

INSPECTION REPORT

Attleborough Infant School

Attleborough

LEA area: Norfolk

Unique reference number: 120780

Headteacher: Mrs Linda McCormick

Reporting inspector: John Foster
21318

Dates of inspection: 5 - 8 November 2001

Inspection number: 196383

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	7 Norwich Road Attleborough Norfolk
Postcode:	NR17 2AJ
Telephone number:	01953 453127
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Shaun Dean
Date of previous inspection:	14 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21318	John Foster	Registered inspector	Music Physical education Areas of learning for children in the Foundation Stage English as an additional language	What sort of school is it? How high are standards? a) the school's results and achievements How well are pupils taught? What should the school do to improve further?
16472	Catherine Stormonth	Lay inspector		How high are standards? b) pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18199	David Lindsley	Team inspector	Information and communication technology Geography History Equal opportunities	How well is the school led and managed?
20534	Nichola Perry	Team inspector	English Art and design Design and technology Special educational needs	
13067	Alan Quinn	Team inspector	Mathematics Science Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Attleborough Infant School caters for boys and girls aged between four and seven years. It is larger than the average size for primary schools. At the time of inspection there were 278 pupils at the school, though a further intake of reception children in January 2002 will increase this number by about 55 pupils. This is slightly fewer than the number on roll at the previous inspection when there were 337 pupils. In the intervening period the school has been redesignated as an infant school, and there are no longer any Year 3 pupils. The general level of attainment of children when they start school is about that expected nationally. One pupil is from an ethnic minority background, and has English as an additional language. The proportion of pupils eligible for free school meals is similar to that found nationally. The percentage of pupils with special educational needs is well below average. The percentage with formal Statements of Special Educational Need is below the national average.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths that far outweigh the weaknesses identified. The school is very well led by the recently appointed headteacher, who is well supported by senior managers and governors. Pupils attain above nationally expected standards in English, science, art and design and information and communication technology. Standards in mathematics are not as high as they should be, though the school has recognised this and has begun to address the situation. The quality of teaching is good overall and very good in the reception classes. The school provides good value for money.

What the school does well

- Standards in English, science, art and design and information and communication technology are better than those expected nationally;
- The school is well managed by the headteacher, senior managers and governing body, with the headteacher providing very good leadership;
- The quality of teaching is good overall and very good in the reception classes;
- Teachers have high expectations of pupils' behaviour and this is reflected in the pupils' very good attitudes and good behaviour. Relationships are very strong;
- The provision for pupils' spiritual, moral, social and cultural development is good overall; it is very good for their moral and social development;
- Parents are well informed about their children's progress and they take an active part in school activities;
- The school is very well involved in the local community, where it is highly thought of;
- Provision for pupils with special educational needs is good.

What could be improved

- Standards in mathematics are too low in relation to similar schools;
- The role of the subject managers in monitoring teaching and learning is not well developed;
- There are inconsistencies in whole school planning leading to differences in the effectiveness in which work is planned for each year group;
- The range of out-of-school activities is too narrow;
- The facilities for children in the reception classes for outdoor play as part of lessons do not meet the recommendations for the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in April 1997 satisfactory progress has been made in addressing the key issues identified in that report, though this has been quicker during the last year since the appointment of the current headteacher. Standards have improved at the same rate as those nationally. Teachers' planning now incorporates strategies to extend pupils' investigative and problem solving skills and the teachers work together more closely in planning the curriculum, using evidence from day-to-day assessment. The deputy headteacher, encouraged by the present headteacher now takes a more active role in managing the school. The subject managers have yet to be given sufficient time to monitor their subjects adequately, though they take a more positive role in leading development in their subjects.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	B	B	B	B
writing	B	C	B	B
mathematics	D	D	D	D

Key

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

The year 2001 national tests indicate a range of results with differences between those in English and in mathematics. Pupils attained above average levels in reading and in writing. In mathematics, however, their attainment was below the national average. The findings were identical when the results were compared to those of pupils from similar schools. The comparisons take account of the number of pupils reaching average and above average levels. The main reason for the apparent low attainment in mathematics was that whilst the percentage reaching the expected level 2 and above was similar to that found nationally, too few pupils attained the higher level 3. The school is aware of this and strategies are planned to remedy the situation.

Children make good progress and most achieve the Early Learning Goals of the Foundation Stage curriculum by the time they start in Year 1, with a significant minority achieving beyond this.

By the end of Year 2 pupils achieve above expected levels in art and design and information and communication technology. They achieve appropriate standards in the other National Curriculum subjects and in religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and consistently do their best.
Behaviour, in and out of classrooms	Good. It is very good in most lessons, but occasionally it deteriorates. At times in the playground a few pupils become too boisterous.
Personal development and relationships	Very good. Relationships are well developed from the earliest stages. Pupils are keen to help and carry out their monitoring jobs very well.
Attendance	Good, though too many parents take their children on holiday during school time.

Pupils' very good attitudes and good behaviour are strengths, and relate closely to the good quality of leadership, teaching and learning. The very good relationships between pupils and between pupils and teachers are important elements in developing the pupils' positive attitudes to school. Attendance levels have improved as a result of effective monitoring. Despite the efforts of the school, however, some parents still take their children on holiday in school time; this is the main problem in raising attendance levels further.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
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Quality of teaching	Very good	Good	N/A
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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 high quality of teaching is reflected in the productive learning that takes place. Teaching and learning are good overall and very good in the reception classes, where teachers have high expectations and very good knowledge of how young children learn. Only a very few lessons were less than satisfactory, mainly because of shortcomings in managing pupils' behaviour. Teachers generally plan well, and set sufficiently challenging work. Lessons that are satisfactory, rather than good, are not as well planned and pupils are not as confident about what they are being asked to do.

The school has successfully adopted the national strategies for teaching literacy and numeracy. English is taught very well and results in the achievement of high standards. Mathematics teaching is generally good, but some lessons are not structured as well as they might be. Not enough time is given to mental mathematics or to reviewing learning at the end of the lessons. These limit pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Provision for English, and the development of literacy skills in other subjects, are very good. Visits and visitors are used well to enhance the curriculum, but the level of out-of-school activities is very limited.
Provision for pupils with special educational needs	Good. Pupils receive good support. They are catered for well and parents are effectively involved in the formulation and review of their children's individual education plans.
Provision for pupils with English as an additional language	The single child with English as an additional language is provided for very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. It is very good for their moral and social development and good for their spiritual and cultural development.
How well the school cares for its pupils	There are very good procedures for child protection. Pupils are very well cared for.

The school has good curricular provision to meet the needs of its pupils. The school enjoys outstanding relationships with parents. They are given very good information about their children's progress and are fully involved in school life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides very good leadership and has the full confidence of parents. The school improvement plan gives good direction to the school's work, though success criteria and the financial implications are not sharp enough.
How well the governors fulfil their responsibilities	The governors perform their duties effectively. They are clearly aware of the school's strengths and weaknesses.
The school's evaluation of its performance	Satisfactory. The monitoring of teaching and learning are not yet fully established, and as a result there is a small amount of unsatisfactory

	teaching. There is scope for developing the monitoring and evaluation role of the subject managers still further. The school monitors its performance well.
The strategic use of resources	Good. The school uses its resources well and seeks to obtain best value when purchasing goods and services.

The headteacher, senior management team and the governing body are building on the school's many strengths and rectifying the minor weaknesses identified. There are enough suitably qualified teachers and a good number of support assistants. Accommodation is satisfactory, though lack of a suitable outdoor play area for the children in the reception classes restricts their physical development. Resource levels are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children enjoy school; • they believe that their children make good progress because the school expects their children to work hard; • they consider the behaviour to be good; • the quality of teaching is very good; • they are kept well informed about the progress their children make; • they feel happy that they could approach the school with any problems or concerns; • the school works closely with them to support their children's learning; • the school is well led and managed; • the school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • a few parents are unhappy with the amount of homework given to their children; • the range of out-of-school activities.

The parents are very supportive of the headteacher and the school. More than 60 per cent of parents completed the parents' questionnaire and they were overwhelmingly positive in their responses. A few parents felt that the amount of homework given to their children was not right. Some felt there was too much, whilst others thought there was not enough. Inspection evidence indicates that, overall, the amount of homework given is appropriate for the ages and abilities of the children. A few parents would like more out-of-school activities. As there is only one recorder class organised for pupils beyond the school day, inspectors agree that more could be provided.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The year 2001 national tests for seven-year-olds show that pupils' performance was:
 - above average in reading
 - above average in writing
 - below average in mathematics
2. When compared to the performance of pupils from similar backgrounds their performance is:
 - above average in reading
 - above average in writing
 - below average in mathematics

Teacher assessments indicate that in science pupils attain levels which are above the national average.

3. Over the past three years pupils' attainment has been fairly constant in relation to national figures, and it has improved broadly in line with national improvements. During the three years, pupils' have attained levels above those expected consistently in reading and average in writing, though their performance in mathematics has been below the national average. Whilst the percentage of pupils attaining the expected level 2 or above in mathematics is similar to that nationally, too few pupils achieve the higher level 3. The school is aware of the need to develop the results in mathematics and has good strategies planned to improve the school's results in the subject.
4. Overall the evidence on inspection fully supports the national test results, though in mathematics it is clear that results are improving and most pupils now achieve levels appropriate for their age, with some higher attaining pupils achieving higher levels. The good quality teaching in the school has had a positive effect on standards, though it has yet to raise them sufficiently in all subjects.
5. Children enter the reception classes with attainment levels broadly in line with those expected for children of that age. The children currently in school are taught consistently very well and make very good progress in their learning. However, the local education authority's school admission policy means that half of the children start school after the Christmas holidays and only have two terms in the reception classes. The result of this is that, whilst some of the older, more able children will reach the Early Learning Goals of the Foundation Stage curriculum early, most will have reached them only by the time they start in Year 1. The well-planned curriculum for this group of children, coupled to the high quality teaching means that overall, however, they make very good progress in their learning. The only area of learning where children in the Foundation Stage make satisfactory progress is in their physical development. This is because of the lack of suitable outdoor facilities where they can play on scooters, tricycles and trolleys. The school is aware of this lack in provision for this group of children.
6. In Years 1 and 2 pupils make good progress overall. By the end of Year 2, they attain expected levels in speaking and listening and above expected levels in reading and writing. They use interesting language and readily make themselves understood. The high status that reading has in the school is reflected in the good progress pupils make. By the end of the Year 2 most pupils read fluently and are confident readers. They use expression well to convey meaning when they read. Standards in writing are variable but overall they are good. This results from the high quality teaching they receive and the strategies the school uses to develop pupils' writing skills. The pupils are encouraged to write imaginatively through the writing workshops that have been introduced. In these lessons the pupils are encouraged to look at stories, identify the sections of them and write their own stories to a similar formula. This has had a positive effect on pupils' learning.
7. In mathematics the school has highlighted the need to develop learning in order to raise standards

and for a greater percentage of pupils to attain the higher level 3. Though at an early stage of development, the strategies used are beginning to have a positive effect. Whilst number work is well established, the school has recognised that there are some weaknesses in other areas of the mathematics curriculum. Plans are well established to raise the pupils' attainment in these areas.

