

INSPECTION REPORT

FAKENHAM INFANT & NURSERY SCHOOL

Fakenham, Norfolk

LEA area: Norfolk

Unique reference number: 121005

Headteacher: Mrs R O Hunt

Reporting inspector: John Bishop
12184

Dates of inspection: 30 April - 3 May 2001

Inspection number: 196681

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Nursery School

School category: Community

Age range of pupils: 4 to 7 years

Gender of pupils: Mixed

School address: Norwich Road
Fakenham
Norfolk

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Appropriate authority: The governing body

Name of chair of governors: Mrs Chris Copsey

Date of previous inspection: 4 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------|----------------------|--|--|
| 12184 | John Bishop | Registered inspector | English Physical education | What sort of school is it? How high are standards? a)The school's results and achievements What the school should do to improve further Equal opportunities Special educational needs |
| 9779 | Suzanne Smith | Lay inspector | | How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 18360 | Cecilia Davies | Team inspector | Mathematics Religious education Foundation stage (under fives) | Leadership and management |
| 14806 | John Stevens | Team Inspector | Geography History Art Music | How good are the curricular and other opportunities offered to pupils? |
| 13805 | Lynn Lowery | Team inspector | Science Information and communication technology Design and technology | How well are pupils taught? |

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REPORT CONTENTS

| | Page |
|---|----------------|
| PART A: SUMMARY OF THE REPORT | 7 - 10 |
| 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? | 11 - 13 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| HOW WELL ARE PUPILS TAUGHT? | 13 - 14 |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 15 - 16 |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 16 - 17 |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 17 - 18 |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 18 - 19 |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 19 - 20 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 21 - 24 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 25 - 37 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fakenham Community Infant and Nursery School caters for pupils from the ages of four to seven. Children are admitted to the nursery at September and January. The school has insufficient nursery places and when children join the reception classes, many have not received the benefit of nursery education. There are 327 pupils on roll, including 78 children in the reception classes, and 52 who attend the nursery part-time. The school is situated in the rural market town of Fakenham and serves a mixed community from a broad social range. Fakenham town has government support as a regeneration area and unemployment is above the national average. The percentage of pupils entitled to free school meals is broadly in line with the national average. On entry to school, children have standards of attainment which are, overall in line with what is expected for children of this age. The percentage of pupils from ethnic minority backgrounds where English is an additional language is low. The percentage of pupils with special education needs is broadly in line with national averages as it is also for pupils with statements of special educational needs.

HOW GOOD THE SCHOOL IS

The school provides a sound standard of education and serves the community well. The school's strengths outweigh the weaknesses. Standards in English and mathematics have risen steadily since the last inspection but have remained below national averages in reading writing and mathematics according to national tests. The quality of teaching is often good but is satisfactory overall even though teacher recruitment to the school is going through a difficult phase. The leadership and management of the school give clear and sound educational direction. The school offers satisfactory value for money.

What the school does well

- Pupils achieve well in art and design, music, physical education and information and communication technology.
- Provision in the nursery and for those pupils who have special education needs are strengths of the school.
- Teachers have a good understanding of their subjects and use their knowledge well to effect improvements in their lessons.
- The governors are strongly committed to raising standards within a broad curriculum and provide the headteacher and staff with very positive support.
- Provision for social, moral, spiritual and cultural development is good and effectively contributes to the caring ethos of the school.
- The school has won the confidence of parents; home/school relationships and links with the wider community provide good support for pupils' learning.

What could be improved

- Teachers' expectations of what pupils can achieve are not always high enough.
- The school's behaviour management policy is not consistently applied with the result that there is unsatisfactory behaviour by a small minority of pupils.
- There is inappropriate accommodation for some pupils and this limits what pupils can do in order to increase their learning.
- Attendance levels are well below national averages and pupils often arrive late for school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in 1997 found the school to have both strengths and weakness. Since then the school has successfully addressed most of the weaknesses identified. Changes in the governing body have delayed the progress of some improvements but there is now an effective team in place. Standards in reading, writing and mathematics have risen in line with the improvements experienced nationally but they remain below the national averages. Standards in information and communication technology have continued to develop and are now good. Teaching was a strength of the school in 1997 and, while often good or very good, is now generally satisfactory. More monitoring of teaching has occurred and this has resulted in improvements in practice, for example the improvement in the use of assessments to help

the planning of lessons but the monitoring is not always effective in ensuring that school policies are consistently followed. Parents' views of the school are very positive and supportive as they were at the time of the last inspection. The difference in attainment between boys and girls is carefully monitored and pupils take more responsibility in the life and work of the school. Targets are now set to challenge pupils to raise the quality of their work and the use of these is becoming increasingly effective.

STANDARDS

The table shows the standards achieved by seven year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1998 | 1999 | 2000 | 2000 | |
| Reading | D | C | D | D | well above average A above average B average C below average D well below average E |
| Writing | D | E | D | D | |
| Mathematics | D | D | D | D | |

The school's overall success in national tests since the last inspection has improved, generally in line with the improvement in results nationally for those pupils reaching expected levels. However, with fewer pupils than might be expected achieving the higher reaches of level 2 in reading, writing and mathematics as well as level 3 in reading, the results place the school below average nationally in these subjects. The position is repeated when the school's test results are compared to schools with pupils from similar backgrounds. The school is achieving the targets set for itself with regard to pupils achieving level 2, but it has yet to do this for pupils achieving level 3 in reading. Work seen during the inspection indicates that standards at the end of Year 2 reach national averages in reading, writing and mathematics. Standards are higher than usual in art, music, physical education and information and communication technology. Most children make sound progress in the foundation stage and reach expected standards in all areas of the curriculum. Pupils with special educational needs generally make good progress throughout the school.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Satisfactory. Pupils enjoy coming to school and are interested in what they do. They are proud of their achievements and keen to talk about what they do. |
| Behaviour, in and out of classrooms | For most pupils this is good throughout the school although there is a small number of pupils whose lack of concentration disturbs lessons. |
| Personal development and relationships | Good. Pupils develop confidence as they progress through the school and become increasingly more responsible. The good relationships in this caring school help to create a safe and stimulating learning environment. |
| Attendance | Unsatisfactory. Attendance is well below the national average. Due to the frequent lateness of coach transport, many pupils arrive late delaying the start of lessons. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good | Satisfactory | - |

