

INSPECTION REPORT

HEATHER AVENUE FIRST SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 120916

Headteacher: Mrs J Mitchell

Reporting inspector: Mr G T Storer
19830

Dates of inspection: 21st – 23rd January 2002

Inspection number: 196362

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 category:	Community
Age range of pupils:	4 to 8
Gender of pupils:	Mixed
School address:	Heather Avenue Hellesdon Norwich Norfolk
Postcode:	NR6 6LT
Telephone number:	01603 426438
Fax number:	01603 402673
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Lillystone
Date of previous inspection:	7 th – 18 th July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G T Storer 19830	Registered inspector	Mathematics Design and technology Physical education English as an additional language Equal opportunities	What sort of school is it? How high are standards? School improvement How well are pupils taught? How well is the school led and managed?
Mrs S Pritchard 9519	Lay inspector		Attitudes, behaviour and personal development Attendance How well does school care for pupils? Partnership with parents
Mrs M A Palmer 20646	Team inspector	The Foundation Stage English Art Music Religious education	
Mr D Matthews 18505	Team inspector	Special educational needs Science Geography History Information and communication technology	Curriculum and other opportunities

The inspection contractor was:

TWA Inspections Ltd.
5 Lakeside
Werrington
Peterborough
PE4 6QZ

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Heather Avenue First School is situated in a mixed residential area on the outskirts of Norwich. The school serves the local community living on nearby private and local authority housing estates. With 154 pupils on the school roll, this school is smaller than other primary schools nationally. The school faces a variety of social and educational problems. There is some unemployment in the area and, as a result, a number of families experience hardship. Just less than 10 per cent of pupils receive free school meals. This is below the national average. Pupils' attainments are broadly average when they enter the school, although the number of pupils who face difficulties in their learning has increased steadily in recent years. There are 36 pupils on the school's register of special educational needs and two pupils have Statements of Special Educational Need. The number on the register and with statements is about average for a school of this size. There are three pupils from ethnic minority backgrounds and two from homes where English is an additional language. This is typical of schools in this sort of location. The school deals with a considerable turnover of pupils; during the last school year 20 pupils entered or left the school at times other than at the beginning of the reception year or the end of Year 3. Four of the seven teachers have joined the staff during the last two years.

HOW GOOD THE SCHOOL IS

The school provides a good education for its pupils. Pupils make good progress during their time in the school; almost all attain the nationally expected standard in English, mathematics and science and many achieve above average standards at the age of seven and by the time that they leave the school. The quality of teaching is good overall and there are examples of very good teaching in classes throughout the school. The headteacher provides strong leadership. She receives good support from the deputy headteacher and together they have improved aspects of leadership and management. They have improved the monitoring of standards and quality so that the school is poised to make further improvements. The school manages its budget effectively and provides good value for money.

What the school does well

- Children in the Foundation Stage¹ get a good start in school.
- Pupils' attainments in English and mathematics are above average by the ages of seven and above the expected standard² by the age of eight.
- Standards in art, geography and music are above national expectations throughout the school and standards in religious education are above those set out in locally agreed guidelines.
- The headteacher, with good support from the deputy headteacher, provides very effective leadership that ensures good standards in many aspects of the school's work.
- Teaching is consistently good; two out of every three lessons observed were good or very good.
- The school makes very good arrangements for pupils with special educational needs and for pupils who are gifted or talented. These pupils are fully included in all activities and make good progress.
- Pupils have positive attitudes; they get fully involved and make an effort to improve.
- Most pupils enjoy school and behave well; relationships at all levels are very good.
- There is a very good range of activities outside of lessons that adds to the quality of education provided for a considerable number of pupils.
- Procedures for monitoring and improving attendance are very effective.

What could be improved

- Standards in information and communication technology (ICT) are below national expectations by the age of seven and when pupils leave the school.
- The school does not make adequate provision for the teaching of investigative and experimental skills in science.
- Teachers do not make enough use of assessment information for planning the next steps in pupils' learning or for setting individual targets to support pupils' progress.
- Procedures for securing pupils' welfare in school are not rigorous enough.

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

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the Reception class year. It is a distinct stage, preparing children for later schooling, and is based on six areas of learning: communication, language and literacy, mathematical development and personal and social development, knowledge and understanding of the world, physical and creative development.

² The nationally expected level is Level 2 for a pupil aged seven⁷ and Level 4 for a pupil aged 11.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvements since the previous inspection in 1997. Children in the Foundation Stage are making better progress and attaining higher standards by the end of their reception year. Standards in religious education are higher throughout the school. Teaching is better than it was; there are now fewer unsatisfactory lessons. Aspects of management have improved. The monitoring of standards and quality is more rigorous and this results in better planning for whole school and for staff development. Arrangements for pupils' personal, social and health education (PSHE) have improved, with the result that relationships throughout the school are now very good. Curriculum planning takes full account of national guidelines and is more coherent than it was at the last inspection and there is a greater range of activities for pupils to undertake outside of lessons. Teachers' planning for classroom assistants, students and voluntary helpers is more thorough and so enables them to make a more worthwhile contribution to pupils' learning. The school has begun to develop its procedures for and use of assessment, but still has a way to go in this area. There has been some progress towards addressing shortcomings in the school's accommodation and further work on toilet facilities is due to begin shortly.

STANDARDS

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

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

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

When children enter the reception class, standards are average. They make good progress so that, by the end of the Foundation Stage, most attain standards normally expected of five-year-olds and many achieve higher standards in communication, language and literacy, mathematical and personal and social development. In comparison with schools nationally and with similar schools, the 2001 test results for seven-year-olds were average in reading and mathematics and above average in writing. The trend in pupils' attainments over recent years has been one of steady improvement. Teachers' assessments indicate that standards in science were also close to the national average in 2001. Standards in the current Year 2 are above average in reading, writing and mathematics and average in science. Almost all pupils are on course to attain or exceed the nationally expected standard in reading, writing, mathematics and science, although the proportion of pupils achieving above average standards in science is likely to be lower because the school does not give enough emphasis to teaching investigative and experimental skills. Standards in reading are improving because the school has allocated additional time in order to allow a more systematic approach to the teaching of phonic skills. Standards in mathematics are improving because on-going developments and training that derive from the National Numeracy Strategy are taking root and beginning to improve the quality of teaching and learning. In relation to their attainment on entry or to other difficulties that some children face, all are achieving well and have made good and, in many cases, very good progress in reading, writing and mathematics. Their progress in science is satisfactory. Pupils continue to make good progress in Year 3 so that by the time that they leave the school, standards in English and mathematics are above those normally expected at the age of eight. Almost all pupils in the current Year 3 are on course to attain or exceed the nationally expected standard by the time that they are 11 years old. Standards in religious education are above those set out in the local authority's guidance and standards in art, geography and music are above the expected level by the time pupils are seven and when they leave the school. Standards in history are in line with national expectations by the end of Year 2, but above the expected level by the age of eight. Pupils achieve satisfactory standards in all other subjects except information and communication technology (ICT) where standards are below national expectations throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic and enjoy coming to school. Most work hard to improve.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons and all conduct themselves well during visits outside school. There is no evidence of bullying or of any other unpleasant behaviour in the playground.
Personal development and relationships	Very good. Teaching in PSHE and citizenship is effective. Staff and pupils treat each other with respect and relationships at all levels are very good.
Attendance	Good. Pupils' attendance is moving ahead of the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Year 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.

The quality of teaching is good. During the inspection, inspectors observed all teachers and teaching was satisfactory or better in almost all lessons. There was a high proportion of good or very good teaching throughout the school. There was good teaching in all classes and examples of very good teaching in all phases³. Only two lessons were unsatisfactory. The teaching of the basic skills in English and mathematics is good. Teachers plan very carefully for these subjects. They are beginning to use assessment information more effectively so that the tasks they set match the needs of pupils of differing ability in the class. Teachers have high expectations of pupils' attitudes and behaviour, and of their capacity to cope with challenging work. As a result, most pupils are attentive, join in well and persevere with their work. Teachers' management of their pupils is almost always effective. Teachers ensure that pupils are interested and involved and even the school's youngest children concentrate well and become increasingly independent. However, the unsuccessful management of pupils' behaviour was a contributory factor in the unsatisfactory teaching that was observed. The teaching of pupils with special educational needs is very effective. There is good teamwork between teachers and classroom assistants that improves the quality of pupils' learning. These pupils make good progress and many achieve nationally expected standards in their work despite the difficulties that they face. Teachers set work for higher-attaining pupils at a sufficiently challenging level to allow them to attain above average standards in English and mathematics by the time that they leave the school. Teachers use homework satisfactorily to extend pupils' learning, although there are variations in the frequency of assignments and in the amounts of work that teachers set.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Educational visits, visitors, special events and a very good range of activities outside of school time extend the basic curriculum and add to the quality of pupils' learning.
Provision for pupils with special educational needs	Very good. These pupils are fully included and the school meets their individual needs very effectively.
Provision for pupils with English as an additional language	Good. These pupils make rapid progress in their confidence and competence in English. They receive sensitive support that allows them to succeed and make progress in all subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, although the school does not do enough to prepare pupils for life in a multi-ethnic and multi-cultural society.
How well the school cares for its pupils	This is a caring school. However, teachers are not making best use of assessment information and procedures for securing pupils' welfare in school are not rigorous enough.

The school has effective links with most parents, many of whom make a sound contribution to their children's learning at home and at school.

³ This school includes pupils in three phases of their education. Children in Reception are in the Foundation Stage, pupils in Years 1 and 2 are in Key Stage 1 and those in Year 3 are in Key Stage 2.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's strong and purposeful leadership, combined with effective support from the deputy headteacher, results in a good level of commitment and teamwork amongst the staff.
How well the governors fulfil their responsibilities	Unsatisfactory. Governors are very supportive, but do not hold the school to account for the quality of education that it provides. The governing body's assessment of risks to pupils and staff and its monitoring of health and safety matters are not rigorous enough.
The school's evaluation of its performance	Very good. Monitoring is rigorous and, as a result, the school development plan is effective in its evaluation of the school's performance and in identifying areas for improvement.
The strategic use of resources	Good. The governing body uses the school's budget and other grants very effectively, according to principles of best value and in the interests of the pupils. As a result, staffing and learning resources are maintained at good levels.

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 school expects pupils to work hard and achieve their best. • Their children like school. • They are comfortable approaching staff with questions or problems. • The school helps their children to become mature and responsible. • Their children make good progress at school. • Teaching is good. • Information about pupils' progress. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The school works closely with parents. • The school is well led and managed • The amount of homework that pupils receive.

