

INSPECTION REPORT

HEMSBY FIRST SCHOOL

Great Yarmouth

LEA area: Norfolk

Unique reference number: 120816

Headteacher: Miss J Smith

Reporting inspector: John Earish
23216

Dates of inspection: 5 – 7 November 2001

Inspection number: 196278

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	4 to 8 years
Gender of pupils:	Mixed
School address:	School Loke Hemsby Great Yarmouth Norfolk
Postcode:	NR29 4LH
Telephone number:	01493 730364
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Felicity Daniels
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23216	J Earish	<i>Registered inspector</i>	Science; Information and communication technology; Physical education; Special educational needs; Equal opportunities.	What sort of school is it? The school's results and pupils achievements; How well is the school led and managed? What should the school do to improve further?
13828	R Ibbitson	<i>Lay inspector</i>		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?
7336	L Howard	<i>Team inspector</i>	Foundation stage curriculum; Mathematics; Art and design; Design and technology; Religious education.	How good are the curricular and other opportunities offered to pupils?
11901	P Lowe	<i>Team inspector</i>	English; Geography; History; Music.	How well are pupils taught?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
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	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	6
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	11
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	14
HOW WELL IS THE SCHOOL LED AND MANAGED?	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hemsby First School is situated in the centre of the small coastal village some seven miles from Great Yarmouth. The buildings, which date from 1904, have benefited from considerable refurbishment over the last 10 years. The school roll has fallen over the last five years. This is mainly due to families remaining in the village once children have grown up, and very little new housing being developed. However, families move from London and other cities during the spring and summer months to take advantage of seasonal work in the holiday industry and the relatively cheap chalet accommodation. This leads to a high turnover of pupils during the academic year. During the last academic year about a third of all pupils in Year 2 moved in or out of the school.

The school is smaller than most. There are 84 pupils on roll, taught in four single age classes. Although most pupils are from Hemsby, a small number come from surrounding villages by parental choice. Twenty-four per cent of pupils are identified as having special educational needs. This proportion is slightly above the national average. One pupil has a statement of special need. The proportion of pupils eligible for free school meals, at 21.4 per cent, is above average. Almost all pupils are of white, UK heritage.

Children are admitted to the reception class, as four year-olds, in one intake at the beginning of September. Those children whose fifth birthday falls between September and February attend full time. Others attend part time until after Christmas. Shortly after admission, children in the reception class are assessed, by means of a nationally accredited 'baseline assessment'. Results of assessments administered show that the profile of attainment on entry is average.

HOW GOOD THE SCHOOL IS

This is a caring school. It successfully develops the potential of its pupils, so that by the ages of seven and eight years they are confident, learn independently and achieve good academic standards. Pupils are eager to learn, are interested in their work, and behave well. The quality of teaching is good. The headteacher, staff, governors and parents all work closely together in partnership. Although the school has above average income, it provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- Standards in mathematics, science, speaking and listening, geography and history are above average by the age of seven and eight years. Standards in writing are well above average.
- The school is well led by a hardworking headteacher, deputy headteacher and governing body.
- Teaching is good or better in eight out of ten lessons.
- Pupils are keen and enthusiastic. They behave well and achieve good standards of personal development.
- Pupils with special educational needs are well taught, and make good progress.
- The school cares for its pupils very well.

WHAT COULD BE IMPROVED

- The rate of attendance.
- Standards of reading.
- The systematic identification of opportunities for information and communication technology (ICT) in all schemes of work.
- Access to the Internet for pupils in the temporary classroom.
- Outdoor play for children in the Foundation Stage¹.

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 good progress since its last inspection in 1998. All pupils are now making good progress, and standards in speaking and listening, mathematics and science are above average at the age of seven and eight years, and in writing they are very good. Standards in history and geography are also above national expectations, and are an improvement on the findings of the previous inspection. However, standards in ICT have declined in Year 3, and are now satisfactory rather than good. Most of the key issues from the last inspection have been satisfactorily addressed. Standards in reading for lower attaining pupils have been improved, by providing them with appropriate reading materials and regular opportunities to practise their reading skills. However, standards for other children remain average. There are effective policies for religious education and collective worship, and opportunities for multicultural awareness have been identified within other subjects. The school has done much to improve the provision for outdoor play for all pupils, but children in the reception class still do not have direct access to the secure outdoor play area because of the geography of the buildings. All members of staff have been released to develop their curriculum areas, and coordinators for literacy, numeracy, art and science have been able to monitor the quality of teaching and learning within classes. Pupils' attitudes, behaviour and relationships remain good, and greater emphasis has been placed on accurately assessing pupils' achievements. This has resulted in improvements in teachers' planning and in target setting for pupils. The quality of teaching has also improved and is now good or better in eight out of ten lessons.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	C	D	C	C
writing	C	D	A	A
mathematics	E	E	A	A

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

¹ The Foundation Stage begins when children reach the age of three. Children complete the Foundation Stage at the end of the reception year.

This information shows that in the Year 2000 standards in reading were average, and in writing and mathematics they were well above average when compared with those of similar schools. When compared to those of all schools nationally they remain the same. Standards are now improving, and all pupils are making good progress. Inspection findings show that by the ages of seven and eight years standards achieved by pupils in mathematics, speaking and listening, and science are above average, and writing is well above average. In all other subjects, standards are in line with those found nationally, except in geography and histories, where they are above average. In religious education, pupils' attainment matches the requirements of the local Agreed Syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and being at school.
Behaviour, in and out of classrooms	Good. Pupils behave well and relate well to each other and to staff, so the school is a very harmonious community
Personal development and relationships	Good. Pupils greatly benefit from the well-integrated family atmosphere in the school. When given jobs to do, pupils carry out their duties conscientiously.
Attendance	Below the national average. This is due to long-term absence of a very small number of pupils, and to parents taking holidays during term time.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good throughout the school, with good teaching or better in eight out of ten lessons. No unsatisfactory teaching was seen in the course of the inspection.

The quality of teaching for children in the Foundation Stage of learning is good, and reflects the good progress that children make in their early years at school. There is a strong sense of teamwork between the teachers and members of the support staff, who work closely together to promote good learning.

In English, all of the teaching was at least good, and very good in Year 3. In mathematics, all lessons were good at both key stages. A particularly good feature of teaching is the skilful way in which work is planned to provide suitably challenging work for all age groups of pupils. This is possible because teachers know their pupils very well and monitor their progress carefully. Teachers generally have a good knowledge of the subjects that they teach. Basic skills in numeracy and literacy are very well taught, and teachers give pupils good opportunities to practise the skills learned in other areas of the curriculum. Pupils with special needs are well taught when they are withdrawn for sessions as individuals, or in small groups, with classroom assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad, balanced and relevant.
Provision for pupils with special educational needs	Good overall. Provision is very good for pupils withdrawn from lessons for teaching by specialists
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' moral development and social development. Arrangements for developing pupils' spiritual and cultural awareness are satisfactory.
How well the school cares for its pupils	Arrangements for the day-to-day care and welfare of pupils are very good. Arrangements for assessing pupils' academic progress are good.

The school's partnership with parents is effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher manages the school well and provides clear educational direction. The very good teamwork between all staff is a significant strength of the school
How well the governors fulfil their responsibilities	The governors are committed and supportive, and are developing a good understanding of their role. They are actively involved in shaping the school's direction.
The school's evaluation of its performance	Staff and governors are good at critically appraising their work and in seeking ways to improve.
The strategic use of resources	The school uses its staff, accommodation and equipment well, and makes good use of funds allocated for specific purposes. They are beginning to apply the principles of 'best value' well when making decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The way that the school is led and managed.• The way in which the school helps children to develop mature and responsible attitudes.• The children are expected to work hard and achieve their best.• Their children like school.• Children are well taught and make good progress.• The approachability of staff.• Behaviour in the school is good.	<ul style="list-style-type: none">• The range of activities provided outside lessons.• Information about how children are getting on.

Inspectors' judgements support all the positive views expressed by parents. In particular, the school is well managed and provides a good quality learning environment in which all pupils work hard and achieve their best. With regard to the areas that some parents would like to see improved, inspectors' judgements are that pupils are given a range of additional activities similar to those provided in smaller first schools, and that parents have good opportunities to find out how their children are getting on.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children are admitted to the reception class, as four year olds, in one intake at the beginning of September. Those children whose fifth birthday falls between September and February attend full time. Others attend part time until after Christmas. Shortly after admission, children in the reception class are assessed, by means of a nationally accredited 'baseline assessment'. Results of assessments administered show that the profile of attainment on entry is average.
2. Children quickly settle into school because of the good induction procedures. They make good progress in the Foundation Stage and are on course to meet the Early Learning Goals. About half are likely to exceed speaking, listening, writing and reading goals in communication, language and literacy, and the number element of mathematics, by the time they enter Year 1. Good progress overall is largely due to the good teaching they receive and the support of classroom assistants, who are very effective in their roles. Planning is good, expectations are high, management of children is very good, and the interaction between children and adults is very effective.
3. Results of the national tests in 2000 show that the average scores achieved by seven year olds were well above the national average in writing and mathematics and average in reading. When the school's results are compared with those of similar schools with about the same proportion of pupils eligible for free school meals, standards remain the same. An analysis of trends in results over the past four years shows considerable variations, since the year-on-year differences in the attainment of a small number of pupils are magnified when each individual pupil represents a large proportion of the overall total.
4. Inspection findings broadly reflect the results of the national tests in reading, writing and mathematics for seven year olds. Attainment is average in art and design, design and technology, music, physical education, and information and communication technology, and above average in science, geography and history. In religious education (RE), standards are in line with those expected in the locally agreed syllabus. Pupils in Year 3 achieve similar standards.
5. Standards in writing, speaking and listening, mathematics, science, geography and history have improved significantly since the previous inspection. Previously, they were judged to be average by the age of seven years and for pupils in Year 3. Standards in ICT have declined in Year 3, and are now satisfactory rather than good. Pupils in the 'temporary' Year 3 classroom do not have direct access to the Internet to search for information on the World Wide Web. This is the most significant reason why standards have declined since the last inspection.
6. Improvement since the last inspection has been good. Staff and governors have worked closely together and have successfully introduced changes to both teaching and learning. These include the effective introduction of the numeracy and literacy strategies, the monitoring of teaching and learning, good use of the assessment of pupils' previous learning to plan tasks that are well matched to pupils' differing abilities, and identification of a wide range of opportunities to write in a range of different styles. All these changes have been effective.