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

From lessons seen during the inspection, the quality of teaching is very good in 13 per cent of lessons, good in 50 per cent, satisfactory in 29 per cent and unsatisfactory in 8 per cent. At the time of the last inspection, teaching was good overall. This lower grading reflects the recruitment difficulties being experienced by the school. Teaching in the nursery is very good and is good in the reception year; there is a strong concentration on social skills and attitudes to learning. This approach results in a calm learning atmosphere and good behaviour. These skills are built on in Years 1 and 2 where teaching is focused on developing the core skills of literacy and numeracy within a broad and balanced curriculum. However, the effectiveness of the teaching in Years 1 and 2 is constrained by inconsistent application of the school's policies, especially with regard to pupil management. Teachers' expectations of what pupils might achieve are not always as high as they could be but pupils are encouraged to try hard and do their best. Teachers have adopted the National Literacy and Numeracy Strategies well and the teaching of English and mathematics is satisfactory overall. Teachers help pupils to understand the relevance of what they are doing by sharing with them the learning objectives for each lesson and encouraging them to review their achievements at the end of the lesson but this is not consistently practised in every class. Valuable adult support is directed towards pupils who have special educational needs; this results in their making good progress towards the targets set. Teachers generally manage pupils well and most expect pupils to behave well.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is well planned and provides a good range of learning experiences for all pupils. Swimming is included in the provision. Extra-curricular activities are limited to a football club and a lunchtime library club. |
| Provision for pupils with special educational needs | Pupils receive good support and progress well towards the targets set in their individual education plans. The organisation of the provision is good. Staff work well as a team to meet the needs of these pupils. |
| Provision for pupils with English as an additional language | Such pupils are very few in number but are well supported and are fully involved in all activities. They make similar progress to that of their peers. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for personal development through the promotion of spiritual awareness, cultural diversity and knowledge of social and moral responsibilities is good. |
| How well the school cares for its pupils | Staff have a good knowledge and understanding of their pupils and make good provision for their welfare and health and safety. |
| How well the school works in partnership with parents | Partnership with parents is very good and valued by both school and parents; parents are very supportive and many are involved in the life of the school. |

The curriculum is further advanced by the provision of a good range of visits and visitors.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Sound. The headteacher has a clear vision for the school, central to which is the raising of standards. She is effective in monitoring a team which has a shared sense of values and priorities. Staff and governors are involved in creating the school development plan. |
| How well the governors fulfil their responsibilities | Although mostly new appointees, the governors fulfil their roles with enthusiasm and are fully involved in the school development planning process. They are in the process of establishing systems to evaluate the school's strengths and to identify priorities for improvement. |
| The school's evaluation of its performance | Satisfactory. The school analyses the strengths and weaknesses of the school and decides what to do next. |
| The strategic use of resources | The school manages and uses its resources well and priorities for development are appropriately financed. The headteacher and governors seek to obtain the best value for their spending. |

The school is appropriately staffed. The buildings are well kept but some classroom accommodation is congested and this limits learning opportunities for pupils.

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. • Behaviour in the school is good. • Teaching is good. • Children are expected to work hard and make good progress. • The school staff are approachable. | <ul style="list-style-type: none"> • A wider range of extra-curricular activities. • The amount of homework pupils receive. • The quality of some classroom accommodation. |

The parental questionnaire returns and comments made at the pre-inspection meeting with parents indicate a high degree of satisfaction with the school and the education it offers. The number of out-of-school activities is broadly in line with what is usually offered to pupils of this age. The school is keeping this issue under review. The amount of homework set follows government guidelines and is appropriate. The inspectors share the views of parents in that some of the classroom accommodation is of insufficient size for teachers to provide a full range of activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery on a half time basis from the age of four. Their attainment on entry is varied but, in general, they display skills which are in line with those expected for their age in all areas of learning although teachers perceive a weakness in speaking and listening and social skills for a significant minority of pupils.
2. Children enter the reception classes with a wide range of attainment. Initial assessments carried out soon after children start school indicate that most have scores that are generally in line with what is expected nationally in all areas of learning although, again, a significant minority of children continue to have difficulties with speaking and listening and social skills. Children in the reception year make sound progress and on entry to Year 1 their attainment is typical for this age group; most reach expected standards, overall, in all areas of the curriculum. Most of the children are aware of different forms of print and contribute well in discussions. They recognise initial letter sounds, enjoy handling books and develop appropriate early writing skills. They count up to 10; more able children recognise simple addition although the work they receive is often insufficiently challenging. Two of the three reception classes work in over-crowded and noisy conditions and this constrains progress by limiting what facilities are provided such as attractive reading and writing areas.
3. By the time pupils leave the school at the age of seven, standards attained in reading, writing and mathematics in the 2000 national tests were below the national average and also below the standards achieved in schools with similar intakes. Work seen during the inspection indicates that pupils of all abilities in the current Year 2 are generally performing at levels appropriate for their age. Standards have risen because of the strategies introduced in English to support both high and low achievers and because of the increased levels of well-informed adult support now present in every classroom. The extra support provided in English has not yet been extended to mathematics but teachers' increasing understanding of the Numeracy Strategy is contributing to the rise in standards.
4. Pupils in Years 1 and 2 are making good progress in developing their speaking and listening skills. They generally listen well to one another and to adults. Pupils are keen to answer questions and voice appropriate views when predicting the outcomes of stories. Pupils' learning needs are analysed carefully and they are given appropriate work but extra work is often not available for early finishers to challenge their skills further. The school has identified a weakness in writing when analysing last year's national tests. Teachers are concentrating on this aspect of English. Pupils are beginning to write at length, with older pupils using effective punctuation. Extra adult support has been provided for both high and low attainers and as a result standards in writing and reading are improving. Standards of handwriting are sound in most classes but there are times when there is insufficient insistence on good quality presentation. Spelling and reading is strongly supported by regular homework and is satisfactory. Pupils show interest in their books and their reading is expressive, taking note of punctuation. Their understanding of letter sounds is good. Another reason for the satisfactory standards achieved is the teachers' good understanding of the literacy hour.
5. Pupils make sound progress in mathematics. Standards in the current Year 2 are satisfactory and work seen during the inspection suggests that they are set to remain so. Even so, some of the more able pupils still do not achieve as well as they might. Pupils in Years 1 read, write, add and subtract numbers to 100. Their mental mathematics is developing well with most pupils counting on and back in tens. In Year 2, pupils recognise multiples of five, they double numbers and identify patterns. The higher attainers know the names of solid shape and measure accurately in centimetres.
6. By the age of seven standards in science match national averages according to the teachers' statutory assessments in 2000 and the work seen during the inspection. Pupil's knowledge of

scientific facts is sound but their skills in investigative science are less well developed. This occurs when lesson plans do not provide appropriate challenge to pupils of all abilities. Pupils in Year 1 talk about what seeds need for strong growth. Pupils in Year 2 understand why some materials are strong or waterproof.

