levels of which they are capable.
121. In Years 3 and 4, pupils throw and catch beanbags accurately when practising fielding skills. The more able pupils throw the bags with a good style and a long distance. However, the teaching does not provide the pupils with enough opportunities to extend their skills through more complex activities. Good teaching points are made, to help pupils change from under arm to over arm throwing. When working in pairs the pupils demonstrate a variety of levels of ability at collaborating and working together effectively.
122. Older pupils are developing their athletic skills by working towards a set of skills awards in a range of activities. Good teaching points help pupils improve their long jumping skills, and the teacher makes good teaching points about head position and how to use their bodies to achieve the best result. Other groups worked with teaching assistants on throwing and catching activities and relay change over skills.
123. The pupils enjoy the subject and they are generally well behaved. They respond to the teacher's instructions quickly and safely. The school makes good use of staff expertise by swapping teachers for physical education. The teacher and teaching assistants dress appropriately for the lessons as do the pupils. Lessons start with warm up activities although very little discussion or explanation of the reasons for this or the effect of exercise on pupils' bodies. The teacher often makes good teaching points to help pupils extend their skills but sometimes too much time is spent on explanation and not enough time is left for activity.
124. The accommodation for physical education is good. There is a good-sized hall, which is well resourced and laid out with markings for a range of sports. The hard play area also has good markings, often used by pupils at playtimes to invent their own games. The large playing field offers good opportunities for a range of games, and the school has a sound selection of games equipment. The school does not provide many extra-curricular opportunities for the more able pupils to extend and develop their skills further. One football club provided privately enables younger pupils to learn and practice skills but older pupils do not take part. Out of school activities are recognised as when, for example, in assembly one boy showed his judo trophy and explained what he did to win it. The subject has not been a focus for development recently and few opportunities exist for the monitoring and evaluation of teaching and learning.



## RELIGIOUS EDUCATION

125. In Years 2 and 6 pupils' attain the levels identified in the locally Agreed Syllabus; they make satisfactory progress. This is a similar picture to that found at the previous inspection. The school uses guidance from the local education authority on what should be taught and this has a clear impact on the sound progress made by pupils in gaining religious concepts, knowledge and skills. All the pupils have equal access to the subject and are included in the various activities planned to support the learning in this area. In the lessons and assemblies seen, the pupils' response to religious education is generally good and most pupils concentrate well. The opportunities the pupils have to learn about Christianity and other major world faiths contribute very well to their spiritual, moral, social and cultural education and their personal development.
126. The younger pupils consider the events surrounding the Exodus from Egypt of the Jewish people under the leadership of Moses. This forms part of an overall topic on journeys. They learn about the Christian festivals of Easter and Harvest. They discover how Muslims pray, and the significance of parts of a mosque. They learn about the symbolism of light in the Jewish festival of Hanukkah. Year 3 and 4 pupils study the events in the early life of Jesus, such as the visit to the Temple in Jerusalem. They consider the Temptations and the Ten Commandments. The pupils develop an understanding of the symbols and rituals of the Jewish religion and Hindu traditions. In particular they learn about the history and structure of the Bible. The older pupils through the Creation story from the Bible and from the Hindu story of Krishna killing Kaliya explore the idea of a serpent representing evil and the struggle in the world between good and evil. Through major twentieth figures such as Nelson Mandela and Mother Theresa the pupils have good opportunities to consider how difficult it can be to stand up for what you believe to be right.
127. The quality of teaching throughout the school is satisfactory. Two of the lessons seen had teaching which was good and in which the pupils made good progress and this is a result of the good use of the teacher's expertise in teaching classes other than her own. The teachers demonstrate a sound knowledge and understanding of the guidance for what is to be taught in religious education and the lessons are well planned according to the guidance. The teachers manage the pupils well and ensure they are fully involved in the learning. They use effective, well directed questioning to develop the pupils' understanding and show that they value the pupils' ideas. Good use was made of a video showing a Jewish family preparing for their son's Bar Mitzvah and to teach pupils about the use and significance of the Torah.
128. The subject coordinator supports colleagues by reviewing planning for religious education and improving the resources available for topics. There is a good range of resources and artefacts including Bibles, books and pictures to promote the pupils' knowledge of different faiths and cultural traditions. A particular strength is the way in which visits are made to places of religious significance. For example, the youngest pupils are preparing for their pilgrimage to Walsingham as part of the 'Journeys' project. Pupils explore the meaning and implications of how life and death events are celebrated by the Christian church when they go to the local church and these visits are strongly supported by the parents. Additionally the school receives regular visits from the priest-in-charge who is also an active school governor, together with many other people connected with other religions such as Buddhism. All of these activities help the pupils to recognise the importance of religion in many people's lives and how they themselves form part of a multi-ethnic and multi-religious society. ICT resources are still too under-developed to be of any practical use in this subject.