There were 81 questionnaires (53 per cent) returned and nine parents attended the meeting for parents. Parents' responses overwhelmingly supported the school and the quality of education provided for their children. A small number of parents expressed concerns. The inspection strongly endorses the positive views, but finds little evidence to support their concerns. There are some inconsistencies in teachers' use of homework. However, homework mainly relates well to the work pupils are doing and so contributes appropriately to their attainment. The number and range of activities outside lessons are very good for a school of this size. The school works in effective partnership with most parents and generally strives to respond to their comments and concerns. The headteacher is very effective in leading the school and planning for further improvements.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the reception class, most attain standards that are average for children of this age. Children in reception classes make good progress. Most are firmly on course to reach the nationally identified Early Learning Goals⁴ for their age and higher-attaining children will be ready for work that is closely linked to the National Curriculum in literacy and numeracy before the end of their reception year. Children are set to achieve above average standards in communication, language and literacy and in their mathematical and their personal and social development. This is an improvement on the standards and progress reported in the previous inspection. Children achieve satisfactory standards in all other areas of learning.
2. In the 2001 tests, results for seven-year-olds were in line with the national average in reading and mathematics and above average in writing. A greater proportion of pupils attained or exceeded the nationally expected standard in these subjects than in schools nationally or in similar schools. Teachers' assessments indicate that standards in science were also average. However, considerably fewer pupils attained above average levels in mathematics and science than in schools nationally or in similar schools and the school's overall result in reading was reduced because of the number of pupils attaining at the low-average level. Inspection evidence presents a stronger picture of pupils' attainment and progress. Standards in the current Year 2 are above average in reading, writing and mathematics. Almost all pupils are on course to attain or exceed the nationally expected standard in reading, writing, mathematics and science, with a greater proportion on course to achieve the above average Level 3 in reading, writing and mathematics. The proportion of pupils achieving above average standards in science is likely to be lower because the school does not give enough emphasis to teaching investigative and experimental skills. Standards in reading are improving because the school has allocated additional time in order to allow a more systematic approach to the teaching of pupils to acquire a better understanding of letter sounds and to use this effectively to improve spelling and the decoding of unfamiliar words. Standards in mathematics are improving because on-going developments and training that derive from the National Numeracy Strategy are taking root and beginning to improve the quality of teaching and learning. Therefore, in relation to their attainment on entry, or to the difficulties that they face, all are achieving well and are making good and, in some cases, very good progress in Years 1 and 2.
3. Pupils in Year 3 continue to progress well. Many are already working at a standard that is above average for their age and almost all are on course to attain or exceed nationally expected standards in English, mathematics and science by the age of eleven. By the time that pupils leave the school at the age of eight, most pupils speak clearly and confidently. They read simple texts fluently and accurately and many are developing a love of books. Higher-attaining pupils are already forming clear preferences in their reading. Their basic number work is secure and they are becoming more confident and accurate in using their mathematical skills. Their scientific knowledge and understanding is sound, although many do not have the necessary skills to conduct simple investigations independently. Standards in religious education are better than those set out in the local authority's guidance for pupils in both key stages. In art, geography and music, standards are above national expectations both by the age of seven and by the time pupils leave the school. Standards in history are in line with national expectations by the end of Year 2, but above the expected level by the age of eight. Pupils achieve satisfactory standards in

⁴ [Early learning goals](#)[Early Learning Goals](#) – these are the standards that children are expected to attain by the end of the Foundation Stage.

design and technology and physical education. Standards in ICT are below average throughout the school.

4. There are no significant differences in the achievements of pupils of differing ability, gender or background. The school successfully meets the needs of all of its pupils. Work is sufficiently challenging to enable higher-attaining pupils to achieve above average standards and to enable gifted pupils to achieve standards that are very high for their age. Work for pupils with special educational needs or for pupils who speak English as an additional language addresses the difficulties they face and moves them forward effectively. In the main, all pupils with special educational needs make good progress; many go on to overcome their difficulties and to achieve nationally expected standards or, in the case of those who speak English as an additional language, to achieve their full potential in other subjects. They make good progress because the school has organised a very strong programme of support that gives these pupils every opportunity to take part in and to benefit from all of the good quality learning experiences that the school offers to its pupils. This is an improvement on the standards reported in the previous inspection.
5. Effective links with other subjects allow pupils to practise and consolidate the skills of literacy and numeracy in other areas of the curriculum. They use their developing literacy and numeracy skills effectively in 'real life' situations and this adds to their confidence, competence and the standards they attain. The exception to this sound provision is the use of ICT. Until very recently, the school had insufficient resources for ICT to contribute effectively to pupils' developing skills in literacy, numeracy or in other subjects. The school has now received its new resources and has clear plans for their use. However, it is too soon for there to have been an impact on standards.
6. All pupils make good progress in their personal development. This progress is an important factor that allows most pupils to adopt helpful patterns of behaviour and response and enables teachers to establish conditions in which profitable learning can take place.

Pupils' attitudes, values and personal development

7. Pupils have good attitudes, behave well and enjoy very good relationships in school. They work hard and try hard to please and this contributes significantly to the good rate at which they learn. Overall, this represents a similar picture to the previous inspection, although pupils' rate of attendance has improved.
8. On joining the school, children show an enthusiasm for learning. The good links with the pre-school nursery have helped the majority of children develop a good understanding of school procedures and routines. They are eager to take part in new experiences and to learn from them. The school is successful in promoting positive and co-operative attitudes and very good relationships amongst all pupils, regardless of age, gender, ethnicity or special educational need. Pupils arrive cheerfully in the morning, ready to get down to their work. This was particularly evident in a very successful Years 2/3 mathematics lesson where excellent attitudes to learning and impressive levels of application to their work helped all pupils make very good progress in discovering and using new strategies for addition. They remain alert and keen throughout and beyond the school day when many older pupils take advantage of the very good range of after-school activities laid on for them.
9. The behaviour of pupils is good in lessons and around the school. Responses from pupils would indicate that they have a clear understanding of what constitutes acceptable and unacceptable conduct within a school community. Parents have noted this and comment on how well the school encourages pupils to relate to one another. The atmosphere in the dining hall is sociable with attentive supervisors seeking to ensure pupils behave well and

display good table manners. Pupils play cheerfully in the playgrounds, running happily in and around the garden areas and large play equipment. The school's good procedures for behaviour management successfully prevent any pupil from behaving in a manner that would impinge upon the learning of others. Lessons proceed at good pace as the minimum of teaching time is wasted on disciplining pupils. It is only when expectations for conduct are not made sufficiently clear that a small minority of younger pupils struggles to behave well. This was evident when the behaviour of a few pupils in Key Stage 1 was unsatisfactory in two lessons. The ultimate sanction of exclusion has not had to be used by the school for some years. There was no evidence of bullying during the inspection. Pupils are firmly of the opinion that their arguments are short-lived and soon forgotten. They confidently report to their teachers or supervisors if they feel someone is being unkind to them or their friends, secure in the knowledge that the concern will be promptly dealt with.

10. There are frequent instances in lessons and assemblies where strong and supportive relationships allow pupils to work at their own level without fear of failure. They enjoy and share humour, knowing when to laugh and when to listen. This was evident in an assembly led by the headteacher; pupils giggled at an impersonation of a 'dreadful boaster' but stopped in time to reflect on the moral message it put across. Because of the way staff respect, encourage and value their contributions, pupils develop a healthy awareness of the link between supportive and friendly relationships, positive attitudes and good progress.
11. Pupils make very good progress in their personal development. They show very good levels of personal responsibility and use their initiative well. Their capacity for independence is developed and encouraged in reading and library skills, through educational visits, school clubs and their charitable work. These experiences result in pupils developing a worthy sense of self-esteem. They respond readily and confidently to visitors and proudly point out their work on display, such as the glass paintings, courtesy of the art club, that brighten up the windows in the school canteen. They also benefit from the support of their parents who promote the value of personal study at home, by encouraging their love of reading. They show a good level of independent thinking when they are required to act and respond promptly, as for example in their quick-fire sessions of mental mathematics. Here, they are often bursting to answer a question or to explain how they have arrived at it. This they enjoy greatly. However, a few lessons do not develop pupils' independence in terms of research and investigative skills as much as they could. More use, for example, could be made of ICT for this purpose.
12. At the time of the previous inspection, attendance was satisfactory. It is now good. Pupils' attendance is slightly above the national average. Almost all absences are unavoidable. Registers seldom show any instances of pupils being absent for unknown reasons. The punctuality of almost all pupils is very good. Most pupils arrive well in time for the registration periods that take place promptly at the start of each session.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching is good and contributes strongly to pupils' positive attitudes to learning and the standards that they reach. During the inspection, teaching was satisfactory or better in almost all of the lessons observed. There was a high proportion of good teaching throughout the school. There was good teaching in all classes and very good teaching in classes in all phases. There were only two unsatisfactory lessons. This is an improvement on standards reported at the time of the previous inspection. Teaching in the reception classes (Foundation Stage) gives children a good start in school. Teaching of pupils in Years 1 and 2 and in Year 3 is good overall, although somewhat more variable. This is because teachers in two of the classes are newly appointed to the school and are still coming to terms with their new roles. They are working hard and

increasingly successfully to get to know the pupils and to adopt the school's policies and procedures. There was very good teaching in some classes, but most consistently in Years 2/3.

14. The two reception class teachers have a clear understanding of how young children learn. They plan sessions thoroughly, identifying what children are to learn and how progress is to be made towards the achievement of the Early Learning Goals. This results in effective teamwork and a good degree of consistency in the ways in which they relate to and interact with children. They place strong emphasis on promoting children's self-esteem and social skills, by consistent encouragement and careful choice of stories. Planning gives good emphasis to the development of children's basic communication, language and literacy skills and to their mathematical development. There are effective procedures for assessing children's attainment on entry that enable the teachers to match tasks well to their stage of understanding. The classrooms are very well organised. Thoughtfully presented activities and resources capture children's interest, increase their enjoyment of school and stimulate their involvement in all areas of learning. The roles of the support assistants are very carefully planned. They support the work of the class teachers very effectively and contribute significantly to children's learning.
15. Throughout the school, teachers have a good knowledge of the National Literacy and Numeracy Strategies and, as a result, the teaching of basic literacy and numeracy skills is good. Teachers plan well-structured literacy and numeracy lessons and ensure that pupils are clear about the purpose of their learning. This promotes a purposeful approach to tasks and activities. Pupils have regular opportunities to read and write. As a result, they read for pleasure and write at length and with increasing independence. At the beginning of mathematics lessons, teachers use a regular quick-fire question and answer session successfully to engage pupils' interest and to promote their rapid recall of number facts and accurate mental calculation. This adds significantly to the development of pupils' numeracy skills. Teachers' use of ICT to support learning is currently unsatisfactory. There are some examples of pupils using this technology as a source of information in history and geography, for presenting written work or to reinforce pupils' number skills such as data handling. However, pupils' access to computers has, until very recently, been limited by the school's lack of up-to-date hardware and software and so pupils often have to take turns and work in short bursts.
16. Throughout the school, teachers plan and prepare thoroughly for their lessons. Lively, well-paced introductions and stimulating resources engage pupils quickly in their learning. For example, in a successful mathematics lesson in Year 2, the teacher used an interesting selection of equipment to focus and hold pupils' attention on the task and to provide them with a 'hands on' experience to reinforce their learning. As a result, the quality of learning, particularly for lower-attaining pupils, was good and they made good progress alongside others in the class. Planning for classroom assistants, students and voluntary helpers is particularly effective. These additional adults know exactly what they are expected to do and how they should do it. This was seen to particularly good effect in a lesson in Years R/1. The transition from whole-class activity to group work was 'seamless', ensuring that the children got maximum value from every minute of the lesson. Plans also incorporate adequate time for a whole-class discussion at the end of the lesson. Teachers use this time effectively to sum up and reinforce what pupils have learned, celebrate pupils' achievements, assess pupils' attainments and so lay the foundation for new learning.
17. On-going assessments are beginning to influence teachers' planning for pupils of differing abilities. In English and mathematics, teachers use assessment data satisfactorily to pitch their teaching at an overall level that builds on pupils' prior learning and attainment. They also use it to group pupils and to plan tasks that challenge pupils of differing abilities. This ensures that no pupils are left behind or that none are 'marking time' when new units of

work begin. This attention to detail has a direct bearing on the good progress that pupils make in these subjects over time. Furthermore, teachers evaluate each lesson, identifying on a weekly or sometimes on a daily basis those pupils who need additional support or who need to be moved on more quickly. This degree of care in planning ensures good progress for most pupils in most lessons. However, this quality of planning does not extend to all subjects. In science and in all other subjects, planning is less consistent. Teachers often plan tasks on the basis of broad target levels from the National Curriculum rather than on the basis of what pupils know, understand and can do and this reduces the progress that some pupils make.