7. Attainment in information and communication technology is good. The subject is adequately resourced with more computers expected later this year. Skills are taught systematically and pupils' progress is recorded and monitored carefully. Computer technology is well used to support other subjects of the curriculum, especially English.
8. Standards in art and design, music and physical education are good. Standards in all other subjects are satisfactory. Teachers have a good understanding of these subjects and they are supported by recently revised schemes of work which provide detailed advice on how to develop pupils' skills successfully.
9. Those pupils who have been identified as having special educational needs benefit from substantial support provided by the school and most make good progress. The few pupils who have English as an additional language make similar progress to their classmates. At the time of the last inspection, boys were generally under-performing girls in English. Teachers now have an increased awareness of this problem and the school has purchased resources and books that have greater appeal for boys; this is successfully raising standards.

Pupils' attitudes, values and personal development

10. The attitudes of pupils to school are satisfactory overall. In the nursery and reception classes, as at the time of the last inspection, attitudes are very positive and contribute significantly to the progress that children make. Inspection evidence confirms the views of parents that the majority of pupils enjoy coming to school, particularly the opportunities provided for them to socialise and to play. Because of this their social skills develop well as they move through the school. Attitudes to work in Years 1 and 2 are satisfactory but pupils often take too much time to settle down at the beginning of lessons, reducing the amount of effective teaching that can be accomplished. Many pupils are prepared to work hard, they are attentive and respond willingly to work set and requests made, especially when planning provides suitable challenge for all pupils and when teachers make clear how much work they expect to be completed. When this is overlooked there is a tendency for many pupils to do as little as they can get away with. Concentration spans are often short and a small minority of pupils needs constant attention from their teacher to ensure they remain focused on their work.
11. Since the time of the last inspection the school has made a good start in providing more opportunities for pupils to use their initiative and generate questions and investigations. They usually respond positively to these and were seen during the inspection to make good use of the library, engage in higher level investigative work in information and communication technology, find out why a buzzer/light did not work, and, in maths, generate their own numbers to do simple calculations. They are usually confident in choosing and getting out equipment and materials when needed, for example in physical education. Homework is approached in a responsible manner and completed although, as with other work, there is not always sufficient pride in its presentation.
12. The behaviour of pupils is satisfactory overall. At the time of the last inspection a small minority of pupils disrupted learning. The proportion of pupils needing high levels of skill from teachers to manage them effectively in lessons has remained constant since that time. Where expectations for good behaviour are high and the school's procedures are used effectively these pupils are often managed well. However, this is at the expense of teaching time and results in all pupils in those lessons learning more slowly. Behaviour around the school between lessons is usually sensible and in the playground has improved somewhat since the time of the last inspection when a small minority of pupils dominated available space with rough chasing games. There is, however, little focused play that uses the range of games marked out on the playground. Pupils treat school premises, property and also the many displays of work around the school with respect. There were no exclusions during the last school year.

13. Relationships between teachers and pupils and the response to opportunities provided for pupils' personal development are satisfactory overall. Pupils are confident with their teachers and happy to approach them to share their news and any concerns. The majority of pupils respect their teachers when given instructions or asked for quiet in lessons. A few pupils thoughtlessly make fun of those who make mistakes in lessons reducing the effectiveness of the learning environment. No incidents of bullying were observed during the week of inspection and school documentation shows that few occur. Pupils respond well to the intervention of staff when minor squabbles and differences occur. Their personal confidence, community awareness and ability to socialise develop progressively as they move through the school. This is in response to a good range of opportunities for trips and visits, the various guests who contribute to school activities and the insight they gain into the lives of others in the community through the work they do for charities and support given to the elderly.
14. Attendance is poor. It has dropped steadily since the time of the last inspection against a national picture of rising levels; and at 93 per cent is now well below the national average of 94.4 per cent. Unauthorised absence is broadly in line with the national average. Reasons given for absence are usually sound, for example because of illness, medical appointments or holidays. There are rather more holidays taken during school term time than usual and absences because of ill health are more frequent and often for rather longer periods than usually seen. Two pupils took extended holidays of four weeks to visit their countries of origin and in a small school this has a disproportionate impact on attendance figures. Too many pupils are late for the start of the school day resulting in reduced time available for learning. This is in part because of school transport, which was late during the week of inspection on three mornings out of four. Some parents show a lack of urgency about ensuring the school day gets off to a prompt start.

HOW WELL ARE PUPILS TAUGHT?

15. The teaching of children aged under five in the nursery is very good and good in the reception classes. The teachers plan a wide range of interesting activities. The work captures the children's interest and develops their skills in literacy and numeracy. The staff has a good understanding of the children's needs and promote their self-esteem and encourage their independence. The quality of teaching in Years 1 and 2 is satisfactory with some good features. The vast majority of the teaching observed during the inspection was satisfactory or better. Half of all lessons seen were good and 13 per cent were very good. In the small number of unsatisfactory lessons (8 per cent), mainly in Year 2, the cause was ineffective class management and this prevented pupils from learning.
16. Teachers in Years 1 and 2 demonstrate a good understanding of the National Curriculum programmes of study. In addition, they are familiar with the most recent national guidance. They have put a lot of time and thought into the teaching of the National Literacy and Numeracy Strategies. As a result, the teaching of basic skills is sound. In their lesson plans, they clearly identify what pupils of different abilities will be taught and activities are carefully chosen so that the intended learning outcomes can be achieved. However, this still needs refining to ensure that the highest attaining pupils are sufficiently challenged, and that the best use is made of the teaching time available. Information and communication technology is taught well. Teachers ensure that pupils use computers on a regular basis and this supports learning across the curriculum. The 'Turnabout Morning' on Thursdays enables pupils to be taught subjects by 'specialists'. This system is very successful and has a positive impact on the standards pupils achieve. In addition, religious education, design and technology, art and design, music and physical education are also taught well. In these subjects, teachers have a good understanding of the subject and are supported in their teaching by helpful curriculum guidelines. They plan a range of activities designed to develop skills and share their intentions with the pupils.
17. Teachers plan lessons thoroughly and their organisation is good. Most are clear about the intended learning outcomes and generally choose activities which enable them to be achieved but this good practice is not consistently used by all teachers. When planning, they also ensure that learning support assistants and other adult helpers receive detailed guidance. This enables them to be particularly effective in the classroom. Teachers plan carefully to ensure that the work is accessible to pupils with special educational needs. They are now putting more thought into

