

INSPECTION REPORT

MANOR FIELD FIRST SCHOOL

Long Stratton, Norwich

LEA area: Norfolk

Unique reference number: 120919

Headteacher: Mrs A Lightbown

Reporting inspector: J T Bishop
12184

Dates of inspection: 15 – 18 April 2002

Inspection number: 196680

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	First and Nursery
School category:	Community
Age range of pupils:	3 - 8
Gender of pupils:	Mixed
School address:	Manor Road Long Stratton Norwich Norfolk
Postcode:	NR15 2XR
Telephone number:	01508 530356
Fax number:	01508 530356
Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Kean
Date of previous inspection:	23.6.97

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12184	J. Bishop	Registered inspector	Science Art Design & Technology Religious Education Special educational needs	What sort of school is it? How high are standards? a) The school's results & achievements How well are pupils taught? What should the school do to improve further?
9708	S. Daintrey	Lay inspector		How high are standards? b) Pupils' attitudes, values & personal development How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils? How well does the school work in partnership with parents?
15011	M. Wallace	Team inspector	Mathematics Physical Education Equal opportunities Music Foundation Stage	
17517	V. Bagilhole	Team inspector	English Information and communication technology Geography History English as an additional language	How well is the school led and managed?

The inspection contractor was:

Bedford Primary Inspections
2, Grange Lane
Cople
Bedfordshire
MK44 3TT

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

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House

33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Manor Field Infant and Nursery School is a community school for boys and girls aged from three to eight years. There are 264 pupils on roll, including 52 with half-time places in the nursery and 53 children in the reception classes. The school is situated in Long Stratton, a semi-rural village near to Norwich. It serves a community from a wide mix of socio-economic backgrounds from Long Stratton and the surrounding villages. On entry to the reception classes, overall attainment is in line with what is usually expected for the children's ages. There are no pupils requiring extra support because they have English as an additional language. Thirty-five pupils have been identified as having special educational needs, with five pupils in the main school and two children in the nursery having statements of special need; this is below the national average. There are eight pupils eligible for free school meals and this is below the national average. The school has had three headteachers in the past three years. The present headteacher has been in post since January 2001.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. It has maintained above average standards in reading, writing and mathematics in the National Curriculum tests over the past few years. The school serves the community well. The quality of teaching is good in the nursery and reception classes and in Years 1 and 2. Teaching is satisfactory in Year 3. The leadership and management of the school are very good and manifest themselves in a strong commitment to further improvement. The school provides good value for money.

What the school does well

- Reading standards are a strength of the school. Standards are above average in art and design, design and technology and music. The educational provision in the nursery and reception classes is good.
- Teaching is good.
- The leadership and management of the school are very good. The headteacher, staff and governors are committed to the continued improvement of the school's provision.
- The school is a caring community with a strong ethos based on the values of respect and co-operation. Consequently, relationships, pupils' behaviour and personal development are good.
- The provision for pupils' spiritual and cultural development is very good and it is good for social and moral development.
- There are good arrangements to support those pupils who have special educational needs.
- The school has won the confidence of parents; home-school links provide good support for pupils' learning.
- Attendance is very good.

What could be improved

- The presentation of pupils' work in books and folders is not good enough.
- Higher attaining pupils require more challenge in some lessons.
- Pupils do not always have a clear view of what it is they have to do to improve their work.
- The assessment of pupils' attainment in some subjects is insufficient to measure the individual progress of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. The school has settled well since the several changes of headship two years ago. In the time the present headteacher has been in place, there have been many improvements in the school's provision. The school has successfully addressed the issues raised in the last inspection report. The

management structure has been reviewed with subject co-ordinators having increased responsibilities in planning the curriculum, developing schemes of work to provide continuous progress in pupils' skills and being given more time to monitor what is happening in other classes. Planning is now based on moving from what pupils already know and what is required by the National Curriculum framework. The curriculum in the nursery and that in the reception classes now follow the same national guidelines. The teaching has remained mainly of good quality, with some very good and excellent lessons. No unsatisfactory lessons were seen during the inspection. Standards in reading, writing, mathematics and science have improved since the last inspection. Teachers' assessments in science in 2001 put the school in the top five per cent in the country for pupils achieving Level 2 at the end of Year 2. 'Catch-up' Programmes for pupils having difficulties with reading are proving effective as are the implementation of other government support initiatives such as 'Additional Literacy Support'. There are many other improvements to provision and these include performance management, systems for tracking pupil progress, a pupil school council, an 'Investors in People' award and specific training for non-teaching staff. Computer resources and staff training have also made considerable development. Improvements since the last inspection are good and the capacity for further improvement is also good.

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	A	A	B	C
Writing	B	A	B	D
Mathematics	A	A	B	C

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

The results show that in 2001, standards in reading, writing and mathematics were above the national averages at the end of Year 2. Pupils have achieved well at this stage, as the overall attainment of children entering the school in the nursery and reception classes is average. When compared with schools with pupils from similar backgrounds, standards in reading and mathematics are in line, but below average in writing. The overall standard of work seen in Year 3 indicates that standards are in line with national averages in English, mathematics and science. The school successfully meets the targets it sets itself although these are insufficiently challenging for higher attaining pupils. Standards in art and design, design and technology and music are above average in all years. Standards in all other subjects are satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning, are keen to come to school and concentrate well in lessons.
Behaviour, in and out of classrooms	Good throughout the school.
Personal development and relationships	Good. Pupils develop confidence as they progress through the school and become increasingly more responsible. The good relationships within the school help to create a safe and stimulating environment.
Attendance	Very good. The attendance rate is well above the national average. Lessons start promptly and no time is wasted.

The pupils' positive approach to school provides a good basis for their learning and makes an important contribution to the levels of attainment they achieve.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Year 3
Quality of teaching	Good	Good	Satisfactory

The quality of teaching in the nursery and in the reception classes is consistently good. In Years 1 and 2 teaching is generally good overall and is often very good in English and mathematics. Teaching in Year 3 is at least satisfactory and often better, especially in English. No unsatisfactory teaching was seen during the inspection. This is an improvement on the last inspection. Teachers have good knowledge of their subjects and plan lessons effectively. Pupils with special educational needs are well supported by teachers and classroom assistants and they receive appropriate work. The on-going assessment of pupils' work, including marking, does not help pupils to understand what it is they must do to improve. Teachers work hard in ensuring that the needs of different groups of pupils are being met but sufficient challenge is not always offered to gifted and talented pupils. Literacy and numeracy are well taught, with teachers having a good understanding of their subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant. Educational visits provide practical experiences to extend pupils' understanding of the world. All subjects now have the guidance provided by revised schemes of work.
Provision for pupils with special educational needs	Pupils with special educational needs receive good support and progress well towards the targets set in their individual education plans.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for personal development through the promotion of spiritual and cultural awareness is very good; moral and social development is good.
How well the school cares for its pupils	Good overall. The school provides a safe and caring environment. Child protection is good. Procedures for assessment in most non-core subjects are satisfactory.

Many parents work within the school to support pupils' learning. Their help assists teachers in offering a wide and interesting curriculum. Extra activities, such as sports clubs, recorders, choir and a wildlife club, extend the curriculum and the opportunities available to widen the pupils' interest.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear vision for the school and central to this is the aim to raise standards. She is effective in leading a team with a shared sense of values and priorities. The other key staff support her ably. There is no deputy headteacher.
How well the governors fulfil their responsibilities	Good. The governors fulfil their roles conscientiously and are fully involved in the school development process. They support the staff effectively and all take a special interest in one subject or aspect of school life. They have a clear

	understanding of the school's strengths and priorities for improvement. All statutory requirements are met except for a few minor omissions in the governors' annual report to parents.
The school's evaluation of its performance	Good. The school analyses its strengths and weaknesses effectively in order to decide what to do next.
The strategic use of resources	Good. The school has increased the level of resources available to teachers and pupils; this is most evident in information and communication technology.

The school has been successful in gaining an 'Investors in People' award. It has maintained well its development in spite of a review of educational re-organisation in the area.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school • The children make good progress • Behaviour is good • Teaching is good • The school is approachable • Children are expected to work hard • The school is well led and managed • The school is helping children to become mature and responsible. 	<ul style="list-style-type: none"> • Information about how their children are getting on • The partnership with parents in their children's learning • The amount and quality of homework • Activities outside lessons.

The school enjoys a good relationship with parents and receives much support from them. A few parents have some concerns about the following matters. The inspection team considers that generally, homework is given in appropriate amounts in line with national guidelines but this provision is not consistent in all classes. The information offered on pupils' progress is appropriate and staff are approachable when there are concerns. There is a good range of activities outside lessons. These include a choir, sports clubs and a particularly interesting wildlife club. The curriculum is supported satisfactorily by these extra activities and the wide range of visits undertaken.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment on entry is average. Achievement is good in the nursery and children in the reception classes are well on course to attain the early learning goals, specified in national guidance, by the end of the reception year. As a result of the overall good teaching in Years 1 and 2, pupils' progress is good and almost all achieve at least average standards in reading, writing and mathematics by the end of Year 2 with the overall standard being above average. In Year 3, the teaching of literacy is good and this enables pupils to continue the good progress in reading that had been made in earlier years. Progress and standards in writing and mathematics are satisfactory. Pupils with special educational needs achieve well in all years and make steady progress towards the targets set for them in their individual education plans; specific tasks are planned for them and teachers and teaching assistants provide good support.

2. The National Curriculum tests and assessments for seven-year olds in 2001 reflected the sound consistency of results in reading, writing and mathematics over the past few years. When compared with similar schools pupils' performance in 2001 was average in reading and mathematics but below average in writing. The school does well at the higher Level 3; results for the number of pupils attaining this level were well above average in reading and above average in writing and mathematics. Lessons seen during the inspection, nevertheless, suggest that higher attaining pupils could do even better with increased challenge during their learning. According to teachers' assessments, standards were well above average in science; the number of pupils achieving the target of Level 2 was very high with the school's performance being in the top five per cent of schools in the country. Inspection evidence suggests the national assessment results in science are likely to be slightly lower in 2002 due to variations of ability which inevitably occur in each school year. There were no significant differences in the performances of boys and girls. Pupils in Year 3 take voluntary tests, in English, mathematics and science. These, along with work seen during the inspection, indicate that standards are average.

3. By the end of Year 2, pupils have learned to speak with greater confidence and the majority express themselves well. Most pupils read for pleasure and delight in books and the experiences they offer. Many find difficulty in spelling accurately but steady improvement is evident, mainly due to the effective teaching and parents' support with homework. Pupils have sound command of number and recall simple number facts readily. They calculate with increasing confidence, enjoy mathematics and have frequent opportunities to apply their skills in realistic situations.