7. Pupils with special educational needs are very well supported, and have full access to the curriculum. They are keen and enthusiastic about work, and join in all classroom activities. They benefit from very good support from classroom assistants and are making good progress in relation to the targets in their individual plans. In the Foundation Stage, pupils' needs are identified early and this, together with good teaching, helps children with special educational needs to make good progress.

8. Recent National Curriculum tests show boys performing better than girls, particularly at the higher levels in reading, writing and spelling. The school has been successful in monitoring these trends and taking effective action to reduce the differences in performance.

9. Pupils make good progress in developing their literacy skills. Speaking and listening skills are above average by the age of seven years, and for pupils in Year 3. They are confident and fluent speakers for their age. Teachers use good open-ended questions to promote oral skills, and provide regular opportunities for pupils to engage in group and classroom discussions about the work they are involved in. Pupils listen carefully and sensitively to each other, and most are confident in contributing to class discussion.

10. Standards of reading are average. The unconfirmed test results for 2001, for which there is no detailed comparison, show an improvement in reading at Level 2 or above. The percentage of pupils achieving the higher level has increased, but it remains below expectations for their age. Pupils are enthusiastic about books, and higher attaining pupils can already read independently, and are using phonics well to work out unknown words. Phonics is generally taught very well, including phonological awareness, the blending of sounds in words for reading, spelling rules and the segmenting of words into sounds for spelling. Middle attaining pupils have a satisfactory understanding of what they are reading, and when they make mistakes use their knowledge of letter sounds well to help them to decipher unfamiliar words and to produce phonetically acceptable attempts at spellings. Lower attaining pupils receive very good support from class teachers and classroom assistants, and benefit from planned opportunities to read to adults each day. This is having a direct effect on the rate at which they make progress, which is now good. The school agrees that other pupils would benefit from similar opportunities and from working to a more structured reading programme.

11. The attainment of pupils in writing in the 2000 National Curriculum tests, at the age of seven, was well above the national average at Level 2 or above. The percentage of pupils achieving the higher level was also above the national average. The unconfirmed test results for 2001, for which there is no detailed comparison, show that standards have been maintained. Pupils' improving use of punctuation and good knowledge of grammar, together with the wide range of opportunities to write in a variety of different styles, results in clear and fluent written work. In most lessons, there is an appropriate balance between word, sentence and text-level work. Higher attaining pupils write at length with an increasing degree of confidence and accuracy by the time they are in Year 3. They demonstrate accurate use of full stops and capital letters, and many are beginning to use a wider range of punctuation appropriately.

12. Good progress is largely due to the good quality of teaching during the literacy hour, the effective use of the good monitoring and assessment procedures, and the setting of individual targets in Year 3. Teachers use every opportunity to extend pupils' language skills: they examine and discuss new words; they make links with other subjects; and they constantly remind pupils of what they have learned previously. All these initiatives are having a positive effect on the quality of teaching and learning.

13. Pupils make good progress in mathematics. In the 2000 Key Stage 1 national tests, the pupils' attainment at the expected Level 2 and above was well above the national average in relation to schools nationally and in comparison with schools with pupils from similar backgrounds. Pupils' attainment at the higher Level 3 was well above the national average. The unconfirmed results for 2001 indicate that pupils are in line with the national average. Data supplied by the school shows that a third of these pupils had joined the school during the course of that year, and this had a significant effect on their attainment in mathematics. The results of the Year 3 optional tests for 2001 show that 16 pupils reached Level 3, seven reached the top of Level 2 and four reached Levels 2B and 2C. These standards are better than at the time of the last inspection.

14. Pupils' understanding of number and their skills in using numbers develop well, and they are good at working out complicated mathematical problems in their heads. They show speed, accuracy, and a joy at working with numbers. By the age of seven they have well developed knowledge and understanding of addition and subtraction skills. Lower attaining pupils also make good progress and can recognise the difference between tens and units very effectively.

15. Good progress in mathematics is the result of good teaching and a number of initiatives that have been put in place since the last inspection. These include the effective introduction of the National Numeracy Strategy, a thorough analysis of past results and areas of weakness, and the setting of individual targets in Year 3.

16. Progress in science is good. By the age of seven, pupils have a good understanding of topics across the breadth of the science curriculum and are developing a good scientific vocabulary. For example, they understand about the uses and dangers of electricity, and they can explain how to make simple circuits and why a bulb will not light if a switch is left open. Work in science is also well integrated with other areas of the curriculum. For example, pupils' mathematical skills of measuring help them record distances accurately, and recording tasks enable pupils to practise their writing skills. Teachers carefully plan their lessons, and ensure that the work is interesting, challenging, and builds on pupils' natural curiosity about their environment. Pupils in Year 3 build on the good start made in Year 1 and 2, and continue to make good progress. However, work in investigative and experimental science is difficult to do successfully in the 'temporary' classroom because of the cramped working conditions and the lack of practical work areas.

17. Improvements in ICT are one of the school's priorities, and a new range of skills is being successfully introduced. Pupils are making satisfactory progress in Years 1 and 2, and they are developing good basic skills and the ability to use a range of software. They acquire good research skills by accessing the Internet, and software is being used to support learning in some areas of the curriculum. However, pupils in the 'temporary' Year 3 classroom do not have direct access to the Internet, and must use computers in the main school buildings to search for information on the World Wide Web.

Pupils' attitudes, values and personal development

18. Overall, pupils' attitudes and behaviour are good and relationships are very good. These are significant factors that have a direct effect on pupils' academic and personal progress. These findings are broadly consistent with the findings of the last inspection.

19. Children under five quickly develop very positive attitudes to work and learning, and behave very well. They enjoy their work and concentrate for increasing lengths of time. All children rapidly develop the ability to relate well to one another and to adults. They are sensitive to the feelings of others and respect each other's work.

20. Pupils have good attitudes to work and respond well in lessons. There is a keen interest and involvement in all activities. Pupils are well motivated, and respond well to the good quality of teaching. For example, in a Year 1 science lesson, pupils enthusiastically tested a range of materials to see if light would pass through them. They gained skills in organising their own experiments, enjoyed working with a partner, and also worked well as individuals. From an early age, pupils concentrate and listen very well for reasonable periods of time. Very many pupils display a sense of responsibility, and rise well to challenges.

21. The behaviour of the pupils in lessons and as they move around the school is good. Pupils clearly understand what their teachers' expectations are, so that there are no incidences of raised voices to disturb the calm and productive working atmosphere. Pupils are polite and friendly to visitors, and give a cheery greeting when meeting in corridors or in the playground. Behaviour at lunchtimes is good. Pupils are patient and chat to friends while seated at their tables, or as they wait to queue for their meals. Pupils of all ages play well together in the playground. No incidents of inappropriate behaviour were seen during the inspection. Some Year 3 pupils recounted the support they had received from the school following bullying incidents and agreed that these incidents were rare. No incidents of sexism or racism have been reported, and no pupils have been excluded in the past year.

22. Pupils' relationships with one another and with teaching and ancillary staff are very good. Teachers and other staff are very good role models and there is consistent evidence of trust and empathy. The pupils genuinely value each other, respect each other's opinions, and work together amicably. They have a very keen understanding of the impact of their actions on others. Through the effective use of circle and registration time, most pupils are able to reflect on and discuss their behaviour, feelings and experiences.

23. Pupils' personal development is good. The school is a very caring community in which pupils are encouraged to take responsibility from an early age, and they grow in self-esteem. For example, pupils take turns in carrying out various duties, such as taking registers to the office, watering plants, setting up benches for assembly, and taking rubbish bins into the building at the end of playtime to prevent litter being blown about the playground. Children accept these responsibilities cheerfully and develop a good awareness of the need to contribute to the school community. They are also included when decisions are being made about the school environment. For example, pupils from Years 1, 2 and 3 formed a committee to discuss ideas for making a 'trim trail' in the school grounds. They sought the opinions of other pupils, and visited other schools to see what they had built. Finally, all pupils were given the opportunity to vote for the most popular ideas. Pupils also raise funds for charities, and appreciate the plight of others less fortunate than themselves.

24. Overall, attendance at the school is unsatisfactory. The level of attendance is below what is expected nationally, and this is in part due to long-term absence of a very small number of pupils, and in part due to parents taking pupils on holidays during term time. Parents are regularly reminded of the need to maintain regular attendance, and when necessary the school makes effective use of its links with the education welfare officer. Punctuality is good.

HOW WELL ARE PUPILS TAUGHT?

25. Overall, the quality of teaching is good, with good or very good teaching in eight out of ten lessons. No unsatisfactory teaching was observed during the inspection. Standards have improved since the last inspection because of higher proportions of good and very good teaching. Teaching is good in the Foundation Stage, and at Key Stages 1 and 2.

26. A significant strength of the teaching is the very good relationships teachers have with their pupils. This begins in the Foundation Stage, where the teachers have a very good rapport with the children while setting clear expectations for their behaviour. As a result, children behave well and make good progress in their social development. Throughout the school, lessons are generally harmonious and purposeful so that learning is a pleasurable experience.

27. In all three stages teachers show good subject knowledge and understanding in the way they present and discuss their subject areas. The content of the Early Learning Goals is taught well in the Foundation Stage. The National Curriculum programmes of study and the religious education syllabus are taught efficiently in Key Stages 1 and 2. Basic skills in English and mathematics are very well taught in Key Stages 1 and 2, reflecting the guidance of the National Strategies for literacy and numeracy. Pupils make good progress in achieving above average standards in these subjects, as well as in science. It is a strong feature of many lessons throughout the school that teachers show their own enthusiasm for the subject being taught, and this has a powerful effect on pupils' interest and motivation. Teachers use the relevant vocabulary and questioning well, helping pupils to understand and extend their ideas, and explanations are clear and relevant.