18. Positive relationships between teachers and pupils form the basis for much of the good teaching and learning. Teachers manage pupils very well, so that they are ready and willing to participate in lessons. They make sure that pupils understand what they are to do and they recognise and reward their efforts. In response, most pupils are willing to become actively involved and work hard. For example, in the whole-school 'sing along' pupils improved the quality of their singing because the teacher created a very positive atmosphere. She presented the information well, kept pupils fully involved and gave plenty of praise and recognition for pupils' efforts and achievements. There are, however, occasions when pupils become restless and inattentive or begin to misbehave. When teachers deal with incidents quickly, as in a Year 3 physical education lesson, using strategies to calm and refocus pupils, teaching and learning proceed unhindered. However, sometimes teachers do not always deal effectively enough with such events and the quality of pupils' learning suffers as a result. This was a contributory factor to unsatisfactory teaching in a small number of lessons in Key Stage 1.
19. Teachers employ a good range of teaching styles. There is a careful balance between direct teaching of the whole class and working with groups and individuals. For example, in a successful design and technology lesson in Year 1, the teacher gave an effective demonstration of how pupils should use particular tools and techniques and then provided the opportunity for them to practice, explore and become more confident before using newly-acquired techniques in an actual project. Teachers readily respond with encouragement to pupils' efforts. They show the value they place on pupils' work by mounting and displaying it throughout the school. They mark work regularly, although in some cases comments do not show pupils how they have done or what they need to do to improve. Homework is satisfactorily used to extend and complement the work pupils do in school. Most notably, from their earliest days in school, teachers encourage pupils to take home a range of books and this contributes positively to their progress in reading. However, the frequency of homework and the amounts set vary from class to class.
20. Teachers and support staff in all year groups work very effectively to ensure that pupils with special educational needs or those who speak English as an additional language receive the support that they need. All class teachers are involved in drawing up the pupils' individual education plans. These plans are sufficiently clear and specific to guide teachers in matching tasks appropriately to pupils' needs. They consult continuously with the classroom assistants to ensure that pupils get the maximum benefit. Clear, precise explanations ensure that potential learning difficulties are minimised, particularly where the language, as opposed to the content of the subject, could cause a problem. Teachers also use thoughtful questioning to draw in the weaker pupils, to give them the opportunity to experience success in front of their peers and to assess their understanding. Pupils with statements of special educational need receive very effective support from their class teachers and support assistants. With the full support of all members of the school community, they are committed to ensuring that these pupils play an active part in school life both inside and outside the classroom and benefit from all that the school has to offer. Teachers set suitably challenging work for more able and for gifted pupils in English, mathematics and in most other subjects and so enable them to attain suitably high standards in their work.

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

21. The broad range of learning opportunities for the children in the Foundation Stage gives them a good start to their school life and prepares them well for the next stage of their education. The only significant shortcoming in the curriculum for children in reception classes is that teachers do not plan systematically how to use the outdoors to extend the children's learning and development.
22. The school provides a satisfactory curriculum for pupils in Years 1 to 3 by teaching all the subjects that it should. Curriculum planning has improved since the previous inspection and now enables pupils to build their knowledge, understanding and skills year on year in a more systematic and progressive way. The plans for most subjects take account of national guidance. This fosters pupils' learning effectively and enables them to reach standards that are above average in several subjects. Although most pupils attain average standards in science, the time allocation given to this subject is considerably lower than in most other similar schools. This restricts the depth to which science topics can be taken. In particular, it limits the amount of investigative and experimental work that pupils undertake and the opportunities for pupils to gain independence by trying out their own ideas when investigating. The recent planning for ICT is sound. However, pupils' achievements are below national expectations because the school has, until recently, had insufficient good-quality equipment to teach the pupils what they need to know. As a result, teachers have not been using ICT sufficiently well to complement pupils' learning across the range of other subjects.
23. The school has successfully introduced the national strategies for teaching the skills of numeracy and literacy. They are now well established throughout the school and bring a greater consistency to the planning for and teaching of English and mathematics that improve the quality of pupils' learning. These improvements contribute strongly to standards that are above average by the time they leave the school.
24. The curriculum for pupils with special educational needs is very good. It enables pupils with learning, linguistic and physical difficulties to make good progress. These pupils often reach the standards expected for their age despite the difficulties that they face in their learning. Teachers and the special educational needs co-ordinator identify pupils who may require additional help and they assess their needs accurately. This leads to good quality provision for the identified pupils. Pupils receive a good balance of practical help, in the form of the equipment they need to overcome, for example, reading or writing difficulties and personal support from teachers and learning support staff who know and care for their pupils very well. The targets in pupils' individual education plans are very clear and specific, outlining exactly what each pupil needs to learn next and regular reviews ensure that these plans are kept up to date and relevant. The school is effective in ensuring that all its pupils are fully included and benefit from the curriculum that it offers. For example, sensitive support enables pupils with physical difficulties to take part in physical education lessons and gifted pupils receive work that is sufficiently challenging to enable them to achieve their full potential.
25. The school provides a very good range of activities in addition to lessons that enrich the curriculum, extend pupils' learning and support the pupils' personal and social development very well. There are clubs for art and French, in addition to a wealth of musical activities. The school organises educational visits and special events, such as 'art week' to motivate pupils and enrich their learning. The parents at the pre-inspection meeting were positive about the impact of the good-quality educational visits on their children's learning. The originality of the masks displayed around the school show that the school has made very good use of the visiting artist to inspire the pupils.

26. The very strong emphasis on personal, social and health education (PSHE) in the school's curriculum contributes strongly to pupils' very good levels of personal development and to their very good relationships. Circle time⁵, PSHE or citizenship forms part of the planned curriculum for all pupils. Teachers are skilled in enabling pupils to reflect on their place in society. They help pupils to consider the people who help them in the school and carefully extend this to those in the wider community. There are opportunities for pupils to consider moral issues, such as the destruction of the rain forests in subjects, including geography, and for them to learn about healthy lifestyles in science and physical education. The community contributes well to the pupils' learning. The school makes good use of its links with the local hospital. In one lesson, the reception children were enthralled by a visitor who helped them to understand what happens in a hospital. The school uses local youth groups and religious groups effectively to improve the school grounds. Some governors play an important part in the day-to-day life of the school by giving generously of their time to support in the classroom.
27. The school has very constructive links with other schools and educational establishments that effectively complement its work in several areas and add to the quality of education that it provides. The school's staff work as a strong cohesive team with those from the independent nursery that shares the school site. This involves them in training and planning together and in sharing their expertise. The special educational needs co-ordinator effectively supports the early identification of children with special educational needs in the nursery so that their needs are met as soon as possible when they transfer to the first school. Children in the nursery spend time in the reception classes and this helps their smooth transfer to the reception class. The very good links with the neighbouring middle school ensure that the curriculum that is planned for the pupils who transfer after Year 3 follows smoothly from one school to the next. Strong links with the University of East Anglia result in pupils receiving an enriched curriculum, benefiting from the skills of the many students who spend time in the school.
28. The good quality of provision for pupils' spiritual, moral, social and cultural development has been maintained since the previous inspection and continues to be an important factor in pupils' positive attitudes, good behaviour and to the very good relationships that exist throughout the school. Daily acts of collective worship are of a mainly Christian character and meet statutory requirements. They contribute effectively to the quality of the school's arrangements for pupils' spiritual, moral, social and cultural development.
29. The school promotes pupils' spiritual development effectively. A sense of spirituality and thoughtfulness is evident in the carefully planned assemblies. Pupils enter and leave the hall to a wide selection of music, which effectively establishes the mood and reinforces assembly themes. Pupils have regular opportunities to join in prayer, sing hymns, reflect and feel positive about themselves. Moments of quiet are reinforced particularly well when a visual focus is provided, such a lighted candle in the reception class. The school provides pupils with appropriate insights into their own and others' values and beliefs through religious education lessons and assemblies. The local minister visits the school and leads assemblies from time to time, contributing effectively to this aspect of pupils' spiritual development. In assemblies, PSHE sessions and individual interactions with their pupils, teachers consistently encourage pupils to recognise their own individuality and worth. This is consolidated in topics, such as 'Ourselves' in the reception class. Teachers successfully promote pupils' sense of wonder and awareness of beauty through their work in a range of subjects, including art, geography and design and technology. For example, Year 1 pupils gasped in awe at the neat, round hole made by a card drill and at the effect produced when backing was removed to allow light to shine through translucent film.

⁵ Circle time – when younger pupils sit together and share thoughts and feelings or talk about things that are important to or concern them.

30. The school fosters pupils' moral development very well. Teachers unfailingly recognise and encourage pupils' personal efforts, both in class and in assemblies. In assemblies, they regularly give worthwhile consideration to such moral themes as 'boastfulness' and 'saying sorry'. Teachers also introduce the older pupils to issues including 'rights and responsibilities', through discussing the meaning of the word 'endangered', or looking at litter in the locality. Staff are consistent in ensuring that pupils know what is expected of them and the difference between right and wrong. Much of the school's provision is embedded in its everyday life and teaching. The headteacher and staff provide very good role models. They consistently treat pupils and each other with courtesy and respect.
31. Arrangements for promoting pupils' social development are satisfactory. Some elements of this area of provision are good. Very supportive and constructive relationships between teachers and pupils successfully promote pupils' self-esteem and social interaction. Assemblies often focus on such themes as 'love' and 'caring about others'. Pupils regularly participate in co-operative activities in lessons, such as music. Teachers encourage pupils to reflect on the needs of others. The school invites elderly members of the community to join them for Harvest Festival and goods are presented and distributed locally. The school supports a range of charitable causes, including Help the Aged, and participates in a scheme for sending shoeboxes of toys to Eastern Europe. However, whilst pupils are now successfully taught to address aspects of citizenship and living in the local community, wider considerations receive little attention. In particular, the school does not do enough to prepare pupils for life in Britain's multi-ethnic society.
32. Promotion of the cultural dimension of pupils' development is satisfactory. Arrangements for some aspects are good. Pupils learn about their cultural heritage through involvement in local activities, such as the Norfolk Music Festival. The school extends pupils' cultural awareness well through a programme of carefully planned visits to the local visual arts centre, museums, galleries and places of interest, such as the Tower of London. Through work in religious education and assemblies, teachers successfully promote pupils' knowledge and understanding of major world faiths. However, the school does not do enough to raise pupils' awareness of the richness and diversity of cultures represented in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Overall, the school cares satisfactorily for its pupils and some aspects of care are better than they were at the time of the previous inspection. The procedures for assessing pupils with special educational needs are now very good and are a key factor in the improved quality of support that these pupils receive. Procedures for monitoring and improving attendance are also more rigorous and, as a result, attendance rates are rising. However, the action the school has taken since the previous inspection has been only moderately successful in addressing issues arising out of this area of the school's work. There are omissions in the school's procedures related to child protection, the management of health and safety matters and the monitoring and supporting of pupils' academic progress.
34. The school's procedures for child protection are satisfactory and conform to locally agreed guidelines. The headteacher ensures that all staff are aware of the need for vigilance in this area and know what to do if an incident occurs. However, teachers and supervisory staff who are newly appointed to the school have not undertaken specific training in matters of child protection and might not, therefore, recognise a child who may be at risk. This weakens the school's current arrangements. The headteacher is aware of the need to up-date staff training in this area and has suitable plans to do so.
35. The condition of fire fighting and electrical apparatus is checked annually to ensure that it is safe and in correct working order and regular evacuation drills ensure that staff and pupils know what to do in the event of an emergency. However, the governing body has

not been rigorous enough in monitoring matters of health and safety, identifying potential risks and establishing policies and procedural guidelines to ensure the safety and well-being of pupils and staff in school. This is unsatisfactory. Governors make an annual visit to the school in order to assess the condition of the school site and buildings and to identify areas that require attention. However, these assessments do not extend to the wider range of potential risks in a school. For example, there is no evidence of an assessment of the likely risks to pupils, staff and visitors in having nobody in school who has the advanced qualification to administer first aid. Although the majority of staff have undergone basic training, they are not qualified to administer first aid to adults or young children in the event of a more serious accident. Similarly, there are records of injuries and accidents to pupils, but these records have not been analysed with a view to seeing what might be done to prevent accidents from recurring. Other potential hazards noted during the inspection were reported to the headteacher. These related to pupils' play in a particular area in front of the canteen, teachers' footwear during physical education lessons and the storage and use of some cleaning materials.