4. Across the school, there is appropriate emphasis on developing skills in literacy and numeracy and pupils develop good basic skills in these areas. Pupils' knowledge of scientific facts is sound and, although investigative science has been the weaker area in learning in this subject, the school's stress on investigations is beginning to raise standards further, particularly in Year 3. The school has set appropriately challenging targets for the number of pupils expected to obtain the national targets of Level 2 in reading, writing and mathematics. Progress towards meeting these targets is satisfactory.

5. Attainment in information and communication technology (ICT) is sound. The subject is well resourced and skills are taught systematically. Computers based in classrooms are insufficiently used to consolidate the skills learnt during lessons in the computer suite by using them to support learning in other subjects of the curriculum. Standards in art and design, design and technology and music are

good in all years. In all other subjects, standards are sound. Again, there are no significant differences between the performance of boys and girls.

6. Pupils who have special educational needs achieve well. This is because the work set for them is matched well to their abilities and they receive good support from teachers and from the learning support staff.

Pupils' attitudes, values and personal development

7. Pupils' attitudes, behaviour, relationships and personal development continue to be strengths of the school and make a significant contribution to the progress made by pupils from the nursery onwards.

8. Pupils' attitudes to school and to learning are good. A large majority of parents strongly agree that their children like school. Pupils themselves show high levels of enjoyment, interest, curiosity and perseverance in many lessons. For example in a Year 1 science lesson, pupils were very interested in learning more about plants, eagerly contributing their experiences from home and asking pertinent questions such as 'How do plants grow in water?' Outside in the school grounds, they concentrated very well in observing and drawing the plants they found. A notable feature of school life is the way in which pupils of all ages, including boys, quickly develop a love of books and reading. For example, in the nursery, children show their enjoyment of early reading skills in the quiet room, where they can handle and explore books independently, and at the end of the session when they take it in turns to choose the book that is read aloud by the teacher. Pupils with special educational needs persevere, for example, in a Year 3 literacy hour when a group worked independently on reading books of funny poems. Occasionally, higher attaining pupils become bored in lessons when the work does not challenge them. Pupils gave mathematics as an example of a subject which they do not like when the work is too easy and does not build on what they have already learnt.

9. Behaviour is good. Pupils behave very well in most lessons, assemblies, registrations and as they move around the school. This is because teachers work very hard to set high expectations of behaviour and respect and pupils respond well most of the time. Occasionally, pupils become a little noisy and excitable, for example, in a Year 1 physical education lesson when some pupils were slow to concentrate on the task of rolling a ball between partners. Sanctions beyond the quiet word with an individual pupil rarely have to be used and there have been no exclusions. Behaviour is good at lunchtimes, which are closely supervised by mid-day supervisors and by senior staff in the dining room. Pupils report that there is occasional rough play outside and some annoying behaviour was seen. The school is appropriately addressing this issue by devising strategies, with the pupils, for improving playground behaviour and by providing further training for mid-day supervisors.

10. Personal development and relationships are good. Parents are particularly pleased with the way in which their children develop in confidence in their early years at the school. Inspectors agree that children make good progress in the nursery and reception classes in their personal, social and emotional development and exceed the early learning goals for this area by the time they join Year 1. For example, in an excellent lesson in one of the reception classes, the four-year-olds showed a very good sense of community during a role-play of a Christian baptism. They took great pride in playing their roles, such as the parents, the godparents and the congregation, and treated the occasion with a high level of respect. Pupils throughout the school are responding well to the school's very good provision for their spiritual, moral, social and cultural development. A particular strength is the way in which these young children are developing a very good awareness of the wider world beyond their immediate environment and the different cultures and abilities which people have. They understand, for example, that some children and adults are deaf and that sign language is a way of communicating

with them. They are involved in sponsoring a child from a very poor country in Africa and in planning a party to celebrate the Queen's Jubilee. They know that symbols can represent intangible things such as ideals. They value the people who help them and can explain how they are helped by friends, relatives and Jesus. Through their class councils and the school council, they are expressing views about how to improve the quality of life in the school, for example by introducing and evaluating 'friendship benches' and playground buddies.

11. Attendance is very good. It has improved since the last inspection and is now well above the national average. The rate of unauthorised absence is below average. Parents comply very well with the school's expectations for pupils' regular attendance and for justifying the need for any term-time holidays. This means that the pupils miss very few opportunities for learning and development. When they do return from short absences, they are well supported by the classroom assistants so that they can catch up quickly. Punctuality is good for morning registration and little time is wasted during the school day. Children in the nursery are developing good habits of attendance.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching provided for children in the Foundation Stage (nursery and reception classes) is good. Consequently, these children are very well prepared to begin work on the National Curriculum when they enter Year 1. The quality of teaching provided for pupils in Years 1 and 2 is good. At times, the teaching in some subjects is very good and even excellent. As a result, pupils achieve well and make good progress. The teaching in Year 3 is satisfactory. Pupils continue to achieve well in reading with achievement sound in most other areas of learning. At the time of the last inspection, teaching was reported as being mainly good overall. Observations of teaching and pupils' work indicate that this situation remains. There were no unsatisfactory lessons seen during the inspection and this is an improvement from the 1997 report.

13. Some very good teaching is evident in both English and mathematics with teaching being good overall. The teaching of science is satisfactory in Years 1, 2 and 3. The recent additional input on investigative science is further raising the quality of teaching. The pace of work sometimes drops, reducing the quality of learning when pupils are working independently in groups and not supervised directly by their teachers or by teaching assistants. Good teaching is seen in most other subjects, but the quality varies from class to class according to the subject strengths of the teachers. In general, the school provides too few opportunities for all teachers to observe and learn from the very good teaching practice evident in the school.

14. Pupils are taught to develop their basic reading, writing and spelling skills well. Teachers apply the principles advocated by the National Literacy Strategy effectively and this is helping pupils to achieve well, particularly in reading. Writing is recognised by the school as a weaker area and extra attention is now being given to this. The teaching of the National Numeracy Strategy is good and the teaching of the basic skills in mathematics is effective.

15. Teachers successfully ensure that pupils with special educational needs are included in all aspects of the provision. The needs of these pupils are set out in detail in teachers' planning and the work provided for them is matched well to their needs. Teachers and their assistants remain vigilant throughout lessons in order to respond to the needs of these pupils; consequently, these pupils make good progress. Teachers also plan to meet the needs of gifted and talented pupils but the work provided is not always sufficiently challenging with extra work rarely provided when the main task of the lesson has been completed.

16. Teachers plan their lessons thoroughly and in great detail. They have clear objectives for what they expect their pupils to learn in each lesson. These objectives are not always shared with the pupils; this reduces their effectiveness, with the pupils not always clear about what they are expected to learn.

17. Teachers do not always have sufficiently high expectations of their pupils' abilities. This is evident when pupils' work is presented and stored untidily reducing the pride and satisfaction for pupils in a job well done. In all lessons, teachers use praise well to give recognition to pupils who are working hard. This helps them to become confident learners and contributes to the progress they make. Progress is also assured by the appropriate use, in most lessons, of whole-class teaching along with opportunities for pupils to work in small groups or by themselves. Sometimes they do this with supervision, sometimes without. When this happens the majority of higher attaining pupils sustain their concentration very well. Lower attaining pupils are sometimes easily distracted and need direct supervision to maintain their progress.

18. Teachers manage their pupils well and behaviour in lessons is good. Clear strategies are in place for teachers to respond to instances of inappropriate behaviour and these are usually used effectively.

19. The quality of pupils' learning is good in Years 1 and 2 and satisfactory at Year 3. Teachers use available time efficiently. The opening part of lessons is often used well to set the scene for what the pupils will learn and they maintain their concentration accordingly and are keen to contribute to discussion. Learning support assistants make significant contributions to the learning of the pupils they work with. They know these pupils and their needs in depth, and are clearly well aware of what will be taught. A significant number of parents regularly provide help during lessons. They, too, are effectively involved by teachers and contribute to the progress that pupils make. Pupils are well motivated to learn because relationships between pupils and teachers are good. The fact that the school monitors the quality and nature of pupils' reading after they become independent readers ensures that their learning in this aspect of English continues at a good rate. Learning is generally less successful when pupils are unsure of what they are expected to learn in lessons and when ICT is insufficiently used in other subjects of the curriculum.

20. In some lessons, ICT is not used sufficiently to enhance pupils' learning. Pupils are beginning to access the Internet for research purposes in Years 2 and 3. All classes have experienced a programmable toy and can program it. Pupils drag words with 'ear' and 'eer' into two lists. However classroom computers are insufficiently used to contribute much to learning in most subjects.

21. Teachers complete evaluation sheets on all the lessons they teach. This provides them with information to plan what they will teach next and this information is used well. Teachers do not generally share sufficient information with pupils to help them progress. Marking does not tell pupils what it is they need to do next to help them improve their work. Most pupils do not have the benefit of individual learning targets, which are precise and accessible and will direct their attention to what they must learn next.

22. Homework is used appropriately although this is not always set consistently and variations in practice occur from class to class. Most pupils read regularly at home. The records that teachers keep of their activities are very detailed and are shared with parents, enabling them to have a clear view of how their children are progressing.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS

23. The school offers a broad, balanced and well-planned curriculum which meets statutory requirements and follows national guidance. The curriculum for the Foundation Stage has improved since the last inspection and is now good. There is now good continuity between the nursery and reception classes and staff work together well as a team. For example, one of the job-share nursery teachers spends one afternoon a week teaching one of the Reception classes. In the Nursery, the theme of the week during the inspection was 'frogs' which was used very well to stimulate children's learning in all areas but especially in mathematical development. In the Reception classes, the six areas of learning are planned well to lead into more formal experiences such as the literacy hour and religious education.

24. In Years 1 to 3, the weekly teaching time is above the recommended minimum which ensures that all subjects are covered at least adequately. The curriculum for art and design and for design and technology is good with pupils being offered rich opportunities to explore and develop a range of media and skills. For example, during the inspection Year 1 pupils were making clay animals which were going to be fired in the school's kiln. There is an appropriate focus on literacy and numeracy. The National Numeracy Strategy has been implemented well at the school. The National Literacy Strategy has been implemented successfully but insufficient opportunities are provided for pupils to develop their creative writing and to present their written work in other subjects to the highest standard in their books and folders. Provision for information and communication technology is sound but computers are not used often enough in classrooms so that the skills acquired when using the computer suite can be consolidated and applied to support learning in other subjects. The planning of the curriculum has improved since the last inspection, particularly in respect of long-term and medium-term plans which are now clear and reflect National Curriculum programmes of study more precisely. There are still some weaknesses in short-term planning with learning objectives not always building on what pupils have already learnt and explicitly shared with them.