28. Teachers' planning is satisfactory in the Foundation Stage and Key Stage 1, and good in Key Stage 2, where planning is more detailed and focused. Teachers' lesson plans in all classes are successful in identifying specific targets for each lesson and in detailing the main activities. Where appropriate, lesson plans also identify the role of teaching assistants, so helping them to play an effective part in supporting pupils' learning. Where teaching is good, or better, the lesson is well structured, pupils' progress is regularly checked, the learning needs of SEN pupils are carefully incorporated within the teacher's planning, and the lesson objectives are reviewed at the end of the session. For example, in a very good English lesson in Year 3, the determination with which the targets were taught, and the care given to checking pupils' progress through the lesson, led to very good quality of learning by pupils at all levels.

29. Pupils with special educational needs are very well taught when they are withdrawn for sessions as individuals or in small groups with the learning support assistants. The work is planned in detail to meet their needs. The atmosphere is calm, quiet and reassuring, which helps them to concentrate without fear of failure. When these pupils return to normal lessons, teachers use the targets in their individual education plans to ensure they have appropriate tasks and support. Their progress is carefully monitored and adjustments made to their individual education plans so that future lessons meet their needs.

30. The management of pupils is very good throughout the school, and high standards of behaviour are insisted upon. Pupils are praised for good effort and achievement. All pupils are treated fairly, with an equal emphasis on the work of boys and girls and all ability groups. Good behaviour on the part of all pupils, and the very good relationships that prevail throughout the school, promote successful learning. Class routines are well established and pupils remain fully engaged throughout the lesson. They understand what work is expected of them. They are interested and motivated and work at a good pace. As a result, they achieve the learning objectives and make good progress.

31. The quality of day-to-day assessment is good. Pupils are given the opportunity to demonstrate methods and reasoning and to explore reasons for any wrong answers. During written work, teachers circulate to monitor progress, correct misunderstandings, present new challenges and draw together ideas. Marking is generally of a high standard and helps pupils to know how to make further progress. Pupils' own knowledge of their learning is satisfactory in the Foundation Stage and in Key Stage 1, and it is good in Key Stage 2.

32. Activities are well managed in most lessons. Discussions are used well to open the lesson, and teachers use questions well to check prior learning and probe understanding. Resources are generally well chosen to illustrate key principles of the subject. Routines are well established so that pupils know what is expected of them and can help in the orderly running of the class. As a result, changes of activity are efficient and time is used effectively.

33. Pupils are managed very well. Class routines are very well established and help pupils to learn effectively because they all know where to find equipment and how they are expected to organise themselves. Pupils have good work routines and, as they mature, they increasingly select a widening range of resources, including the Internet, and effectively develop their enquiry skills. Learning support assistants and other adults help pupils very well. All adults work very closely together and pupils benefit from this. The effective interaction between pupils and adults is one of the contributory factors to the good progress made by pupils.

34. Teaching methods used are effective in the Foundation Stage and very effective in Key Stages 1 and 2. Discussions are used well at the beginning of lessons, and teachers use questions well to check prior learning and probe understanding. Teachers move from child to child, questioning, challenging, supporting and clarifying. Each pupil's contribution is valued, and teachers make good use of praise and encouragement. Teachers have high expectations of work and behaviour, and their skilful interaction with the pupils ensures good progress in most lessons.

35. Learning in school is extended through the satisfactory use of homework. The main focus is on basic skills in English and mathematics, and teachers set additional tasks on occasion to allow keen pupils to take their learning further.

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

36. The curriculum provision is good. A recent school review has ensured that it is balanced and provides time for skills to be effectively developed in all subjects. There is a richness and relevance for the pupils in many of the subjects, especially English, mathematics and science. The school successfully implements a policy for equal opportunities, and all pupils, including those with special educational needs, benefit from a full range of opportunity and access. The strategies for teaching both literacy and numeracy have been securely put into practice. There is a policy and curriculum for personal, social and health education, including sex education.

37. The curriculum meets statutory requirements for all subjects of the National Curriculum, religious education, and sex education. Sound policies and schemes of work underpin teachers' planning. Staff are aware of the need to identify and strengthen opportunities for links between subjects, especially with regard to ICT. However, the time allocated to teaching literacy and numeracy in the morning is sometimes too long for the work planned.
38. The school provides teaching of religious education for all pupils in accordance with the locally Agreed Syllabus and published guidelines. Parents have been informed about their right to withdraw their children. The policy for promoting equal opportunities includes clear statements relating to anti-racist and multicultural issues.
39. Provision for pupils with special educational needs is very good, and they follow the same curriculum and experience the full range of extra-curricular activities. All pupils are ably supported by good quality individual education plans that provide clear targets for improvement. This area of the curriculum is ably co-ordinated and remains a strength of the school.
40. Planning is generally sound, and for English and mathematics takes full account of the National Literacy and Numeracy Strategies. These strategies are proving effective: pupils' attainment in the important skills of writing and number work is steadily improving.
41. Provision for out of school clubs and activities is satisfactory. There are a number of clubs which cater for all pupils, including recorders, computer, choir and sports activities.
42. The school's links with the community contribute well to pupils' learning. Visits within the local community, such as to the church, a farm and the older buildings within the village, enhance the geography, history and religious education curriculum. Further afield the pupils visit the Suffolk Wildlife Park, add to their historical knowledge at the Great Yarmouth Museum, and study the rock pools at West Runton. Visits from local artists, storytellers and theatre groups enhance the curriculum, and visitors, such as grandparents, new babies, the liaison policeman and the school nurse, raise awareness of the local community.
43. Well-established links with the cluster schools and pre-school provision make a positive impact on the pupils' education. Links with the cluster group schools are very good, with co-ordinators working together on policy and curriculum development, and some shared in-service training for all teachers. Pupils experience many and varied opportunities to share experiences through, for example, visits to concerts, joint sports days, carol concerts, older pupils sharing reading with younger pupils, and visits prior to transfer to the middle school.
44. The provision for pupils' moral, social and cultural development is good overall. Provision for pupils' spiritual development is satisfactory. In religious education lessons pupils are able, through discussions, to begin to recognise that there are not always absolutes and to reflect upon their sense of self. They begin to understand the influence of higher beings upon the lives of people, and to understand that not all things are within the control or understanding of humans. However, these opportunities are neither planned for nor built upon through the curriculum.
45. Provision for pupils' moral development is good. Relationships between pupils and staff and between pupils are very good. Teachers have high expectations of pupils' behaviour; these are reinforced within daily assemblies, and teachers are consistent in their expectations. Staff members respond very sensitively to the needs of individual pupils,

especially those with emotional and behavioural difficulties. Pupils do have a clear view of right and wrong, and the expectations of all adults throughout the school are consistent in this area. The personal, social and health curriculum used in Circle Time provides a range of opportunities to strengthen moral development.

46. Provision for social development is good. The teachers, through daily assemblies and the life of the school, are promoting responsibility, co-operation and teamwork. All staff are very positive towards pupils, and work hard to raise their self-esteem. Achievement in work, attitude and behaviour is publicly praised through the 'golden assembly', when pupils receive badges and certificates. In the best lessons, pupils were explicitly taught social skills. Pupils make choices and work sensibly together in small groups. The oldest pupils are responsible for such tasks as preparing the hall for assembly and taking the registers to classes.

47. The provision for pupils' cultural development is satisfactory. In art and design, history, geography, literacy and religious education, pupils learn about different cultures and civilisations. Music from various cultures is played in assembly, and from their lessons in religious education the pupils develop a wide and well understood knowledge and appreciation of Christian, Sikh, Hindu and Muslim faiths, which helps them to consider attitudes to faith groups different from their own. Provision to develop pupils' awareness and understanding of life in a multicultural society is being developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school continues to provide a caring and supportive atmosphere where all children are valued as individuals and where they feel happy and secure. The school's commitment to pupils' welfare contributes well to the good progress and development of all pupils. The headteacher and her colleagues accept their pastoral role with enthusiasm, diligence and real commitment. The provision for personal support and guidance is enhanced by the very good relationships pupils have with their teachers and learning support staff. Pupils feel secure in the caring environment provided by the school.

49. The arrangements for child protection are very good and records are very well maintained. The named person to deal with child protection issues is the headteacher, who has received appropriate training. The headteacher ensures that all staff are kept up to date with current procedures, and are aware of the need for vigilance at all times.

50. The school has a good Health and Safety policy. Awareness of health and safety is promoted well by the school. First aid provision is satisfactory. Mealtime supervision is very good, particularly during wet lunchtimes. Supervisors socialise well with the children and provide fun activities for all to enjoy. Risk assessment is undertaken appropriately, but is not always formally recorded.

51. The school's procedures for monitoring and improving attendance are good. Although the rate of attendance is unsatisfactory, the school constantly monitors and seeks ways of promoting good attendance. Statutory requirements for recording and reporting attendance are fully met. Procedures for monitoring attendance are well established, and all absences are followed up with the help of the new educational welfare officer. Absence data is recorded on a computer to enable the headteacher to track pupils with a poor attendance record.

52. The procedures for promoting and monitoring positive behaviour are good. There is a simple set of rules, which pupils know and respect. An appropriate behaviour policy is well established, and this policy is implemented uniformly across the school. A strong emphasis is placed on pupils understanding the significance of good behaviour within the context of their own personal development. Procedures are well established for the recording of any behavioural concerns. The school creates a climate that helps promote good behaviour.

53. Overall, the procedures for monitoring and supporting pupils' academic progress are good. The school records and monitors the individual achievement and progress for each cohort of pupils. Pupils' personal development is mostly monitored in an informal way; this is based on the good knowledge the headteacher and all teachers have of the pupils.

54. The procedures for assessing pupils' attainment and progress are good. Detailed information is collected from statutory and optional tests, and the performance of individual pupils and of cohorts is carefully tracked, particularly in numeracy and literacy. This enables the school to establish whole school targets and identify any areas of the curriculum which need developing, in order to inform the school's strategic plan for improvement.

55. The school provides a good standard of care for pupils who have special educational needs. Teachers and other adults give these pupils positive encouragement, to promote their self-esteem so that they play a full part in all aspects of school life. Learning support assistants are used very well to support pupils with special educational needs. A wide range of assessment procedures is used to identify the needs of these pupils and to monitor their progress. Records are detailed, well informed and very carefully maintained.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The partnership between parents and the school is good. Overall, the views of parents and carers who returned their questionnaires and those who attended the meeting were very positive, but a number of parents felt that the school did not offer an interesting range of activities outside lessons. Inspection evidence does not support this view. The range of activities available to pupils outside lessons is similar to that of most schools of this size.