ensuring that the highest attaining pupils are sufficiently challenged and this is raising standards. Too often, these pupils finish early and are allowed to play instead of being given a further task to consolidate or extend their learning.

18. Teachers' expectations of pupils' behaviour are not consistently as high as they could be, and not all pupils are successful in achieving the standards they would like; this often prevents learning taking place at an appropriate rate. Pupils find concentration difficult and all teachers have to work hard to keep their attention. If they are given too much independence or too little to do in the time available, they quickly stray from the task and become noisy. This makes it difficult to regain their attention and pupils fail to hear advice that would help them improve their work. In such lessons, pupils underachieve. Where teachers ensure pupils all find the tasks challenging and are clear about the type of working atmosphere they would like, pupils respond well and work hard, then there is a calm and purposeful working atmosphere and pupils are keen to please.
19. All teachers ask questions skilfully. They do this to check understanding and to get pupils to apply their knowledge in different situations. Teachers provide clear explanations of what they would like pupils to do. Where new skills or knowledge are introduced, teachers are good at explaining and providing demonstrations to ensure pupils have fully understood. They are good at relating difficult concepts to pupils in a way they can understand; this is a particular strength in religious education and science. Teachers know their pupils well and teaching takes place in a caring environment. They also put a lot of time and thought into creating a stimulating learning environment in the classroom and around the school. Pupils who have special educational needs are given good support by learning support assistants. Their individual education plans are competently written and help teachers plan appropriate work.
20. A satisfactory range of teaching methods is used in the school. Pupils have opportunities to work independently, in pairs and in small groups. Teachers generally use the structures recommended in the National Literacy Strategy effectively. Occasionally, too much attention is given to the group that the teacher is focusing on in that lesson. As a result, other groups do little work because they find the task set too difficult without teacher help, or, they do the bare minimum and then move off the task and find something else to do. Whenever possible teachers include the use of computers in their lessons and they do this very effectively.
21. Teachers are conscious of the need to assess pupils' progress and achievement. They do this systematically in literacy, numeracy, science and information and communication technology, but this information is not always used to help them match the level of work to the ability of the pupils. In other subjects, there is no formal system of assessing pupils and it is reliant on teachers using their own professional judgement at the end of the year. This system is only effective as long as the teacher is not absent and provides little real evidence to pass on to the next teacher to help them plan work. The school has a clear marking policy, but it is not consistently implemented. Some marking is useful and pupils are rewarded for their effort. In other classes, too much work is without helpful marking and pupils do not know how well they are doing, or, in some cases, whether their work is right or wrong.
22. Very good use is made of parents and friends of the school, who give freely of their time to help pupils with their learning. They make a very important contribution to the standards achieved. Good use is made of the accommodation available, although some very small classrooms have a negative impact on learning; teachers have to restrict some of the activities and resources they would like to use due to the limited space. Pupils who already find concentration difficult, find it even harder when they are sitting in a confined space squashed up against other pupils. Teachers also have to be aware of safety in these rooms as pupils regularly trip over chairs or other articles, as there is too little space to avoid them.
23. Homework is being used effectively to reinforce what has been learnt in school, particularly in English and mathematics. It is also used to encourage pupils to carry out their own research in preparation for work in class and to extend what they have learnt at school, for example, through the regular whole school science challenges.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED

TO PUPILS?

24. The school provides a broad and balanced curriculum to which all pupils have access. It meets all the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. The quality and range of learning opportunities for the foundation stage are good. The curriculum reflects the aims of the school. There is good long term planning which shows when different subjects will be covered. English, mathematics and science receive a good proportion of time. The National Literacy and Numeracy Strategies are being well implemented. In literacy, support schemes have been introduced to raise achievement amongst the higher and lower attainers.
25. The last report stated that policy statements for history and geography were in draft and those for art and music were not directly related to the National Curriculum. All this has now been addressed. The planning for the foundation stage is particularly good. The pupils' learning in the reception classes is well supported. Procedures for curricular planning have been developed and policies and schemes of work for all subjects are satisfactory. The long term planning indicates what topics are to be taught each term. The medium term planning gives clear guidance on the objectives and teaching strategies to be used. The teachers' short term planning is on a weekly basis and used for the daily lessons. Across the year groups, teachers plan together effectively.
26. The effectiveness of the strategies for teaching literacy and numeracy is satisfactory. There is equal access to the curriculum regardless of gender, ability or race. Provision for pupils with special educational needs is good. Individual education plans are carefully written to provide programmes of work which enable each pupil to have full access to the curriculum. They are well supported by additional adult staff. There are very few pupils who have English as an additional language but they are well supported in the classroom.
27. Provision for personal, social and health education is satisfactory. Although it is timetabled, it lacks planning which means that topic coverage is inconsistent. Health education is taught, often including topics such as self, diet and sleep. Pupils in Year 2 undertake a project with pupils in Year 11 at the high school on healthy eating and healthy hearts. Sex education policy forms part of the health education policy and emphasises caring and families. Questions on reproduction are answered as appropriate.
28. There are a few extra-curricular activities provided by the school. Football coaching takes place on a Tuesday and there is a library club on a Wednesday. It is commendable that the pupils do swimming in curriculum time in Fakenham. The Norwich Lawn Tennis Club has, in the past, been to the school. In addition, the school takes part in a cluster swimming gala. Once a year there is a football match with a sister school in Cromer, these activities enrich the curriculum.
29. The school provides a wide range of visits to enrich and extend the curriculum further. Pupils make regular visits to Fakenham to study the history and geography of the town. They visit Holt Hall, Letheringsett Water Mill, Cromer Lifeboat and Lifeboat Museum and three other museums in Norfolk. They learn how to be courteous to shoppers at the local supermarket. The Roman Catholic, Baptist and Church of England churches all receive visits. Numerous visitors have also been to the school to talk about various charities, artefacts, animals, the library service, Australia and Old Fakenham. Pupils also sing in old people's homes, share games and reminisce. As a result of the Harvest Festival, the pupils provide food parcels for the senior citizens. In recent years, nine charities have been supported. The contribution of the community to pupils' learning is good. Links with partner institutions, in particular the local junior school, are also maintained with confidence building activities taking place.
30. The overall provision for personal development including spiritual, moral, social and cultural development is good. There is collective worship known as "Thinking Time" for the whole school once a week. At other times the year groups meet in the hall or there are class assemblies. These "Thinking Times" assemblies are broadly Christian but, at times, reception classes think about Judaism, Year 1 about Islam and Year 2 about Buddhism. During the week of the inspection, the theme for "Thinking Time" was "Journeys." All these acts of collective worship were well planned and met statutory requirements. The "Thinking Time" for the whole school was based on the Good Samaritan with the moral of helping people.