25. Provision for pupils with special educational needs is good and that for pupils with statements is very good. Individual education plans are carefully written to provide programmes of work, which enable each pupil to have full access to the curriculum. Provision and procedures are consistent with the nationally accepted Code of Practice for special educational needs. The needs of more able pupils are not well planned for with the result that they are not always given appropriate extension work that will challenge them to attain the higher levels. The curriculum provides good opportunities and equality of access for all pupils to learn and make progress. There is a strong policy and guidelines for equal opportunities and racial equality. All subject policies refer to equal opportunities. The school works hard to ensure that all pupils are included in all activities, for example, all Year 2 and 3 pupils are encouraged to play the recorder.

26. The curriculum is enriched by a number of features which make a particularly good contribution to pupils' personal as well as their intellectual development. The provision for personal, social and health education (PSHE) is good and improving rapidly. Each class has a timetabled slot for PSHE and teachers are starting to introduce 'circle time' to provide a structure for pupils to share and reflect on thoughts and feelings. A good session was observed in Year 1 when pupils were able to discuss the features of people who help them. Elements of PSHE are covered well in other aspects of the school's provision such as assemblies and the school's participation in the Safe and Healthy Schools project. There is a good range of extra-curricular activities in the form of three popular clubs for older pupils which take place after school, playground games at lunch-times and a good programme of visits and visitors. The school enjoys good links with the community and with other schools which enable it to provide many extra opportunities. For example, good use is made of the swimming pool and a specialist instructor in the neighbouring high school which result in pupils achieving well above average standards in swimming. There are strong links with two local churches which have a significant

impact on pupils' religious understanding. The nursery serves the local cluster of schools and works closely with the village pre-school. The school is working very well with the community to improve road safety around the village. The three schools on the campus site are working together in planning an International Awareness Day in June, which has attracted Lottery funding.

27. Provision for pupils' personal development is very good and continues to be a strength of the school. Particularly notable are the ways in which the school fosters pupils' spiritual and cultural development. The quality of assemblies during the inspection was high, with the creation of a strong sense of an inclusive community. They provided a stimulating range of opportunities, through music, visitors, stories and artefacts, for pupils to reflect on the use and meaning of signs and symbols, the needs of people with disabilities and on customs and practices from around the world. Displays around the school reflect a range of cultures and beliefs and pupils are very well prepared for life in a multi-cultural society. Pupils are strongly encouraged to make a contribution to school life, not only through helping in the classroom but by becoming involved, through the system of class and school councils, in school improvements such as those in the playground. Staff provide good models of moral and social behaviour. Many lessons and activities, for example in reading, art and design, religious education and circle-time, promote aspects of pupils' personal development well. However, the school does not yet formally monitor the success of its provision for personal development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school continues to be a safe and caring community in which children are able to grow in confidence and maturity. Procedures to ensure pupils' welfare, health and safety are secure and effective. A good number of relevant staff are qualified and experienced in first aid and there are good arrangements for notifying parents if their child has had an injury such as a bumped head. The governors' health and safety policy is reviewed annually and equipment checks, fire drills and risk assessments are carried out regularly. The school works very well to educate its pupils about health and safety matters through local initiatives such as the healthy schools project and the plan to improve arrangements for travel to the village schools. Child protection procedures have improved since the last inspection and are now good. The headteacher has attended the training course for designated teachers and useful detailed guidance is provided for all staff in the school's child protection policy. There are good arrangements for the supervision of pupils at lunchtime. Mid-day supervisors are treated very much as part of the school team and are due to attend further training later in the term.

29. Procedures for monitoring and improving attendance have also improved since the last inspection and are now very good. The marking of registers and use of absence codes are now consistent across the school and further enhanced by the use of a computer program to record attendance. There are very effective systems in place to reduce the number and length of term-time holidays. Lateness is monitored by requiring latecomers to report to the main school door. The school's attendance procedures are so successful that it has no need to make use of the local education authority's Education Welfare Officer.

30. Procedures for monitoring and improving behaviour are good with a particular strength in ensuring that there is very little bullying or other forms of oppressive behaviour. Parents are very pleased with the way in which problems are quickly sorted out. There are effective systems for rewarding pupils for good behaviour and dealing with pupils who misbehave. A 'game of the week' and a playground charter have been introduced to improve the quality of play at break and lunch times. The school has already put in place an anti-racism policy and its commitment to promoting diversity and challenging prejudice is clearly displayed and reflected in its work. Further training for staff is planned to take place later this term.

31. Procedures for assessing pupils' academic performance are satisfactory overall. They are good in the Foundation Stage where thorough systems are in place to monitor children's progress in the nursery. Staff are making good use of a county assessment document to help them track children's progress into and through the reception year. The school has recently adopted and adapted a useful tracking system for monitoring progress in English and mathematics from the Foundation Stage and up to Year 3. This is currently working better in mathematics than English. Other positive features of the school's assessment arrangements are the teachers' weekly evaluation of their lesson plans which help them identify points for adjustment in future lessons; the development of a school portfolio which exemplifies the National Curriculum levels in English, mathematics and science; and the notes which teachers make on pupils' progress in other subjects which they use when writing the annual reports to parents. There are, however, no helpful systems for regularly assessing pupils' attainment in several subjects, or in recording pupils' personal development. As at the last inspection, there is still some varying degree of clarity in the ways that assessment is carried out and used.

32. The educational and personal support and guidance provided for pupils is satisfactory overall. There are strengths in the ways in which the school develops pupils' confidence which are much appreciated by parents. Children settling into the nursery or transferring into the school at other times are smoothly integrated into school life. The school works very well with outside agencies to meet the needs of the few pupils who have particular behavioural problems. There are weaknesses in the support and guidance provided to help pupils raise their academic achievements, especially to the higher levels of attainment. The marking of pupils' work is not as helpful as it could be in informing pupils what they have to do to improve. Pupils set and evaluate their own targets once a term but these are not sufficiently precise or linked to the school's targets. Individual education plans and statements of special educational needs are very detailed and show clearly that teachers and their assistants understand pupils' needs and provide well for them. The development of gifted and talented pupils is recorded less effectively because systems are at an early stage of development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. Parents express good levels of satisfaction with the school. Over half the parents returned questionnaires and were strongly satisfied with many aspects of the school's work including their children's enjoyment of school and the progress they are making, the quality of teaching, leadership and management, and the approachability of staff. There were some concerns, both in the questionnaire and at the parents' meeting, about some aspects of communication with parents. Inspectors found that information is good but agree that there may occasionally be inconsistencies between members of staff. Overall, parents who wrote comments on the backs of the questionnaires were very positive about the school, particularly the nursery and its provision for children with special educational needs, the support to children who join the school after moving into the area, and the dedication of the staff.

34. The school has maintained and improved its effective links with parents since the last inspection. Staff, including the headteacher, are easily accessible to parents and carers at the beginning and end of the school day. A good feature in the nursery is that parents come in at the start of the sessions to help their children to self-register and choose the first activity. Once a week in the reception classes, parents are able to come into the classrooms to help their children choose a library book and have a chat with the teacher if they need to. Working parents are kept in touch through the regular weekly news bulletin. In all classes except the nursery there are termly opportunities for a more formal meeting with the class teacher to discuss children's progress. However, the presentation of completed work in pupils' books and folders does not enable parents to see clearly the progress their child is making in different subjects, for example history. The annual reports provide good information to parents about all subjects and also include the child's own comments and some ideas for future action, for example to refine spelling skills by learning and using phonic patterns. The prospectus and

governors' annual report are informative about the school but omit some of the statutory requirements such as the school's arrangements for disabled pupils and the success of the governors' policy for special educational needs.

35. Parents make a good contribution to children's learning and the work of the school. They support the school very well by ensuring that their children attend regularly and on time. They have an important effect on their children's progress in reading by listening to them read at home and insisting that the reading record books be maintained. They take an interest in their child's homework and help when appropriate, although some parents at the meeting with inspectors raised concerns about the amount, type and clarity of homework tasks. Those who attended the recent numeracy evening report that this was very helpful in offering guidance on how parents can assist, for example, by playing mathematical games at home. Some parents of Year 3 pupils say that they are not as well informed about homework as in other years. The introduction of a homework book might be helpful here. Parents appreciate being invited to the celebration assembly on the Friday of the week when their child has a birthday. Parents help in the school and accompany classes to the high school for swimming lessons. There is an active parent teacher association which runs social events such as children's discos and which raised almost £3,000 last year. This was spent on extra resources for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The leadership and management of the school are very good. The headteacher, senior management team and the governing body share a very clear vision for the future of the school, and a vigorous determination to ensure that this vision becomes a reality. They are committed to raising standards further and are aware of areas requiring further development. They have worked closely to determine the strategic direction of the school, with priorities established on the basis of clear analysis of pupil performance data from a range of sources, and the areas for improvement are incorporated into a comprehensive and carefully budgeted school improvement plan. A small budgetary surplus has been accumulated and plans for this are on hold until the school learns the outcome of consultations about the re-organisation of schools in the area. The action taken by the school and the strategic use of its resources to meet its targets are good. The headteacher has won the total confidence of governors, parents and staff. Parents state that she is approachable and that the staff, including non-teaching staff, are professional, enthusiastic and very caring. The school is popular and well respected by parents and pupils.

37. The school has made very good improvement in meeting the issues from the previous inspection. The management structure now has clearly defined leadership roles and responsibilities and subject leaders contribute very well to planning what should be taught and in monitoring the implementation of policies and their effect upon standards. A clear long-term curriculum framework is established and schemes of work in all subjects are in place. However, although the progression of skills is well identified and taught, there is a weakness now in the final presentation of pupils' written work in all subjects. Very good improvement has also been made in the arrangements for transition from the nursery to main school and the nursery and reception classes now operate well as a complete Foundation Stage.