57. The school ensures that parents are kept informed about all aspects of school life by regular newsletters. The governing body also produces a very informative termly newsletter. Governors have also used questionnaires to find out about parents' views of the school, and have used the replies to shape the school development priorities. The governors' annual report to parents is imaginatively presented, but does not meet statutory requirements. For example, there is no information about pupils' absence rates and the professional development of staff, or comments on school security. The school prospectus is very informative and gives parents a clear picture of the school. Annual reports on pupils' progress are well written, and provide concise information about pupils' attainment. They also include targets for children to achieve, as well as spaces for parents and pupils to make their own comments.

58. All parents have received a copy of the home/school agreement but not all have returned signed copies. These agreements provide parents with a clear understanding of how they can contribute to their children's education.

59. The school takes good care to inform parents of children with special needs about its policy and practice. Parents are invited to annual reviews to discuss their child's progress, and whenever they have concerns they are able to discuss these with the school at an appropriate time. The governor for special needs takes an active role in liaising between parents and the school.

60. Open evenings each term allow parents to see their children's work and to discuss their children's progress with class teachers. Parents can usually see teachers at the beginning and end of the school day but can make appointments if further discussion is needed. In the parents' questionnaire, the majority of parents said they felt comfortable about approaching the school to discuss problems concerning their children.

61. Parents make a satisfactory contribution to their children's learning at home, mainly through helping them with their reading, spellings, number work and occasional projects. The school is well supported by the 'Friends Association', which makes a significant contribution to the life and work of the school. Events such as the Christmas Bazaar and Summer Fair are well attended. Although the events are primarily to raise money, they also serve as occasions in which parents, pupils and teachers can meet socially. As a result of the association's efforts, the school has benefited by receiving outdoor play equipment, books for the library and a 'trim trail' in the school grounds.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The headteacher provides strong leadership. She has a clear understanding of what needs to be done to improve the school further. She is very ably supported by her deputy, who shares her commitment to high achievement. Together, they manage the school effectively and ensure that the school's stated aims are reflected in its work. Parents are appreciative of the work of the headteacher and of her accessibility. All those who responded to the pre-inspection questionnaire felt that the school is well led and managed.

63. Following the previous inspection, a detailed action plan was prepared in response to the key issues identified for future development. The school has satisfactorily addressed these key issues as follows:

64. Key Issue 1 from the last inspection:

“Raise standards in attainment in reading for lower attaining pupils by matching books more closely to the level of attainment.”

Progress has been good. Standards in reading for lower attaining pupils have considerably improved. All lower attaining pupils have appropriate reading materials and regular opportunities to practise their reading skills. Those pupils in Year 2 and 3 who are under-achieving are successfully following the “catch up” reading programme, supported by classroom assistants.

65. Key issue 2 from the last inspection:

“Produce effective policies for religious education and collective worship, with particular reference to the development of spirituality and multi-cultural awareness”.

Progress is satisfactory. There are now effective policies for religious education and collective worship, and opportunities for multicultural awareness have been identified within other subjects. A programme of staff training has helped to underpin the school's response to this key issue. Money has been spent on resources and artefacts to support the teaching of the world religions, and themes are planned which give opportunities for developing pupils' multicultural awareness.

66. Key Issue 3 from the last inspection:

“Develop the Outside Environment for pupils under the age of 5 years.”

Progress is satisfactory. The school has done much to improve the provision for outdoor play for all pupils. Children were asked what they would like to see in the playground, and they visited other schools that had successfully developed their sites. Developments have included a trim trail, new bikes and outdoor toys, a woodland area, new seating, and a school garden. However, children in the reception class still do not have direct access to the secure outdoor play area, because of the layout of the building.

67. Key Issue 4 from the last inspection:

“Extend the role of the Curriculum Co-ordinators to include monitoring of teaching and learning.”

Progress is good. Each member of staff has been released for non-contact time over the last two years to give opportunities to develop their curriculum areas. All co-ordinators have provided an up-to-date 'Health Check' for their subject, and have identified areas of strengths and weakness. The literacy, numeracy, science and art co-ordinators have been able to visit classes to monitor the quality of learning. Curriculum plans are now discussed at staff meetings and co-ordinators support new members of staff. Co-ordinators keep files of examples of work to show progression and coverage within their subjects.

68. Governors are closely connected with the school and are very committed and supportive. They know the school well, and have a good understanding of its strengths and weaknesses through their regular visits and through their day-to-day contact with parents and staff. Governors visit formally on a regular basis, and these visits have a clear focus linked to each individual governor's area of curricular responsibility. Governors successfully fulfil their role as 'critical friend' to the school through their monitoring of the school's work in their committees, and in regular meetings of the full governing body. The school's finances are carefully monitored, and governors are beginning to apply the principles of 'best value' satisfactorily when making decisions.

69. The school fulfils its statutory responsibilities for special educational needs and complies with the official Code of Practice. There is a named governor for special needs, who attends annual reviews and regularly discusses progress with the headteacher.

70. The school improvement plan is of good quality and clearly maps out future development. It contains good detail of the school's targets, and sets out a clear time-scale for each initiative. Details of the personnel responsible, the likely cost, and the way in which success in reaching the target is to be measured are all carefully tabulated.

71. The day-to-day management of the school is effective. The school secretary is hardworking and efficient, and enables teachers to focus on their work in the classrooms rather than spend time on routine administrative tasks.

72. Finances are carefully managed. Accounts are regularly scrutinised to ensure that spending limits are followed, and funds for specific purposes, such as the additional money for special educational needs, are used well. Governors ensure that budgets are set to take account of educational priorities and that expenditure is planned to meet these.

73. Two years ago, the governors were advised to make significant cuts in teaching staff in line with the predicted fall in pupil numbers for the Hemsby area. This resulted in the headteacher having a four-day teaching commitment each week, and a large carry forward figure of about 18.29 per cent. The governors have now revised this strategy in the light of better quality strategic data. They have already reduced the surplus to around 4.9 per cent by providing for internal redecoration, safeguarding future staffing levels, and updating computer equipment.

74. The only shortcoming in the school's monitoring procedures lies in the way in which the quality of teaching is monitored, which is satisfactory overall. As a result of the cut back in staff, the headteacher was not able to monitor the quality of teaching as regularly as she would wish. In addition, this term, she has been covering for the long-term absence of a colleague, to ensure continuity in the children's learning. Subject co-ordinators have also had less time to monitor their subjects in a systematic way. However, inspection findings show that the quality of teaching has improved since the last inspection and is now good overall, with no significant differences in the quality of teaching across the school.

75. The school makes good use of its resources. Staff are effectively deployed, and all available space is used well. The premises are well maintained and are cleaned to a good standard. Although the original building was constructed at the turn of the last century, substantial additions have been made, enabling it to provide good modern accommodation for most of the pupils and staff. Accommodation in the 'temporary' Year 3 classroom is cramped, and there are no sinks or practical work areas in this room. There is no direct access to the separate outdoor play area for children in the Foundation Stage, and therefore outdoor learning cannot be fully integrated into the curriculum for the youngest children. The quantities of books and equipment are generally good. They are in good condition and are easily accessible. Resources for ICT are adequate, but will be good once the new computers are installed. The delay in providing the necessary cabling for the computer network was beyond the control of the school. However, there are no plans for pupils in the temporary classroom to have direct access to the World Wide Web.

76. A wide range of indicators, including the quality of teaching, the quality of leadership and the good improvements made since the last inspection, show that the school is effective and, when its expenditure per pupil is considered, it provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. In order for the school to improve further, the headteacher, staff and governors should:

- raise the rate of attendance by looking again at the strategies for improving attendance and rigorously implementing them at all times;
- raise standards in reading by establishing a more structured reading programme for each child, and providing more opportunities for them to read to adults on a regular basis;
- systematically identify opportunities for ICT in all schemes of work;
- provide access to the Internet for pupils in the Year 3 classroom;
- review the arrangements for outdoor play for children in the Foundation Stage;
- ensure that the governors' annual report to parents meets statutory requirements.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	19	5	0	0	0
Percentage	0	11.1	70.4	18.5	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 one three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	82
Number of full-time pupils known to be eligible for free school meals	18

Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	20

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	6.2
National comparative data	5.2

Unauthorised absence	%
School data	0.1
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
	2000	11	16	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	9	11	11
	Girls	13	15	16
	Total	22	26	27
Percentage of pupils at NC Level 2 or above	School	81 (81)	96 (84)	100 (75)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	10	11	11
	Girls	14	15	13
	Total	24	26	24
Percentage of pupils at NC Level 2 or above	School	89 (78)	96 (84)	89 (97)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	85
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes:

YR– Y3

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	18.6: 1
Average class size	20.5

Education support staff:

YR – Y3

Total number of education support staff	4
Total aggregate hours worked per week	67

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	218328.00
Total expenditure	213976.00
Expenditure per pupil	2119.00
Balance brought forward from previous year	35576.00
Balance carried forward to next year	39928.00

Recruitment of teachers

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	1.6

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)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

85
35

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	3	0	0
My child is making good progress in school.	43	51	6	0	0
Behaviour in the school is good.	46	46	3	0	6
My child gets the right amount of work to do at home.	38	50	6	0	6
The teaching is good.	43	54	0	0	3
I am kept well informed about how my child is getting on.	29	51	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	57	37	3	0	3
The school expects my child to work hard and achieve his or her best.	54	46	0	0	0
The school works closely with parents.	34	51	14	0	0
The school is well led and managed.	49	51	0	0	0
The school is helping my child become mature and responsible.	54	46	0	0	0
The school provides an interesting range of activities outside lessons.	26	34	26	6	9

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

78. Children are admitted to the reception class, as four year-olds, in one intake at the beginning of September. Those children whose fifth birthday falls between September and February attend full time. Others attend part time until after Christmas, although there are opportunities for them to stay all day when there are special activities, such as Christmas parties.