36. The school provides pupils with a good level of personal support and guidance for its pupils. Teachers are particularly successful in managing the crucial period of transition from home to nursery to school. They place strong emphasis on furthering the children's personal and social skills and helping prepare them for the rigours and routines of school life. Procedures that support their personal development are effective because staff get on very well with their pupils and care for them. Teachers listen patiently to pupils so that they can identify and rectify their mistakes and misunderstandings. Well-timed interventions in lessons and assemblies contribute to raising the pupils' self-esteem by making them proud of their individual achievements. Teachers make good use of the information they have to enter into a supportive dialogue with the pupils themselves or with parents about their child's personal progress. The annual reports on the pupil's progress at school always include comment on a pupil's personal development. A very good level of care is taken of pupils with special educational needs and those who are especially gifted or talented. They are properly integrated into all aspects of school life, which has a positive impact on their personal development as well as on their academic progress.
37. **The procedures for monitoring and promoting good behaviour and attitudes in school are effective. Pupils and parents see the rules on behaviour as being fair and fairly applied and, as such, they are willing to follow and support the school's strong stand against all forms of oppressive behaviour and bullying. Teachers encourage pupils to show kindness and tolerance to others through one-to-one or whole-group discussions. Midday supervisors receive training and support to provide a consistent approach to discipline outside the classroom. The headteacher sets a very good example to staff. She is often present in the dining hall and regularly in the playground talking to pupils about how they must behave. As a result, pupils are confident that the staff will deal with any inappropriate behaviour. The behaviour management policy promotes early intervention to avoid conflict. Staff apply this policy consistently to discover and to eliminate any persistent misbehaviour, bullying or racial incidents.**
38. The school has a very good range of procedures for monitoring attendance and regularly reviews these with the support of the educational welfare officer. Supervision before school starts and a degree of flexibility in terms of arrival times has helped improve the punctuality of some pupils. The headteacher alerts all parents to the negative effect of taking holidays during term time and, in line with statutory guidance, will not authorise these unless there is a very good reason for doing so. There is clear unequivocal guidance to parents in the newsletters, annual reports and school brochure about the detrimental effect of unauthorised absence on their children's progress. Registers are marked with care and strictly in accordance with statutory requirements. The school is making good use of information technology to monitor attendance data more efficiently.

39. The school's arrangements for assessing pupils' attainment and progress are satisfactory. This is an improvement since the previous inspection. Procedures are better now because:
- there are agreed procedures that ensure that teachers make annual assessments in all subjects;
 - there are termly assessments in English and mathematics;
 - teachers make informal assessments in some other subjects when topics are completed;
 - the assessment of pupils with special educational needs begins much earlier than it did at the time of the previous inspection and is very thorough;
 - the school has begun to analyse assessment data as a guide to curriculum planning.
40. Despite these improving arrangements, the school's use of assessment information to guide curricular planning and support pupils' academic progress is unsatisfactory overall. This is because:
- the school's systems for analysing assessment data are relatively new and have not produced reliable information about trends over time or the relative strengths and weaknesses in teaching and learning or in the school's curriculum;
 - assessments in science and in all subjects other than English and mathematics are not rigorous enough to provide a clear picture of what pupils know, understand and can do;
 - the frequency and detail of the recording of assessments is very inconsistent;
 - planning for new units of work is often on the basis of broad target levels from the National Curriculum because teachers do not have the information that they need in order to plan tasks on the basis of pupils' prior attainments in the subject. This means that there are times when work is either too easy or too difficult for particular pupils and this reduces the progress that they make;
 - whilst the school uses assessment information to predict the levels that pupils will achieve in the National Curriculum assessments at the end of Year 2, it does not use the information effectively to set interim targets to help ensure that pupils attain their full potential.
41. Despite these weaknesses, there are some areas in which the use of assessment makes a worthwhile contribution to pupils' attainment and progress. In the Foundation Stage, assessments, taken when children of differing ages and levels of maturity enter the school, provide staff with suitable starting points for their learning in the reception classes. In English and mathematics, teachers use assessment information effectively to group pupils, for example in mixed-age classes, so that they work at the right level in any particular activity. They also use on-going assessments to 'fine tune' their weekly plans to meet the needs of individual pupils or to identify those who need additional support. This more systematic approach to the use of assessment is one of the important factors in the improving standards. The most effective use of assessment under the school's current arrangements is that which relates to pupils with special educational needs. In preparing individual education plans, teachers set very clear targets for pupils with special educational needs in order to help them to improve their learning or their behaviour. These plans effectively inform the teachers and classroom assistants how best to support these pupils when planning what they need to learn next in different subjects of the curriculum.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school's partnership with parents promotes effective links between home and school that enable parents to make a sound contribution to the work of the school and to their children's learning.
43. Parents have a good view of the school and what it provides for their children. The parents' meeting with the inspectors provided positive messages of support for the school and the commitment of its staff. These were echoed in the comments made by parents spoken to during the week of the inspection. Parents believe that their children enjoy their time at school because teachers have high expectations of them, help them make good progress and to become self-confident and responsible. Inspectors' judgements confirm these views.
44. The quality of the information available to parents is satisfactory. The school sends a sufficient amount of written information home and this is well received by parents. The prospectus provides a good introduction to the school and is usefully supplemented by helpful information in a 'Starting School' booklet for new parents. However, parents do not receive all the information they should from the governors' annual report. The report omits to illustrate to parents the level of progress made by the school since its previous inspection. Newsletters and notices posted in the teaching blocks keep parents up to date with school activities and forthcoming events.
45. Parents are kept adequately informed about their children's progress. The end-of-year reports on pupils' progress meet statutory requirements, but provide very few indicators on what the pupil needs to do to improve academically. However, the targets for the pupils' personal development are clearly defined and help clarify any misunderstandings between school and home. There are suitable opportunities for parents to discuss their children's progress at formal consultation evenings and at other times at the initiation of the parent or teacher. All parents know about the 'open door' policy in school, but relatively few feel the need to come into school unless they have a particular issue or concern to discuss with a teacher. The school also makes effective use of class assemblies, concerts and open days to show parents what their children are doing and have achieved.
46. Overall, the assistance given by parents to the work of the school is satisfactory and makes a worthwhile contribution to the pupils' personal and academic development. The school has a number of parents who act as voluntary helpers. These parents work in very effective partnership with teachers and so make a valuable contribution to pupils' learning. However, the number of parents in lessons was not as high as that reported on in the previous inspection. Parents abide by the rules governing their access to the school and some feel teachers could do more to encourage their help. Inspection evidence would support this view. The parent/teacher association attracts a small hardworking core of members who have managed to raise well over £2,000 through fund-raising activities. Events are well supported by the school and the local community. Money raised this year is earmarked for the purchase of equipment for pupils to use in their physical education lessons.
47. Parents are keen to see their children succeed and want them to do their best. The school and its parents work effectively together in support of this aim. Parents of pupils with special educational needs are properly involved in the discussions on setting targets for their children. This allows parents the opportunity to work in partnership with the school and to understand the steps their children ought to take to progress with their learning. Parents help maintain the good attitudes of pupils by encouraging their children to take advantage of the very good range of school clubs and by supporting their regular and prompt attendance at school. By showing a keen interest in what their children are doing, parents promote the feeling that schoolwork is valued and that school is a good and

exciting place to be. This has a positive impact on the pupils' attitudes to their learning. Parents view homework as providing a useful link between the pupils' learning at home and at school and most parents find reading with their children an experience to enjoy.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher provides very effective leadership. She has a very good understanding of the school's strengths and weaknesses, which gives her a clear view of how it can be improved. The headteacher has very clear educational aims, values and principles. These lie at the heart of all of the school's work and give rise to a purposeful atmosphere and an effective climate for learning, within which pupils feel secure and gain significantly in confidence. The school effectively meets its aim to ensure equal opportunities for all pupils. It provides very good support for pupils with special educational needs, for pupils speaking English as an additional language and for those who are more able. The atmosphere within the school fully reflects its aims, which are a commitment to working together for quality and high standards in all aspects of pupils' education.
49. The headteacher has redefined delegated roles and responsibilities since the last inspection. This makes key staff more effective and improves the overall quality of leadership and management. The headteacher and deputy headteacher are an effective management team. The deputy headteacher is fully involved in the day-to-day management of the school. Other staff also take management tasks, such as directing the school's provision for special educational needs, developing areas of the curriculum, liaising with neighbouring schools, co-ordinating staff development and supporting the work of student teachers or of staff newly appointed to the school. The processes of monitoring and evaluating the school's work have also become more rigorous since the last inspection. They involve all staff and, more recently, members of the governing body. As a result, the outcomes of monitoring form a good basis for staff development and school improvement planning. This collaborative approach to planning for school development is another area of improvement since the previous inspection. It results in good levels of teamwork and commitment on the part of all of the staff and has ensured that most issues raised at the previous inspection have been satisfactorily addressed.
50. Through the work of its committees and the regular involvement of individuals, members of the governing body are beginning to oversee the work of the school. Governors are becoming involved in aspects of policy, planning and the monitoring of standards and quality. The recently appointed chair of governors has begun to gather information at first hand about how the school functions. He observes lessons and holds discussions with the headteacher and staff. However, this 'hands on' approach does not extend to all governors. Many of the school's governors are recently appointed. They bring a wide range of community, business and professional expertise to the governing body, but are still awaiting the training that will enable them to use their experience effectively to support the school. Committees are recently constituted and so are not fully effective in holding the school to account and in setting targets that shape the direction of improvement initiatives. The governing body is not fulfilling its statutory responsibilities with respect to health and safety. Whilst the intention to hold a health and safety review forms part of the current three year action plan, governors have not systematically analysed how things are done in school, with a view to identifying potential areas of risk either to pupils or staff. They have not drawn up a school-specific policy that defines safe and acceptable practice, nor have they put in place arrangements to ensure that there is rigorous monitoring of established procedures and that shortcomings or inconsistencies are rectified. This is unsatisfactory.
51. The management and organisation of provision for pupils with special educational needs are very good. The school's policy is clearly written and fully meets the requirements of

the special educational needs Code of Practice⁶. Pupils' individual education plans are kept up to date and increasingly set targets that are specific, manageable and achievable. The governing body maintains an active interest in this aspect of the school's work. The nominated governor with responsibility for pupils with special educational needs visits the school regularly and keeps the governors informed by presenting reports on special educational needs at governing body meetings.

52. The number of teaching and support staff is appropriate to the needs of the school. There is a good mix of age, experience and expertise amongst the teaching staff. Two teachers have joined the school this year. The governing body has introduced suitable arrangements for monitoring and managing the performance of staff. Appropriate objectives have been set for each member of staff and these are to be reviewed annually. The procedures for the induction of newly-qualified teachers are very good. All newly-appointed teachers receive good support from other members of staff. This is enabling them to settle into the school and become increasingly effective. Newly-qualified teachers receive very good support from an experienced mentor as well as having access to a full programme of training and visits that help them to develop and improve the quality of their teaching. The classroom assistants work closely with the teachers in all classes and support pupils very well in their learning. The careful planning for and very effective management of classroom assistants and voluntary helpers are a strength of the school because they ensure that pupils benefit fully from the help that is available. This is an improvement on the provision reported at the time of the previous inspection. Teaching and support staff are also effectively deployed and ensure that pupils with statements of special educational need receive effective support. This makes a positive contribution to their attainment and progress. The governing body has invested more resources in staff training and development; this has increased the confidence, competence and morale of teaching and non-teaching staff and contributed to improvements in teaching and learning.
53. The quality of the school's accommodation has improved since the last inspection. In recent years, all pupils have benefited from improved toilet facilities and from developments to the school grounds that provide better facilities for learning and for play. The storage of large apparatus for physical education and of other resources, such as staging and musical instruments, still impinges on the use of the school hall. However, a bid has been made for additional funds to provide a storage facility. Teachers work hard to create a bright and interesting learning environment and the whole site is well maintained and cleaned to a good standard by the school's premises staff. The school is pressing for ramps and toilet facilities to be installed, suitable for wheelchair access. The current lack of proper facilities makes access to some parts of the school very difficult for parents or carers who use wheelchairs.
54. The school has good resources for most areas of the curriculum and teachers make efficient use of the available books and equipment. There is a wide range of reading and reference books that make a good contribution to pupils' developing literacy skills and to work across the curriculum. The school has just received additional computers and software, though resources for the teaching of control technology are still limited. Curriculum co-ordinators manage subject budgets efficiently, so that teachers have the resources that they need to teach the agreed curriculum effectively.
55. Staff use ICT effectively to ensure that financial and administrative systems work efficiently; for example, when they analyse assessment information or communicate subject guidance and development information. The headteacher and administrative

⁶ [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.](#) ~~Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act~~

assistant make good use of computer technology to track the school's budget and this enables governors to make decisions on the basis of accurate and up-to-date financial information. The governors' finance committee is satisfactory in its monitoring of the school's budget. As a result, specific grants are spent for their designated purpose and the school operates within its budget. Budget setting takes full account of the long-term plans of the school and different priorities are carefully matched against the funds available. As a result, the school is successful in meeting its targets in the school improvement plan. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to extend the school's current achievements, the governors, headteacher and staff should jointly:

- (1) raise standards in information and communication technology by:
 - i) providing the additional training that teachers need in order to use the school's new resources effectively;
 - ii) ensuring that planning for ICT makes arrangements for all aspects of the curriculum to be covered thoroughly;
 - iii) ensuring that planning for other subjects gives pupils the opportunity to reinforce and extend their ICT skills by applying them across the curriculum as a whole;

(Paragraphs: 3, 15, 22, 73, 82, 96, 98, 101-102, 104, 109)

- (2) improve teaching and learning in science by:
 - i) allocating more time to the teaching of science;
 - ii) giving more emphasis to the teaching of the skills of investigation and experimentation;
 - iii) giving pupils greater independence in planning and carrying out simple tests and investigations;

(Paragraphs: 2, 11, 22, 78-79)

- (3) improve teachers' planning in the medium and longer term by:
 - i) identifying the criteria that are to be used in assessing pupils' attainment and progress in all subjects;
 - ii) ensuring that all staff receive the necessary training to apply these criteria consistently;
 - iii) devising a manageable way of recording assessment information so that it is readily available to teachers when topics or skills are re-visited;
 - iv) ensuring that teachers use assessment information more systematically to identify what pupils of different levels of attainment, but particularly the higher attaining, need to learn next;

(Paragraphs: 17, 40, 83, 88, 93, 100, 105, 109, 118)

- (4) strengthen the governing body's procedures for ensuring the health and safety of staff and pupils by:
 - i) ensuring that the school has a comprehensive health and safety policy that gives details of all agreed procedures for teaching and non-teaching staff;
 - ii) carrying out regular health and safety visits that monitor the extent of staff compliance with agreed procedures and identify and evaluate potential health and safety risks on the school premises;
 - iii) ensuring that staff and governors receive periodic health and safety training.

(Paragraphs: 33-35, 50)

OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

Make greater use of the outdoor curriculum to promote the learning and development of children in the Foundation Stage.

(Paragraphs: 21, 59)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

37

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

36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	5	14	16	2	0	0
Percentage	0	14	38	43	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	154
Number of full-time pupils known to be eligible for free school meals	13
Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	36
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	26	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	17	18	19
	Girls	26	26	26
	Total	43	44	45
Percentage of pupils at NC Level 2 or above	School	91 (87)	94 (87)	96 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	17	17	17
	Girls	26	22	26
	Total	43	39	43
Percentage of pupils at NC Level 2 or above	School	91 (87)	83 (97)	91 (95)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	105
Any other minority ethnic group	2

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)	7
Number of pupils per qualified teacher	22
Average class size	26

Education support staff: YR – Y3

Total number of education support staff	7
Total aggregate hours worked per week	120

Financial information

Financial year	2000 / 01
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	£
Total income	358,536
Total expenditure	342,509
Expenditure per pupil	2,154
Balance brought forward from previous year	6,551
Balance carried forward to next year	9,476

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 52.6%

Number of questionnaires sent out	154
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	2	0	0
My child is making good progress in school.	62	37	1	0	0
Behaviour in the school is good.	42	54	0	2	2
My child gets the right amount of work to do at home.	31	56	11	1	1
The teaching is good.	52	44	2	0	2
I am kept well informed about how my child is getting on.	41	46	7	4	2
I would feel comfortable about approaching the school with questions or a problem.	52	44	2	2	0
The school expects my child to work hard and achieve his or her best.	54	44	0	2	0
The school works closely with parents.	28	52	16	2	2
The school is well led and managed.	35	43	12	5	5
The school is helping my child become mature and responsible.	48	48	2	0	2
The school provides an interesting range of activities outside lessons.	15	52	22	1	10

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

57. The arrangements that the school makes for children in the Foundation Stage are good. Children join the school in the September before their fifth birthday. The younger ones start on a part-time basis for the first term. They initially spend three mornings each week in school and two mornings in the nearby independent nursery. The older children start full-time straight away. An extensive induction programme includes a meeting for parents. Children and nursery staff visit school regularly in the summer term and the Reception and Reception/Year 1 class teachers visit the nursery. These arrangements very successfully promote a smooth transition between the nursery and school and enable links with home to begin to be established.
58. Children enter school with average standards for children of their age. The teachers and classroom assistants work hard to create a welcoming environment. All boys and girls, including those with special educational needs, feel secure and motivated to learn. The children make good overall progress and by the end of the Foundation Stage they attain almost all of the Early Learning Goals for children of their age. In personal, social and emotional development, communication, language and literacy and mathematical development, children's learning is particularly successful and many achieve higher than expected standards in these areas of learning.
59. The quality of teaching is good overall. This is an improvement since the last inspection when teaching was sometimes unsatisfactory. Teachers have a good knowledge and understanding of how young children learn and their planning satisfactorily incorporates the required areas of learning. Shortly after starting school, teachers assess children's skills, using local education authority assessment materials. They note children's achievements and create a range of records. However, they have not established consistent systems for regularly assessing and recording each child's attainment and progress and using this information to plan the next step of their learning throughout the Foundation Stage. Although children often work in general ability groups, daily activities are not always planned with enough attention to what individuals need to learn and this sometimes restricts their progress. There is a satisfactory range of resources and teachers organise their classrooms thoughtfully to stimulate children's curiosity and encourage them to become independent learners. The classrooms have access to a secure outdoor area, which provides opportunities for some valuable activities, including planting bulbs and vegetables. However, teachers do not make best use of this outdoor space to enable the children to learn by working on a larger, more active scale than is possible indoors.

Personal, social and emotional development

60. Children's personal, social and emotional development exceeds that expected for their age. The children are happy, secure and well used to the classroom systems. Almost all are confident and show a good degree of independence in their response to activities and daily routines. They are keen to bring items in from home, such as photographs for a display focussing on the seasons. Throughout the Foundation Stage, children are highly motivated to learn, settling to tasks and concentrating well for extended periods. They behave sensibly and handle books and equipment carefully. When moving around school, as when they go to the hall for assembly, they follow instructions and are very co-operative. Almost all children are patient and take their turn, for example when collecting their milk. Equipment is accessible and children carry out tasks and tidy up independently and confidently. They demonstrate a developing awareness of their own feelings and an

ability to express them. For example, the youngest children reflected briefly but thoughtfully on 'promises', in a carefully prepared act of collective worship. Teaching in this area of learning is good. Teachers and classroom assistants establish very warm relationships with the children along with clear expectations of good behaviour. The teachers value each child's efforts and give lots of individual praise and encouragement. For example, children sit on a special chair when it is their birthday and when it is their day to be 'helpers' and carry out particular jobs, such as taking the register to the office. Such arrangements successfully build children's self-esteem and promote their confidence in learning and in their relationships with others.

Communication, language and literacy

61. Children attain good standards of communication, language and literacy. Teachers plan a good range of worthwhile opportunities for children to improve their communication, language and literacy skills. Each day, children have planned opportunities to talk to adults and to each other. For example, in one class, each child brought in their favourite toy to show the others. The teacher and classroom assistant asked well-directed questions, which successfully promoted the children's speaking and listening skills. Children enjoy sharing stories and joining in with repeated phrases. The quality of teaching is good. Staff take every opportunity to promote children's confidence and communication skills. For example, when sharing their news, the youngest children sit in small circles with an adult, so that each child has a turn to contribute and be heard. Teachers carefully prepare activities, which stimulate children's interest in reading and writing. From their earliest days in school, children regularly take home books to share with their parents. They demonstrate confidence in handling books and considering the title page and author. Most are on the initial stages of reading. They recognise familiar words and are beginning to associate letters and sounds. These are systematically taught in a very lively way, using a recently introduced commercial scheme. This successfully engages and holds children's attention. Children are encouraged to see learning as fun. For example, an elephant puppet with a very good memory encourages children to attempt spellings. They regularly practise writing patterns and are taught to hold their pencils effectively to make carefully formed letters. They understand that writing conveys meaning and many are beginning to write simple words and phrases independently.

Mathematical development

62. Children develop a good standard of mathematical understanding. Throughout the Foundation Stage, children gain a good sense of number, order and sequence through regular numeracy sessions and additional activities, such as counting routines and number play that add to their basic understanding. They reinforce their knowledge of colours, shapes and mathematical language effectively through activities, such as identifying a shape in the 'mystery bag' by touch alone and creating collages of trains using coloured paper squares, rectangles and circles. Most children confidently count to 20 and many order and recognise numbers to 10. Teachers have high expectations and many older children in reception learn to count in twos to 10 and tens to 100. The quality of teaching is good because there are so many planned activities to promote children's mathematical development. In the course of the day, teachers introduce number songs and rhymes, which successfully add to the quality of children's learning because they are such fun. Staff regularly seize opportunities to build on children's mathematical skills and check their understanding through well-directed questions. For example, in a literacy session, the teacher asked individual children about the page number and the number of magnets used to hold the 'Big Book' onto the whiteboard. By introducing a mathematical dimension into almost all activities, teachers improve children's overall rate of progress in this area of learning.

Knowledge and understanding of the world

63. Children acquire a sound knowledge and understanding of the world through a satisfactory range of topics and activities. They learn about the properties of materials, such as sand and water, by handling and working with them. Stimulating activities, such as baking, successfully motivate the children and promote their interest in learning. They make progress in understanding the needs of living things through practical activities. For example, the younger children enjoy feeding the birds and the older ones learn how to care for their hamster. They gain further knowledge and understanding of the living world through visits to the park and the zoo. The teaching of this area of learning is satisfactory. However, children's learning is enhanced when special events add an extra dimension to their experience in school. For example, the children made good progress in learning about hospital routines when they met a visitor from the local hospital who brought lots of interesting things for them to see and talk about. Children have regular opportunities to use and become familiar with the classroom computers. They develop satisfactory levels of independence and demonstrate basic competence in using a range of simple computer programs, which soundly support their learning.

Physical development

64. Children's physical development is satisfactory. They move safely and confidently in and around their classrooms. They play safely and display physical skills, such as pedalling, during well-supervised playground sessions riding wheeled vehicles. Although there is a designated secure outdoor area adjacent to the classrooms, there are no arrangements for children to move freely between indoor and outdoor play and they have few opportunities to use it for vigorous free play. Children enjoy regular opportunities to be active in physical education lessons when they move with control and avoid bumping into each other. They respond promptly to instructions and run, walk and hop with satisfactory standards of co-ordination and balance. The quality of teaching is satisfactory. Within the classroom, teachers plan activities, which satisfactorily promote children's physical development alongside other areas of learning. Children fit together jigsaws and frequently use paintbrushes and simple tools, such as scissors, demonstrating sound manipulative skills.

Creative development

65. Children develop satisfactory creative skills. They join in readily with action songs and number rhymes and they enjoy joining the rest of the school for singing. They have frequent opportunities to draw using pencils and a satisfactory range of markers. They confidently stick and use paints in various ways, such as 'scatter' and 'blow painting' and printing with fruit and vegetables. The quality of teaching is satisfactory and sometimes good. Teachers plan activities, which successfully engage children's interest and promote their use of imaginative language. For example, children enthusiastically collaborated in role-play in their newly created 'hospital'. Teaching is most successful when the teacher has high expectations and activities are well planned to build on what the children have learned before. This was seen to good effect in a music lesson when the older children learned how symbols can represent sounds.