38. The governors are knowledgeable and play a significant role in supporting the work of the staff, making a good contribution to the management of the school. They have a clear understanding of their roles and responsibilities and of the strengths and weaknesses of the school. An effective sub-committee structure is in place, and is having an increasing influence on the management of the school and its resources. There are very good relationships between staff and governors. All governors have a responsibility for subject areas in the school. After visits to observe teaching in these areas, they make a detailed report back to the governing body and staff. The governing body takes its

responsibilities in the leadership and management of the school very seriously and continuing development is prioritised in the school improvement plan. The governing body largely complies with its statutory requirements regarding reporting to parents and all other requirements, although there are some omissions in its annual report. The school is efficiently run. Day-to-day procedures and the school's use of technology to reduce the administrative workload are good. The school caretaker keeps the accommodation clean and attractive. Principles of best value are well applied and secure and effective financial procedures are in place. There are no specific grants held by the school.

39. Those with management responsibilities provide good quality leadership in most subjects. The roles of the senior management team are firmly established, with clear areas of responsibility identified for each member. They feel very much valued by both the headteacher and other colleagues. The headteacher is accomplished at delegating aspects of the management role, clearly identifying staff strengths and extending their experiences and responsibilities. The staff perceive her as being very supportive of their efforts and relationships are very positive. Subject leaders are receiving a small amount of non-contact time to monitor and evaluate the quality of teaching and learning in their subject and to pass on their expertise. Overall, the standards of monitoring and evaluation of teaching are satisfactory and would be good or better if more time was allocated for this. The systems used are very good and identify clear targets for development. Monitoring of the curriculum is good in all subjects.

40. The provision for pupils with special educational needs and the Foundation Stage for children under five are well managed and benefits from the careful identification of pupils' needs, regular reviews and well-maintained records. The school receives good support from outside agencies. The headteacher and staff give very good attention to issues related to equal opportunities. Any entrenched attitudes related to gender and stereotyping are challenged and the school does all it can to address these issues. The provision for pupils who are the most able in the school is satisfactory but would be better addressed with clearer procedures and guidelines for staff.

41. The headteacher is determined to ensure that all those who work in the school are provided with appropriate training and support to enable them to develop professionally, and the school has achieved 'Investors in People' status. Implementing a programme of continuing professional development is a high priority. There is a good number of suitably qualified and experienced staff to teach the curriculum. Support staff are effectively utilised and are valued by teaching staff. The school's strategy for appraisal and performance management of teachers is very good and is in its second year. It is linked to the school improvement plan and sets targets for the school and individual performance. It is an ongoing cycle involving the three stages of planning, monitoring performance and reviewing performance. Informal performance appraisal is also conducted with classroom assistants. There are no newly qualified members of staff but induction and mentoring procedures are in place. The school has one placement for initial teacher training and she is doing very well. This trainee was a classroom assistant and teacher training was identified as part of her performance management.

42. The accommodation is good. Classrooms are adequate in size for pupils of all ages although some are larger than others. The largest have been well used for the reception classes. One of the Year 2 classes is housed in a mobile. External accommodation is also good. There is a large grassed area and two playgrounds one of which is fenced off for nursery and reception children. Pupils benefit from an environmental area with a pond for science experiments. An interesting and exciting development achieved by the management is the very recent construction of better and safer pathways into the school. A zebra crossing and a cycle shed to encourage pupils to cycle to school are also due to be finished very shortly. Resources to support teaching and learning are good. There has been very good improvement in the number and quality of fiction and non-fiction books since the

last inspection. The number and quality of computers are satisfactory with plans in hand to increase stocks further this financial year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. The governing body should include the following specific matters in its post-inspection action plan.

The school should continue in its efforts to raise standards by:

1. Ensuring that work completed in all subjects is presented to a high standard in books or folders in order that pupils' progress and curriculum coverage can be clearly identified.

(Paragraphs: 1, 7, 24, 34, 37, 54, 55, 70, 78, 79, 82,105.)

2. Recognising that higher attaining pupils require appropriate extension work to challenge them by:

- ensuring that work set matches their abilities;
- providing extension activities that increase the pace of their learning;
- developing independent learning skills.

(Paragraphs: 2, 8, 15, 25, 32, 40, 47, 51, 54, 62, 63, 65, 67, 69, 97)

3. Using day-to-day assessments to ensure that pupils know what it is they have to do to improve by:

- clarifying the setting and use of individual learning targets;
- offering advice on improving work in teachers' marking;
- more consistently sharing the learning aims of lessons with the pupils so that they know better what it is they have to achieve.

(Paragraphs: 16, 19, 21, 32, 55, 67, 68.)

4. Devising appropriate, helpful and manageable systems for assessing pupils' attainment in those subjects where procedures are not already in place.

(Paragraphs: 27, 31, 70, 73, 76, 81, 93, 105.)

In addition to the above, the following less important weaknesses should be considered for inclusion in the post-inspection action plan.

- Increase the use of classroom based computers so that the skills acquired when using the computer suite can be consolidated and used more widely to support learning in other subjects.

(Paragraphs: 5, 19, 20, 24, 54, 60, 67,75, 83, 85, 93, 101, 105.)

- Improve the programme for drama as part of the English curriculum.

(Paragraph 52.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	28	16	0	0	0
Percentage	5	18	49	28	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	26	238
Number of full-time pupils known to be eligible for free school meals		8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y3
Number of pupils with statements of special educational needs	2	5
Number of pupils on the school's special educational needs register	5	30

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	21	27	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	18	21
	Girls	24	25	27
	Total	40	43	48
Percentage of pupils at NC level 2 or above	School	83 (94)	90 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	21	21
	Girls	24	27	27
	Total	40	48	48
Percentage of pupils at NC level 2 or above	School	83 (96)	100 ((100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	169
Any other minority ethnic group	0

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 refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	9.0
Number of pupils per qualified teacher	23.6
Average class size	26.5

Education support staff: YR – Y3

Total number of education support staff	8.0
Total aggregate hours worked per week	8.6

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	13.1
Total number of education support staff	6.0
Total aggregate hours worked per week	110
Number of pupils per FTE adult	3.3:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	2.0

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

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	488,754
Total expenditure	493,571
Expenditure per pupil	2,194
Balance brought forward from previous year	20,210
Balance carried forward to next year	15,393

Results of the survey of parents and carers

Questionnaire return rate 55.1

Number of questionnaires sent out	274
Number of questionnaires returned	151

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	2	1	0
My child is making good progress in school.	62	35	1	1	1
Behaviour in the school is good.	48	48	3	0	1
My child gets the right amount of work to do at home.	33	44	7	3	13
The teaching is good.	72	26	1	1	0
I am kept well informed about how my child is getting on.	46	38	13	2	1
I would feel comfortable about approaching the school with questions or a problem.	63	33	3	0	1
The school expects my child to work hard and achieve his or her best.	59	34	2	0	5
The school works closely with parents.	46	39	11	1	3
The school is well led and managed.	61	34	2	0	3
The school is helping my child become mature and responsible.	58	39	1	0	2
The school provides an interesting range of activities outside lessons.	46	36	11	0	7

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

44. There are two reception classes and a nursery class in the Foundation Stage. Children are admitted to the nursery in the September following their third birthday. They attend the nursery for half-day sessions and progress to full-time education in reception in the September following their fourth birthday. At the time of the inspection there were one hundred and five children in the Foundation Stage, 52 in the nursery and 53 in reception. The nursery is a self-contained purpose-built nursery. A qualified teacher and learning support assistant support each reception class. Two part-time teachers share responsibility for the nursery class and they are supported by two learning support assistants. Children are well prepared before they enter school; the progression enables children to make a smooth transition into full-time education. Home visits and helpful written guidelines contribute to the growing links between school and home. Children settle well into school life and parents have a good relationship with teachers. Attainment on entry is average. Ten children in the nursery and reception have currently been identified with special educational needs; three have a statement of special educational need. Baseline assessment information is carefully collated and contributes to the ongoing assessment procedures carried out during the year. The use of assessment to inform planning is satisfactory. The school uses a local LEA assessment document to track progress in the areas of learning. All classes in the Foundation Stage provide an appropriate learning environment for younger children. Resources are good. Outdoor provision is satisfactory. Each class has access to a tarmac and grass area and there is appropriate climbing apparatus. By the end of the reception year, most children will achieve the expected goals of learning in all areas of learning and many will be working on National Curriculum levels. Lower attaining children and children with special educational needs are very well supported and make good progress towards achieving the early learning goals. Progress in personal, social and emotional development, knowledge and understanding of the world and creative development is very good and it is good in all other areas of learning. Transition from the nursery to reception is well considered. The school is aware of the need to consider the progression children make once they have achieved the early learning goals. Since the last inspection, good progress has been made in improving planning aspects and the quality of provision. Outdoor play has been improved and developed. The nursery and reception now work more closely together to ensure a smooth transition from nursery to reception. There are regular meetings between all Foundation Stage staff. The school follows the nationally recommended Foundation Stage curriculum.

Personal, social and emotional development

45. Children's personal, social and emotional development is very good and reflects the very good teaching in this area of learning. By the end of the reception year most children will achieve the expected learning goals and high attaining and average children are already well on their way to achieving them. The staff create a secure environment, where expected behaviour is clearly identified. Children enjoy coming to school and happily leave their parents or carers. Children settle into school routine well because the teachers are very organised and well-supported by learning support assistants. Children co-operate well with each other. In the nursery, they give each other rides on the tricycles and carts. They take turns to hold books for one another. Children in the nursery show consideration for others. One child notices that the inspector's writing case has slipped towards the floor and says kindly 'Shall I hold this for you?' They have a clear understanding of right and wrong because the teacher identifies expectations clearly. They know the quiet areas are for quiet work. They play alongside each other and share equipment. Ability to work independently is

very well developed. They develop a sense of responsibility because procedures and expectations are clearly stated. Children with special educational needs are extremely well supported and encouraged to develop their ability to focus on an activity and concentrate on the task.

Communication, language and literacy

46. Standards in communication, language and literacy are average. Children make good progress in all aspects during the nursery and reception. Higher attaining and average children will achieve the expected levels by the end of the reception year and higher attaining children will progress to National Curriculum levels. Standards in speaking and listening are average. Children in both the nursery and reception have good opportunities to develop their speaking skills. A child with a statement of special educational need in reception talks in sentences about a trip to the seaside. All children in reception are confident in sharing their news with others. Lower attaining children are not always clearly sounding the beginnings and endings of words. High attaining and average children in reception suggest sentences containing the word 'she' or 'he'. Children in the nursery explain to visitors how they make the frog's tongue by curling the paper around the pencil. All children listen well, focus on their teacher and other adults and follow instructions. They enjoy listening to stories and rhymes and are encouraged to share conversations. All children have a positive attitude to books and they know books communicate meaning and print goes from left to right. They all handle books carefully. Children in the nursery make good progress in learning to enjoy books and talking about the content of the books. In reception higher attaining and average children are well launched in reading. The quiet area and classrooms are well stocked with books and this encourages children to sit down with a book. There are good opportunities for independent writing and this contributes to the good progress. Children in the nursery are guided to make books showing pictures of the life cycle of a frog and higher attaining children can explain the life cycle with some prompting from adult helpers. In reception children independently write about their news. They use capital letters correctly. Scrutiny of work shows good progress in writing skills. Teaching is good in both classes and questions are skilfully used to extend pupils' thinking and explanations. Children develop confidence in their literacy skills because teachers are well organised and plan interesting activities.