79. Shortly after admission, children in the reception class are assessed, by means of a nationally accredited 'baseline assessment'. Results of assessments administered show that the profile of attainment on entry is average. There is a wide range of ability, with about a third of the children ready for more formal learning and two or three who find it hard to settle into school routines. Children make good progress through the reception class. They are on course to meet the Early Learning Goals in many elements of knowledge and understanding of the world, physical, creative, and personal, social and emotional development, and about half are likely to exceed the goals in speaking, listening, writing and reading, and in the number element of mathematics, by the time they enter Year 1. This is better than at the time of the last inspection.

80. Teaching is good overall for all the children in the reception class, and this is an improvement on the findings of the last inspection report. The teachers provide a range of activities that help the children learn the skills they need. They teach the basic skills needed for literacy and numeracy very well. Medium term planning to meet the Early Learning Goals is satisfactory. All adults have high expectations of the children's behaviour and learning. The foundation stage is well led and managed. The teachers and the two assistants plan and work well together as a team, and this is a strength of the foundation stage. Teachers have a good range of teaching methods: they work with large and small groups and individuals on planned tasks, interact with children working on free choice tasks, and move children on in their learning through skilful questioning. They manage the children very well: children are taught the rules and systems in the classes, and all adults remind them, in context, of how they should behave and interact.

81. Resources for all areas of the curriculum, except some aspects of physical development, are good. Though the school has done much to improve the provision for outdoor play, there is no direct access to the play area. The result is that outdoor learning cannot be fully integrated into the curriculum for the youngest children.

82. Children have positive attitudes to learning. They learn well and make good progress overall. The children make lots of effort to learn and acquire skills, knowledge and understanding in all areas of the curriculum. They are very interested in all the activities, learn to concentrate for increasing lengths of time, and become independent. When children come into school in the morning, they place their name cards in the appropriate tin and look on the work rota to see what they should do first. All the children know that when free choice activities are finished they must tidy up, which they do sensibly.

Personal, social and emotional development

83. Children rapidly feel safe and secure in their new environment as a result of the caring and supportive atmosphere created by all adults. Children make good progress and soon gain confidence to relate to adults and to cooperate with one another. They learn to take turns, for example, when riding the wheeled toys or playing musical instruments in a circle.

Children learn to share through playing together in the role-play area and with small wooden toys. They help each other when working and playing. For example one boy said to another, 'I thought you were going to help me. Will you help me? Will you fix this?' The second boy stopped what he was doing, picked up the piece of jigsaw and said, 'Look. It goes here.' Most children listen carefully to adults and try to comply with instructions. They can dress and undress themselves with help and reminders. They go to the toilet independently, and remember to wash their hands afterwards.

Communication, language and literacy

84. Children develop their skills in listening and speaking through a range of role-play activities such as the 'senses house', and make good progress. They listen, with understanding and enjoyment, to stories with familiar and repetitive themes, for example 'Red Riding Hood'. They are beginning to recount their personal experiences when discussing what they do at home. They interact with adults and other children, often using appropriate language. Most pupils enjoy looking at print, pictures and books, and are aware that print goes from left to right. A few children can recognise familiar words such as their own name. One or two can retell a simple repetitive story, pointing to the text as they do so. The majority of children know the letter sounds, relating them to the characters in the 'Letterland' phonic scheme. They identify initial sounds in words and write them in their sentences. The average and above average attaining children know that there are speech and thought bubbles, and that these contain words. The most able write a simple sentence such as 'The wolf says Grrrrr'. Other children choose words from a list to make a similar sentence. The lower attaining children identify the initial sounds of the characters in their small word play, such as the 'h' and 'f' in 'hen' and 'farmer', and write them.

Mathematical development

85. Progress is good. About two-thirds of the children are likely to achieve the early learning goals for number before they enter Year 1. Staff teach children to count objects one by one to aid accuracy. Children learn quickly, especially when specific language is used, such as the names of shapes. For instance, most children in the reception class recognise a circle, triangle, square and rectangle. One girl said, 'That's not a square, it's an oblong. Look at these' - pointing to the longer sides. About half the class count accurately to 20 and recognize the symbols for one to ten. They are beginning to identify the number before or after a single digit number, and interpret data when making bar charts of the most popular flavour of crisps. They quickly learn to count blocks of fine 'tally' marks, saying: 'It's ten because it's five marks and five marks.' Several children understand positional language, for example pointing to the shape above or below the one shown to them.

Knowledge and understanding of the world

86. The majority of children make good progress. They show an interest in their environment and in the visitors in the classroom. Children begin to develop their sense of place through playing with vehicles and moving them around a large play mat. They develop their sense of time through their own history, and make a timeline showing important events from their birth to when they start school. They learn about how they use their senses, for example by trying to guess what is in a parcel. They explore the properties of sand, carefully filling small containers from large ones. They know that food changes when it is mixed and cooked, when making small Christmas cakes. Later they decorate the cake and print paper in which to wrap it. They enjoy using the computer and move the mouse with skill.

Physical development

87. Children are aware of their bodies and their mobility by using a range of equipment such as bikes, tricycles and pushchairs. Some co-operate with each other, for example when giving rides on double bikes. They use the trikes with dexterity. They have two lessons in the hall each week, and go out to play with all the other children. There is no direct access to the separate outdoor play area for children in the Foundation Stage, and therefore outdoor learning cannot be fully integrated into the curriculum for the youngest children. This is unsatisfactory, and children do not make the progress they should. Almost all children have good manipulative skills, handling small objects with skill and care. However, many children hold their pencil incorrectly and have poor pencil control. This prevents them from forming letters and figures well.

Creative development

88. Children enjoy drawing and painting, and they make good progress. They experiment with colour and texture, for example when painting their own portraits. Children use glue, paper, wool and other collage materials with confidence to make model 'fireworks'. There are opportunities to join good quality role-play such as in the 'senses house', or in the sand tray, in order to extend their imaginative skills. They enjoy singing and playing instruments such as triangles, tambourines and cymbals in time to the song, and some children show good rhythmic ability. They enjoy singing action songs such as 'Head, shoulders, knees and toes'. They are given many opportunities to develop these skills and have a good repertoire when they leave the reception class.

ENGLISH

89. Standards in speaking and listening are good for pupils aged seven and eight years, and in writing they are very good. Standards in reading are satisfactory. Pupils with special educational needs are well supported, and make good progress at both key stages. Teachers plan very effectively for different ability groups within each class, and work is well very well matched to pupils' individual needs. Recent National Curriculum tests show boys performing better than girls at the higher levels in reading, writing and spelling. The school has been very active in monitoring these trends and taking effective action to reduce the differences in performance. No significant differences were apparent between the attainment of boys and girls during the inspection.

90. The attainment of pupils in reading in the 2000 National Curriculum tests was in line with the national average and when compared that of similar schools. The unconfirmed test results for 2001, for which there is no detailed comparison, show an improvement in reading at Level 2 or above. The percentage of pupils achieving the higher level has also increased, but it remains below expectations for their age. The attainment of pupils in writing in the year 2000 was well above the national average and when compared to that in similar schools. The unconfirmed test results for 2001 show that standards have been maintained.

91. Pupils enter the Reception Class with standards that are in line with those expected for children of their age. The attainment of pupils in reading is in line with national expectations at the age of seven and in Year 3. Progress in reading is satisfactory. A key issue, at the last inspection, was to raise standards in reading for lower attaining pupils by matching books more closely to their level of attainment. The school has addressed this issue well by introducing a 'Catch Up' programme for lower attaining pupils. They benefit

from planned opportunities to read to adults each day. This is having a direct effect on the rate at which they make progress, which is now good. Inspection evidence indicates that other pupils would benefit from similar opportunities and from working to a more structured reading programme.

92. Inspectors heard a total of twelve pupils read, from across the age range and from all ability groups, and held discussions with them. The regular use of the school library and the study of texts during the literacy hour help pupils to attain satisfactory standards. By the age of seven, pupils' reading of simple texts shows understanding. Most pupils express opinions about the story and use more than one strategy to read unfamiliar words and establish meaning. Pupils in Year 3 show an understanding of the main points of fiction and non-fiction, and are learning to retrieve information from a range of sources. The school has used its resources well to purchase attractive texts for the literacy lessons and a range of fiction and non-fiction books for use throughout the school. Pupils are expected to read at home for a short period each day. When parents support this practice, pupils generally make better progress. A number of older pupils belong to local libraries and read an increasingly wide range of fiction and non-fiction books.

93. Teachers are skilful at developing pupils' writing skills, and plan very effectively. This represents very good progress and achievement since the previous inspection report. Teachers' enthusiasm is evident in lessons, and they are knowledgeable about the skills required to produce very good descriptive writing. In addition to the daily literacy lesson, each class devotes additional time to writing activities, and opportunities to develop writing skill have been identified within every area of the curriculum. Pupils are excited about words, and write enthusiastically. They demonstrate accurate use of full stops and capital letters, and many are beginning to use a wider range of punctuation appropriately. Lower attaining pupils are also able to produce extended pieces of writing, and their handwriting is developing satisfactorily.

94. Speaking and listening skills are above national expectations at the age of seven and continue to rise in Year 3. This again represents good progress and achievement since the last inspection, when they were described as satisfactory. There are carefully planned opportunities for promoting speaking and listening skills throughout the curriculum, and this is having a direct effect on the rate at which pupils make progress. In the shared reading session, pupils are attentive and listen well. They respond enthusiastically to questions and discussions. In most lessons, teachers place great emphasis on the use of subject-specific vocabulary, thus extending pupils' subject knowledge and general vocabulary. Pupils' learning is enhanced through the use of drama across the curriculum and visiting theatre groups.

95. The quality of teaching and learning is good overall. In the two lessons seen in Key Stage 1, the teaching in one was of good quality and in the other it was very good. The single lesson in Year 3 was of very good quality. This represents a good improvement since the last inspection, when teaching was satisfactory overall.