31. The provision for moral development is good. The school has a positive ethos of thinking and caring about other people as was seen in the Good Samaritan assembly. Pupils know the difference between right and wrong. The school promotes honesty and respect for truth and emphasises that pupils must do their best. Circle Time helps in the moral and spiritual development of the pupil where pupils can discuss incidents. In addition, there is individual and personal counselling for pupils with moral issues.
32. The provision for pupils' social development is good and this is an improvement since the last inspection. Pupils now have an increased number of responsibilities. These range from taking the registers to the school office to responsibilities in the classroom – date boards, book corners, pencils, class number boards – on a rota basis. They also have responsibilities in the cloakroom and library. Pupils are asked to do minor jobs and keep the classroom and grounds neat and tidy. There are class rules and dining hall rules to be kept. Adults are good role models.
33. The provision for pupils' cultural development is good. The school asks people in the community to come and talk to pupils – particularly some of the older people who can talk about life in the past. There has been a college student who gave a talk on Islam. Talks by a local fireman, an author, the school nurse, religious leaders and visitors who talk about foreign countries all help in a considerable way the cultural development of the pupils. In the past, the school has also had an artist in residence and this gave a strong boost to the art curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school makes good provision for pupils' health, safety and welfare. There are suitable arrangements to ensure they are familiar with the school prior to enrolment and this helps them to settle well when they start, either in the nursery or reception. Pupils are confident in approaching adults at the school when they need reassurance and support, and this contributes to them developing into confident learners. There is a suitably trained person to deal with child protection issues and the policy is in the process of being re-drafted to meet latest guidelines. Procedures are included in the induction of new staff and the majority of existing staff have been briefed on these recently. Pupils have raised awareness of personal safety issues through work done with the school by the community police. There is a health and safety policy that broadly covers the needs of the school and governors take an active interest in ensuring the welfare of pupils, including their safety during journeys to and from school. There are suitable arrangements to deal with first aid emergencies and the administration of prescribed medicines, although staff training now needs to be updated, and there is no suitable medical room. The regular testing of school equipment and appliances fully meets requirements. Fire drills are practised with sufficient frequency to ensure pupils know what to do in case of emergency. The school is aware of the need to implement risk assessment procedures and has made a good start on this. More work is needed to formalise procedures, ensure they are regularly carried out and that the results are reported to governors. The school has asked parents not to drive into the school grounds to collect their children at the end of the day. Not all parents have noted this, making it more difficult for staff safely to organise pupils leaving to go home.
35. The assessment of pupils' academic and personal development and the use of support and guidance to raise standards are satisfactory overall. Procedures for monitoring and promoting good behaviour are clearly set out and usually used to support pupil management effectively. In lessons where this is not the case there is sometimes disruption to learning. Lunchtime assistants who supervise pupils in the playground have clear guidelines and behaviour is monitored well, although there is little active promotion of organised play resulting in too much tearing around with the associated accidental collisions and tumbles. The policy of involving parents at an early stage where behaviour, or any other aspect of their children's life at school causes concern, effectively ensures they are involved in agreeing a way forward when dealing with problems. Procedures to deal with bullying result in issues being addressed thoroughly; however, they are rarely needed. Minor squabbles and differences that occur from time to time are dealt with well and pupils are subsequently monitored effectively. This process is suitably supported through the weekly staff meetings. Despite poor levels of attendance there is no overall strategy for improvement or action to ensure a better level of punctuality at the start of the day. Although

individual teachers note and report where there is very poor attendance or regular patterns of absence by individual pupils, there is no systematic monitoring of attendance levels across the whole school. This restricts the information the school is able to make available to the Educational Welfare Officer.