8. In science pupils attain standards above those expected nationally. They are taught consistently well and this has had a positive effect on standards in the subject. They explore objects through handling them and develop scientific ideas through planning and undertaking simple experiments. They have good knowledge of the world about them and what they need to live healthy lives. They recognise forces such as pulling and pushing and some pupils recognise the effect that friction has when trying to move objects.
9. The good progress pupils make overall is the result of the good teaching they generally receive. Pupils attain standards above those expected nationally in information and communication technology and art and design. They achieve the expected standards in all other subjects, including religious education, where pupils achieve the standards expected in the Locally Agreed Syllabus.
10. Appropriate targets have been set for English and mathematics and the school is well on course to achieve them. They offer realistic challenges to pupils.
11. Pupils with special educational needs, have full access to the National Curriculum and make good progress overall. Some pupils identified as having special educational needs achieve standards in line with national expectations at the end of Year 2. The provision for the single child, who has English as an additional language, is very good and he makes very good progress.

Pupils' attitudes, values and personal development

12. Pupils' good attitudes and behaviour were strengths of the school at the time of the previous inspection and remain so. Pupils' personal development is very good as they develop greater independence in their learning, are able to take on responsibility and form very good relationships with their teachers and other pupils. These good traits make an important contribution to the pupils' learning and the quality of school life.
13. Children in the reception classes have very positive attitudes to school. At this early stage children are developing confidence, more independence and good social skills. Already, after only two months in school, children play well together, share ideas and resources and show enjoyment in the success of others. When children made their transport models from waste materials they were excited about the task, showed vivid imagination and persevered until their vehicles were complete and these were widely admired. They show respect and consideration for adults and other children alike. They try to listen and answer questions to the best of their ability and are eager to please their teacher with their good efforts.
14. Pupils in Years 1 and 2 have very good attitudes to learning. They respond well to challenge, are keen to learn, have good concentration levels and answer questions eagerly. Very often the teachers' questions result in many hands being raised and hardly any calling out. Pupils listen well and sit, often for long periods fully focused on the teaching. This was seen in a religious education lesson in Year 1 when the teacher talked about the meaning of "precious gifts". Pupils shared their thoughts and experiences without any interruptions in a surprisingly mature and sensible way for the whole lesson. In numeracy lessons where the pace of questioning was often fast, pupils enjoyed counting up and down their number ladders. They corrected the teachers when they made intentional errors in subtractions and there was excitement in learning. There is good conformity to lesson routines, a willingness to observe others improve and pupils make some sensible deductions based on good evidence. This was seen in a Year 2 science lesson on forces when pupils had access to a range of resources and came, largely unaided, to some impressive and accurate conclusions. When lessons involve humour, pupils are very responsive. Literacy lessons for pupils in Year 1 are fun and they develop good research skills when finding information from the big books. Pupils enjoy practical activities, they are motivated by their involvement and the opportunity to respond individually, as seen in art and physical education.

- When pupils were particularly creative in a Year 1 physical education lesson, they demonstrated their skills to applause and admiration from the other pupils.
15. Very good levels of self-discipline are evident in assemblies and pupils behave well and show reverence, especially during reflection and prayer time. Behaviour around the school and in most lessons is good. In the dining room behaviour is very good and lunchtimes are happy, sociable times. Behaviour in the playground is generally good and most pupils amuse themselves well. There were occasions, however, when some boys were too boisterous and some of their play became too rough as they tore around the playground knocking others over in their wake. Lunchtime behaviour was better when midday supervisors played with pupils and games such as "Farmer's in his Den" were popular with more vulnerable pupils. Bullying rarely occurs and is simply not tolerated. Any reported bullying is investigated and effective steps are taken to eliminate it. There is no evidence of racism and pupils play very well together. There have been no exclusions in recent years.
 16. Pupils' personal development is very good and they are friendly, courteous, helpful, and welcoming to visitors. They support each other thoughtfully and are aware of each other's feelings and values. As pupils move through the school, they become more responsible, more independent and develop greater maturity and growing confidence. Pupils are keen and eager to be actively involved in daily routines and they carry out their duties as monitors very well. Pupils enjoyed making their class rules and they are very familiar with the school's "Golden Rules". There is clear evidence of pupils in reception classes having some excellent opportunities to show initiative, make choices and work independently. These are extended in Year 1 when pupils develop research skills and solve problems in a consistent and well-planned way. There is less consistency in Year 2 to extend this even further. In the Year 2 science lessons observed on forces, only one teacher was seen giving pupils the chance to choose their own resources and getting pupils to meet the learning objectives for themselves, rather than relying on the teacher to show them. Relationships between adults and pupils and amongst pupils are very good.
 17. Pupils with special educational needs have very positive attitudes to their learning and want to do well. In most lessons observed, this group of pupils responded positively and their behaviour was good. They listen to their teachers and maintain good relationships with other adults and with each other in lessons.
 18. Attendance is good and slightly above the national average. This is unchanged since the previous inspection. Well over one-third of all authorised absence, however, is attributable to the taking of holidays during term time. When pupils take holidays, their education is disrupted and their learning is seriously hindered. The rate of unauthorised absence is just below the national level. Punctuality on arrival at school is generally good and lessons invariably start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. At the time of the previous inspection, the quality of teaching was identified as good. This quality of teaching has been maintained. Teaching is good overall. It is:
 - satisfactory or better in 96 per cent of lessons;
 - good or better in 76 per cent of lessons;
 - very good or better in 39 per cent of lessons;
 - excellent in six per cent of lessons.Two unsatisfactory lessons were observed.
20. The quality of teaching in all subjects is at least satisfactory. It is good in mathematics, science, art and design, history, information and communication technology and physical education. It is very good in English and for children in the Foundation Stage.
21. In the Foundation Stage children are taught very well. The two reception teachers plan the children's work together based on the national guidance for the Foundation Stage. Though the children have only been in school for two months, they have already settled well into school routines, mainly because of the teachers' high expectations, both in relation to their behaviour and

the quality of their work. The teachers have very good knowledge of the ways in which young children learn and use a wide variety of methods to ensure that they make the best progress possible. They use the format of the National Literacy and Numeracy Strategies well when teaching literacy and numeracy. As a result, the children make very good progress in their learning. They have very good relationships with the children and hold them spellbound when they talk to them. In a numeracy lesson, for example, the children sat on the carpet concentrating on the teacher for over 15 minutes, whilst she talked about the number nine, and showed them how they should write it. They were totally engrossed and eager to learn. The teachers use adult help very well. The learning support assistants are well informed about what the children need to do in their lessons and work alongside the teachers very effectively to ensure that learning is productive.

22. Within Years 1 and 2, the quality of teaching is good overall, though it is variable. At its best, the quality is excellent though in a Year 2 class there were two lessons which were unsatisfactory. Where the quality of teaching is very good or excellent, the teachers have outstanding knowledge about the subjects they teach. They link current and previous learning very well and ensure that the pupils are aware of what they are to learn in a particular lesson or part of lesson. Probing questions are posed to make the pupils think and the teachers lead them down effective learning routes. In these lessons the pupils are challenged very well. The teachers maintain a fast pace and this results in good levels of learning. In an excellent English lesson, for example, pupils in a Year 2 class were settled quickly into their work and given their tasks. They were aware of what was required of them and reacted accordingly. This resulted in them working hard for a long period and maintaining high levels of concentration on their work.
23. Where the quality of teaching is good and satisfactory, some elements of the very good teaching are evident, though there are some elements which are not as well developed. For instance, in these lessons the pupils are not as aware of what they are to learn. This results in slower progress being made. This is sometimes due to shortcomings in planning. In a science lesson, for example, whilst the content was identified in the weekly plan, there was limited evidence of the detailed learning to take place in the lesson, or how the learning was to be achieved. As a result of this, the pace was slower and the teacher's explanations were less clear. In a few satisfactory lessons, the teachers experienced some difficulty in maintaining a high level of discipline, though where this was observed in one Year 1 class, the teacher, rightly, revised the planning for the lesson in order to ensure that appropriate learning took place. In a small percentage of lessons where unsatisfactory teaching occurred, ineffective strategies were used to manage pupils' inappropriate behaviour. In a physical education lesson, for example, the teacher allowed pupils to talk and did not insist that they paid full attention to explanations given. In this lesson too many pupils were inactive for too much of the time resulting in little learning taking place during the lesson. Equally, in an English lesson, too much time was spent in trying to maintain discipline with the result that limited learning took place within the literacy hour.
24. In most lessons observed, the teachers had high expectations of the pupils. They insisted on a quiet, calm approach to lessons and the pupils responded to these high expectations by producing good quality work. They maintained high levels of concentration and were able to support this for long periods of time. The work set for pupils was invariably challenging and this ensured good levels of learning were maintained. The work was appropriate for the ages and ability levels of pupils and separate work was set for the higher and lower attaining pupils. In a Year 2 mathematics lesson, for example, the teacher had planned for the pupils to undertake a range of tasks relating to addition and subtraction of number. The higher attaining pupils within the class were challenged well through specific work set for that group.
25. Overall the teachers assess pupils' work well and use the results of this assessment effectively when they plan new work. The quality of marking of pupils' work is variable. At its best it is clear, succinct and readily identifies for the pupils what they need to do to improve their performance. However, too frequently, insufficient information is given to the pupils about how they can improve their work. Homework is used effectively to extend pupils' learning beyond the school day.
26. The school has effectively introduced the national strategies for teaching numeracy and literacy. These have been successful in raising standards, particularly in English, though the impact of the National Numeracy Strategy has yet to take full effect.
27. Pupils with special educational needs are fully included in all lessons with no obvious differences

between their treatment and that of others. Teachers plan effectively to meet the individual needs of this group of pupils. The use of additional support generally takes place in class and is highly effective without being unnecessarily obvious, so that pupils with special educational needs do not stand out as different from other pupils. Pupils on the special educational needs register are aware of the targets on their individual education plans and work hard to achieve them.