Mathematical development

47. Standards of work seen are average. Teaching is good and most children will achieve the expected levels of learning by the end of the reception year. All children achieve well in this area of learning. High attaining children in reception identify and add 1/2/5/10p coins and the price of items in the school shop. Average children recognise numbers under ten. Special educational needs children count to three and lower attaining children recognise coins of ten pence and under. High attaining children in reception sequence numbers 1-4 and write numbers to 20, with adult support. Children develop an awareness of shape in the nursery and are encouraged to identify the square, rectangle and triangle shaped sandwiches shared out during morning break. They are also encouraged to identify seeds of the same colour and shape. They develop counting skills because adults constantly use number when explaining and describing activities. Nursery children count the number of frog jumps onto the lily pads in the playground. Reception children complete repeating patterns and have a good understanding of comparative measurements. All children identify the shortest and longest lengths and record their findings. Teaching is good in all classes and most children are appropriately challenged. The teachers use questions well and this encourages a good response. Teachers use every opportunity to reinforce learning. However, more challenge for higher attaining pupils in the reception classes would ensure very good progress.

Knowledge and understanding of the world

48. Standards of work seen are above average. Teaching is very good and children will achieve the expected levels of learning by the end of the reception year. All children achieve well in this area of learning. Teachers captivate children's attention well and convey a sense of enthusiasm for their environment. Children know about features of their environment and can talk knowledgeably about distinctive features. Children in Reception make excellent progress understanding the Christian custom of baptism. They can talk about the christening, baptism and font. They know the story of Jesus' death and resurrection. Learning is enhanced by a visit to the local church and a visitor who reinforces learning and stimulates curiosity and awareness of the church. Higher attaining children know they should behave well in church because it is a house of God. One child remembers the sign of the cross is like the cross Jesus died on. Construction kits are well used. In the nursery, children use Lego bricks well to make and extend the home for the cows and horses. Reception children create wooden sculptures, sticking and sanding shapes to make a large construction. Joy in learning is evident as children in the nursery watch the real live tadpoles and they explain how they will turn into frogs. High attaining children can explain how the tadpoles emerge from the frogspawn and develop into baby frogs. Reception children learn about caring for living things because they help to care for two guinea pigs in the classroom. There are appropriate opportunities in all classes to use the computer and develop skill using the mouse. In the nursery there is a good range of software and the fun activities encourage children to identify whether the animals selected have feathers or scales.

Physical development

49. Standards of work seen are average. Most children will achieve the expected levels of learning by the end of the reception year, and children achieve well in this area of learning. Opportunities for development of gross motor skills are satisfactory. Most children change clothing independently, but some lower attaining children need support. Awareness of space is developing well and children in reception can find their own space and move sensibly alongside others. Listening skills are very good and children listen well to their teacher. Reception children enjoy stepping forwards and backwards with bent knees pushing and pulling hands and arms. Higher attaining children have a well-developed rhythmic response and move in time to the African music. Children in the nursery show well-developed co-ordination and motor skill development as they steer the bikes and scooters around the playground. They jump confidently from the log seat and into and out of the lily ponds drawn on the playground. Children develop their co-operative skills using the parachute stretching and curling with others. There are appropriate opportunities for outdoor play in reception. Children gain confidence and practise climbing, balancing, and swinging on the adventure playground equipment. Children achieve well in fine motor skills because they are encouraged to improve their manipulative and fine motor skills with a range of appropriate activities. They use pencils, crayons, scissors and paint brushes effectively and with confidence. Hand-eyeco-ordination is well developed through matching and positioning shapes, decorating and sticking. Children use the play dough to develop their ability to squeeze, mould and shape the dough into frog-like shapes. They use the dry sand to press and shape using scooping movements. Teaching is satisfactory overall in this area of learning. Teachers are well organised and experienced but the range of movements that children experience in physical education in reception could be wider. Good organisation contributes to children's enjoyment of the activity.

Creative development

50. Children achieve above average standards. They are all on course to achieve the expected level of attainment by the time they enter Year 1; children achieve very well in this area of learning. The quality of teaching in this area of learning is very good. They experience a rich range of activities and these are very well organised. Scrutiny of work reveals children have opportunities over the year to work with a wide range of materials and experience different methods. They mix paints and

explore colour. They use pencils, crayons and complete simple collages. Children print repeating patterns. Children in the nursery add black paint to white and are beginning to know and recognise the colour grey. They are given clear guidelines to handle paints and are taught how to hold brushes correctly. They learn to take care using their fingers to print the tadpole shapes and drawing the tails with felt-tip pens. They fold, cut and curl paper to make frog headbands and card frogs. All children show good attention to detail in their drawings of spring flowers. Children in reception use clay well to make clay pots for Divali. There are good opportunities for children to explore and handle a range of musical instruments. Cultural education is strong in reception. Children enjoy the African drum and artefacts. They make good progress developing a sense of rhythm. Children clap two, three and four beat sounds well for their age and they can repeat simple rhythms. They show care for the instruments handling them sensitively. High attaining children recognise high and low sounds. They suggest appropriate percussion instruments to make the short sharp sound of snapping wood, the sound of moving straw and the banging of the bricks to accompany the story of the 'Three Little Pigs'. Singing is well developed and children enjoy learning the words of new songs. They confidently sing a range of songs from memory. The role-play area extends imagination and promotes imaginative role-play.

ENGLISH

51. In the National Curriculum tests for seven year-olds in 2001, the pupils' attainment in reading and writing was above average. In comparison with similar schools results in reading were average and those in writing were below average. When looking at the test results more closely and the proportion of pupils attaining the higher level, the school's performance in reading was well above the national average and above average in writing. Inspection evidence agrees with this picture. By the end of Year 3 standards are above average in reading and average in writing. Throughout the school standards in listening are above average and standards in speaking are average. Standards have improved since the previous inspection. Pupils with special educational needs and those who are more able are making good progress in reading. Pupils with special educational needs are also making good progress in writing but the progress of the more able pupils is not as good and could be higher. Teachers have adopted the National Literacy Strategy successfully and basic skills are taught well.

52. By the end of Years 2 and 3, pupils' listening skills are above average and their speaking skills are average. Pupils are attentive listeners and interact well with their teacher and other pupils in the class. They enjoy answering questions and are keen to give a contribution. Pupils are good at telling stories, real and imagined, by reading aloud and describing events and experiences. Many pupils naturally back up all their statements with clear reasons. In a Year 1 reading session, a pupil describes Mog as being sad because she is in a cage. In a Year 3 lesson, a pupil comments 'You could have currant cakes' when contributing to a class poem using alliteration. Although pupils speak clearly and confidently to friends, teachers and other adults, they do not use a good command of spoken standard English or speak fluently and confidently in front of the class or large group. Drama is insufficiently used to express ideas and to use language in imaginative ways.

53. By the end of Years 2 and 3, standards are above average in reading and pupils are making good progress. The pupils have a love of books and respond enthusiastically to what they read. This is because the teachers share their love and enjoyment of books with the pupils and lessons are full of excitement and often fun. Pupils in Year 1 all join in reading a big book and put a mean expression on their faces when reading 'Grrr I'm the big bad piggy'. The most able use the text to justify their answers to the teacher's questions such as 'because it says that this is for my brothers'. By the end of Year 2 pupils read stories and poems accurately and fluently and are beginning to use a good level of expression. Pupils read a good range of books, including stories from other cultures. In Year 3, pupils read poems well taking into account the rhythm and punctuation. They use their knowledge of sequence when they are retelling stories and predicting events and retell traditional fairy stories such

as 'The Elves and the Shoemaker'. They use non-fiction books and the Internet for reference such as finding out about the fire engines that were used to fight the Great Fire of London. All pupils make good progress in their understanding of sounds and names of the letters of the alphabet and they are becoming good at building words using those sounds. Pupils use dictionaries, index and content pages effectively. They have a good selection of books to choose from in the classroom and the library and they read regularly at school and at home.

54. Throughout the school pupils are confident writers and they use their writing skills well in other subjects. Pupils are making good progress in spelling and punctuation and even the youngest pupils are aware of exclamation marks and speech bubbles. Progress is also good in the pupils' knowledge of sentence structure and phonics. This has been a priority in the school this year. By the end of Year 2, the percentage of pupils attaining the standards expected of seven-year-olds is above average. This is because many pupils, including those with special educational needs, make good progress. However, more pupils could attain the higher Level 3. Standards in Year 3 are average. Pupils throughout the school are doing well in using a growing vocabulary across a range of writing styles. Pupils in Year 1 write good non-fiction books about animals and use a 'Contents' page. Higher attaining pupils write simple play scripts showing the importance of the narrator. Pupils in Year 2 apply their knowledge of adjectives to extend their writing to make it more interesting. They think of a super sentence: 'The king snored' becomes 'The king snored softly'. They write interesting stories about 'Under the Water and a Jungle Adventure' showing good attention to language. One pupil wrote 'The ceiling was full of cobwebs and the doors creaked as the wind blew them. Suddenly there was a noise and the shadow crept across the wall'. Pupils in Year 3 write sequel stories to *The Gingerbread Man* and *Hansel and Gretel*. They make their own book containing instructional text on how to make a Chinese lantern and how to operate a programmable toy. They do character portraits of the people in *Puss in Boots* and *The Elves and the Shoemaker*. Despite these examples of good practice, more attention needs to be paid to planning, drafting, revising and editing, particularly in Year 3. The final product in much of the work in Years 2 and 3 is unfinished and appears untidy with insufficient attention being paid to layout and presentation. Work is not presented well in books or folders and shows a lack of care. Pupils use the computer to record their work but this aspect could be used more consistently and effectively in all classes. One good example was in Year 2 when pupils dragged and dropped 'eer' and 'ear' words into two lists. By the end of Year 2, most pupils write in a neat, fluent joined style and work is well presented. Year 1 pupils practise forming letters with good attention to ascenders and descenders and make good progress. This continues into Year 2 where pupils practise joined writing regularly. However, only a few use joined writing in their daily work. Literacy skills are applied in other subjects such as history, geography and religious education but the completed standards are not as good as they could be because of the final presentation of work. An example of the good use of literacy in mathematics was seen in Year 3 when pupils write the rules for estimating and rounding.