96. Teachers' planning is guided by the targets of the National Literacy Strategy, and targets are shared with pupils at the start of lessons so that they have a clear sense of purpose. Books and poetry are well chosen to catch pupils' interest and to demonstrate important features of language. All teachers teach the basic skills very well, with the result that pupils make good gains in their understanding, knowledge and development of skills. Pupils are generally interested, motivated and keen to achieve the lesson objectives. They respond very well to teachers' high expectations, and apply intellectual and creative effort to their work. Teaching methods are very effective, and enable all pupils to make good progress and achieve well. Assessment and marking are effective in identifying the

improvements pupils make or need to make. Classroom assistants and support staff give very good support to pupils with special needs and help them to make very good progress. The management of pupils is very good, and leads to good behaviour and the development of very good relationships, which have a positive impact on pupils' learning. Time and resources are used well, and pupils' pace of working and productivity are good in Key Stage 1 and very good in Year 3. Marking is generally of a high standard and helps pupils to know how to make further progress. Homework is used effectively to promote learning.

97. The quality of the curriculum is good, and this makes a good contribution to the pupils' social, moral and spiritual development, through group work and discussion. The curriculum is especially enriched by extended time for writing, studying a range of authors, and opportunities for drama. Book events are held annually, and theatre groups visit the school. The inclusion policy ensures equality of access and opportunity for all pupils.

98. The leadership of the subject is good. The experienced co-ordinator, in partnership with staff, has played a significant role in improving standards in writing across the school and the standards of reading for lower attaining pupils. The procedures for assessing pupils' attainment and progress are good, and assessment information is used well to inform curricular planning. Teachers' monitoring of academic performance is also good, and pupils in Key Stage 1 have a sound knowledge of their own learning. Pupils in Year 3 have opportunities to assess the extent to which they have met the learning objectives of each lesson, and are developing a good knowledge of their own learning.

99. Resources for English are good, and they are well used by all teachers. The quality of teaching and learning is monitored effectively by the literacy co-ordinator, and she has used information from these observations to disseminate good practice. The priorities for development in literacy are good, and appropriate action is taken to meet the school's targets. All teachers share a commitment to improve, and the capacity to succeed is good.

MATHEMATICS

100. Standards in mathematics are above average by the age of seven years. Standards for pupils aged eight are also above the level expected for children of that age. This is an improvement on the standards reported at the time of the previous inspection. All pupils, including those with special educational needs, make good progress, and there are no significant differences in attainment between girls and boys.

101. Improvement in pupils' standards in mathematics is good. These good standards reflect the positive impact of the structured teaching of mathematics on learning throughout the school. The quality of teaching has improved significantly since the last inspection, and is now good. This contributes greatly to pupils' achievements and their enthusiasm for mathematics.

102. By the age of seven years, most pupils can understand place value to 100 and sequence numbers forwards and backwards. They shop for two or three articles, total the cost and give change from £1. The great majority can identify the properties of two- and three-dimensional shapes and know that some shapes are symmetrical. They recognise halves and quarters, and tell the time to the hour and half hour on analogue clocks. Pupils use the two, five and ten times tables well, and understand that halves are the inverse of doubling. Lower attaining pupils confidently use numbers up to 10 and can sequence accurately to 20. More able pupils tackle problems such as finding out 'How much do I pay for two sweets when they cost 5p each?'

103. By the age of eight years, most pupils can subtract and add hundreds, tens and units and divide numbers to 100 by 2, 3, 4, 5, 9, 11 and 12. Higher attaining pupils use numbers to 1000 with confidence. They understand fractions of shapes and numbers, and accurately measure time and capacity. Pupils have good opportunities for challenging investigative work, and are eager to solve problems. For example, pupils were told that onions cost 38p for 500g, but the problem required them to work out the cost of 250g before they could total the bill.

104. Learning is always good. Pupils are already consolidating basic number skills, learning to estimate and measure, and being challenged to record information. The match of work to ability is good for all group tasks. Pupils develop a good mathematical vocabulary, and the emphasis on mental arithmetic is having a positive impact on the quality of learning. It is giving pupils an understanding of how numbers and number operations inter-relate, and how these links can be used to solve problems. The younger pupils enjoy the mental work, and are able to calculate the correct answer rapidly because the teacher uses examples that are within the pupils' experience and attainment. Pupils are asked to explain how they arrive at an answer, and more able pupils come up with more than one solution. Teachers explain the learning objectives at the beginning of each lesson, and pupils are asked what they have learnt at the end of sessions. This strategy helps pupils focus on the outcome of the lesson, and enables the teacher to set new challenges.

105. Pupils enjoy mathematics throughout the school, and their attitudes and behaviour are good. Lower attaining pupils are well supported by classroom assistants, who go over the work carefully so that pupils can experience success. Pupils work well in groups and individually. They share ideas, cooperate well with each other, and persevere even when tasks are difficult.

106. The quality of teaching is good for all the pupils, and is better than at the time of the last inspection. Teachers' planning is thorough, and the introduction of the format of the numeracy strategy has had a positive effect on pupils' learning. Searching questions are used well to challenge pupils' mathematical thinking and to reinforce their recall of number facts and ideas. Teachers have high expectations of behaviour and work, and evidence shows that pupils are provided with a suitably high level of challenge. This meets pupils' identified needs and abilities, and is a direct result of teachers' careful assessment. Pupils enjoy the challenge and stimulation of the wide variety of activities planned for them, and this helps pupils to learn more quickly and to attain more highly.

107. The curriculum for mathematics is broad, and achieves a good balance between the different elements of the subject. It clearly sets out what is to be taught to each different year group. All pupils have equal access to the mathematics curriculum, and the needs of pupils with special educational needs are appropriately considered when group activities are planned. The school has good links with the local middle school. Teachers ensure that mathematical activities in Year 3 are fitting and that they support the work pupils will be following when they transfer to the middle school at the age of eight.

108. The school has good procedures for assessing and tracking pupils' progress. This is an improvement since the previous inspection. It gives teachers accurate information about individuals' achievement, and ensures that target setting for pupils in Year 3 is challenging.

109. The co-ordinator is very enthusiastic and well informed. Her management and leadership of the subject are good. She has observed lessons delivered by other colleagues, and has used information from these observations to disseminate good practice. This has had a positive effect on the quality of teaching. She has begun to monitor the

national test results to identify strengths and weaknesses by the end of Year 2, and has identified areas for improvement. For example, she is conscious that there is a need to make even more use of ICT in the numeracy lessons. The resources available for mathematics are very good, and are used to good effect.

SCIENCE

110. Standards in science are above average by the age of seven years. Standards for pupils aged eight are also above the level expected for children of that age. This is an improvement on the standards reported at the time of the previous inspection. All pupils, including those with special educational needs, make good progress, and there are no significant differences in attainment between girls and boys. It was not possible to see science being taught in Year 2, and judgements are based on the scrutiny of past work and teachers' planning, interviews with pupils in Year 2, and lessons observed in Years 1 and 3.

111. All pupils make good progress because they are well taught. By the age of seven, pupils have a good understanding of topics across the breadth of the science curriculum and are developing a good scientific vocabulary. For example, they understand about the uses and dangers of electricity, and can explain how to make simple circuits. They are able to decide whether or not a circuit is likely to work, by studying a drawing of the ways in which connections are made. Pupils are able to make sensible predictions, draw simple conclusions from their experiments, and understand, for example, that the bulb does not light because the circuit is open. They can design experiments, recognising and explaining why they are fair ones. For example, pupils were able to plan an experiment to determine the distance travelled by toy cars down a slope. They explained how measurements could be taken and displayed using block graphs. Pupils in Year 3 build on the good start made in Year 1 and 2, and continue to make good progress. However, work in investigative and experimental science is difficult to do successfully in the 'temporary' classroom because of the cramped working conditions and the lack of practical work areas.

112. Overall, pupils' response to science lessons is good. They are well behaved, and listen carefully to what their teachers have to say. They sustain good levels of concentration and perseverance, and respect each other's views and opinions. Standards of presentation of work are generally above average.

113. The quality of teaching is good. Two lessons were observed, one in each of both key stages, and both were of good quality. No unsatisfactory teaching was observed. The good lesson in Year 1 explored the way light passes through a range of materials. In this lesson, the teacher's good subject knowledge helped her to sustain a high quality dialogue with the pupils, and this resulted in some very thoughtful exchanges. For instance, pupils discussed with keen interest how light passes through materials. One boy was heard to remark "light must pass through little holes in the material and then into our eyes so that we can see it". A girl then added, "That can't be right. When I hold my fingers together and put them in front of a torch, light passes through the skin and is red in colour. If there were little holes for the light to pass through, I would be leaking!"

114. The teacher had high expectations of what pupils could achieve, and enjoyed a relaxed, but disciplined, relationship with the class. The single lesson observed at Key Stage 2 was also of good quality. In this lesson, the teacher's skills in questioning helped pupils to clarify their ideas. Pupils responded well to the level of challenge presented by the activity, and by the end of the lesson most had a good understanding of the functions of teeth. They used scientific terms such as 'canine', 'incisors', and 'molar' correctly, and were able to relate the tooth shape with its function of biting, tearing or crunching.

115. The curriculum for science is broad, and achieves a good balance between the different elements of the subject. It clearly sets out what is to be taught to each different year group. The school has good links with the local middle school. Teachers ensure that science activities in Year 3 are appropriate, and support the work pupils will be following when they transfer to the middle school when at the age of eight.

116. The co-ordinator provides good leadership overall, and ensures clear educational direction. The monitoring of pupils' academic performance is good. The procedures for assessing pupils' attainment and progress are good, and assessment is used well to inform curricular planning. There are good portfolios of work to represent the different levels pupils can attain within each attainment target, and these have been agreed by all of the staff. There is a good match of teachers and support staff to the demands of the curriculum, and the capacity to succeed is good.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

117. Art and design and design and technology are taught in alternate half termly blocks of time. During the inspection week, pupils in Years 1 and 2 were studying art and design, and pupils in Year 3 design and technology. Judgements were made on the basis of the teachers' planning, work on display, photographic evidence and discussions with pupils. Standards of attainment are in line with expectations for pupils aged seven and eight in both subjects, and achievement is satisfactory. This is the same as at the time of the last inspection. It is not possible to make an overall judgement about the quality of teaching across the school in either subject.