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

28. The curriculum meets the requirements of the National Curriculum and of the Locally Agreed Syllabus for religious education. It clearly reflects the aims of the school in providing good equality of access and opportunity for all the pupils. The provision for pupils with special educational needs is good. They are well supported by their individual education plans which are specific to each pupil and include personal targets. This group of pupils is normally taught in class lessons but is given appropriate individual support when this is specifically outlined in their Statement of Need or in their individual education plans. The school is in the process of developing good links with the local special school for pupils with severe learning difficulties and has appropriate contacts with other special schools. The breadth and balance of the curriculum are good with appropriate time allocated for each subject. The provision for extra-curricular activities is unsatisfactory, however, as there is only one out-of-school activity. This is a recorder group taught by the music subject manager. The school provides for a daily act of worship. The enhancement of literacy skills is well supported in other subjects. Access and use of information and communication technology across the curriculum are not adequately developed.
29. The provision for personal, social and health education is good and is treated as a whole school issue. This aspect of the curriculum is taught when pupils sit down together on the carpet to share their thoughts and ideas. The focus in Year 1 is on making choices, moving on, gifts and talents, taking care of oneself and others and awareness of risks, including drug misuse. In Year 2, this is extended through the introduction and discussion about current issues relating to the pupils. There is an appropriate programme of sex education though the new policy is in draft form and has yet to be ratified by the governing body.
30. Links with the community are very good and enrich the pupils' education very well. Visiting speakers and groups are invited into school regularly. These include health professionals, theatre groups, music workshops and, regularly, the parish priest. The "Architects in School" project, whereby local architects work with schools to improve the environment, is a particularly interesting example of community involvement. There is very good liaison with pre-school providers. Children from the local nurseries and playgroups visit the school and the reception teachers visit the nurseries and playgroups. Liaison with the receiving junior school is good. The links to this school and the discussion which takes place about the curriculum and pupils' personal needs, is of great benefit to pupils when they move to their new school. The school is part of a group of schools, which meets twice each term. In addition there are firm links with the local high school and the adult learning centre. A number of parents undertake their course placements at the school. An initial teacher-training programme in the school is run in conjunction with the University of East Anglia.
31. Overall the school caters well for pupils' personal development. The provision for spiritual development is good. The school promotes a caring, co-operative and supportive atmosphere in the school. Schemes of work in religious education and personal and social education provide a good basis for pupils to consider and gain insight into different values and beliefs. Themes and worship in assemblies make a valuable contribution towards this. One of the themes during the week of the inspection was "Remembrance Sunday" and the opportunity was taken for pupils in Year 2 to visit the local war memorial. Some very thoughtful work went into preparing the children for this visit.
32. The provision for pupils' moral development is very good. Included in the school's aims and objectives is a clear commitment to encourage respect and care for others, embodied in the motto, "Care, courtesy and consideration". There are unambiguous expectations over behaviour and good manners set out in the policy on discipline. Adults in the school set very good examples to the children. The rules for behaviour and working together are displayed about the

school. Closely linked to this is the very good provision for social development. The school's ethos, both in and out of class, encourages co-operation and respect and allows pupils to develop mature relationships with one another and with adults. Involvement in community activities, such as the town carnival, adds to this. The charity work that the school supports is also a strong element in developing pupils' awareness of others less favoured than themselves.

33. Opportunities for pupils to develop understanding of their own cultural traditions are good. Alongside the curriculum, the variety of visitors to the school and the visits to local places of interest, such as the parish church, play an important part in this. Religious education raises awareness of other religions and cultures and other contributions to this arise in other subjects. However, further planned provision to extend pupils' awareness of the diversity of cultures in Britain and around the world is more limited. A more structured integration of cultural diversity in schemes of work is needed. This aspect of pupils' development is well supported through the range of songs and other music from around the world within the music curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The care and support that the school now provides are even stronger than they were at the time of the previous inspection and this helps to improve the effectiveness of the curriculum. Teachers know their pupils very well and pupils are confident in approaching their teachers and other adults in the school and this helps them to feel safe and secure. The school gives a high priority to a very good range of procedures to encourage good behaviour, good work habits and to safeguard pupils' welfare.
35. Procedures for monitoring and improving attendance are unsatisfactory. Registers do not fully meet the statutory recording requirements because correct codes are not used to explain the reasons for absence. The school follows up unauthorised absence effectively and a careful check is kept on the extent of absence for holidays, to ensure that families do not go beyond the limit which can be authorised by the school. Despite the best efforts of the school to discourage holidays being taken during term time, parents seldom heed this advice. Many families take such holidays and this causes classes and learning to be disrupted.
36. The procedures for monitoring and promoting behaviour are good. Emphasis on positive behaviour is evident throughout the school and forms an important part of the school's ethos. Expectations for good behaviour are made very clear in the reception classes where pupils are instilled with very good self-discipline which stays with them all the way through school. Pupils are familiar with their own class rules and the school's "Golden Rules" and are encouraged to behave well by staff that employ their own reward systems. The procedures for eliminating oppressive behaviour are outstanding. On the rare occasions when bullying is reported, the headteacher investigates the allegations, reports back to parents very quickly and takes effective action to stop it.
37. The arrangements for child protection are very good and meet the statutory requirements. Staff are aware of their responsibilities. The headteacher, who has been trained and knows the local child protection procedures well, has been able to stand in for the usual member of staff who is absent. Pupil injuries are questioned and monitored closely. When pupils are sick or injured they receive a high level of care and attention and pupils' differing medical conditions are very well catered for. There is a high number of staff who have first aid training. The management of health and safety is very good and thorough. The school has good systems for carrying out all the routine health and safety checking and risk assessment.
38. Much of the monitoring of pupils' personal development is informal, promoted by teachers who know pupils very well and sustain very positive relationships with them. Teachers show a high level of support and commitment to pupils and are able to give them good advice for improving attitudes, social skills and encourage a good work ethic.
39. Pupils with special educational needs have full access to appropriate levels of care, dependent on their need. The special educational needs' governor meets regularly with the school nurse to discuss new pupils' medical requirements. The school engages with external agencies as appropriate to the individual needs of pupils. Monitoring attendance takes place in line with that for other pupils.

40. Assessment procedures used in monitoring pupils' attainment and progress and in curriculum planning are good. Statutory requirements for assessment at the end of Year 2 are implemented properly. The school uses the Norfolk tests to establish pupils' attainment levels on entry to the school. Nationally moderated tests are given in Year 1 to support judgements made of attainment levels and as a benchmark to monitor future progress in mathematics. The National Numeracy Strategy provides the basis for assessment in the subject. There is very good correlation between teacher assessment of attainment at the end of Year 2 and the results of the National Curriculum tests. A comprehensive analysis of the results of the national tests in mathematics has provided very useful information about which aspects cause pupils most difficulties. Analysis of data across the curriculum needs to be developed further. In science, assessment weeks, held in each half-term, provide good evidence for judging attainment and progress. In foundation subjects, assessment is commonly based on the national schemes used, but the approach to assessing attainment and progress lacks consistency in all subjects. Comprehensive portfolios of work, representing each attainment level, have yet to be established in each subject as a basis for moderating standards.
41. Long-term targets are set for each pupil in the core subjects of English, mathematics and science and are displayed on their desktops. They are regularly reviewed. Whilst good records are kept of individual progress and are reviewed at the end of each week, this is not applied consistently in all classes and subjects.
42. Assessment findings are not used well enough to influence future planning in all year groups. This is particular important over short-term periods. In a recent initiative in mathematics in Year 1, overall weekly planning covers the first four days only. There is then a valuable opportunity to review progress in each class and amend planning for lessons on the final day of the week. The school plans to extend this good practice to Year 2.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. As at the previous inspection, the school continues to have a very good partnership with parents. Parents' views of the school are overwhelmingly positive. Parents are very supportive and are highly satisfied with the education provided and other aspects of the school. The school works closely with parents who feel welcome and are kept closely informed about aspects of their children's learning and the day-to-day life of the school.
44. Parents particularly like the welcoming and caring environment established in the school. The parents' questionnaire highlighted only slight misgivings about two aspects: the range of extra-curricular activities and levels of homework given to their children. Inspection evidence agrees with parents that the range of extra-curricular activities is unsatisfactory with only one out-of-school activity taking place. The school has plans, however, to improve the provision. Inspection evidence indicates that the arrangements for homework are satisfactory.
45. The effectiveness of the school's links with parents is very good. The family induction arrangements are very good and children settle in quickly when they start at the school. There are good links with the three feeder nurseries and children make the transition to the junior school easily and happily. Parents are given very good information including a booklet for new parents, a "let's read together" booklet and a well-written prospectus. Other year group letters are also very good and let parents know what their children will be learning. The regular friendly school newsletter keeps parents fully in touch with other news and information.
46. The quality of information parents receive about their children's progress is very good with many strengths. Each term, parents have very good formal consultation opportunities to discuss their children's work and share targets for learning. Staff make themselves available at the end of each day to discuss informally any immediate issues with parents. Parents are provided with a huge amount of high quality and very individual information about their children's progress and the knowledge, skills and understanding pupils have acquired over the past year. Weaknesses, however, are seldom identified and advice on how to improve is not given. The contribution of parents to their children's learning at school and at home is very good. Homework is given regularly and forms an important part of learning. The reading records are used well and provide a good two-way communication with the school. Parents' views are ascertained to raise issues and

for the school to gauge opinions about school meetings and activities like the recent art week. Parents' views are taken seriously and can often provide fresh and interesting ideas and influence improvements. The school gives parents some excellent opportunities to comment on the work of the school in order to ensure that they are happy with all it offers.