55. Teaching and learning are good but there are weaknesses. There is some very good teaching in Years 2 and 3. Teachers prepare for lessons well. There are very good relationships which enable lessons to start in a very positive and friendly way. The strongest feature in teaching is the joy that teachers share with the pupils when reading a book or poem and this has enabled all pupils to achieve well. This has been facilitated by the very good quality and quantity of reading books available and shows a very good improvement from the last inspection. A strength in the pupils' learning is that they settle to work quickly and work well independently and in small groups. Teachers manage the classrooms well and this enables the pupils to concentrate quickly and work purposefully. Teachers and pupils enjoy discussing what is to be learnt during the lesson and pupils are interested and well motivated. The teachers plan and organise good activities for the pupils and there is good attention to ensuring that all ages and abilities have suitably challenging work. The pupils listen carefully and clearly enjoy what they are doing. Very good lessons are characterised by clear and high expectations of pupils' work and a rigorous attention to teaching every detail outlined in the attainment targets.

Work is very carefully planned for all ability groups. There are weaknesses in teaching. In Year 3 and sometimes in Year 2, teachers do not convey clear or high enough expectations to the pupils on the quality of the finished piece of work and this has a negative impact on standards. It results in a lack of pride and value given to completed pieces of writing when put into books or folders. More time should be allowed for this. Handwriting and spelling are well taught but teachers do not always expect the pupils to apply these skills in writing across all subjects. Work is marked but almost always the remarks are favourable and do not give the pupils a clear idea of how to improve their work. Teachers do plan targets with their pupils, which are written down but then stored away so that the pupils do not remember them well. Classroom assistants provide good support in lessons particularly for pupils with special educational needs. In Year 3, these pupils make good progress when withdrawn from class to work with an assistant for part of the lesson. Homework is given regularly.

56. Subject leadership is good and an action plan has been drawn up identifying areas of improvement, such as writing and phonics. The headteacher has monitored teaching and learning in all classes and targets for development have been agreed. The subject leader monitors curriculum planning and assessment and checks the structure of the literacy hour. The pupils' attainment is tracked and recorded twice a year and their progress is discussed well with teachers in the next class. The library is rather limited in space but contains a good selection of non-fiction books and there is a very good range of reading books, including group-reading books to be used with the lesson.

MATHEMATICS

57. In the national tests in 2001, the standards reached by pupils at the end of Year 2 were above average. Over the last four years, standards have been rising steadily with a slight dip in 2001. The number of pupils achieving the higher Level 3 was also above the national average. Rates of progress are good in Years 1 and 2 for all pupils including those with special educational needs.

58. Since the previous inspection standards have improved from being in line with national standards to above. The percentage of pupils achieving the higher levels of attainment has also improved. The quality of teaching has improved in Years 1 and 2. Learning is shared with pupils at the start of lessons, increasing their understanding of what they are about to do. Teachers have made an effort to improve the pace of lessons and use computers to enhance learning to a limited extent. The school now includes different tasks for pupils of different abilities. The co-ordinator monitors lessons and gives demonstration lessons for staff.

59. Inspection findings indicate that by the end of Year 2 pupils' standards are above the national standard. By the time pupils leave the school at the end of Year 3, however, standards are average. The school is on course to achieve above average results in national tests by the end of Year 2 in 2002. The good results at the end of Year 2 reflect the very good teaching in mathematics in Years 1 and 2.

60. Literacy skills are used well by all teachers. All classes have a numeracy board identifying key vocabulary to be used during numeracy lessons and teachers emphasise mathematical language appropriately in lessons. The knowledge of mathematical language is good throughout the school. Teachers reinforce the use of vocabulary well and check pupils' understanding and use of it in mathematics. Numeracy is used well across the curriculum to reinforce other subject areas. Pupils in Year 3 produce pie and bar graphs using the computer to show what parrots eat. However, ICT is under-used as a tool for learning.

61. By the end of Year 2 most pupils are strong in using number facts and in responding quickly to mental arithmetic questions. They develop a good range of strategies for oral mental work and they

explain them to others. Higher attaining pupils are secure in their 10, 2, 5 times table and making good progress on the 4 times table. They play a Chinese game of LUK TSUT KI adding and subtracting two digit numbers mentally. Higher attaining pupils use mathematical apparatus well to extend their learning. They enjoy the challenge of adding $25+25+25$ correctly. Lower attaining pupils complete number stories to make twenty using three numbers. Average pupils add three multiples of ten using the number line. Knowledge of shapes is good. A strength is the pupils' ability to write their own strategies for working out simple multiplication and division sums using 3 one-digit numbers. Problem solving is well developed. Higher attaining pupils in Year 2 solve simple problems using the 2 and 10 times tables and some pupils use division. They measure hand span and length of body parts accurately and record in centimetres. All pupils have a good understanding and knowledge of shape and space. Progress is good in Year 1. Pupils use the number generator to make their own tens and units numbers. Higher attaining pupils use mathematical apparatus to add 2 sets of numbers such as $25+32$. Lower attaining pupils and pupils with special educational needs are guided by learning support assistants to place the multi-link in tens and units.

62. Progress in Year 3 is satisfactory. Pupils create their own tally chart and bar chart and have good knowledge of geometric shapes. Higher attaining pupils and some average attaining pupils are not challenged as much as they could be. They understand the term frequency and they explain clearly how to interpret a bar chart using numbers. Pupils are able to identify inverse multiplication and division problems.

63. Teaching is very good in Years 1 and 2 and satisfactory in Year 3. In the very good lessons, a brisk pace and very good subject knowledge contribute to a very good pace of learning. Teachers are confident and knowledgeable when teaching mathematics and their enthusiasm for the subject is reflected in the pupils' positive responses. Teachers use a wide range of strategies and interact with pupils well, using appropriate questions to explore knowledge and understanding. Teachers have suitably high expectations of pupils' ability in Years 1 and 2. In the satisfactory lessons in Year 3, higher attaining pupils could be challenged more and the pace of individual work could be increased if the teacher emphasised expectations during this part of the lesson. The ends of lessons are well used to recap on the main learning thrust of the lesson and challenge pupils in the next stage of their learning. Planning is good throughout the school. Work is marked regularly and homework is well used to support lessons. Attitudes are good in Years 1 and 2 and reflect the teachers' enthusiasm and high expectations. Pupils with special educational needs are well supported by the teacher who directs challenging questions to them. There are detailed procedures for assessing progress. There is an annotated portfolio of work advising teachers of how levels of attainment can be achieved. All test results are carefully analysed and annotated. Attainment and progress are tracked and assessment information is well used to inform planning. Mathematics has a prominent focus around the school. Pupils in Year 1 write their own targets for mathematics.

64. The co-ordinator is enthusiastic about mathematics and is well organised. Leadership of the subject is very good. The co-ordinator has a clear understanding of strengths and areas to develop. Resources are good and well used to enhance learning.

SCIENCE

65. In 2000 and 2001, teachers' assessments of pupils aged seven indicated that all pupils had reached at least the expected Level 2. These assessments by teachers were well above the national average and place the school in the top five per cent nationally. The school was less successful, in 2001, with fewer pupils reaching the higher Level 3, but this result was, nevertheless, in line with national averages. Inspection evidence indicates that most of the current Year 2 pupils are likely to reach the expected level, but that few will reach the higher level. This is because the tasks given to

pupils, although graded for difficulty, are too similar and there is a lack of extra tasks available to challenge those who complete the main purposes of the lessons. Pupils, therefore, have insufficient experience of working at a higher level to achieve more advanced results. Pupils in Year 3 are working at levels in line with national averages. These older pupils have built up an appropriate level of knowledge in the various areas of the subject through practical activities. This concentration is because the school has identified experimental and investigative science as the weaker area of provision. Standards at the end of Year 2 have improved since the last inspection and have remained constant at the end of Year 3.

66. Pupils in Year 1 sort objects according to a similarity of properties, for example magnetic and non-magnetic. They develop observation skills when studying plants in the school grounds and most are confident in using vocabulary such as 'habitat'. Pupils in Year 2 have studied materials in some depth. They have learnt that some materials occur naturally and some are man-made. They have difficulty with the concept that a car tyre is man-made but is also made from a natural material. Higher attaining pupils discuss this difficulty with interesting arguments. They have also experienced work on keeping healthy, and push/pull experiments when studying force. Clear learning progress is evident in Year 3 when pupils recognise differences in materials such as strength and flexibility when studying the properties of wood. They classify materials according to criteria such as the ability to float or the tendency to be inflammable. They have also used skills in predicting what will happen to geraniums growing in different conditions.

67. In all years, pupils, including those with special educational needs, make at least satisfactory progress. This is because there is a bias towards practical activities, enabling pupils to learn new concepts effectively and enabling those with lower levels of literacy to be fully included in the work and, with support, to record results successfully. However, some higher attaining pupils make insufficient progress. Although teachers may ask them to record in more advanced ways, they do not use marking or other information they possess about the attainment levels of these pupils to provide work that advances their scientific skills and understanding or to help pupils understand what it is they must do to improve their work. Pupils use ICT to produce line graphs and in making statements about their investigations, but overall ICT is under-used in advancing learning in science. Pupils are beginning to understand how to make a test fair, but pupils' understanding of this area of experimentation requires further development. Pupils make good progress in building scientific vocabulary because teachers introduce new words systematically. They understand words such as translucent and opaque when studying light.

68. The quality of teaching is satisfactory overall at Year 2 and at Year 3. There were no unsatisfactory lessons and some were very good. Teachers plan well and provide lessons with clear targets although these are not always shared with the pupils. Because of the planning process, there is an accurate correspondence between the curriculum of parallel classes. Most teachers have good subject knowledge and are well supported by a detailed scheme of work. This enables them to structure work logically and to introduce new concepts clearly. Teachers use a good range of resources, not only in their lessons but also to provide interesting displays. All teachers manage their pupils well. Pupils are almost always well behaved and enjoy their work in science. This creates orderly classrooms where pupils are not disrupted as they work at a good pace. In the best lessons, teachers use the feedback at the end of lessons to extend pupils' understanding through challenging questions.