36. There are suitable policies for sex education and drugs awareness. Pupils learn to respect medicines and develop suitable respect for family life. The school has completed documentation for joining the 'Healthy Schools Project,' and plans to introduce this soon. Some good practice was seen for pupils' personal, health and social education (PHSE) during the week of inspection; however, there is no PHSE policy or schemes of work and effective monitoring to ensure a coherent programme across the school. A suitable range of support services is used effectively to enhance the work of the school.
37. The school liaises well with the local playgroup to ensure it has suitable information about pupils joining the reception class. Information about pupils' academic achievements is passed on when they transfer to the junior school, minimising the possibility of disruption to their learning at this stage.
38. Since the time of the last inspection baseline assessments have been adopted and support the effective tracking of children's progress well, ensuring that suitable information about pupils is available when they start in Year 1. There are clear procedures to support effective assessment, but these are used inconsistently across the school. In English and for the foundation stage, assessment procedures and the use of assessment in planning is thorough and supports learning well. This is done on an ongoing basis with detailed reading records and poor writers being tracked for progress. In other subjects assessment is generally satisfactory, although does not always involve keeping records systematically or assessing against National Curriculum levels. Since the time of the last inspection the school has focused successfully on raising standards of assessment in core subjects and is aware that further work is needed to achieve consistently high standards throughout.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. There are very high levels of satisfaction amongst parents with what the school provides and achieves. They say their children like coming to school, behave well, are taught effectively, and are expected to work hard and make good progress. Almost all feel comfortable about approaching the school with concerns and that members of staff work closely with them and help their children to become mature and responsible. Some parents are concerned that there are not enough extra-curricular activities. Inspectors are able to reassure them that, together with those organised at lunchtime, the number of activities offered is suitable for the age range of these pupils. There is some dissatisfaction with homework arrangements. This is broadly split between those who think there is too much homework and those who feel more is needed. Inspection evidence confirms that pupils usually receive about the right amount of homework for their age. Inspectors agree with the high proportion of parents who have expressed concern about accommodation. The cramped conditions restrict learning opportunities, particularly those requiring pupils to move around whilst in their classrooms.
40. The effectiveness of the school's partnership with parents through the information provided for them is good. They receive good information about the school and an opportunity to meet staff and see around the premises before their children enrol. The prospectus and governors' annual report are written well and together offer much useful information about expectations, procedures and the work of the school. More detail is needed about progress towards targets set in the action plan following the last inspection, the attendance levels of pupils, staff development and arrangements for pupils with special education needs. There are regular updates for parents about school news and events, together with diary dates. Where there is any concern about an individual pupil, parents are contacted at an early stage. Information about topics pupils will be doing is sent home to parents at the beginning of each term, although in a few instances 'pupil post' has not been effective.
41. Annual progress reports provide good information about what pupils know, understand and can do,

particularly in the core subjects where they are sufficiently evaluative for parents to gain an insight into what their children do well and what needs further work. Suitable targets are set that give clear guidance on what should be the focus of future effort. Levels of attendance are not reported as required and for the many pupils whose attendance is below expectations there is no link made between this and how much has been learnt. The school makes suitable arrangements for parents to discuss reports with teachers soon after they are sent home. Almost all are sufficiently aware of the importance of their children's education to take advantage of this opportunity.

42. The large majority of parents show high levels of interest in their children's work and their involvement with the school has a very good impact on learning. The parents of pupils with special educational needs discuss the contents of their children's individual education plans and so increase their understanding of what it is they need to learn next. Consultation about the home/school agreement has successfully resulted in a document that promotes partnership to support learning. Almost all parents have now signed this. A high proportion of parents help in the school on a regular basis; their time is planned effectively by teachers to ensure maximum impact and they support learning very well. There is an active Parent and Teacher Association that regularly runs both social and fund raising events. Monies raised through their activities make significant contributions to learning through the equipment and materials bought. Almost all parents are actively interested in the work their children do at home and co-operate well with the home reading scheme.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The headteacher continues to give clear educational direction to the school, as she did at the time of the last inspection in March 1997. She opened the school originally and the caring ethos which was established then still continues today. Since the last inspection, an awareness of the need to raise standards has been highlighted by the headteacher and strategies have been put in place; these are beginning to be effective in raising standards. However, staff still do not have sufficiently high expectations of what they want all pupils to achieve. The school aims are detailed but do not place high enough emphasis on raising standards for all pupils, particularly for the higher attaining pupils. Standards in national tests are monitored by the school, and the headteacher and the new governing body are in the process of completing a detailed analysis of what it is that pupils find difficult so that weaknesses may be compensated for. The programme of assessment undertaken by the headteacher and some co-ordinators is sufficiently thorough in identifying strengths and weaknesses. The headteacher and the co-ordinators for English and mathematics have regularly monitored and evaluated teaching. The results of these evaluations are fed back to teachers and this enhances the spread of good practice throughout the school but they have not been fully effective in identifying weaknesses in pupil management.
44. Steps are taken to ensure that all pupils have the chance to partake fully in all aspects of school life. There is a commitment to support pupils with special educational needs; a significant proportion of the budget is used to provide this support. The result is that these pupils achieve good standards for their ability and their quality of learning is good.
45. There have recently been changes to the governing body. Many new governors have been appointed and they take their responsibilities seriously. Already the governing body is giving good support to the leadership of the school. Most statutory responsibilities are fulfilled although more detail is required about progress since the last inspection, the attendance levels of pupils, staff development and the arrangements for pupils with special educational needs in the governors' annual report. Many governors help in classrooms on a regular basis and informally gain an understanding of the school's strengths and weaknesses. Governors have assumed responsibilities for curriculum subjects, visiting to see these taught. Careful attention is now being paid to budget setting and spending patterns. The surplus in last year's budget has been identified for use when pupil numbers fall at the end of this school year. There is a very good working relationship between the governing body, the headteacher and staff.
46. The school development plan is a comprehensive document. It provides governors and staff with clear information on which to make decisions and set strategies for improvement. Staff and

governors are involved in the creation of the plan, which includes detailed development for each subject. Governors receive regular reports on progress towards targets especially those for raising achievement which is an improvement since the last inspection. A weakness remaining since the last inspection is the lack of detailed costing for the action plan and a long term financial plan to support the priorities of the development plan to secure the progress already made with school improvements. The school follows the principles of best value well and money available as specific grants, including that for special educational needs, is carefully monitored and used well.

47. The school is well staffed, particularly with learning support assistants who are used very efficiently. Teachers are well matched to their curriculum and management responsibilities. Procedures for inducting teachers who are new to the school or the profession are sound. The school has made good progress in implementing the performance management procedures. It is making effective use of information and communication technology and high standards are seen in this subject.
48. The school benefits from an attractive environmental area, hard surface and grass playing areas. Inside the school, staff work hard to create a stimulating learning environment through attractive displays of pupils' work. However, the accommodation for some pupils in Year R and in Year 1 is unsatisfactory when two classes share a small teaching area, part of which is used as a throughway for children to access their class and cloakrooms. Teachers work very hard to compensate for this but the cramped conditions and high level of noise do adversely affect learning.
49. The level of resources to support the teaching of the curriculum is satisfactory. There is an attractive library with a good range of books which support learning. Overall, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body should include the following specific matters as key issues in its post-inspection action plan:

1. Further raise standards of pupils of all abilities by:

- raising teacher's expectations of what pupils can achieve.
- extending to mathematics the effective support already given to more able pupils in English.
- including more opportunities in lessons for more challenging work when pupils have finished their initial tasks.
- ensuring pupils understand how they can improve their work by consistently sharing learning objectives and fully implementing the marking policy.