47. The impact of parents' involvement on the work of the school is very good. Parents are regularly asked to help and many volunteer to help each week. They are given very good guidance and are deployed well in a number of useful ways such as helping with art and design, design and technology, literacy and numeracy lessons. Parents frequently help when needs arise. During the inspection, for example, when a teacher needed extra supervision for the pupils' walk to the local war memorial, parents promptly came forward and helped to make it a successful and safe visit. Parents support their children in large numbers when they are invited to the school to share assemblies, school productions, meetings about the curriculum and sports days. The "Friends of Attleborough Infants School" is an impressive, well organised and hardworking group that raises large sums of money and provides the school with a busy social calendar. The school holds very successful events such as school fetes, fun days, craft workshop, quizzes, discos and a summer ball. Money raised has funded the refurbishment of the library with new books, furniture and display boards. A mathematics games library has been funded as part of the school's mathematics development plan. New outdoor benches and reception class play equipment have also been bought. The Friends of School entered a float in the Attleborough Carnival and made sure the school was well represented. Uniforms are also sold for little profit making them more affordable for all. In this way parents make a very good contribution to children's learning at school and help improve the quality of school life.
48. Parents of children identified as having special educational needs are kept fully informed and are appropriately involved with their children's learning and progress, in line with whole school policies and other pupils. Parents are very appreciative of their contacts with the school and value the level of involvement as partners in their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher, key staff and governors provide the school with effective leadership. Together they have a very clear understanding of the strengths and weaknesses of the school. The current headteacher has been in post a year and provides very good leadership. In this time she has demonstrated strong leadership through addressing the action plan from the previous inspection. She has a clear vision for the school, is fully aware of areas that need to improve in order to develop the quality of education that the school provides and to raise standards further.
50. In order to manage the curriculum effectively, the school is divided into three teams. Each team represents a different age group and is managed by a year group leader. The teams comprise the teachers and assistants of the Foundation Stage, Year 1 and Year 2. Teams meet regularly to develop the curriculum for their age group and to evaluate their work. However, they do this independently of each other; as such, there are inconsistencies in the management and leadership of the work of the whole school. The headteacher recognises this and is developing the management roles of year group leaders. With the headteacher's commitment and leadership the school is in a good position to develop further the effective whole school monitoring procedures.
51. Planning for the future development of the school is satisfactory. The school improvement plan prioritises short-, medium- and long-term aims and objectives. All actions are linked to raising standards. The plan focuses appropriately on tasks to achieve the objectives, with timescales and resources for each, but fails to identify clear success criteria or financial implications, making it difficult to check how effective the actions have been.
52. Governors are effective in their governance of the school. Through their committees they ensure that they fulfil their legal responsibilities. There have been recent changes to committees to address leadership issues identified by the school improvement and effectiveness committee. Decisions taken by committees are ratified appropriately by the governing body. Governors are paired with classes and have a timetable for classroom visits and observations. Monitoring of teaching and learning is achieved effectively in this way, with the results of the visits being shared

with staff. The governors, having conducted a full self-review, are knowledgeable about the schools needs. They are aware that the school improvement plan requires review to develop a more cohesive whole school approach.

53. There are sound procedures for monitoring performance, but they are, as yet, insufficiently developed to have an impact on whole school standards. The headteacher monitors teaching and learning in every classroom. Literacy and numeracy co-ordinators have had the opportunity to monitor teaching and learning alongside the advisers from the local education authority. However, all subject co-ordinators roles are not fully developed. Until the current headteacher's appointment, they had not been given the opportunity to check on work in their subjects across the school. The headteacher sees the need for their involvement as a priority. In agreement with all staff, job descriptions have been reviewed and revised. Development objectives have been identified and training provided to develop the leadership and management aspects of these roles. The school is in a good position to raise standards further.
54. Routines for the daily management of the school are good. They are efficient and unobtrusive, enabling teachers to work uninterrupted on the main tasks of teaching. There has not been an external audit of financial procedures for a number of years. However, the finance committee has used the Audit Commission's "Guidance on Best Practice" to evaluate their performance and identify areas for improvement. Inspection evidence indicates that there are effective and efficient systems and procedures for administration and financial management. The school administrative officer is knowledgeable, confidently providing good support to the headteacher and governors, who follow an appropriate system of financial control.
55. The effectiveness of the school's appraisal and professional development system is good. Performance management is seen as a valuable tool for school improvement. All staff have access to and are encouraged to attend courses. Teaching assistants have benefited from a wide range of courses that include access to National Vocational Qualifications. The headteacher and governors plan to develop whole school commitment to "Investors in People" standards.
56. The headteacher and governing body determine the budget taking due regard to decisions made and agreed priorities for school improvements. Governors have been prudent in their management of resources. They built up a large reserve to support the arrival of the new headteacher. Intended reserve funds for the next year are in line with similar schools. The governors monitor specific grants the school receives. For example, the "Architects in School" development and national grant to develop the information and communication technology suite. The governing body takes appropriate steps to ensure value for money when purchasing goods and services. However, budget allocations to the school improvement plans are not arrived at through an audit of the curriculum sufficiently well to maximise effectiveness and efficiency of financial decisions.
57. The meeting of pupils' individual needs is fundamental to the school's inclusive policy. All statutory requirements in respect of special educational needs are fully met, including maintaining an appropriate special educational needs policy. This is in the process of being reviewed by the special educational needs co-ordinator and governor, who meet regularly to discuss issues relating to special educational needs. The school employs a high number of additional staff to support this group of pupils' needs. Resources are appropriate, match the planned curriculum effectively and are available and accessible to the pupils.
58. The school is well staffed by an adequate number of suitably qualified staff. The non-teaching staff have had their roles reviewed and revised. The teachers are supported effectively by assistants who play a full part in all aspects of the school. Teaching assistants contribute significantly to the development of standards. This is particularly so in the Foundation Stage where they provide an effective start to children's school experiences. Lunchtime supervisors support the pupils well, sharing responsibility for good behaviour throughout the school.
59. The school buildings and grounds provide a suitable safe and secure environment for the pupils. Improvements to the buildings have been addressed through the use of capital grants and planned use of the governors' reserved budget. The accommodation is well cared for and used to best advantage. It includes a library, information and communication technology suite and light, airy hall. Outside, pupils enjoy good facilities that include the architect's garden, a large playing field, good-sized hard surfaced play area and an adventure area.

60. Resources to support learning are generally good. The school has recently established an information and communication technology suite, which has considerably enhanced the opportunities for the pupils to develop their skills. Resources to support the teaching of English, mathematics, information communication technology, religious education, art, history, music and physical education are good. There is a lack of suitable outdoor facilities for children in the Foundation Stage and this stops them from making all the progress they should in their physical development. Care and attention are given to the upkeep and management of curriculum resources, with many areas being attractive, well laid out and easily accessible.
61. Taking into account the pupils' attainment on entry, the progress they make, the quality of education provided and the effectiveness with which the resources provided are used, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to improve standards and the quality of education further, the headteacher, staff and governing body should:
- raise standards in mathematics by:
 - maintaining the high profile given to the subject;
 - developing further the opportunities for the subject manager to monitor teaching and learning in order to spread good practice;
 - planning work to give greater challenge, particularly for the higher attaining pupils;
 - ensuring that all elements of the National Numeracy Strategy are taught appropriately.
(see paragraph numbers: 1-5, 8, 11, 98-99)
 - improve the role of the subject managers in monitoring teaching and learning by:
 - devising a programme of regular classroom observations by senior staff and the subject managers;
 - giving effective feedback to staff in order to improve the quality of teaching and learning;
 - allocating time for the subject managers to analyse pupils' achievements through scrutiny of their work.
(see paragraph numbers: 54, 97, 110, 119, 125, 131, 154)
 - improve the quality of planning by:
 - extending the current good practice found in individual year groups to encompass the whole school;
 - ensuring that the learning objectives are clearly identified in all teachers' plans;
 - evaluating, at regular intervals, how the improved planning affects pupils' learning.
(see paragraph numbers: 51, 82, 84, 113, 154)
 - extend the range of out-of-school activities.
(see paragraph numbers: 29, 45)
 - improve the facilities for outdoor play for children in the Foundation Stage by:
 - providing a secure outdoor area with suitable toys and apparatus for them to practise their physical skills regularly.
(see paragraph numbers: 59, 66, 76)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

54

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

18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	18	20	11	2	0	0
Percentage	6	33	37	20	4	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 about two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	278
Number of full-time pupils known to be eligible for free school meals	0	27

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Year 2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	37

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	50	52	102

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	43	42	44
	Girls	48	48	50
	Total	91	90	94
Percentage of pupils at NC level 2 or above	School	89 (89)	88 (89)	92 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	42	44	48
	Girls	48	49	51
	Total	90	93	99
Percentage of pupils at NC level 2 or above	School	88 (89)	91 (87)	97 (95)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	273
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Year 2

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	24.2
Average class size	27.8

Education support staff: YR – Y2

Total number of education support staff	12
Total aggregate hours worked per week	200

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
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	£
Total income	610648
Total expenditure	583489
Expenditure per pupil	1812
Balance brought forward from previous year	44863
Balance carried forward to next year	72022

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	278
Number of questionnaires returned	168

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	4	1	0
My child is making good progress in school.	57	39	2	0	2
Behaviour in the school is good.	43	47	4	1	5
My child gets the right amount of work to do at home.	36	53	8	1	2
The teaching is good.	65	31	2	0	2
I am kept well informed about how my child is getting on.	57	38	2	2	1
I would feel comfortable about approaching the school with questions or a problem.	64	33	1	2	0
The school expects my child to work hard and achieve his or her best.	62	34	0	0	4
The school works closely with parents.	49	41	3	2	5
The school is well led and managed.	54	37	0	2	7
The school is helping my child become mature and responsible.	51	44	1	0	4
The school provides an interesting range of activities outside lessons.	12	41	12	5	30

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

63. At the time of inspection, only about half of the total number of pupils who will start at the school were in the existing reception classes. In line with the local education authority's policy only children with birthdays between September and February start school at the beginning of the school year in September. The younger children start at the beginning of the spring term. As a result, two of the potential four reception classes were operating at the time of inspection.
64. The provision for children in the Foundation Stage is very good and is a strength of the school. When children start school at the age of four, their attainment levels are very variable, but they are broadly typical for children of this age. The very well planned curriculum and the consistently high quality teaching they receive ensures that children make very good progress in their learning. The quality of teaching is never less than good and in 80 per cent of lessons observed it was very good or excellent. Children are well supported in their learning by the teachers and the very good support staff. By the time they start in Year 1, it is likely that most children will have attained the national Early Learning Goals. A significant minority of children in the present reception classes is on course to go beyond these and be working on the National Curriculum programmes of study.
65. The very experienced co-ordinator leads in a very positive manner, working very effectively with her colleague to maintain consistently high provision for this group of children. The planning is undertaken jointly and this ensures that all children have full access to the Foundation Stage curriculum. Work is based appropriately on assessments made shortly after the children start school. Pupils' work is assessed very well and work is carefully planned to meet the needs identified. The very good levels of assessment lead to early identification of children who have special educational needs. Provision is very good for these children.
66. The indoor accommodation is good. However, there is no secure outdoor play area for the children to use such toys as tricycles and scooters, nor, are these toys available. This is a shortcoming in provision for the children in the Foundation Stage. Whilst the school is aware of this deficit, there are no definite plans at the moment to rectify the lack of suitable outdoor facilities.