ENGLISH

66. In the national tests in 2001, pupils' attainments at the end of Year 2 were average in reading and above average in writing, both in comparison with all schools nationally and with schools of a similar character. Standards have fluctuated in recent years, although the overall trend has been one of improvement. Inspection evidence indicates that standards are still rising. Pupils in the current Year 2 are on course to attain above average standards in speaking and listening, reading and writing, as at the time of the previous inspection. Pupils in Year 3 continue to make good progress in their learning and attain standards above those normally expected of eight-year-olds.
67. Standards in English are continuing to improve because:
- teachers plan regular speaking and listening activities, which successfully promote pupils' skills;
 - the school allocates additional time beyond the daily literacy hour for pupils to reinforce and extend their reading skills;
 - teachers give high priority to the systematic development of pupils' writing skills;
 - the school identifies and effectively supports those pupils who need additional help with reading and writing;
 - pupils show good attitudes to learning in English. They are eager to contribute their ideas orally and apply themselves well to reading and writing tasks;
 - pupils with special educational needs and those who speak English as an additional language make similar progress to other pupils because they receive very effective support from teachers and classroom assistants;
 - teachers are sensitive to the needs of individual pupils and ensure that all are included in classroom activities. There are no consistent variations in the progress of pupils of different gender, background or ethnicity.
68. Teachers consistently extend pupils' vocabulary and promote their interest in new words. Pupils usually listen well and as a result they make good progress. They demonstrate their attention by answering questions thoughtfully and responding aptly to instructions. The youngest pupils listen avidly to stories read expressively by their teacher. They are well motivated and join in enthusiastically with repeated phrases. Throughout the school, pupils have frequent opportunities to speak purposefully. For example, regular 'Circle Times' provide well-structured opportunities for all pupils to talk about a range of issues. Pupils offer suggestions willingly because teachers accept them with unfailing interest. By Years 2 and 3, they often demonstrate speaking and listening skills above nationally expected standards. Older pupils confidently express their own ideas and listen carefully to those of others, as when pupils mimed characters from stories and others discussed the information they were being given. Pupils also have opportunities to speak in more formal situations, for example, addressing the whole school in assembly. Pupils use their speaking and listening skills effectively to support their learning in other subjects. In a Year 3 religious education lesson, for example, pupils thoughtfully described their personal images of Jesus and began to consider the sources of their ideas.
69. Pupils of all ages enjoy hearing stories being read by adults and are encouraged to take books home regularly. Most of the pupils interviewed during the inspection are keen readers. Teachers ensure that pupils read books at the correct level of challenge. Most Year 1 pupils read simple texts with understanding and readily describe their favourite part of the book. Most Year 2 pupils read accurately and with expression. Teachers successfully promote pupils' knowledge of letter sounds. With increasing independence, pupils use this knowledge and other clues in the text to help them tackle unfamiliar words. By Years 2 and 3, overall standards in reading are above average. The older pupils talk readily about the characters and key events of their current reading books and occasionally the more able compare books with others they have read. Pupils approach a good range of both fiction and non-fiction books with interest and almost all use contents

and index pages competently. During daily literacy lessons and in silent reading sessions in the course of the week, pupils have regular opportunities to develop and reinforce their skills. Moreover, teachers and classroom assistants give additional time to reading with individual pupils. This boosts pupils' interest and promotes good progress in reading.

70. **Standards of writing are good overall. Teachers plan a range of writing opportunities and consistently praise pupils' efforts. In consequence, pupils gain confidence and show a lively interest in writing. However, in some Key Stage 1 lessons, pupils frequently complete worksheets with single words or short phrases, rather than expressing themselves more fully in independent writing. This limits their progress. In Year 2, most pupils express their ideas in simple sentences, often with correct basic spelling and punctuation. As they move through the school, pupils make increasingly good progress, with most pupils writing confidently for a range of purposes and in a variety of styles. For example, they write imaginative stories, retell familiar tales, write letters, compose their own poems and write factual accounts, such as reporting on school visits. By Year 3, most pupils write quite fluently and begin to plan their work, as a means of organising and developing their ideas. Higher-attaining pupils use correct punctuation for speech and begin to use complex sentences. Throughout the school, teachers focus consistently on the spelling of commonly used words and so pupils' spelling is increasingly accurate. Pupils practise their handwriting regularly and carefully present work for display. However, teachers' expectations of everyday handwriting are not consistently high. As a result, the work of some Key Stage 1 pupils does not always reflect the handwriting standards of which they are capable.**
71. The quality of teaching is good overall, with examples of very good teaching in Years 2 and 3. However, teaching of younger pupils was unsatisfactory in two lessons when pupils were not engaged in their tasks, did not settle to their work and made little progress in the course of those lessons. Teachers have secure subject knowledge. In almost all classes they are clear about what they want the pupils to learn and often share this with pupils at the beginning of the lesson. As a result, pupils are interested and approach their work purposefully. Teachers use well-targeted questions to stimulate pupils' thinking, check their understanding and reinforce their learning. In most instances, teachers use current systems of assessment and record keeping satisfactorily. They plan work for different groups of pupils at appropriate levels and direct support towards individual pupils in order to improve their basic skills and raise standards. However, they do not use the results of tests and observations to identify pupils' strengths and weaknesses as a basis for setting individual targets. Teachers mark pupils' work regularly. However, comments do not consistently indicate what pupils can do to improve. In the most successful lessons, teachers engage pupils' interest very actively with their lively approach and often with a touch of humour. Teachers work closely with classroom assistants, who make a valuable contribution to pupils' learning. They often give particular support to lower-attaining pupils and those with special educational needs, enabling pupils to participate purposefully. Teachers set regular reading and spelling homework. Pupils are well supported at home and these activities positively reinforce their learning.
72. Teachers have very good relationships with pupils. They are consistently supportive and successfully boost pupils' self-esteem. This promotes pupils' positive attitudes to work and eager involvement in lessons. Pupils follow their teachers' instructions and almost all behave co-operatively and well. Activities, such as 'World Book Day', book fairs and theatre group visits to school, increase pupils' interest and involvement in their learning.
73. The literacy co-ordinator is committed to improving standards throughout the school. She is supportive to staff and actively promotes the development of literacy skills across the curriculum. Pupils have frequent opportunities to read, write and discuss as part of their work in other subjects, as for example in a recent Years 2/3 topic on the 'Gunpowder Plot'.

These well-conceived opportunities contribute effectively to pupils' standards in English as well as to their achievements in other subjects. There are, however, too few opportunities for pupils to develop their literacy skills through the use of ICT. The school has a broad range of good-quality reading books, which it uses well to stimulate pupils' interest and promote learning. Pupils make good use of non-fiction books from the school library and from the local authority library service to further develop their literacy skills and as a resource for their work in other subjects.

MATHEMATICS

74. Pupils' achievements in mathematics are improving steadily. For the last three years standards have been maintained at the broadly average level, despite growing numbers of pupils with special educational needs. In the National Curriculum tests for seven-year-olds in 2001, pupils' results in mathematics were in line with the national average and with the average for similar schools. All but two pupils attained the nationally expected standard and just over a quarter of all pupils achieved the above average standard. Inspection evidence indicates that pupils in the current Year 2 are making good progress and that standards are set to move above average. Almost all are on course to attain or exceed the nationally expected standard. Overall standards are likely to be higher than last year because a greater proportion of pupils is on course to attain the above average standard than in previous years. On-going developments and training that derive from the National Numeracy Strategy are taking root and beginning to improve the quality of teaching and learning. In relation to their attainment on entry or to the specific difficulties that some face, all are achieving well and have made good or, in the case of some pupils with special educational needs, very good progress. Pupils in Year 3 continue to progress well and are working at levels that are above average for their age.
75. By the end of Year 2, all pupils count forwards and backwards to and from 100. They recognise, read and sequence sets of numbers accurately. They are confident about the value of digits in numbers up to 100 and higher-attaining pupils extend this area of understanding to 1,000. They know the pairs of numbers that add up to 10 or, in the case of higher-attaining pupils, 20 and use this to carry out simple calculations quickly and accurately. They use the language of simple fractions appropriately when comparing numbers or shapes. Their knowledge of tables is developing well and higher attainers apply this to division problems. They solve problems involving familiar coins and estimate and measure length with a good degree of accuracy. Almost all name a good range of two- and three-dimensional shapes and higher-attaining pupils identify or classify them by their properties. All record data effectively using bar graphs.
76. By the end of Year 3, most pupils of all levels of attainment understand the value of digits in numbers up to 1,000 and higher-attaining pupils use their understanding of place value to multiply and divide by 10 and 100. Average and higher-attaining pupils have a good command of basic number facts and use tables and number bonds quickly and accurately to make mental calculations involving larger numbers. Their understanding of fractions develops well. Most understand that fractions are part of a whole and higher-attaining pupils understand the idea of equivalent fractions. They use metric units to measure length, and calculate area and perimeter by counting squares or sides of squares. Most pupils accurately interpret the data shown on simple graphs and charts.
77. Teaching is successful and most pupils achieve well because:
- the co-ordinator has a very high level of understanding, experience and expertise that has enabled her to manage the introduction of the National Numeracy Strategy very effectively. This has brought a greater consistency to the teaching of mathematics that is helping to raise standards over time;

- the school's mathematics curriculum ensures that pupils cover all aspects of mathematics thoroughly;
- planning emphasises the development of number skills, which is helping to improve mathematical understanding. Mental agility work forms a lively part of most lessons, improving pupils' confidence and the speed and accuracy of their thinking. When teachers target questions skilfully, as in the Years 2/3 session on near number bonds as an addition strategy, pupils of differing levels of attainment benefit and make good progress;
- pupils reinforce their mathematical understanding effectively through work in subjects such as science, geography and ICT, for example, in their work on graphs and charts;
- very careful planning helps teachers build on pupils' prior learning. In this respect, teachers use assessment information effectively to match the work carefully to pupils' differing needs and abilities. For example, in a Years 2/3 lesson on addition strategies, the teacher used assessment information to group pupils according to their prior attainment in this subject and her own on-going evaluations to 'fine-tune' planning so that pupils of all levels of attainment were able to succeed and make progress as a result of that day's work;
- teaching and non-teaching staff work as very effective teams. Classroom assistants and support staff know exactly what is expected of them and this enables them to support teaching and learning very successfully. This is particularly important as it allows the school to meet the needs of all pupils more effectively by providing additional support for pupils with special educational needs, for those speaking English as an additional language or by helping higher-attaining pupils move on to more challenging work. This was seen to particularly good effect in a Year 2 lesson on solving money problems, when very effective work by the three additional adults in the classroom had a significant impact on the attainment and progress of lower-attaining pupils in the class;
- the teachers value everyone's contributions and this helps to improve levels of confidence and performance among all pupils, whatever their ability. Pupils join in well, persevere with challenging tasks and respond positively to all of the adults who help them. This was clearly the case in a Years R/1 mathematics lesson when some pupils did not want to stop working, even though it was time for the lesson to end.

SCIENCE

78. Most pupils in Year 2, including those with special educational needs and those speaking English as an additional language, are on course to achieve the standards expected for their age by the end of the year. This reflects the results of last year's national tests for this age group. Pupils in Year 3 make satisfactory progress and by the time they leave the school, standards meet expectations for their age. Teachers throughout the school provide too few opportunities for pupils to take part in scientific investigations. In this school, less time is given to science than most schools nationally. Consequently, teachers do not allow pupils to use enough of their own ideas and initiative; for example, in raising questions, deciding on how they will go about their investigations or in choosing what resources they will use. This restricts the extent to which pupils develop the skills of scientific investigation and in particular their independence and ability to raise questions, to predict what is likely to happen and to describe whether what happens was what they expected. As a result, whilst almost all pupils attain the nationally expected Level 2, the number of pupils reaching the higher Level 3 by the end of Year 2 is well below the national average.
79. **The pupils in Year 2 have satisfactory levels of scientific knowledge and understanding. They know which materials conduct electricity. They can construct a simple a circuit and so light up a bulb. The higher-attaining pupils confidently recognise the external parts of the body and use suitable terms to name them. Most pupils know something about forces such as friction. They understand that living things need food and shelter in order to thrive and that different living things are found in places that suit them. All pupils know and use the correct scientific terms that relate to their work. For example, most pupils know that an animal's natural**

home is its habitat. When given the opportunity, pupils can find information from books. Under the direction of the teacher, pupils use simple equipment such as a ramp to observe how far a toy would travel. However, the independence and understanding of most pupils does not extend to an ability to set up their own investigations or to talk about what worked, what did not and, more importantly, why.