(see paragraphs 3,6,16,17,18,21,37,43,63,67,68,70,73,76,78,81,82,84,85,92,114)

2. To improve standards of behaviour in a small minority of pupils by:

- consistently applying the behaviour policy.
- making better use of the school's reward system in promoting good behaviour.

(see paragraphs 12,15,18,35,76,108)

3. To consider ways of improving accommodation so that all pupils are taught in classrooms that provide a good learning environment.

(see paragraphs 2,22,39,48,65)

4. Improving attendance and punctuality by:

- arranging for the pupils' transport from outlying villages to arrive on time.
- giving further consideration to procedures at the start of the day to ensure lesson time is not lost.
- improving procedures for monitoring attendance and following up unexpected absences.
(see paragraph 14)

In addition to the above key issues, the following less important weaknesses should be considered for inclusion in the action plan:

- developing a more formalised system of recording teachers' assessments in subsidiary subjects so that it can be more effectively used to inform planning and in reporting to parents.
(see paragraphs 21,38,101,115,121)
- Improving the use of reading record books so that parents have increased opportunities of becoming involved in their children's learning.

(see paragraph 72)
- Increase the effectiveness of the school development plan by making more detailed costings of the action plan and supporting priorities by providing a longer term financial plan.

(see paragraph 46)
- Ensure that the governors' annual report to parents contains all the required information.
(see paragraph 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 62 |
| Number of discussions with staff, governors, other adults and pupils | 20 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| - | 13 | 50 | 29 | 8 | - | - |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 26 | 275 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 41 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 1 | 2 |
| Number of pupils on the school's special educational needs register | 7 | 76 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 3 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 13 |
| Pupils who left the school other than at the usual time of leaving | 9 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 7.0 |
| National comparative data | 4.3 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 0.3 |

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | | 2000 | 53 | 41 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 41 | 43 | 51 |
| | Girls | 38 | 36 | 38 |
| | Total | 79 | 79 | 89 |
| Percentage of pupils at NC level 2 or above | School | 84 (82) | 84 (71) | 95 (91) |
| | National | 84 (82) | 85 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 43 | 51 | 52 |
| | Girls | 38 | 38 | 40 |
| | Total | 81 | 89 | 92 |
| Percentage of pupils at NC level 2 or above | School | 86 ([]) | 95 (89) | 98 (94) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 1 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 2 |
| White | 193 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

| | |
|--|------|
| Total number of qualified teachers (FTE) | 11.6 |
| Number of pupils per qualified teacher | 23.7 |
| Average class size | 27.5 |

Education support staff: YR – Y2

| | |
|---|-----|
| Total number of education support staff | 11 |
| Total aggregate hours worked per week | 130 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 26 |

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 56 |

| | |
|--------------------------------|-----|
| Number of pupils per FTE adult | 5.2 |
|--------------------------------|-----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 2000/2001 |
|----------------|-----------|

| | £ |
|--|--------|
| Total income | 522700 |
| Total expenditure | 525358 |
| Expenditure per pupil | 1711 |
| Balance brought forward from previous year | 33949 |
| Balance carried forward to next year | 31291 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 301 |
| Number of questionnaires returned | 101 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 56 | 41 | 2 | 0 | 1 |
| My child is making good progress in school. | 68 | 31 | 1 | 0 | 0 |
| Behaviour in the school is good. | 33 | 57 | 8 | 0 | 2 |
| My child gets the right amount of work to do at home. | 37 | 45 | 14 | 0 | 5 |
| The teaching is good. | 56 | 42 | 1 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 50 | 38 | 9 | 2 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 67 | 30 | 1 | 0 | 2 |
| The school expects my child to work hard and achieve his or her best. | 64 | 34 | 1 | 0 | 1 |
| The school works closely with parents. | 52 | 39 | 4 | 2 | 3 |
| The school is well led and managed. | 63 | 33 | 3 | 0 | 1 |
| The school is helping my child become mature and responsible. | 60 | 36 | 2 | 1 | 1 |
| The school provides an interesting range of activities outside lessons. | 27 | 39 | 12 | 8 | 15 |

Other issues raised by parents

In addition to the very supportive questionnaires detailed above, the twelve parents at the pre-inspection meeting felt strongly that the school was a caring establishment with a responsive headteacher. The major improvement since the last inspection had been the addition of a highly regarded nursery. The meeting was very concerned with the crowded conditions in some classrooms and were hoping that these conditions could be relieved by a further temporary classroom.

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

50. As in the last inspection, provision for the children in the foundation stage is good overall. Very good provision is made in the nursery; this is a strength of the school.
51. Children enter the nursery class with a wide range of attainment. Initial assessments carried out over the past two years indicate a significant minority of children with low attainment in communication, language and literacy, mathematical and social skills. Nevertheless, many children begin their time in the reception classes with soundly developed skills in all areas of learning. Unfortunately, a considerable number are unable to obtain places in the school's nursery and, in general, their overall attainment is less well developed at this stage. By the time they leave the foundation stage at the end of the reception year, the majority attain the Early Learning Goals for children of this age in all required areas of learning with a few above what is usually found. The generally good progress made by children in the foundation stage enables them to become happy and confident learners, taking a full part in the activities offered to them.

Personal, social and emotional development

52. In both the nursery and reception classes, a stimulating learning environment is created which encourages children to explore and discover. Teachers in two of the reception classes have to work especially hard to overcome the difficulties of cramped accommodation so that children are given the opportunity for play and the development of social skills. Children enjoy coming to school; they quickly follow the class routines and join in activities with enthusiasm. All staff in the nursery set very high expectations for children's personal development; children concentrate well and persevere in what they are doing. Teachers have a good understanding of the needs of young children enabling them to share and make choices during play. This positive attitude is developed in the nursery and is carried on into the reception classes. The development of independence is constantly reinforced. By the age of five, children undress and dress themselves independently for physical education, tidy up after their activities and be ready to listen to their teacher.
53. All the adults working in the foundation stage provide good role models for the children; they treat children with courtesy and respect. This leads to trusting relationships and helps children to grow in confidence.