69. The most significant weakness in teaching relates to the tasks given to pupils at differing levels of attainment. Although teachers plan for three levels of attainment, the challenge offered to the higher group is often insufficiently different to that given to other groups. Pupils with special

educational needs make good progress as they often receive additional support to enable them to fully take part in the lesson.

70. Pupils' attainments are assessed at the end of each year. This is insufficient to identify areas of weakness being identified in pupils' learning. Good links are often made with other subjects, such as literacy and numeracy when recording the results of tests. It is difficult for both teachers and pupils to be certain of what progress is being made because of the way in which completed work is stored, often by pupils, in a folder; this is a system which does not clearly identify either subject coverage or progress made.

71. There is an enthusiastic co-ordinator for the subject. She has used a good range of methods to monitor teachers' planning but has had insufficient time to monitor pupils' progress more fully or to evaluate teaching in science. Resources are good.

ART AND DESIGN

72. It has only been possible to see two lessons in this subject, both at Year 2. The standard of teaching in these lessons was excellent and very good. It is not possible to make firm conclusions about teaching in other years. However, examination of samples of work in sketchbooks and portfolios, together with the work attractively displayed around the school, indicate that standards have been maintained at above average levels. At the time of the previous inspection, standards in art were described as exceptionally good. It is evident that a suitable range of art and design skills is taught and that requirements of the National Curriculum are well met. There have been improvements in the curriculum as new nationally recommended guidance has been selectively adopted by the school and this has led to a more balanced and varied programme than was evident in 1997. Years 1 and 2 pupils' work is of a similar content but in most instances the work in Year 2 displays a higher degree of skill in drawing as illustrated by sketches of the village church. Famous artists are widely used for inspiration. Work by Henri Rousseau – 'Tropical Storm with a Tiger' produced good work from the pupils. Pupils were reminded of other cultures when introduced to aboriginal art. Pupils in Year 3 continued the progression of skills evident in Years 1 and 2, drawing faces and sea views similar to the work of Rene Magritte. ICT is used well, particularly with the younger children using the 'Splash' and 'Dazzle' programs. Year 3 use this technology well to illustrate headings on their paintings of whales and dinosaurs. Throughout, clay work is in evidence in exhibitions of pots made by pupils as part of their historical topic on Ancient Egypt.

73. At present, the school is using a scheme of work that combines a school scheme of work with recent national guidance. The subject co-ordinator recognises that skills such as those for observational drawing and clay work need to be taught systematically, but she has insufficient time to evaluate the lessons in other classes to ensure that the good practice evident amongst teachers is shared with those who are less confident. She has appropriately recognised the need to continue to update teachers' knowledge and develop the use of art in other subjects in the subject action plan. There is no formal means of assessing the progress of pupils' work. Most of the budget is spent on consumable items, but there is a need to develop a resource bank of work examples of women artists and those from more diverse cultures. Visits to the Sainsbury Centre Art Gallery at the University of East Anglia feature in the programme and this helps pupils understand the many different artists' styles. A full and interesting curriculum is available to all pupils including those with special educational needs and most make good progress. Pupils are enthusiastic about art and are keen to improve their skills.

DESIGN AND TECHNOLOGY

74. At the previous inspection, standards in design and technology were in line with national expectations at the ages of seven and eight. Standards of work seen during this inspection were above what is usually expected. Pupils with special educational needs achieve well. This is because teachers include them effectively in all aspects of the provision they make for the subject. Since the last inspection, there have been improvements in the quantity and quality of resources available. Each class has a comprehensive tool kit, new cookers have been purchased for food technology and resources for wheels, pulleys and levers have been improved. No teaching was seen in this subject so teaching quality could not be reliably judged but teacher knowledge has been extended with several teachers attending courses to up-date their skills. A nationally recognised scheme of work is in place and this means that the aims of the lessons are identified clearly in teachers' planning. The work pupils do at each stage is now more clearly linked. These improvements have been instrumental in helping pupils achieve good standards.

75. Pupils in Year 1 have built a small model town, roads and traffic lights, which has tested their cutting and pasting skills. Pupils in Year 2 greatly enjoyed learning about the use of a cam when making snapping crocodiles. The work is carefully planned and designed in diagrammatic form and this enables the learning process and finished product to be more effective. The highlight of Year 3's work this year has been the making of a sarcophagus by each pupil in which the lid of the coffin raises to reveal a mummy; the lid being raised by pneumatics and powered by a hypodermic syringe. Pupils are keen to make things that work and receive much satisfaction in the completion and testing of their designs. The potential of ICT in designing and planning is not exploited and this limits the effectiveness of the subject.

76. No lessons were observed in this subject as it shares a timetable slot with art and design. Judgements on standards have been made by scrutinising the many examples of work on show. Assessment is under-developed and there are no retained samples of work to typify the standards expected for each year.

77. The quality of leadership and management is satisfactory. The co-ordinator looks frequently at teachers' planning and is aware of what pupils are doing as they progress through the school. However, there are not enough opportunities to see colleagues teaching and provide advice on how standards might be improved further.

HISTORY AND GEOGRAPHY

78. By the end of Years 2 and 3, standards in history and geography are in line with those expected nationally. Standards are at the same level as those found in the previous inspection. During the inspection, lessons were observed in history but no lessons were observed in geography. Pupils with special educational needs make good progress. The progress of the most able is satisfactory and could be better if teachers had higher expectations for the finished standards of work.

79. In history by the end of Year 2, pupils use common words and phrases relating to the passing of time such as 'the day before' and 'last month'. They make good progress in their understanding and knowledge of people and changes in the past. Pupils remember facts about famous people in the past such as Queen Elizabeth I and George Stephenson. They compare them to famous people today such as Queen Elizabeth II and Robbie Williams. Pupils in Year 2 remember facts about Amelia Earheart and Henry Ford and know why they were famous. They enjoy discussing how the Great Fire of London started and why it spread so quickly. They understand the importance of original evidence and how it can give more information. They know that Samuel Pepys' account of the fire helped us to

know about it. They recognise differences and developments in transport, homes and electrical appliances. Pupils in Year 1 and 3 go on village walks. Year 1 look at old and new homes and Year 3 find out about what houses in the village have been used for in the past. They study pictures and photographs and know that buildings in the village have had several uses such as a Chinese restaurant, an electrical shop and a health food shop. By the end of Year 3, pupils are making good progress in asking and answering questions about life in World War II and visit an air museum to further their understanding of fighter and bomber planes in the war. There are good links with geography. Pupils investigate how the seasons were described in ancient Egypt and know that Ahket was when the Nile flooded. There are very good links with other subjects. In design and technology, they make a 'moving mummy' using pneumatics to open the tomb. In literacy, pupils study hieroglyphics and write about the pyramids, though finished work should be recorded to a higher standard in their books or folders. In ICT Year 2 pupils use the computer well to look at Pepys' diary on a web page and for homework they find information on fire engines used at the time of the Great Fire. Year 3 pupils make a book on ancient Egypt using text and include pictures of pyramids, maps and mummies.

80. In geography by the end of Year 2, pupils ask geographical questions. Pupils in Year 1 walk round the village and ask whether the houses are new or old. They identify different types of housing such as bungalows, terraced, detached or semi-detached. They express their own views and make observations about their environment such as improvements needed in the village, especially the noisy main road. Pupils in Year 2 find out about a contrasting locality in England by finding out about seaside towns such as Great Yarmouth. There are good links with history when they compare seaside holidays in 1900 and those today. They make good progress in learning about the wider world. They compare life in England to other countries in the world such as Australia. They use travel brochures to prepare posters about life in Australia depicting the native marsupial animals and cultural places to visit such as the Sydney Opera House. They compare Christmas in the cold or snow in England to Christmas on the beach in Australia. By the end of Year 3, pupils investigate a variety of places and environments in the United Kingdom and abroad. They collect and record evidence about the village and the immediate locality using appropriate fieldwork techniques. They use maps of the area and also maps from 1900. Linking to history, they have placed their school on a map and found where it would have been built on an old map. They identify 46 countries on a map of Africa and the more able pupils name all those countries. They analyse evidence and draw conclusions by comparing Luxor with Norwich, noting climatic differences and analysing pictures. They write guides to popular holiday spots such as Portugal, Majorca and Italy and find out which are the hottest and coldest months to visit these places.

81. No lessons were observed in geography during the inspection. Teaching in history is good and it is very good in a Year 2 class. Teachers plan good opportunities for the pupils to make progress and have a good knowledge of the subject. The pupils show a good interest in the subject. All classes have a time line which teachers add to as the work is covered or events such as the death of the Queen Mother take place. In the very good lesson the teacher tells the story of the fire of London in a very dramatic way and involves the pupils in discussion. She passes her enthusiasm onto the pupils and this increases their learning. There are no clear assessment procedures for monitoring pupils' progress and the standards obtained.

82. There are some very good displays in the school which give value and add interest to both subjects but pupils' completed work in books or folders is not good enough in Years 2 and 3. Subject leadership is satisfactory and there is an appropriate policy in both subjects. The school schemes follow national guidance. The school makes good use of the library service to borrow books for each unit of work and makes good use of visits, such as those to an air museum. Visitors to the school have enriched the curriculum and made a good contribution to pupils' spiritual, moral, social and cultural

development. One of the pupils brought his father into school to show the pupils his old bicycle collection, including a boneshaker. An Egyptian dancer also visited.

INFORMATION AND COMMUNICATION TECHNOLOGY

83. By the end of Years 2 and 3, standards are broadly in line with those expected nationally. Standards are similar to those found at the last inspection. There is a small computer suite in the school which pupils use on a weekly basis. Classrooms have one computer each. These are not used consistently in all classes to support the pupils' work in other subjects such as English, history and design and technology. Many pupils do not remember the last time they used the class computer. The school is due to receive nine laptops for classroom use. Pupils including those who have special educational needs and those who are more able make satisfactory progress.

84. Pupils throughout the school explore ICT and learn to use it confidently. They gather information from sources such as books and the Internet. Examples of research carried out on the Internet were maps of Norwich in geography, information about Australian marsupials and information about old fire engines in history. Pupils in Year 1 enter and store information on a database and make good progress. They enter information onto a spreadsheet about the number of different pets that they keep at home and create a bar chart. They open the software and then save the information. They start to use ICT to develop their ideas and record their creative work. Pupils in Years 1 and 2 have some good experiences in using painting and drawing software. Pupils in Year 1 use the line, pencil and fill tool and pupils in Year 2 produce stamps and use them to make repeating patterns. They can edit their work in order to improve it. They become familiar with hardware and software but do not have regular experiences within lessons to use the skills they have learnt. In some lessons in Year 2 there are good opportunities for the pupils to do this. In an English lesson, a pupil entered 12 lines of text on the word processor, checked it and printed it out. Year 3 pupils prepare information for development using ICT. They complete by hand a sample record card showing the fields needed to complete a database on animals. There are good links with English when they visit the library to find books about the animals they will record information about. Pupils have also designed stained glass windows on the computer and used the cut and copy tools to produce two exact halves of the window. All classes have used a programmable toy and by Year 3 pupils can instruct it to move in a square. There is some good use of ICT to support work in mathematics. Pupils in Year 1 enter numbers and signs on the computer such as $3+7=10$. Pupils in Years 2 and 3 do pie, bar and block graphs and use a spreadsheet.