Personal, social and emotional development

67. The children's personal, social and emotional development is planned for well. The majority of children have soundly developed skills in this area when they start school, but they make good progress in developing them further in the reception classes. The adults in the reception classes give a good role model to the children. They are caring and supportive to them and this is reflected in the children's attitudes towards each other. They play and work very well together. Most of the children are confident and outgoing. They have been settled well into school routines and, after only two months in school, move about the whole school happily. They look after their own things well and handled school equipment sensibly. When undertaking activities, children take turns fairly without pushing in front of other children.
68. The high quality teaching and support they receive in this area of learning enables the children to make consistently good progress. As a result, most children will easily attain the Early Learning Goals in this area of learning before they start compulsory schooling. The relationships which exist between the children, and between children and adults, are outstanding in the reception classes. In a mathematics lesson in one class, for example, the children were taking an active part in learning and hung on to the teacher's every word as she showed them how to write the figure "9".

Communication, language and literacy

68. The quality of teaching in literacy lessons for children in the reception classes is very good. The teachers are very knowledgeable about how literacy should be taught to young children and this is reflected in the very good progress made by children in these lessons. When they start school

most children have satisfactory levels of attainment in this area of learning, with some achieving better than expected levels. The good teaching and progress they make in lessons indicates that most will attain the Early Learning Goals in this area of learning before they start in Year 1.

69. Teachers plan work closely linked to the National Literacy Strategy and this enables the children to make very good progress in their learning. They are encouraged to talk to adults in the classroom and are very confident in doing this. Most of the children hold a sensible conversation and can explain what they are doing in their work. One high attaining boy, when talking about the transport topic they were undertaking, described part of the vehicle he had designed as, "That part is for drilling into rock, in case they need to excavate".
70. Children are given many opportunities for developing their reading and writing skills. They use the "Big Books" in their literacy hours. Most readily identify the name of the author of books they have used, with many knowing that the illustrator drew the pictures in the books. Many children are already able to write their name and the adults encourage them to practise this at every opportunity. Some of the most able children are able to tell the teacher what they want to write and make a good attempt at writing, usually copying from the teachers' writing.

Mathematical development

71. The teachers plan the children's work in mathematics using the National Numeracy Strategy as a basic guide. When the children start school their mathematical skills are about what would be expected for children of this age. The very good teaching they receive enable them to make very good progress in their lessons and by the end of their time in the reception classes, most will have achieved the Early Learning Goals in their mathematical development. Some of the higher attaining children are working on the programmes of study of the National Curriculum.
72. The children are taught the vocabulary necessary for mathematics and they use it well. In one lesson, for example, when they were learning about the number "9", some of the children were able to use phrases such as, "is one more than" or "is one less than" when describing how numbers progress. Almost all the children count to nine accurately and confidently. In a physical education lesson, many count to 30 when they are checking how long they can stay under the parachute. Most children confidently write numbers to nine, with a few going beyond this figure. One of the more able boys was putting sticky spots onto a picture of an aeroplane. He recognised the number "9" and was carefully counting how many he had stuck on. After he had stuck on three spots he was asked, "How many more will you need?" He estimated a further four were needed. However, when he had stuck on two more, he realised that was not enough and revised his estimate accurately.

Knowledge and understanding of the world

73. Children make good progress in this area of learning, due to good teaching. Within the lessons specified for developing this area of children's learning the classrooms are alive with activities. These are very carefully planned by the teachers to ensure that the children have the widest range of experiences possible. When working on a topic on "Journeys", for example, they develop increased knowledge of how they can move using different types of transport. They make models of different kinds of vehicles and know that the vehicles need round wheels to help them move freely and that square wheels would be of no use. The children gain wide experience of the properties of a range of materials through the work planned for them. They recognise, for example, that whilst dry sand flows freely through their fingers, wet sand sticks together and loses its fluidity.
74. The children have the opportunities to learn skills in information and communication technology through using the computers and when listening to recorded stories. They work in the newly developed information and communication technology suite and handle the equipment confidently. When the teacher deliberately makes mistakes when identifying the different components of the computer, the children show their knowledge well when they correct her. They select the correct programme for their work and select the correct computer tools to draw shapes and fill them with colour.

Physical development

75. When they start school the children's physical development is broadly in line with that expected for children of four years of age. They make satisfactory progress overall in the reception classes in this area of their learning, and by the time they leave the Foundation Stage most will have attained the Early Learning Goals. They make very good progress in some elements of this area of learning, but the lack of suitable outdoor facilities to enable them to play with large toys, such as tricycles, scooters and trolleys, limits their development.
76. Within the classroom, however, the very good teaching they receive enables them to make very good progress in developing their skills in using a range of equipment. Their fine motor skills are well developed. They can colour accurately and display good skills when they use scissors and glue to cut out shapes when they make up a jigsaw puzzle.
77. In the more formal physical education lessons, children are given good opportunities to develop their gross motor skills. During inspection, for example, they were using a parachute to gain experience of movement. The teachers gave clear instructions and the children were able to follow them accurately. They had opportunities to develop skills in running, turning and hopping, for example, as they moved under and round the parachute.

Creative development

78. The very good teaching observed ensures that the children make very good progress in this area of learning. They start school with skills that are about what are expected for children of that age and by the time they leave the reception classes, most will have achieved the Early Learning Goals. The teachers ensure that the children are given a wide range of opportunities to develop skills and to display their creativity. As part of the topic on "Journeys", for example, they draw and paint cars and rockets to illustrate different modes of transport. The children experiment with paint to achieve the colours they need. They are given frequent opportunities to draw and use a variety of media in their art work.
79. Children have the opportunities to listen to music and to make music for themselves. They use a range of instruments when they maintain a beat in time to the music.

ENGLISH

80. Results in 2001 were above average in reading and in writing, both nationally and in relation to similar schools. Since the previous inspection in 1997, results have consistently been above the national average. Current standards in English, throughout the school, remain high. This is a similar picture to the previous inspection, with further developments having been implemented in some areas. The good progress made by pupils in the reception year is built on effectively in Years 1 and 2.
81. The teaching of English is a strength of the school and, because of this, pupils make very good progress throughout Key Stage 1. With one exception, where teaching was judged to be unsatisfactory, teaching is satisfactory or better. Almost three-quarters of lessons observed were very good or excellent. Teachers demonstrate very good subject knowledge and show a good understanding of the teaching of reading, writing and spelling. Teachers are confident, with high expectations of all pupils, and lessons almost always move at a good pace. Praise is used well to encourage pupils and feedback during lessons helps pupils to be clear about what they need to do to improve. Some teachers use marking effectively as an extension of their teaching, for example with questions, praise, supportive comments and suggestions for improvement. When this occurs, it supports pupils' learning effectively and shows the progress made. Lessons are well planned to take account of pupils' individual needs and the use of additional support is very effective. In the single lesson where the teaching was unsatisfactory, too much time was wasted in managing pupils' inappropriate behaviour. This resulted in insufficient learning taking place. There is good liaison with the special educational needs co-ordinator and pupils with special educational needs make good progress in their learning, with some achieving nationally expected levels at the end of Year 2. Some teachers plan effective extension tasks for more able pupils to

extend their learning. However, this is not consistent across the school and needs to be further developed in all lesson plans.

82. Appropriate homework is set and this is used well as an extension of the curriculum. Teachers use homework sensitively and effectively to support pupils' learning, whilst taking account of the age of their pupils. There is good evidence of strong links with parents as partners in their children's learning.
83. There are very good strategies for teaching basic literacy skills. The National Literacy Strategy, with appropriate adaptations to match the school's priorities, has been implemented very successfully and has contributed well to raising standards. There is good development of the extended English curriculum and strong links with other subjects, particularly with information and communication technology. Teachers maximise these opportunities well to extend pupils' learning. This represents an improvement since the last inspection. Teachers plan in year groups to ensure consistency and share appropriate resources to match the curriculum. Planning is reviewed at least each half-term, and often more regularly, by teachers from each of the three year groups. This ensures that learning is progressive and monitors the progress made by pupils. Teachers' planning is generally good, though the plans do not yet identify opportunities for evaluating pupils' progress and this is an area requiring further development. Some teachers' planning is too brief and provides insufficient detailed information about what is to be taught and how it is to be achieved.
84. Pupils are confident, enthusiastic learners and clearly enjoy their literacy lessons. They behave well, remain focused on their work and respond very positively to their teachers, support staff and other helpers. Overall pupils share well, listen to each other and work together well in lessons. Relationships between pupils and other adults and between themselves are excellent and a strength of the school. This is particularly evident where teachers plan opportunities for paired or collaborative work, for example, the excellent use of "study buddies" in writing workshops.
85. Standards in speaking and listening are generally in line with the nationally expected levels, with many pupils exceeding this. Pupils use interesting language, can form complex sentences well and make themselves understood. Listening skills are being particularly well developed in many lessons, including time when pupils sit together to express their feelings. This is the result of more effectively planned collaborative activities. This is a growing strength, showing improvement since the last inspection.
86. Standards in spelling are very good and this judgement has been validated by outcomes from the "Catch-Up" programme. Spelling strategies are being supported well in other subjects which is contributing to the very high standards of spelling achieved.
87. Whole year targets are set for all year groups in literacy and these are reviewed at the end of the year from reception to Year 2. Pupils have individual targets in literacy and reading, identified as a result of half-termly assessments, and these are highly visible on pupils' tables and used by teachers to focus their work on individual pupils' needs. All targets are discussed with the pupils; parents are kept informed and are fully involved in the process.
88. Reading has a high status across the school and this contributes to the high standards achieved by the end of Year 2. All pupils have book bags containing their books and home-school records. These are well maintained, up-to-date and show that pupils read regularly at home and in school. Reading targets are identified and there is very good evidence of progress being made. Pupils clearly enjoy reading.
89. Pupils in Year 1 make very good progress in reading, many achieving well above the nationally expected levels. They read fluently and use expression, intonation and pitch confidently. Pupils read widely, can re-tell the story and discuss the story line, are able to predict and self-correct where necessary. Some pupils use picture clues well and are beginning to read with accuracy, make predictions and recall the story well. Less able readers talk about pictures enthusiastically, some use phonics skills, blending letter sounds to support their reading and are beginning to use punctuation effectively, although they cannot yet predict what may happen next in a story. Some pupils also have letter cards in their reading record book to support development and use these to build words.