118. Much of the work that pupils do is related to the topic being studied. At the time of the inspection the theme was 'Celebrations'. In Year 1, pupils made choices about the medium they would use to decorate the photocopied pictures of the main characters from the story of Rama and Sita. They carefully cut out paper clothes, ensuring they would fit, and decorated them with crayons and felt tip pens. Most of the colouring was skilfully done, though some pupils did not keep within the lines. Other pupils chose to add sequins, gluing each one in turn, and looking for an appropriate area in which to place it. All of the pupils were pleased with the finished figures. Pupils in Year 2 made a collage of a Bonfire celebration. Each group was given a task to do: painting the bright sky, colouring spectators and fireworks, creating a fire from torn tissue paper, or filling in an outline of Guy Fawkes with scraps of material. Some pupils were able to complete two of the tasks. They cut, coloured, painted and tore material with care, and were pleased with what they had achieved.

119. Pupils in Year 3 were planning a calendar. They decided upon the type of calendar, who it was for, the materials to be used, and the method of assembly. Their designs were diverse and showed that much thought had gone into them. Pupils had previously looked at a range of commercial calendars to see how they were designed and constructed. At the end of the lesson, they completed an evaluation sheet. However, their comments were a description of what they had achieved rather than an evaluation of their plans and techniques.

120. In the single design and technology lesson in Year 2, teaching was good. Two lessons of art and design were observed at Key Stage 1, of which one was good and the other satisfactory. Pupils made good progress in lessons, but only satisfactory progress over time. This is because skills are not taught systematically nor reinforced frequently enough. This sometimes happens when the work in art and design and design and technology is contrived to fit with the school topic. However, all pupils enjoyed their lessons, behaved well, used tools properly and concentrated well on the tasks. Where teaching was

good, the pupils' enthusiasm was secured by the clarity of the teacher's explanations, the good use of what had been previously learned, as a reference point for pupils, and the quality of the teacher's questioning. Where teaching was satisfactory, tasks were over-directed and pupils did not have enough opportunities to select their own media or methods of working.

121. Design and technology is managed well by the co-ordinator. The management of art and design is satisfactory, though the co-ordinator, who is enthusiastic about the subject, feels she is unable to help other staff enough. There are no formal procedures for assessment in either subject. However, teachers assess pupils' work informally during lessons, and through speaking and listening sessions when pupils review and evaluate their work. Resources are good for both subjects.

GEOGRAPHY

122. During the inspection, it was not possible to observe any geography lessons, owing to timetabling arrangements. Evidence was obtained from an examination of pupils' work, the policy and scheme of work, long-term and medium-term plans, assessment records, a portfolio of pupils' moderated work, pupils' reports, resources, photographic evidence, current displays, and discussions with the co-ordinator and a group of pupils in Year 2. It was not possible to make a secure judgment about the quality of teaching across the school.

123. This evidence indicates that the attainment of pupils at the age of seven is good, and pupils make good progress. Standards for pupils aged eight are also above the level expected for children of that age. This is an improvement on the findings of the last inspection, when progress was satisfactory. The school's inclusion policy ensures that all pupils, including pupils with special educational needs, have full access to the curriculum and appropriate support, and make good progress, over time. This is an improvement since the last inspection, when it was satisfactory.

124. The quality and range of learning opportunities is good. An appropriate curriculum is in place, with opportunities for fieldwork and an emphasis on geographical enquiry skills. The breadth, balance and relevance of the curriculum are satisfactory. The provision for pupils with special needs is very good. Opportunities are provided for pupils to consider moral issues, such as conservation of the environment. They gain an understanding of other cultures through their study of houses in other parts of the world. The contribution of the community to pupils' learning is good. Pupils explore the local area, talk to local people, and make visits to local and distant places of geographical interest.

125. By the age of seven, pupils have a sound knowledge of the school environment, the immediate locality, and the natural world. They make plans and maps of the school and of their route to school, drawing on knowledge gained from walks around the school, the school grounds, and the local area. Pupils show an awareness of localities beyond their own when they compare life on the island of Struay with life in Hemsby. They are able to express views on environmental features of localities, and see how people influence the environment when they study the local shops and holiday camps. They are very clear about what they like and dislike about the area.

126. Pupils in Year 3 have opportunities to describe and contrast physical features of different localities. For example, they visit the beach and harbour at Great Yarmouth, and compare it with rocky stretch of coast in north Norfolk. Pupils become aware that the world extends beyond their own locality through these visits and through news and holidays.

127. Though no teaching was actually observed, scrutiny shows that it is based on secure knowledge. The evidence shows that geographical skills are taught well, and that teachers' knowledge and understanding is good. As a result, pupils make good gains in knowledge, understanding and the development of skills. Teachers have high expectations and engage pupils' interest, with the result that they apply intellectual and creative effort to their work. Good use is made of the school library for research purposes. Marking is generally satisfactory. Where it is good, pupils are given guidance on how they can improve further.

128. Leadership and management are good, and ensure clear educational direction. The co-ordinator monitors teachers' planning and pupils' work. Teachers moderate pupils' work, and this provides them with exemplars of good quality work at each National Curriculum Level. Resources are adequate, and are used well to promote learning. Appropriate action has been taken to meet the school's targets, and there is a shared commitment to improve.

HISTORY

129. During the inspection, it was not possible to observe any history lessons, owing to timetabling arrangements. Evidence was obtained from an examination of pupils' work, the policy and scheme of work, long-term and medium-term plans, assessment records, a portfolio of pupils' moderated work, pupils' reports, resources, photographic evidence, current displays, and discussions with the co-ordinator and a group of pupils in Year 2. It was not possible to make a secure judgment about the quality of teaching across the school.

130. Attainment of pupils aged seven years is good, and they make good progress. Standards for pupils aged eight are also above the level expected for children of that age. This is an improvement on the findings of the last inspection, when progress was satisfactory. All pupils have full access to the curriculum and appropriate support, and make good progress over time.

131. An appropriate curriculum is in place, and the breadth, balance and relevance of the curriculum is good. Pupils' work is monitored at regular intervals, and samples are moderated. Provision for pupils with special educational needs is very good. Opportunities are provided for pupils to consider moral issues in relation to historical events, for example, the early invasions of Britain and the exploits of Guy Fawkes. Their social development is enhanced through discussions with adults about the recent past and through their work in groups and pairs. They gain an understanding of other cultures as they learn about the invaders and settlers of Britain. The contribution of the community to pupils' learning is good, and pupils explore the local area, talk to local people, and visit places of historical interest.

132. By the age of seven, pupils are beginning to recognise the difference between past and present in their own life and the lives of other people. Their ability to recall past and present events in their own lives develops well. In discussion, pupils showed an understanding of what homes were like in the past, particularly in Victorian times, and how they differ from homes today. They were able to identify differences between old and new toys, and household equipment used when washing clothes. They find answers to simple questions about the past and begin to develop a sense of chronology as they place toys and household objects in order, using language related to the passage of time. Pupils in Year 2 have a developing knowledge and understanding of aspects of the past beyond living

memory. In discussion, they explained why we hold an annual Remembrance Day, and how we know about the Plague and the Great Fire of London. In their written work, they seek the answers to questions such as, 'Why do we remember Florence Nightingale?' They study the history of the local church, and compare transport through the ages.

133. Pupils in Year 3 show an understanding of chronology by increasingly recognising that past time can be divided into periods with similarities and difference between them. They focus on a study of the Tudors and Stuarts, and identify the strengths and weaknesses of significant rulers. They enrich their study by visiting an Elizabethan House in Great Yarmouth. Pupils also have opportunities to identify some of the differences in the way the past is represented and interpreted, through visits to an archaeological dig at South Quay.

134. Though no teaching was actually seen, scrutiny shows that it is based on secure knowledge on the part of the teacher. It provides pupils with first-hand experience of sifting evidence, and gives them opportunities to reason, compare and contrast. It caters for the abilities of all pupils, in that work is differentiated and often imaginative. Pupils are encouraged to research information from a number of sources. Teachers support the development of pupils' literacy skills through discussion, research and writing. Opportunities to promote learning through communication and information technology are not, as yet, fully used. Marking is mostly satisfactory. When it is good, it helps pupils to know what they have achieved and how they can progress further. The ethos in which history is taught promotes good learning, and pupils respond well. They enjoy history and talk with enthusiasm about what they have learned.

135. Leadership and management of the subject are good, and ensure clear educational direction. The co-ordinator has an overview of teachers' planning and pupils' work. Resources are adequate, and are used well. Appropriate action has been taken to meet the school's targets, and all adults share commitment for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY [ICT]

136. There were no opportunities to see direct teaching of ICT during the inspection. Evidence was obtained by direct observation, from displays, by the scrutiny of pupils' work and teachers' plans, and through discussions with pupils and teachers. There is insufficient evidence to make a secure judgement about the quality of teaching.

137. Standards in ICT are average by the age of seven years, which is similar to the findings of the previous inspection report. Standards for pupils aged eight are in line with the level expected for pupils of that age. This represents a decline in the standards reported at the last inspection, when they were judged to be good. All pupils, including those with special educational needs, make satisfactory progress, and there are no significant differences in attainment between girls and boys.

138. Information technology is satisfactorily integrated into other subjects in the school. However, the co-ordinator intends to improve provision further by revisiting their schemes of work and systematically identifying all the opportunities for ICT. Pupils have lessons in basic information technology skills, after which they learn to use these skills to support work in other subjects of the curriculum. Cabling for direct access to the Internet has very recently been completed. The delay in providing the necessary cabling was beyond the control of the school. However, pupils in the 'temporary' Year 3 classroom do not have direct access to the Internet, and must use computers in the main school buildings to search for information on the World Wide Web. This is the most significant reason why standards have declined since the last inspection. Staff and governors were already aware of limitations within ICT,

and have included it as a key issue in the school development plan. Governors have commissioned a feasibility study to provide a computer suite for all pupils within the main building, and have increased the number of up-to-date computers in classrooms. Additional new multimedia computers are also on order. The school is already considering reasonable steps to ensure that their pupils are protected from offensive materials on the Internet, and from undesirable external contacts, for example through e-mail.

139. In mathematics, pupils use a range of software to support their mathematical work, including shape, counting, data handling, and mental arithmetic. Pupils are confident in creating databases about their favourite foods, and successfully represent the information in the form of graphs. The youngest pupils collect data about the numbers of pupils requiring school dinners, and present the data in the form of a spreadsheet that is sent to the office. Pupils also successfully enter data to control a floor robot, and move set distances and back again.