80. Pupils in Year 3 know some of the properties of different materials and understand that this makes them suitable for differing purposes. They know that a brick is strong and hard and that metal is suitable for making a waterproof tank. Most pupils understand terms, such as 'repel' and 'attract' when they are related to magnets. However, when teachers introduce incorrect terms, such as certain materials 'sticking' to magnets, this develops misunderstanding. Most pupils correctly name the parts of a plant, whilst higher-attaining pupils extend this to an understanding of the purpose of some of these parts, such as that the roots take in water and nutrients.
81. The pupils have good attitudes to science. They behave very well and show good levels of enthusiasm. They listen carefully to each other when discussing fair tests and they persevere with tasks, responding well to the encouragement of teachers and of support assistants.
82. There is insufficient evidence against which to judge the overall quality of the teaching of science. In the lessons seen, teaching in Key Stage 2 was satisfactory or better. The teachers have good relationships with their pupils and high expectations of their behaviour. In the Years 2/3 lesson, the teacher used the other adults very well so that all the pupils were engaged purposefully in their work. In both lessons, the teachers used questions effectively to make the pupils think carefully, though the questions did not always extend understanding to the full. In Year 3, the teacher's questions helped pupils to consider what would constitute a fair test of the conditions that seedlings needed to grow. However, this was not developed, for example, to extend pupils' thinking about why a cupboard would be better for excluding light than under a table. The teacher's good sense of humour made a positive contribution to her relationships, particularly in support of pupils with special educational needs. Although the pupils in the Years 2/3 class were using the Internet effectively to gather information to support their science work, teachers do not currently make enough use of ICT to complement pupils' learning in the subject. Teaching does not always extend the skills of the higher-attaining pupils sufficiently. For example, teachers sometimes require these pupils to complete tasks that do not develop science knowledge, skills or understanding, such as colouring a printed picture rather than using their initiative to set up an investigation.
83. The recently appointed subject co-ordinator has not had the opportunity to monitor teaching or to analyse pupils' work, although time for these activities has already been planned. As a result, she has so far had limited impact on developing science through the school and raising standards. Teachers' assessments of what pupils have and have not learned are not thorough enough to be useful in planning what individual pupils should learn next, particularly in respect of the skills of scientific investigation.

ART AND DESIGN

84. The good standards found in the last inspection have been maintained and standards continue to be above nationally expected levels at the end of Year 2 and in Year 3. Around the school, pupils' carefully mounted and displayed work shows a good range of two- and three-dimensional work. As they move through the school, pupils of all levels of attainment make good progress. They gain experience of a wide range of materials and techniques used in art, craft and design. They also learn about and appreciate the work of other artists.

85. The youngest pupils use paint confidently and are alert to patterns around them. They create dot paintings inspired by Aboriginal paintings on bark. In Years 2 and 3 pupils successfully consolidate and build on their pencil skills. For example, in a very well-planned lesson, pupils demonstrated good shading skills, increasing attention to detail and a developing awareness of scale in their sketches of a bicycle. Pupils have ample opportunities to explore their ideas and develop their own designs. They extend their skills well. This is exemplified in the work produced during 'Art Week'. Working with a visiting artist, pupils created an exciting range of masks, using fabrics, string, hessian and a very wide range of recycled materials. Pupils gain experience in a range of modelling techniques and materials, including clay and papier-mâché.
86. Teachers positively encourage all pupils' ideas and efforts. This successfully promotes pupils' confidence and readiness to apply themselves well to art projects. They enjoy art and are very keen to discuss their current and previous work. They work with care and pay considerable attention to the quality of their finished work. Many pupils attend the well-established art club and pupils are proud of their work, which is displayed around the school.
87. During the inspection, only one art lesson was observed. However, evidence from this lesson, from talking to pupils and from analysing pupils' completed work and school documentation indicates that the quality of teaching and of pupils' learning is good. Teachers' knowledge and understanding of the subject are good. Teachers plan carefully and take time to introduce topics thoroughly and in a lively way. In order to broaden pupils' awareness and understanding of aspects of art and the work of artists, teachers plan a programme of stimulating visits to galleries. For example, pupils studied Henry Moore's sculpture when they visited the Tate Exhibition at Norwich Castle. Teachers often plan art projects, which link with work in other subjects. This adds relevance to the work and successfully promotes learning. For example, Years 2/3 pupils produced Aztec style head-dresses and the oldest pupils visited an exhibition, which included Ancient Egyptian art and artefacts, to support their work in history. Throughout the school, pupils gain experience of the creative potential of ICT for producing computer art. They use computer programs to produce patterns and effects, though the range of resources currently available is narrow. This soundly reinforces their ICT skills.
88. Pupils' learning in art makes a valuable contribution to their spiritual, moral, social and cultural development. For example, pupils' growing appreciation of the natural world, as seen in Years 2/3's studies of the shades of green found in a rainforest, supports their spiritual development well. Moreover, their knowledge and understanding of the work of artists successfully promotes their cultural development. The well-qualified co-ordinator enthusiastically leads and supports the staff, who are keen to maintain high standards. However, there are no procedures in place for regularly assessing and recording pupils' progress as the basis for future work. As a result, work for pupils of differing abilities tends to be planned on the basis of broad target levels rather than on the basis of what individual pupils know, understand and can do.

DESIGN AND TECHNOLOGY

89. Teachers' planning and pupils' completed work indicate that standards in design and technology meet national expectations by the end of Year 2 and by the time that pupils leave the school at the end of Year 3. All pupils, including those with special educational needs, are making satisfactory gains in the skills of investigating, designing, making and evaluating products, as they move through the school. Whilst standards remain similar to those reported in the previous inspection, provision is improving. This is because teachers' planning for design and technology is more coherent. It is firmly based on national guidelines and, as a result, pupils experience a more balanced programme that

ensures that the four important components of design and technology feature regularly in their work. Good links with other subjects are another useful feature of planning that give added meaning and purpose to pupils' work. For example, work in English and science formed the starting point for recent design and technology projects in Year 2, when pupils designed broomsticks for 'Harry Potter' and made healthy eating pizzas.

90. Pupils' planning is also an important part of most design and technology projects. Pupils in Year 2 produced design drawings of what they thought 'Harry Potter' puppets would look like, as well as showing the individual components and how they would work. Pupils in Years 2/3 considered the outdoor location for their 'enormous squirrel' when deciding on the most suitable materials. Because pupils know exactly what they want to achieve, their approach to their work is more purposeful and this improves the quality of their learning.
91. From the very beginning of Year 1, pupils learn the basic skills of making. They learn how to use unfamiliar tools safely and have the opportunity to investigate and experiment with skills and techniques before using them in particular projects. Pupils learn to use a range of materials as they make various items. These include paper, card, fabrics and malleable and recyclable materials. They learn by first-hand experience how to cut, shape and join different materials. As a result, their Christmas cards with moving characters work well. Evaluation is also a key feature of most projects. Pupils in Year 2 use a paper mock-up of their puppets so that they can find out which of their ideas work well and which need modifications. This systematic approach improves the quality of pupils' finished work.
92. There is insufficient evidence to make an overall judgement about the quality of teaching or about pupils' attitudes to the subject. In the one lesson observed, teaching was good. There was a strong element of choice and problem solving in pupils' activities that motivated them and promoted purposeful discussions and enthusiasm. The planning and management of the session was sound, ensuring that pupils, though exuberant and at times loud, were, nevertheless, busy and thinking carefully about their work throughout the lesson.
93. Subject leadership is sound. The co-ordinator is successfully raising the profile of design and technology throughout the school. She has sufficient knowledge and understanding to lead the subject effectively, but has only recently taken on the responsibility. Consequently, current initiatives, though well conceived, have had too little time to impact on standards. There are no whole-school procedures for assessing pupils' attainments in design and technology. Topics are chosen so that skills can be introduced progressively, but lesson planning does not take account of pupils' prior attainments.

GEOGRAPHY

94. Only one lesson was observed. However, evidence from teachers' planning and from the pupils' completed work shows that they are likely to achieve above the expected standards for their age by the end of Years 2 and 3. Pupils of all abilities are making good progress. Pupils' work in geography also makes an effective contribution to their moral and social development because they gain an understanding of their place in the local and wider community and get a clear insight of what it means to be a responsible citizen.
95. The pupils in both Years 2 and 3 have a good knowledge of the physical features of their locality, such as shops, roads and parks that establish the character of the local community. They distinguish between these and human features, such as aircraft noise, traffic pollution and litter. They know about the features of distant locations, such as rainforests, and confidently use the correct terms, such as 'canopy' and 'forest floor', when talking about them. All pupils have strong views on the environment, because environmental issues form a strong and consistent theme through much of their work. For example, they wrote letters to the volunteers who tidied the school's wild patch, expressing

their views on why they liked the improvements. They competently express other views on the school grounds, such as not wanting them to be cluttered with litter. They know that they can influence their environment by, for example, contacting the local council for support in keeping the school litter-free or supporting efforts to save endangered species. Pupils learn to use maps and have the opportunity to practise these skills by drawing a local street plan and marking their route for delivering harvest gifts to the elderly in the community. Year 3 pupils extend their mapping skills and understanding of how co-ordinates and keys are used on Ordnance Survey maps. Years 2 and 3 pupils use the Internet effectively to find information about the rain forest, but do not have the necessary skills to do this or to conduct other investigations independently.

96. There is insufficient evidence to make overall judgements about teaching or about pupils' attitudes to the subject. In the lesson that was observed, teaching made a satisfactory contribution to pupils' understanding and interpretation of maps. The teachers are still working to develop the school's approach to assessing pupils' work in geography so that they can use the information it provides in planning more accurately what they need to learn next. ICT does not make as full a contribution as it might to pupils' learning. The co-ordinator has a satisfactory role. She is enthusiastic and hardworking, but she has a limited impact on monitoring and developing teaching further. The school already has plans to address this.

HISTORY

97. Because of the way the school organises its timetable, no lessons were seen during the inspection. However, discussions with pupils and an examination of their completed work show that standards are in line with national expectations in Year 2 and above those expected nationally by the time that pupils leave the school. This is because the older pupils study history topics in considerable depth and so develop good levels of knowledge and understanding. Pupils' achievements by the end of Year 3 are similar to those at the time of the previous inspection. All the pupils in Years 1 and 2, whatever their ability, achieve at a similar satisfactory rate. Older pupils often make good progress because they are more independent and this enables them to find things out for themselves by, for example, searching in books for information about castles. Year 3 pupils work with particular care and attention to detail. They complete an impressive amount of work that is thoughtful and well presented. The pride that pupils take in their pictures and writing is clear evidence of their good attitudes that add considerably to the progress that they make.
98. Year 2 pupils of all abilities recall a number of famous people from the past and know about important events and why they took place. They know about Samuel Pepys and they understand that the 'Great Fire of London' spread quickly because the houses were made of timber and they were close together. They describe how the past was different from the present by referring, for example, to the lack of electricity, televisions and heating. They know where to find information for themselves, for example from books, but have limited experience of doing so. Year 3 pupils know about the Anglo Saxons, why they settled by rivers and the sort of materials they used in their everyday lives. From visiting Norwich, they learn that buildings such as the Forum are new and that the Cathedral is old. The detail in pupils' work fosters their good understanding of where the Vikings came from, how they travelled and how they took land from the Saxons. They gain a sense of chronology through sequencing events, for example the death of Boudicca's husband and the Roman Invasion. Pupils have good factual knowledge of ancient civilisations, such as that of the Aztecs. They know about the chores that children undertook, the layout of the main settlements and their religious beliefs and this gives them a good insight into the lives of people in the past. Not all teachers make full use of ICT to enrich learning in the subject. There is scope for the more extensive use of computer simulations to extend pupils' understanding of the past.