90. By Year 2 pupils' reading skills have developed significantly. Many pupils are fluent, confident independent readers who make good use of punctuation and expression and are able to predict and give opinions. They recall stories confidently, using a wide range of descriptive language. Less able readers use picture clues and initial sounds effectively to support their reading and are beginning to correct mistakes for themselves. They are not yet able to predict but talk about pictures enthusiastically.
91. Standards in writing exceed the national expectations by the end of Year 2. There is a very wide range of ability in Years 1 and 2 and it is as a result of high quality teaching that pupils are able to make very good progress. High attaining pupils write clearly and fluently with excellent use of descriptive language, punctuation and paragraphing. Stories are interesting and well developed and pupils demonstrate a growing awareness of the audience for which they write. Less able pupils can write clearly, many use appropriate punctuation, and a logical format with some interesting use of language. Many low attaining pupils, including some with special educational needs, write simple sentences, some using capital letters and full stops accurately.
92. Analysis of results has identified writing as a priority area for development. The school has introduced a range of strategies, such as "Jolly Phonics", shared and guided reading and writing, the "Catch-Up" programme and, very recently, a writing workshop has been introduced aimed specifically at developing pupils' writing skills. Teaching in these sessions, supported by the special educational needs co-ordinator and teaching assistants, is interactive and uses stories to help pupils recognise the processes involved in developing effective writing techniques. Emphasis is placed on sequencing events, identifying the beginnings, middles and ends of stories, and supports pupils' recognition of the components of each section. Pupils have "study buddies" and there is a clear expectation of collaborative learning. The response to this style of teaching and learning is excellent. There is already evidence of progress, with the most able pupils using imaginative, complex sentences, speech marks and other punctuation effectively and less able pupils writing with increased confidence. Writing target books also show evidence of progress.
93. Standards in handwriting are variable and average overall. The teaching of handwriting, however, is inconsistent and needs to be reviewed and included as an element of teaching in all subjects. Some pupils in Years 1 and 2 use a good cursive style of writing and this is evident in both their handwriting books and in their daily work. Others are developing a good style in their handwriting books, but this is inconsistent when used in their work in other subjects. The school is aware of this issue and is already considering change. Presentation of work is variable and needs to become more consistent across the school. In some classes standards of presentation are very good and teachers clearly have high expectations of their pupils. In other classes expectations are too low and as a result presentation is sometimes poor.
94. Resources for teaching and learning are adequate to meet the demands of the curriculum but do require further development. As a large school, some sharing of resources is necessary, and the literacy team spend time planning how best to use them. The quality of reading materials has been improved both in classes and in the newly refurbished library. Although the library area is small, the quality and range of books available, in particular non-fiction books, are good. Plans are in place to improve the quality of classroom libraries further in order to improve pupils' reading and research opportunities.
95. The English co-ordinator offers strong leadership and clear direction for her colleagues. The comprehensive action plan clearly identifies priorities and guides progress. New initiatives are actively sought to raise standards and these are making a positive difference to pupils' learning and having an impact on standards.
96. The development of the literacy co-ordination team has been successful in involving and motivating other staff and has ensured overall good quality teaching and learning from reception to Year 2. The group contributes to monitoring of the curriculum and teachers' planning but is not yet monitoring teaching and learning effectively. This needs to be developed as part of an ongoing monitoring programme. Regular, appropriate professional development is provided for staff which informs them, develops their confidence and supports the effective development of English across the school.

MATHEMATICS

97. Test results for 2001 were below average, both nationally and against similar schools. Over recent years there has been a steady rise in the levels of attainment reached, reflecting the national trend. Analysis of the results shows significant under-performance by boys in relation to national levels. Results for 2001 indicate a small increase in the number of pupils reaching higher attainment levels, though this is still too low. In order to address this, new strategies have been introduced, including the analysis of the pupils' answers in the national tests, in order to identify potential attainment levels and the topics that pupils find difficult.
98. The scores from initial tests show that pupils enter the school with broadly average attainment levels. The inspection finds that pupils make satisfactory progress and by the time they reach the end of Year 2 they achieve the levels expected. Pupils with special educational needs also make satisfactory progress. There is an emphasis on operational procedures in number work in Year 2 and more needs to be done on the application of these in order to improve pupils' confidence in handling numbers. Rightly, the school has identified weaknesses in spatial work and data handling.
99. During the inspection the emphasis was on number work in both year groups. In Year 1 the majority of pupils can count in twos to 20 and in tens to 100. They recognise random numbers up to 100. They can order numbers by deciding whether one number is smaller or larger than another and some know which are odd and even numbers. Pupils recite addition doubles up to 12 confidently and this has proved a sound basis for extending their understanding of addition. The majority can add pairs of different numbers up to ten and some go beyond that. Higher attaining pupils understand place values up to 100. They are able to write addition sentences and are beginning to handle the substitution of missing numbers from such sentences. Few, as yet, are able to respond rapidly to oral questions on adding two digits. Pupils can draw simple block graphs and recognise a range of three-dimensional shapes. There are aspects of the work seen which are above average but overall attainment is at nationally expected levels.
100. In Year 2 the attainment in the work observed is in line with national levels. Pupils can add two-digit numbers and substitute missing numbers in an addition sum. With the help of coins they are able to do money sums. They are mostly accurate in subtracting from numbers up to 20 but not all can make substitutions for numbers missing at the beginning of a sum. Most pupils successfully add pairs of multiples of ten that add to 100. Whilst some can do mental calculations of subtraction, they are generally too slow in coming to an answer. The majority of the written sums are answered correctly but, at this age, there is too great a dependence on practical supports, such as number lines. Some pupils can use simple number machines effectively. Pupils recognise basic shapes and can count edges, corners and faces. They show good measuring skills.
101. Pupils' attitudes to learning are good and sometimes very good. On occasions some fidgeting and talking develops when one part of the lesson goes on for too long, especially during lengthy instruction and direction by the teacher. Nonetheless, pupils sustain concentration well when doing appropriate work. They generally work enthusiastically and show interest in the tasks set, particularly when the work is challenging. They work sensibly together and support each other when working in groups. They respond well to their teachers and generally follow the classroom rules. At times individual pupils who are eager to respond are overlooked for long periods and this leads to a loss of interest.
102. The teaching is consistently good and at times very good. Teachers exhibit confidence in teaching the subject. The more effective teaching is characterised by well-prepared and well-structured lessons that have clear learning objectives and targets for the class whereby pupils learn by building on their previous understanding. In a lesson in Year 1 on addition the class was taken from their knowledge of addition doubles to adding two different numbers and substituting a missing number in a range of sums. Learning was supported by well-prepared resources. In a Year 2 class good use of ten-frames and inter-locking cubes helped pupils to understand how to bridge ten in subtraction sums. Activities designed to consolidate learning are generally appropriately adapted for pupils' differing attainment levels. Higher attaining pupils in a Year 2 class were challenged by problems that required them to apply what they had just learnt. The

extensive support in class is well planned and utilised, which allows teachers to spend more time with pupils who have special educational needs. The structure and planning of some lessons do not allow for adequate time to review and consolidate what has been learnt by the end of the lesson. The recommendations set out in the National Numeracy Strategy are not followed closely enough as the phases of some lessons are either too long or too short. Mental calculations are not practised sufficiently in the introduction of lessons. Opportunities to apply mathematics through information and communication technology are not explored well enough. The subject is effectively led by the subject manager, who has been responsible for the recently introduced assessment and planning procedures, which are proving effective in responding to pupils' needs. These have the potential to help teachers to develop additional teaching strategies that will bring about the necessary improvement in attainment levels overall.

103. Since the last inspection standards of attainment have fallen in relation to national figures. The use of information and communication technology in developing mathematical skills remains under-developed. The need to challenge higher attaining pupils further, particularly through application and investigation, remains. Resources were reported to require upgrading. They have improved since that time but there are still insufficient materials to supply each classroom adequately.

SCIENCE

104. Results for teacher assessment in 2000 were well above average, although there were relative weaknesses in experimental and investigative science. Results in 2001 continue to reflect this and also indicate a relative weakness in the knowledge and understanding of physical processes. The higher than usual number of pupils achieving levels beyond those expected for their age remained. In the current Years 1 and 2, the standard of pupils' work is above nationally expected levels.
105. Pupils in Year 1 are developing an awareness of the world about them and of themselves as human beings. In lessons on light they showed understanding that light comes from various sources and that the sun is the brightest source. They can distinguish between the reflected light of the moon and the sun as a direct light source. They make comparisons and attempt predictions about relative brightness and dullness. The idea of a fair test is beginning to emerge. Pupils' written work shows they recognise and name external parts of the body. They show a degree of sophistication in simple characteristics of living things when they group them. At this time of the school year pupils, including those with special educational needs, are making satisfactory progress overall though some pupils make good progress. In Year 2 pupils' written work shows that they have developed their understanding of life processes, as they now know that food is needed for growth and energy. They have an awareness of the environment and the need for healthy living. In studying forces pupils have compared the movement of objects in terms of speed and direction. They show understanding of forces in various forms, such as pushing and pulling, and some are beginning to understand the effects of friction. Pupils are encouraged to use the correct terminology when describing observations orally but they find difficulty when they try to record their findings. A greater use of information and communication technology could assist in this. More open-ended investigations would also assist in developing this aspect. However, pupils have achieved some above average work in collecting and representing simple statistical evidence on block graphs. Pupils in Year 2 have a clearer understanding of the importance of a fair test when doing comparisons and know that predicting outcomes needs to be based on evidence. Progress in Year 2 is good.
106. Attitudes to learning are good. Pupils enjoy practical work particularly but show enthusiasm and interest generally for the subject. They are willing to put forward ideas and willingly share their findings with others in the class. They mostly respond well to the teacher and behave sensibly. They become restless when a section of the lesson goes on too long or when classroom rules are not firmly enforced. Once engaged in an activity, their concentration is generally good.
107. The teaching is good. The teachers are confident and show a good knowledge and understanding of the subject. Classroom management is generally good though on occasions insecure control leads to lapses in pupils' attentiveness and behaviour. Occasionally, pupils who are eager to answer questions go unnoticed and this leads to a sense of frustration. Lessons are usually well structured and allow for a clear introduction, with objectives shared with the class, and time for a

review of these at the end of the lesson. Pupils' learning is based on sound scientific principles. In a lesson on comparisons of sources of light the teacher pressed the class to think about how they could compare them fairly. This led the class to share their ideas about a reliable way of testing brightness. When comparing the effect of forces in Year 2, pupils realised they needed to record the distances objects travelled by measuring them. There is good use made of pupils' current understanding to develop ideas. In another lesson on light the fact that sunlight was streaming through the window was used to advantage in introducing the topic. Lessons show well planned use of resources, both in practical activities and for demonstrating to a class. When a class of pupils in Year 2 was given a bag of learning resources, in a lesson on forces, for example, it led to valuable experimentation initiated by the pupils. From this emerged a wide range of valid ideas for further exploration. The use of adult support in class is effectively planned and allows the teacher to devote more time to pupils who need extra support.