140. In English, pupils in Years 1 and 2 develop their word processing skills well, and they know how to change the size of fonts, and alter the quality of text by selecting bold. Older pupils in Year 3 build on this good start, and have successfully displayed their poetry about the 'senses'. They check it for accuracy, and consider layout and presentation to make the greatest impact on the audience. Pupils on the 'Catch up' programme use multimedia CD-ROMs to improve their standards in reading.

141. The school's inclusion policy ensures that all pupils, including those with special educational needs, have full access to the curriculum and appropriate support.

142. Learning is successfully extended into other National Curriculum subjects. For example, pupils have successfully accessed the Internet to find out about the Second World War. Older pupils have designed and produced questionnaires so that older members of the local community can record their wartime memories.

143. Whenever pupils were seen working on the computers, their response was always good. They are enthusiastic and work well together, supporting each other. They receive help from knowledgeable classroom assistants, but many have gained their knowledge from working at home on personal computers.

144. The headteacher co-ordinates the subject and provides satisfactory leadership. She has a good understanding of what needs to be done to improve standards, and has already replaced much of the old and increasingly unreliable equipment. Assessment is satisfactory overall. There is a school portfolio of pupils' work to show what activities have been covered, and to ensure the accuracy and consistency of teachers' assessments. The only shortcoming is the way in which the quality of teaching is monitored. The headteacher has been unable to monitor the quality of teaching as regularly as she would wish, because of the very significant increase in her class teaching commitments.

MUSIC

145. Standards in music at the time of the previous inspection were satisfactory by the age of seven and eight years. Inspection evidence indicates that standards have been maintained, and pupils make satisfactory progress over time. All pupils, including those with special educational needs, have full access to the curriculum and appropriate support, and make good progress over time.

146. Lessons were observed in Years 2 and 3. Owing to timetabling arrangements, it was not possible to observe a lesson in Year 1. Evidence was obtained from an examination of the policy and scheme of work, long-term and medium-term plans, assessment records, pupils' reports, resources, photographic evidence, current displays, a discussion with the co-ordinator, and observations of the recorder club and choir.

147. By the age of seven, pupils are able to select and explore percussion instruments, use sounds to create musical effects, sustain a simple repeated rhythm, and echo a melodic pattern. They are developing an awareness of pulse and pitch, and recognise changes in dynamics. Activities are directly related to the acquisition of knowledge and understanding of the elements of pitch, duration, speed/tempo, timbre, texture, structure and silence. During the inspection, pupils in Year 2 sang in unison, and achieved good diction and phrasing. They played untuned instruments with developing control and rhythmic accuracy. In their performance, they demonstrated an understanding of dynamics and volume, as well as an awareness of audience. Pupils respond well to a variety of stimuli, and explore a range of resources, such as voices, instruments and sounds in the environment. They have opportunities to listen to music from different times and places; for example, music by Tchaikovsky was played in assembly during the inspection week.

148. During a Year 3 music session, pupils concentrated on singing with clear diction, with an emphasis on phrasing and musical expression. They listened carefully to an example of vocal music, 'Walking Through The Air', and discussed the importance of the words in songs and the need to enunciate them clearly. Pupils are encouraged to express their views about recorded music and live performances, as well as evaluate their own compositions and performances.

149. Teaching was good in both lessons observed. Pupils learned well because the teachers' good subject knowledge enabled them to lead the activities with confidence, giving clear instructions to the class and skilfully ensuring that all were involved. The pupils responded very well to the teachers' high expectations of their work and behaviour. The teaching methods used are very effective, and enable all pupils to achieve well. There is appropriate challenge for all pupils, enabling them to develop their creativity and aesthetic understanding. The management of pupils is very good, and time and resources are used well. Pupils' productivity and pace of working is good in Year 2, and very good in Year 3.

150. Music makes a good contribution to pupils' spiritual, moral, social and cultural development. It encourages them to reflect upon the mood of the music, to work together socially, and to listen to a variety of styles of music from different cultures and from well-known composers and performers. Music is helping to develop pupils' skills in literacy through speaking and listening, performing and composing, and reading about different composers. Work in music links closely with numeracy, as pupils count beats and discover repeating patterns.

151. Extra-curricular clubs are available to pupils in Year 3, and include a recorder club and a choir. During the inspection, eighteen pupils attended the recorder club. They had been learning for only a few weeks, but played 'Merrily, we roll again', with good phrasing and

accuracy, showing a developing understanding of notation and the importance of correct fingering. Fourteen pupils attended the choir practice. They learnt a new carol, 'Joseph went to Bethlehem on Christmas Night', in preparation for the Christmas service in the Church. They sang well, concentrating on clear diction and good phrasing. They also practised a carol for a Christmas Concert, to be hosted by the school, in which several local schools participate.

152. The subject is led well by an experienced co-ordinator, who provides clear educational direction and good support for colleagues. The scheme of work is comprehensive and ensures continuity and progression. Taped and photographic records are kept of pupils' concerts and compositions. The scheme of work is supported by adequate resources, which are stored centrally and used well. There is a good match of teachers and support staff to the demands of the curriculum, and a shared commitment to improvement amongst all adults.

PHYSICAL EDUCATION

153. Standards in physical education at the time of the previous inspection were satisfactory by the age of seven and eight years. Inspection evidence indicates that standards have been maintained. All pupils make satisfactory progress, except in creative dance and swimming, where progress is good. It was not possible to see gymnastics being taught during the inspection. The school employs a games instructor for one afternoon a week to support pupils in Years 2 and 3.

154. Attainment in swimming is good. The school's records show that pupils make good progress. By Year 3, two thirds of the pupils are able to swim at least 10 metres.

155. Although the full statutory curriculum is in place, it was possible to see only a limited number of activities. In these, pupils were able to demonstrate that they were capable of working at different levels and at different speeds. In a good Year 2 creative dance lesson, pupils responded well to sounds of percussion and music as they explored simple movements to 'Sleeping Beauty'. The majority of pupils had well-co-ordinated movements, although a few still found it difficult to keep in time to a beat. The great majority were able to express feelings and ideas well through dance sequences, and they all responded well to the music. Pupils who did well were encouraged to give demonstrations of their work so that others could improve. They were keen to do this, and did it confidently.

156. Good use was made of the indoor space to give Year 2 and 3 pupils the opportunity to develop their games skills. Good routines were evident in the way in which pupils warmed up before the lessons began. The teacher placed emphasis on the correct way to grip the unihoc stick, and made clear his expectations of the way in which the ball was to be controlled. The pupils responded by concentrating hard as they practised hitting and then returning the ball.

157. Most pupils enjoy physical education and apply themselves well to the challenges presented to them. They are co-operative, particularly when sharing space. Most are attentive, and relationships with their teachers or instructors are almost always positive. Behaviour is always good.

158. There is good equality of access and opportunity for all pupils including those with special educational needs. Pupils with special educational needs are well supported and progress at the same rate as their peers, achieving standards that are close to those expected of pupils of similar ages.

159. The quality of teaching is satisfactory overall. Two out of the three lessons seen were satisfactory, and the other was good. No unsatisfactory lessons were seen. Teachers are working hard to develop pupils' basic skills in games, dance and swimming, and their subject knowledge is good. Lessons are carefully planned, and teachers have satisfactory expectations of their pupils' work and behaviour. Pupils respond well, generally follow instructions carefully, and strive to improve. The instructor moved from group to group encouraging, helping and asking pupils to identify what they still need to improve. However, when introductions are overlong, some pupils lose concentration. Teachers show pupils how to organise themselves, and pupils were seen carefully putting equipment to one side at the end of their lesson. The teaching of dance is good. High expectations of work and behaviour ensure that pupils make a positive contribution during these lessons. Work is well focused to improve techniques and quality of movement, and this results in the majority of pupils being able to achieve success within their capabilities.

160. The subject is well co-ordinated, and there is a policy and good schemes of work include all areas of the National Curriculum. The co-ordinator intends to introduce a new simpler skills-based system for efficiently tracking pupils' progress. Accommodation is good and is well used, along with resources, which are varied and in good condition.

RELIGIOUS EDUCATION

161. A key issue from the last inspection was to 'produce an effective policy for religious education, with particular reference to the development of spirituality and multi-cultural awareness.' The school now has a policy for religious education, and uses elements from the Local Authority Syllabus, combined with elements from the published guidelines, as a scheme of work that fits in with the school's two-year curriculum topic cycle. The scheme of work now has sufficient emphasis on the festivals, faiths and beliefs of non-Christians. This is satisfactory progress.

162. Standards of attainment are in line with expectations of the locally agreed syllabus at the end of Years 2 and 3. Pupils understand that people of all faiths have books, customs, places and festivals that are special to them. However, few of the pupils have personal knowledge of any faith, and this makes it hard for them to relate to the events they are taught. For example, few pupils in Year 2 knew whether they had been baptised, though some recalled attending the baptisms of younger relatives. All pupils have good recall of the stories they are taught in the lessons. For example, Year 3 pupils remembered the main events of the story of Rama and Sita, the names of the characters, and why Divali is still celebrated. These oldest children also remember the basic facts about Islam, Hinduism, Judaism and Sikhism. Pupils understand why we celebrate Christmas, and can recall facts about the Christmas story.

163. Teaching is satisfactory. Teachers now feel confident at teaching the scheme of work. They retell stories well, but do not always emphasise enough the similarities between ceremonies within different religions, nor stress the underlying spiritual dimensions of ritual. Pupils rightly spend much time in discussion. This helps them to make satisfactory progress in lessons and over time. The school now has a good range of resources.

164. The subject is well managed by the co-ordinator. At present, no formal assessment opportunities are being used. The subject is also supported through links with the programme for personal, social and health education, to enable pupils to explore issues of concern. The sequence of topics for assemblies has been well chosen to widen pupils' understanding of other faiths and their experience of worship. The school has contacts with the church and the life of the parish. Resources are good, and include books, videotapes and multi-cultural artefacts, which are used well in all lessons. Religious education makes a good contribution to pupils' personal development and the ethos of the school.