99. There is not enough evidence to make judgements about the quality of teaching in history. However, the pupils' work highlights teachers' good use of Remembrance Sunday to help pupils to understand how events in the past, such as the loss of life during wars, can influence the way they live now. There is also evidence to indicate that teachers use educational visits effectively to motivate pupils and reinforce their learning. A particular strength in the teaching of Years 2/3 pupils is the way it enables them to state what they intend to learn in their topics and then to evaluate their experiences at the end of the project. This gives them a better understanding of their own learning.
100. The subject co-ordinator provides sound leadership. For example, she successfully organised a temporary school museum. This provided the pupils with a rich array of historical artefacts that filled the school hall and acted as an effective stimulus in extending the pupils' awareness of what life was like in the past. However, the co-ordinator has a limited role in monitoring the development of the subject, for example by observing teaching in order to identify what works well and to identify aspects that need improvement. The school has already made arrangements for this to happen as part of an on-going programme of monitoring and evaluation. Furthermore, teachers are still working to develop the school's approach to assessing pupils' work in history and particularly to using the information it provides in planning their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. Standards in ICT are below national expectations and pupils of all levels of ability are not making enough progress in the acquisition of knowledge, understanding and skills. A key issue from the previous inspection was that the school should develop ICT to the same standards as other subjects. Several factors mean that the school has not accomplished this development.
- The school did not have the resources or facilities to cover all aspects of the curriculum thoroughly or to make good use of ICT as an aid to pupils' learning. For example, existing resources did not allow control technology to be taught effectively and until very recently resources for investigations and simple research were very limited; the school has only just been linked to the Internet.
 - The school was allocated to the final phase of a local scheme to up-grade ICT resources in schools. It has, therefore, only just taken delivery of the equipment necessary for pupils to develop skills and understanding in greater depth across the different aspects of the ICT curriculum.
 - These resources are not fully incorporated into teaching and learning.
 - The school has adopted national guidelines and prepared detailed plans aimed at improving the teaching of ICT skills and increasing the use of computers across the curriculum. These plans have also been 'on hold' pending the arrival of the school's new resources.
 - Some teachers lack confidence and expertise. The additional training that they need, though planned, has not taken place. As a result, teachers do not routinely plan for the use of computers in as many lessons as they could.
 - The school has agreed a timetable for the co-ordinator to observe teaching. This has not been implemented as a way of identifying strengths and ensuring that aspects for improvement are tackled.
102. Throughout the school, standards are below national expectations because pupils have not had the range of opportunities that they need to develop the required knowledge, understanding and skills. Pupils of all abilities lack confidence when talking about their use of ICT. They do not have the depth of understanding to describe clearly how to carry out basic tasks, such as entering, retrieving and saving their work or how to create a picture using a computer. Pupils are particularly weak in their understanding of computerised devices that allow people to plan and command things to happen. For example, their abilities to programme devices do not include a robot that travels along the

floor. They have a limited grasp of how to control simple mechanisms, such as starting, stopping and rewinding devices for listening to a story in the early years. Older pupils know how to use the mouse to move images on a computer screen, but most pupils have poor abilities in using ICT to share ideas using text, pictures and sound. They have some experience of using the Internet as a source of information, but because this technology is very new to the school, pupils do not yet have the competence to do this independently.

103. Insufficient teaching was seen to judge its quality through the school, although there were strengths in the Year 3 lesson observed. The teacher had secure subject knowledge and as a result her teaching was clear and authoritative. For example, she was confident when showing how the word 'long' could be made longer. The teacher valued the pupils' suggestions and this encouraged them well. She shared pupils' enjoyment of their success and this fostered good relationships and the pupils' good attitudes. However, despite some good features in the teaching of the Year 3 pupils, it does not compensate for the narrow curriculum that they have received through the school and standards are below those expected when the pupils leave the school.
104. Teachers sometimes plan for the use of ICT to support the pupils' learning in other subjects. For example, in Year 1, the pupils used a computer program to make firework pictures and in a Years 2/3 lesson the pupils used the Internet to gather information about animals. Year 2 pupils have used ICT to create graphs and charts in their mathematics lessons. However, the use of ICT does not feature prominently enough in teachers' current planning across the range of subjects. For example, teachers are not making enough use of ICT to boost pupils' literacy skills. Pupils learn to change the way single words look on the computer screen, but teachers do not always extend this to editing and amending whole sentences as an efficient way to improve their writing. As a result, the pupils' abilities in drafting, editing and communicating their ideas using the computer are weak.
105. The co-ordinator has a sound understanding of how the subject needs to be developed and she has already begun to provide training and support for teachers. Currently, this has had a limited impact on the raising of standards, because many planned initiatives have been held up as a result of the delayed arrival of the school's new equipment. However, the school is now well placed to make the improvements that it has planned. The system for assessing and recording the pupils' attainment and progress as they move through the school is also relatively new and so far the information that it provides is not used rigorously in teachers' planning.

MUSIC

106. Pupils exceed the standards normally expected for their age by the end of Year 2 and in Year 3. Pupils have regular opportunities to sing, play musical instruments, make simple compositions and listen to and appraise music. Teachers and support staff are committed to ensuring that pupils with special educational needs and pupils who speak English as an additional language are fully involved in musical activities. This enables them to make as much progress as other pupils. These findings reflect those of the last inspection.
107. Pupils know a wide range of hymns and songs, which they sing enthusiastically, remembering the words and actions well. In assembly and in their weekly whole-school 'Sing Along', pupils sing tunefully and very expressively. For example, they vary the volume and tone to add meaning to the different verses of *Kum Ba Yah*. They follow instructions well and develop the ability to control their voices and sing with confidence. Teachers' planning follows national guidance, which has been adapted for the school. This gives structure to music lessons and ensures that pupils successfully build on knowledge and understanding gained earlier in their school life. They listen carefully to music. For example, Year 3 pupils listened attentively to a Dave Brubeck recording and

responded using appropriate technical terms, such as 'ostinato'. Pupils regularly create and develop their musical ideas, using a good range of percussion instruments. They understand that sounds can be represented by symbols and they produce simple compositions. Pupils demonstrate a good sense of rhythm. They keep a steady beat when they play and sing. Pupils enjoy these activities and concentrate well. They are very keen to discuss their work and proudly describe their achievements and performances in which they have been involved.

108. The quality of teaching is good. The school makes arrangements for the co-ordinator to teach all classes throughout the school as well as leading whole-school singing activities. This means that the majority of pupils benefit from her expertise. Lessons include varied and interesting activities in which all pupils participate. This involvement very successfully promotes pupils' enjoyment of music and their learning. In whole-school and class sessions, the music co-ordinator has high expectations of pupils' involvement and application. They respond well. For example, Year 1 pupils demonstrated good understanding of how symbols can represent sound, when they created and performed simple compositions. The lessons move at a brisk pace. As a result, pupils sustain their attention, behave very well and make good progress in learning.
109. The co-ordinator energetically promotes pupils' interest in the subject. She has identified the need for regular assessment of pupils' progress to be established, so that planned tasks more closely match pupils' skills. Participation in musical events, such as the whole-school Christmas musical, 'Hosanna Rock', and summer concert for parents, makes a valuable contribution to pupils' musical development. Many pupils reinforce and improve their skills by their involvement in music groups, in which they play belleplates, ocarina, recorder and keyboard. There is also a percussion club and an orchestra. Pupils also have the opportunity for violin tuition, which promotes the learning of those involved. ICT is not used to promote pupils' learning in music. Overall, pupils' learning in music makes a sound contribution to their spiritual, social and cultural development. However, there are few musical activities planned to extend pupils' multi-cultural knowledge and experience.

PHYSICAL EDUCATION

110. Pupils throughout the school reach the expected standards in the aspects of the physical education curriculum that were seen during the inspection. Inspection evidence and teachers' planning for physical education indicate that all elements of the National Curriculum receive appropriate attention. Most pupils of all levels of attainment in both key stages make satisfactory progress in the areas covered. Pupils make good progress in swimming because they benefit from expert teaching from trained instructors. Consequently, by the age of eight, many are attaining standards normally expected of 11-year-olds.
111. In Years 1 and 2, almost all pupils respond to their teachers' instructions quickly. They work safely individually, in pairs and in small groups. Younger pupils in Year 1 move in a variety of ways and this establishes an appropriate foundation for the development of gymnastic and expressive movement in later years. They use movement imaginatively, responding to the ideas suggested by a poem, sounds or music. By Year 2, pupils are confident. For example, they use their bodies energetically as they perform jumping, landing and rolling sequences, although precision and control are slow to develop. By the time that they leave the school, most transport and set up apparatus correctly. They use gymnastic apparatus safely and purposefully. They use space well, choose and link movements into simple gymnastic sequences and show satisfactory control of movement and balance. They understand the importance of exercise and the effects that it has on the body.

112. The majority of pupils respond well to the teaching of physical education. They enjoy their work and join in energetically. They are animated, yet give their attention promptly, when required to do so. This was seen to good effect in a Year 2 gymnastics lesson and allowed the teacher to make good use of available time. Older pupils make constructive comments about the performance of others and respond positively to suggestions given by teachers or by their classmates. However, a small number of pupils behave badly during physical education lessons. They are noisy, sometimes disobedient and their movements lack discipline and control.
113. The teaching of physical education is sound. Teachers' planning identifies suitable objectives, and when they are shared with pupils they give a clear focus to teaching and learning that improves pupils' progress. Teachers give clear explanations and they monitor pupils' response satisfactorily. This ensures that all pupils are able to work confidently and to make progress. Nevertheless, some teachers lack confidence. Teachers give too little attention to coaching, to identifying individual pupils' strengths and weaknesses and to teaching the techniques that pupils need in order to improve. Most teachers manage their pupils effectively and have successfully established positive patterns of behaviour and response by using an appropriate balance of praise and challenge. This allows lessons to proceed briskly and effectively maintains the pace of pupils' learning. Teachers are mainly successful in controlling this inappropriate behaviour when it occurs, so that the quality of learning of individuals and of the whole class is not diminished. A strength of teaching in physical education is the extent to which it successfully includes all pupils. Pupils with learning, behavioural and physical difficulties take a full part in lessons and benefit from all that the school has to offer in this area of the curriculum.
114. The recently appointed co-ordinator for physical education has made a sound start in managing the subject. She has already provided revised guidance for teachers' planning in gymnastics and arranged training in dance and games to improve teachers' knowledge, understanding and confidence. She has identified resource needs and secured funding from the PTFA. The final decision on what exactly to buy will be resolved once storage issues have been resolved. After a period of being 'on hold', the curriculum is beginning to develop again and the subject is acquiring a higher profile and priority in the school as a whole.

RELIGIOUS EDUCATION

115. Standards exceed the requirements of the locally agreed guidelines by the end of Year 2. Pupils continue to make good progress and attain high standards in Year 3. Pupils with special educational needs receive good support and participate and make progress in line with the others in their class. This marks an improvement since the last inspection, when standards were 'in line with expectations'. Standards have improved because the subject policy has been revised and a new scheme of work has been introduced. This forms the basis of teachers' planning, which is now more coherent and sharply focused.
116. Teachers introduce the younger pupils to Bible stories and they recall characters in the Old Testament, such as Noah and recount events from his story. Year 1 pupils know that church is a special place for Christians and gain deeper insights into what happens there by visiting a local church. Pupils in Year 2 know the major festivals of the Christian calendar, including Christmas and Easter. They know some of the symbols used in these and other celebrations, such as those associated with Christingle or Harvest festival, and are beginning to understand their significance. They know that Jesus was a special person who looked after the sick and taught people. By Year 3, pupils know that the Bible is an important book for Christians. They are aware that it is composed of the Old and New Testaments. They recall accounts of the Creation and are familiar with events in the life of Jesus, such as when he stilled the storm. They explain some of the lessons that we

can learn from these stories and accounts. As they move through the school, pupils are successfully introduced to other world faiths. In particular, they gain a secure basic knowledge of aspects of daily life, worship and celebration in Judaism.

117. During the inspection, only one religious education lesson was observed. As a result, there is insufficient evidence to make a judgement about the overall quality of teaching. In the lesson that was seen, teaching was satisfactory. However, evidence from this lesson, talking to pupils, examining work in books and school documentation indicates that pupils are learning well and making good progress. Throughout the school, pupils are interested in the subject. They readily talk about their current topics. Although there is little written work completed in this subject, those examples seen were thoughtfully written and neatly presented.
118. The subject co-ordinator is committed to raising standards in the subject. A well-planned programme of assemblies supports the subject well and successfully extends pupils' learning. For example, pupils learn about the lives and works of significant Christian figures, including St. Paul and Dr. Barnardo. They also hear stories from the major world faiths, including Islam, Hinduism, Buddhism and Sikhism. In this way, the subject makes a valuable contribution to the promotion of pupils' spiritual, moral, social and cultural development. Teachers do not formally assess and record pupils' progress and the school recognises this as an area for development. Children do not use their information and communication technology skills in this subject.