108. Assessment procedures are good and are used effectively in charting pupils' progress. Some aspects of lesson planning need to be reviewed. The length of time for each phase is inappropriate at times. Lengthy teacher instruction led to a loss of concentration in some classes. When time spent on copying or drawing is extended, the pace of the lesson drops and again results in a loss of concentration. Where teachers are demonstrating things, or when pupils are engaged in practical work, they are sometimes given the conclusions too readily.
109. Since the last inspection standards of attainment have risen. The quality of teaching has improved. The need to extend opportunities for experimental work remains, along with a less intrusive approach into pupils' investigations by teachers. Whilst the monitoring of teaching has improved there remains the need to release time for the co-ordinator to monitor the teaching and learning more effectively. Though the demands of the curriculum over recent years have raised the level of resources required, these are adequate.

ART AND DESIGN

110. Judgements made are based on lesson observations, the scrutiny of pupils' work and discussion with the co-ordinator. Overall standards in art and design are above those expected nationally for pupils by the end of Year 2. This is an improvement since the last inspection.
111. Pupils are offered a broad curriculum with opportunities to experience a wide range of materials and processes. By the end of Year 2, the majority demonstrate and share good ideas effectively and carry out simple evaluations of their own work and that of others. They show a developing knowledge of processes and produce work using a range of materials confidently.
112. Pupils in Year 1 develop their fine motor skills well and make good progress in art and design. For example, pupils' drawings of "The Five Eldest Children of Charles I" and sketches of the local church demonstrate increasing accuracy. In Year 2 pupils' creative skills are extended and developed well. Observational drawing skills, for example, are further developed through extending the range of media used and increasing the range of natural objects. These skills are further developed by changing original pencil drawings into collage, paintings and prints.
113. Pupils in Year 1 develop their colour matching skills successfully. For example, when painting hair, eyes and skin tone, they are aware of the need to experiment with colour. In Year 2 pupils extend these skills to show the range of colours found in natural objects. The recent introduction of sketch books is providing a further range of opportunities for both staff and pupils. More able pupils are already beginning to make full use of them. Although to date their use for assessing pupils' work is limited, a process of annotation, marking and commenting is developing. This has the potential to help pupils to improve and will provide evidence of their progress over time. This practice needs to be used more consistently throughout the school.
114. Teaching is confident and enthusiastic and was never less than satisfactory in the lessons observed. This contributes well to pupils' good learning and reflects the increasingly high status of art and design throughout the school. Staff have consistently high expectations of pupils and, except in one lesson, the pace of lessons is good and pupils make good progress. Teachers are continuing to develop their subject knowledge and confidence and this has been significantly enhanced as a result of the National Art Day held in the school. Staff and pupils in all year

groups participated in a wide range of activities including modelling dinosaurs, tile prints, plaster of Paris models, weaving, clay relief work, drip painting as well as producing paintings based on the work of Jackson Pollock and Léger. An exhibition gave parents and the community the opportunity to view the quality of work produced and evaluations were very complimentary.

115. Pupils' attitudes to art are very positive. They are highly motivated by their teachers' enthusiasm for the subject and by the activities provided. For example, in a Year 1 lesson, where the focus of the lesson was an observational drawing of their hands, there was excellent discussion between pupils. They talked about the differences between each other's hands, with comments such as, "Your fingers are longer than mine, why are my fingers short?" and "Your skin is lighter than mine". Gasps were heard when they observed their fingerprints under a magnifier.

116. Use of adult support is very effective. Teachers and support staff work closely together and communicate well. As a result, pupils' individual needs are catered for well and those with special educational needs have access to the full curriculum and make good progress.
117. Displays in classrooms and around the school demonstrate the range of materials, processes and activities pupils have used, including three-dimensional models, although no clay work was seen. There is clear evidence of pupils working in the style of famous artists or using their work as a starting point, including "The Snail" by Matisse and "The Big Black Divers" by Léger. Pupils talk knowledgeably about the artists, recognise their different styles and voice their opinions about works of art. For example, two pupils in Year 2 had quite different opinions about Mondrian and were able to explain their preferences clearly.
118. The recently appointed subject co-ordinator is so far providing effective management and leadership. As a non-specialist she is being well supported by other staff and the headteacher, has undertaken professional development and is increasingly growing in confidence. Although there is, as yet, no action plan for the subject, a co-ordinator's file has been established and a portfolio of pupils' work is being developed to include samples of work at different levels to underpin assessment of the subject. Issues such as monitoring examples of pupils' work across the school, monitoring teaching and learning, purchase of three-dimensional artwork, and professional development for staff, have already been identified as priorities within an action plan.
119. Planning now follows national guidance and existing strong links between subjects are being extended to include further links with design and technology. Where there was evidence of repetition, for example, weaving in all year groups, appropriate and effective change has taken place.
120. Art is well resourced and there are appropriate arrangements for storage and maintenance. Increasing resources has been a main priority this year. Pupils take good care of the resources available to them and use them well. Overall there has been significant improvement in provision since the previous inspection.

DESIGN AND TECHNOLOGY

121. Although no design and technology lessons were observed during the inspection, elements of design and technology projects already underway were observed in two art and design lessons for Year 2 pupils. Based on these, alongside scrutiny of a limited amount of pupils' work, planning, discussion and a computer presentation, standards are judged to be satisfactory overall.
122. By the end of Year 2, most pupils have a good understanding of the design process and what steps need to be taken at each stage. They show good knowledge of the appropriateness of materials and joining processes and more able pupils can explain problems, which may arise if careful thought is not given to the selection of materials.
123. In the two lessons observed where elements of design and technology took place, teaching was consistently good. The teachers had high expectations and injected good pace, allowing pupils to make choices and evaluate decisions and outcomes. In one lesson, for example, pupils selected appropriate fabrics, and explained their choices. They could describe how they intended to join them and why. Pupils in the other lesson carried out a full evaluation of the process of making their puppets. Evaluation sheets were appropriate for the pupils' different levels of attainment and good use was made of planned, paired discussion. The pupils had access to the finished puppet, their designs and plans and a digital photograph of the end result. In both lessons pupils were fully motivated and engaged, made good use of discussion with each other and the adults in the room, showed great pride in their work and were clearly enjoying the lessons. Use of additional support was effective and offered appropriate levels of discussion and advice. Health and safety issues were appropriately addressed with regular reminders.
124. Teachers' plans indicate that there is an appropriate curriculum and that pupils are receiving their full entitlement. Links between subjects are strong and are being developed further by staff. Since the previous inspection the school has adopted the national scheme of work and the co-ordinator

is in the process of re-writing the policy which is intended to reflect current practice. There is awareness that the design process requires further development, to make it less product led.

125. As yet there is no action plan for developing the subject. The co-ordinator has begun the process of monitoring teachers' plans but monitoring of teaching and learning and assessment are still areas requiring development. The subject is well resourced and has become increasingly high profile during the last year. This is due to the enthusiasm of the new headteacher who is supporting its development, for example, through the whole school project on improving an outside area for the school community. This has proved an excellent opportunity for wider community involvement and the school is justifiably proud of the end result. Management of design and technology is satisfactory and sound progress has been made since the previous inspection.

GEOGRAPHY

126. Standards at the end of Year 2 are broadly in line with national expectations. It was only possible to observe one lesson in a Year 2 class during the inspection. This observation, together with additional evidence from planning and scrutiny of pupils' work indicates that satisfactory improvements have been made since the last inspection.
127. Pupils have opportunities to learn about their local area and they identify features of their own homes, comparing them with other houses and homes in various locations. Pupils in Year 1 have created sketch maps to show their route to school and looked at the roles of people who work in school. Most have learnt their own addresses and tracked the journey of a letter. Pupils in Year 2 talk knowledgeably about their experiences, compare and contrast features from their own town and other locations. For example, they have compared Attleborough to a seaside location, using aspects of physical and human geography to identify similarities and differences. Pupils understand the effects of location on the way of life, discuss aspects of the landscape and have an understanding that climate and environmental features affect the way that people use locations.
128. Too few lessons were seen to make reliable judgements on teaching and learning, though other inspection evidence indicates that it is at least satisfactory. Clear lesson intentions are linked to activities that provide the pupils with appropriate opportunities to build their knowledge and understanding. For example, in the lesson observed, the teacher effectively drew on pupils' knowledge to develop an understanding of similarities and differences and how these impact on a location's use.
129. Teachers plan their work in teams using the national guidance. Effective plans have been developed which link programmes of study and other subjects. The teams regularly review each unit of work. This evaluation enables them to make modifications to develop pupils' learning in the following year.
130. Aspects of co-ordination are less than satisfactory. There is no policy. Although the co-ordinator has received training and guidance and is aware of the strengths and weaknesses within the subject, no time has been planned for development, monitoring or evaluation. Resources have been collated and stored in an open location for ease of access, though the resources are not catalogued and the co-ordinator is unsure about needs across the school. In year groups, however, a range of suitable resources is being used effectively. For example, the co-ordinator has introduced a range of big books and support materials into Year 2. Overall resources are adequate.