85. Teaching and learning in the lessons observed were good. Pupils have good attitudes to the subject and are keen to talk about what they have done. They are able to work well in pairs on the computer and concentrate appropriately for long periods of time. They are good at discussing their work with each other. Since the school went on line, the teachers are making good use of the Internet for research in planned topics. Teachers give clear learning objectives at the start of lessons and have a satisfactory knowledge of the subject. All staff have attended training. Lessons in the computer suite are well planned so that all pupils can benefit from using the range of software in the school. These sessions are taken by a classroom assistant who makes a very good contribution to the pupils' learning. However, in many lessons observed during the inspection, the class computers were not used and opportunities to enhance learning in the subjects being taught were missed.

86. The subject leader has a good knowledge of the subject and has clear plans for its future development. She has monitored teachers' planning and sets objectives. Numeracy linked to ICT has been a priority this year. The subject leader has introduced a record and assessment sheet identifying progress in all key areas and this is beginning to be effective in measuring progress. Resources are satisfactory and include two digital cameras that a few pupils have used.

MUSIC

87. By the end of Years 2 and 3, standards in music are above those expected nationally for pupils of this age. The progress made by all pupils including those with special educational needs is good throughout the school. Standards and progress have been maintained since the last inspection. One of the main reasons why standards are good is because lessons are well planned and there are opportunities to extend learning in clubs and activities.

88. Singing throughout the school is above average and pupils demonstrate that they have a good understanding of tempo, rhythm, pitch and melody for their age. Diction is clear and they know songs from memory. Pupils are confident and enjoy the echo singing and songs with movement actions such as 'Wake up, wake up'. The choir is effectively led.

89. By the end of Year 2 pupils identify and demonstrate different ways to use their voices to produce music such as yodelling. They suggest different ways to create sound by blowing through a bottle. Pupils learn to vary the pitch of their voices in the 'Blast Off' game, successfully making very low and very high sounds and moving from one to the other smoothly. They develop the duration of their voices when they follow the teacher's roller-coaster diagram and sing an octave skilfully following the notes played on the xylophone up and down. Higher attaining pupils recognise notes and read music notation when they play a range of tunes on their recorders. Listening skills and appreciation of music are good.

90. Pupils in Year 3 follow a simple graphic score increasing and decreasing the sound over five beats. Learning is good and pupils make good progress in following simple notation and music scores. Pupils with special educational needs are well supported by learning support assistants and manage to perform alongside others equally well. They listen to simple scores and identify the high, medium and low notes. High attaining pupils identify the pitch of the sound accurately. Pupils work very well in small groups selecting their own nursery rhyme and conductor. They use their voices to show the pitch of high, medium or low. High attaining and average pupils sing interesting arrangements of familiar nursery rhymes such as 'Humpty Dumpty' and 'Twinkle Twinkle Little Star', changing the pitch appropriately.

91. Pupils in Year 1 achieve good standards for their age. They know how to select and use an instrument sensibly. Higher attaining and average pupils follow simple symbols and are beginning to demonstrate a change in dynamics and duration following a simple score. One higher attaining pupil suggests placing the symbols closer together on the sheet to show that the notes are to be played quicker. Pupils manage to follow a simple rhythmic score of slow, slow, quick, quick, slow.

92. Teaching is good overall with instances of excellent teaching in Year 2. Teachers are confident and enjoy teaching music. Subject knowledge is good and this is reflected in the well-planned lessons. These provide opportunities for pupils to develop control, create and develop musical ideas and respond and listen to music. This also contributes to the positive attitudes pupils have about music. Excellent learning in Year 2 reflects the excellent teaching.

93. The use of ICT is underdeveloped and this is a weakness. Pupils do not record their compositional work. Planning indicates that pupils compose music but none was observed during the inspection. Literacy and numeracy are used well when for example pupils evaluate and comment on the music and they count the number of beats. There is no ongoing assessment in music, this is a weakness and the school is aware of the need to redress this.

94. The co-ordinator is well organised and makes a positive contribution to the subject. Music makes a positive contribution to the spiritual, moral, social and cultural education of pupils. For example, pupils sing a wide range of songs and their joy in singing is evident. All Year 2 and 3 pupils have the opportunity to learn to play the recorder and violin and a significant number take up this opportunity.

PHYSICAL EDUCATION

95. Standards of attainment by the end of Years 2 and 3 are typical for pupils of this age. Pupils with special educational needs do as well as other pupils.

96. Since the last inspection, standards have been maintained. During the current inspection, lessons were observed in games, swimming and athletic activities. No lessons were observed in gymnastic activities or dance.

97. By the end of Year 2, pupils demonstrate average awareness of space. Knowledge and awareness of skill development is satisfactory. Co-ordination and control is average as pupils race and chase each other in a game of tails. Pupils in Year 2 know and explain how to run quickly. All pupils perform the same task and higher attaining pupils are not extended by more challenging tasks. Pupils with special educational needs are well supported by adult helpers and they make the same progress in their learning as their peers. All pupils are becoming aware of the effect of exercise on the body because the teacher draws attention to this aspect. A spin relay is explained very well by the teacher, but the effectiveness is reduced by the organisation and limited hall space. Relay teams contain seven pupils and this leads to too much inactivity and sitting. There are four teams and for a significant amount of the lesson time, four pupils hop around the cones while the rest of the class sit watching. Pupils are able to suggest how to improve their own and others' performance because the teacher challenges pupils to consider this aspect.

98. Progress in physical education is satisfactory but could be better. Higher attaining pupils in Year 1 show average ability as they roll small balls to a partner. Lower attaining pupils have less control and do not always direct the ball towards their partner. In Year 3, aiming skills are developing well as pupils throw a beanbag at a cone. The teacher encourages pupils to evaluate their own performance and select the most effective throwing method under-arm or over-arm. Pupils talk about the effect of exercise on the body but their response is not as good as you would expect and they usually need prompting and reminding of the effects such as red faces, faster breathing, pulse and heart beat.

99. There are very good links with the local secondary school. Swimming is well organised and the secondary school teacher plans and teaches the swimming lessons. All pupils have the opportunity to swim and they make good progress in their swimming. Year 3 pupils swim every week and Year 1 and 2 pupils swim during the year. By the time pupils leave the school in Year 3 most pupils can swim 25 metres and higher attaining pupils can swim much more. They learn to submerge and swim on their back.

100. The quality of teaching is satisfactory but not as good as in some other subject areas. Teachers give appropriate feedback to pupils and use observation well. Lessons are well planned and learning is identified clearly. Teachers are well organised and pupils respond well to the activities. In less effective lessons, the continual stopping and sitting, noticed in several lessons, means pupils are unable to sufficiently raise their heart rate for the activity to be beneficial. Teachers warm the pupils up and then the effect of the warm up is lost as pupils sit on the floor listening to instructions. Games and athletic lessons are often taken inside when the weather is good. The outdoor playground space

would make it easier to fully extend more able pupils. Teachers use questions well and encourage pupils to evaluate their own and others' work.

101. The use of the skills of numeracy and literacy in physical education lessons is satisfactory. Teachers encourage pupils to evaluate their work and identify how to improve it. Year 1 pupils write about the importance of exercise and swimming in maintaining a healthy lifestyle. The skill of estimation and the development of an awareness of space are developed in athletic activities and games. There is no evidence that ICT contributes to the subject such as the use of video or recording scores on the computer for games.

102. Co-ordination of the subject is satisfactory. The co-ordinator has a clear plan for the development of the subject and has identified areas for development. Resources are satisfactory overall but there are insufficient low level, lightweight gymnastics apparatus for younger reception and Year 1 pupils. A games club is well organised and contributes to developing skills in athletics and games.

RELIGIOUS EDUCATION

103. Standards meet the requirements of the local Agreed Syllabus by the end of Year 2 and Year 3. Pupils make satisfactory progress as they move through the school. This is similar to the findings of the last inspection.

104. Pupils in Years 1 and 2 are introduced to stories from the Bible, such as the birth and episodes from the life of Jesus and some of the parables he told such as 'The Prodigal Son'. They learn about other faiths, such as Judaism and Islam. Pupils in Year 3 know about the Creation and Moses. They are familiar with artefacts such as the Qur'an and the Torah Scrolls. They understand the Bible is a special book for the Christians while the Qu'ran is a special book for Muslims. Pupils in all years learn how the different religions celebrate different events such as Divali or ceremonies for naming new babies. During the inspection, pupils were able to share in a mock baptism and this created much interest and discussion. Pupils behave well during lessons and take particular interest in the customs of other religions and cultures.

105. It is not possible to make a secure judgement on the overall quality of teaching as only one lesson was observed in Year 2 and one in Year 3. Evidence from pupils' previous work indicates that pupils make satisfactory progress overall. Progress can be difficult to judge because of the inconsistent way in which pupils' work is kept. Teaching promotes a good level of discussion, for example when trying to understand the moral underlying 'The Prodigal Son' or considering why Muhammad was known as a 'Messenger of God'. In these lessons, teachers make good use of pupils' own experiences and feelings. Discussions take place with sensitivity for the practices of Islam. These lessons help pupils to develop their speaking and listening skills well because they want to share what they know and feel and are interested in what their friends have to say. Teachers are consistent in expecting pupils to record their learning in pictures or writing and differ the tasks according to pupils' abilities. The lesson plans indicate that teachers use religious artefacts in order to raise interest levels. The school has a good number of artefacts available. The planning is based on the local Agreed Syllabus and this provides continuity and progression for pupils. A weakness in the provision is the absence of a system of assessing and recording the achievements of pupils. Information and communication technology does not contribute to learning in the subject.

106. The subject leader monitors pupils' work but has insufficient time to evaluate and support teaching in other classes. The school has provided opportunities for visits to churches in Long Stratton and a Buddhist has visited the school to discuss her faith. The local rector is a regular visitor.