HISTORY

131. By the end of Year 2, pupils attain standards which are broadly in line with those expected nationally. Only one lesson, in a Year 1 class, was observed during the inspection. This observation, together with a range of evidence, indicates that standards are broadly similar to those identified in the previous report.

132. By the end of Year 2, pupils use their historical knowledge to describe events and famous people in the past. For example, they describe and talk about The Plague, The Great Fire of London, Neil Armstrong, Grace Darling and Florence Nightingale. Good links are made to other subjects. The pupils use their knowledge to write diaries about their imaginary life as a sailor in 1769, write stories about the Great Fire of London and use their observation and artistic skills to record local historical features of Attleborough. Pupils in Year 1 have an understanding about the past and the present, relating well to changes that take place. For example, through their work on toys they examined a selection of toys, recognising materials used. They understood that materials used now are different from those used when their parents were children. They could put forward reasons for these changes understanding why some materials had been changed for safety.
133. Pupils display an enthusiasm for history. Work across the school demonstrates care and attention to presentation and factual understanding. The pupils understand tasks and expectations well and are very attentive; they maintain their concentration, work together well and contribute confidently to lessons. For example in a Year 1 lesson, many pupils had contributed to the toy project, using them appropriately for the display activity.
134. Too few lessons were seen to make overall judgements on teaching and learning. The quality of teaching seen was very good in the lesson observed. The lesson was presented in a lively and stimulating way. This had an impact on the pupils' level of enthusiasm and attentiveness. Work is planned well, providing small structured steps that effectively develop pupils' understanding, knowledge and skills. Pupils are encouraged to think carefully and investigate, drawing on skills developed earlier. For example, the lesson that used toys to consider the past and present, linked a literacy lesson with the task to support pupils writing labels for their display.
135. Since the last inspection good progress has been made in the management of this subject. National guidance has been adopted and adapted to provide a framework that ensures historical skills are developed across the school. Teachers plan their work in year based teams. The co-ordinator monitors planning across the school and is knowledgeable about levels of resources. Pupils' work is monitored and evaluated effectively, though this has not, as yet, been used to inform future planning. There is a suitably wide range of resources to provide opportunities for pupils to engage in historical enquiry. They are stored in an open location for ease of access. The pupils benefit from a suitable range of visits and visitors. For example, they have an annual visit from "Hands on the Past" and visit the local war memorial during their unit of work on Remembrance Day.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Pupils make good progress with their learning and standards of attainment are above those expected nationally. Considerable improvements have been made in information and communication technology since the previous inspection. The school has made good progress in the development and incorporation of information and communication technology into other subjects of the National Curriculum. The national scheme of work has been adopted and adapted to support programmes of study across the school.
137. By the end of Year 2, pupils log on and off the computer effectively and save their work. They choose a program and select appropriate tools to use in the program. They use a developing range of skills to support their work in English, art and design, design and technology, music, history and geography. For example, in art, Year 2 pupils used computers to create work in the style of Jackson Pollock. They demonstrated good progress in the development of mouse control and quickly assimilated the teaching about using customised tools. Independent work followed carefully managed small steps. By the end of the lesson, the pupils could choose and customise a line, flood and fill areas on the screen with colour. Several pupils were very surprised by what they had achieved. They understood what they were doing, succeeded at the task and showed appreciation of the lesson.
136. The pupils, including those with special educational needs, make good progress. They have good attitudes and achieve the tasks well. Working in pairs provides pupils with the opportunity to learn from each other. This results in a purposeful working environment in which pupils are able to learn quickly and achieve the lesson's intentions. Independent work is developing, but requires

Careful teacher management to meet the needs of all pupils across the school.

137. Overall the quality of teaching is good. Teachers and classroom assistants work well together during lessons. Good year-based planning provides a strong framework to support teaching. Objectives are clear. The appropriate organisation of timetables gives good access to the information and communication technology suite. Teachers ensure learning is developmental and is clearly planned in small steps. This provides a strong learning environment, which in turn makes pupils enthusiastic. However, the teaching of information and communication technology skills in the classrooms is not at the same stage and requires further development.
138. The development of pupils' skills and their use in other subjects are supported well through a good range of resources available for every class. Staff training is planned for the spring term through a nationally funded training course. This provides the opportunity to integrate the use of information and communication technology into the classrooms. The information and communication technology suite is a good resource carefully put together with quality materials. It provides good opportunities for pupils to develop their skills. It becomes uncomfortably hot, however, when teachers forget to switch on the extractor fan, creating a potential health and safety hazard.
139. The management of the subject is effectively shared between the deputy headteacher and year leaders. Whilst class teachers individually record and evaluate pupils' progress, this has not been formally developed as a school policy there are plans to incorporate regular reviews of pupils' work into year group meetings. Plans are being developed for pupils to use floppy disks to save their work and to build personal portfolios.

MUSIC

140. It was only possible to observe three lessons during the inspection, but evidence from assemblies, the scrutiny of teachers' planning and discussion with the subject manager, indicate that pupils attain standards which are about in line with those expected nationally by the time they leave the school.
141. The lessons observed were in both year groups and it is evident that satisfactory progress is taking place as pupils move through the school. In the lesson observed for pupils in Year 1, the pupils were noisy and the teacher had to work hard to control them. This teacher does not usually take this class for music and the difficulties encountered meant that for part of the time, limited learning took place. However, the teacher's experience showed well when she adjusted the planning for the lesson in order to maintain discipline and ensure that appropriate learning developed as the lesson proceeded. As a result, the pupils were encouraged to sing and to create actions to their songs. They were able to hold pitch accurately and remembered well the visit of a musician during the previous week. They showed the teacher how the visitor had made signs for differently pitched notes.
142. In the Year 2 lessons the quality of teaching and learning varied between very good and satisfactory. In the better quality lesson, the pace was very fast and the planning was such that the pupils were expected to take an active part in the lesson. They were encouraged to think about music from previous lessons and how the beat and rhythm varied within different pieces of music. They identified "In the Hall of the Mountain King" from Grieg's "Peer Gynt" suite, to show the differences of speed in music. Throughout the lesson the teacher maintained the quality of teaching and her own confidence in singing was a vital element in developing the pupils' learning. Towards the end of the lesson the pupils were singing tunefully using two-part songs.
143. The subject is led effectively by the subject manager. She has only recently taken responsibility for the subject and her enthusiasm has yet to have any significant impact on raising standards. The school has adopted the national scheme to help develop learning in the subject. The high priority placed by the school on the subject is clearly shown through the recent acquisition of a very good range of high quality resources. The extra-curricular recorder group provides opportunities for interested pupils to extend their learning.

PHYSICAL EDUCATION

144. At the time of the previous inspection standards were identified as in line with those expected nationally. Satisfactory progress has been maintained and, by the end of Year 2, pupils' attainment is currently in line with nationally expected standards.
145. The quality of teaching is good overall, though it is very variable. At its best it is very good and the pupils make very good progress, but where the teaching is less than satisfactory, they do not take a sufficiently active part in the lesson and their learning is limited.
146. In Year 1 pupils begin to understand the need to warm up before they take exercise and they do this sensibly. They listen carefully to the teacher and play games to help them to stretch their muscles. They know that their heart beats faster as they make more active movements. When working on the climbing apparatus they explore different ways of moving over and round it using their hands and feet. They begin to develop a good sense of balance and incorporate this into the simple routines they devise for themselves.
147. In Year 2 pupils are given the chance to improve their skills, though in one lesson observed they were not given sufficient opportunities to develop their learning. As they build up their skills to take part in games, pupils can throw and catch with varying degrees of accuracy. The teachers' planning is devised to ensure that the pupils improve their skills in this area. They are encouraged to use different types of balls to throw, catch, kick and dribble. They are given a range of targets at which to throw. Many pupils manage this very well, and throw accurately into a netball hoop, or against skittles. In the lesson where the teaching and learning were unsatisfactory, the teacher experienced some difficulty in maintaining discipline and as a result the pace of the lesson suffered. The teacher did not ensure that all pupils were taking an active part in the lessons and because of this, too many were standing inactive and learning was limited throughout the lesson.
148. The subject manager has only recently taken responsibility for the subject and, as yet, has had little influence on its development. However, the school has recognised the need for high quality resources for the subject and has upgraded these so that they are now very good. The national scheme of work has recently been adopted but is in the early stages of implementation.

RELIGIOUS EDUCATION

149. Evidence from the small number of lessons observed, the scrutiny of pupils' work and discussions with staff indicate that by the end of Year 2, pupils attain standards in line with those expected in the local education authority's Agreed Syllabus
150. Overall the teaching is good. The teachers use very effective techniques in bringing out pupils' ideas and feelings. In a lesson on giving, the idea of a smile bringing pleasure to people was very well conveyed by pupils passing a smile from one to another whilst sitting in a circle. There is a sense of mutual respect between teacher and pupils. The work presently being studied in Year 1 is centred on the theme of "Celebration". The lessons observed approached the idea in different ways. A rich spiritual awareness was awakened in the pupils, in the more successful lessons, through a calm, thoughtful and sensitive approach. The teaching used the pupils' own experiences very effectively to develop their understanding. They were brought from thinking about toys they would like to deciding what they would like to give to special people as presents. They began to understand that valued gifts can be very simple and cost nothing, such as a smile or taking care of someone. Pupils contributed in a most mature way.
151. In Year 2 the work has covered some of Jesus' parables. Most pupils understand that they are used as a way of teaching people about religion. They can write short descriptive sentences about the stories, re-tell them and discuss what they mean.
152. The pupils' attitudes to learning are very good. They pay attention to their teachers, behave sensibly and contribute in a mature way to the discussions. They respect one another's points of view.

153. Good displays in the classrooms enhance pupils' awareness of the variety of religious beliefs. There is also a good stock of supporting books in the library and a wide selection of religious artefacts. Planning for lessons is sometimes imprecise. The learning objectives are not clearly defined, the timing of each part of the lesson is not included and provision for pupils with special educational needs is not identified. The Locally Agreed Syllabus is due for review, and in the meantime, staff are using a combined programme from the old syllabus and the national guidance. Procedures for regular monitoring of the curriculum and how it is taught are insufficiently well developed.
154. Satisfactory levels of attainment have been maintained since the previous inspection. The range of books and resources to support the teaching of world religions has been improved since then, and is now good.