Communication, language and literacy

54. Throughout the foundation stage, children enjoy listening to stories and readily share books with each other and with adults. A good selection of books is available. In the nursery, children talk about the pictures and predict what might happen next. By the age of five, many children recognise letter shapes and know the sounds. Many children are beginning to develop early reading skills by learning frequently used key words and through class reading of 'big books'. Most children are aware that print carries meaning and by the end of the reception year, higher attaining children read a range of simple words; some read sentences accurately.
55. Children follow instructions with a good degree of accuracy and listen attentively to adults and each other. Playing in the nursery 'café' with an adult, is very effective in developing speaking and listening skills. Adults take the opportunity to clarify children's thinking. In both the nursery and reception classes, staff encourage children to think of themselves as writers. Good opportunities are made for writing. For example, writing menus for the café, a postcard to grandma. Supplies of paper, pens, crayons and pencils are available and children readily use them. In the reception classes, the vast majority of children attempt to write and form letters with increasing accuracy. Some children are beginning to write meaningful sentences. The quality of teaching is good in this area of learning in both the nursery and reception classes. The staff support and seek to extend the children's use of spoken and written language. They ask appropriate questions to extend the children's understanding, monitor their progress and develop their initial reading skills through the

sharing of books and stories. The staff read to the children in a very expressive way that engages their interest. The support given to those who have special educational needs effectively supports their progress. The teachers make the development of language and literacy a priority and provide a rich language environment.

Mathematical development

56. By the end of the foundation stage most children will achieve the Early Learning Goals for mathematics. Children in the reception classes count to 10 and begin to add sets of objects together. However, there is not always sufficiently challenging work, particularly for higher attaining pupils. In the nursery, children have a wide range of sorting and matching experiences, developing an appropriate vocabulary to express size, shape and colour. The quality of teaching in this area of learning is good in the nursery and satisfactory in the reception classes. Good management of the children and carefully planned, well organised activities ensure a positive working atmosphere. The staff are skilled at asking questions that extend children's understanding and develop their mathematical vocabulary. The day-to-day assessment of the children is conscientiously carried out and this information is used to plan future learning.
57. All classrooms have attractive displays which encourage the children's interest in mathematics. As part of the week's topic, every opportunity is made to include an element of mathematics. For example, during a topic on food, children in a reception class are making a block graph to show their favourite sandwich filling.

Knowledge and understanding of the world

58. Children enter the nursery class with a basic general knowledge. Throughout the foundation stage, children develop a sound knowledge of the world around them. They are growing in confidence when using computers, controlling the cursor on the screen with increasingly deft use of the mouse. Children in a reception class create a picture of a fire engine using the computer. In the nursery, children develop early investigative skills; they play with water and sand, developing a sense of curiosity through playing with a variety of objects in the water tray and making marks in the sand with different objects. Children in the nursery are interested in a display of fruit from different countries and in books showing pictures of fruit at the greengrocer's and in how to make a fruit salad shown in the 'big' class reading book. They enjoy sampling the different kind of fruit. In the reception year, children know when they have special food and talk enthusiastically about the food they eat at special times. They show great interest in learning about Jewish celebrations and enjoy sampling apples and honey! Cultural diversity is celebrated. In both year groups, good opportunities are provided for children to cut, stick and make. Most children have a good sense of how to join things together. The quality of teaching is good and teachers in the nursery and reception classes plan a wide range of activities to interest and challenge the children. A correct scientific vocabulary is used to emphasise teaching points. Resources, for example fruit, are used imaginatively to capture the children's interest.

Physical development

59. By the time they are five, most children are likely to meet the expectations for their age. The development of outdoor activities for the nursery class by providing wheeled toys, a soft play surface and climbing frame and a slide has been a major factor in helping children to make good progress in the development of their physical skills. Children are given a range of opportunities to develop their co-ordination and manipulative skills, as when using construction toys where they are required to fit small pieces together. Children in the nursery handled a parachute confidently and held it to make a ripple effect. They were able to work co-operatively to balance a balloon in the parachute. Teaching is good. Activities are well planned and prepared and the children respond by being inventive in their movements during physical education lessons. Teachers use praise and encouragement well. They intervene appropriately and sensitively to teach the correct use of tools. Each child's interests and capabilities are well known to teachers and used to plan for further progress.

Creative development

60. The children make sound progress in this area of learning. A wide range of media and resources is provided. They paint using bold strokes. The children are particularly able in role play, largely due to the way in which adults support and extend these opportunities for them. In the nursery, children enjoy singing. The use percussion instruments confidently, exploring sounds and playing loudly, quietly, fast or slow.
61. Teaching is good for creative development. There is clear planning and well organised activities. There is a good balance of opportunities for independent play and adult supported work. The good provision enables all the children, including those with special educational needs, to have full access to creative learning.
62. There are good relationships between all adults working in the foundation stage. Everyone understands how young children learn and this is reflected in the quality of planning and in the work seen. Parents are very well informed about the work their child does in school. Many parents come in to help in foundation stage classes and they play a valuable part in the children's learning.

ENGLISH

63. Attainment in reading and writing is below national averages according to the 2000 national tests taken by pupils at the age of seven. The number of pupils achieving the expected level 2 in reading was close to the national average but in writing it was below. The number of pupils achieving the upper reaches of level 2 and above, place the school's results in reading and writing at below the national average. This suggests that the more able pupils are not achieving as well as they might. This weakness has been recognised by the school and strategies to raise the standards of work of these pupils have been successfully adopted. In work seen during the inspection, standards in reading and writing are generally in line with national averages and with what might be found in schools with similar intakes. The quality of handwriting and presentation is inconsistent, varying from class to class. Test results have risen over the past two years at a similar rate to the national trend. Girls generally achieve higher standards than boys although this difference is now less significant than it was at the last inspection. Pupils with special educational needs make good progress because they receive substantial levels of well-directed support.
64. When pupils enter Year 1, their speaking and listening skills are in line with what is usually expected of pupils of this age. An in-school speech therapy programme is actively pursued to raise confidence levels in those pupils who have below average speaking skills. Reading skills develop well due to effective teaching in what the school firmly believes to be an important area of learning. Poor writers are particularly well monitored and more able pupils have the benefit of a 'stretch' programme. A literacy 'catch-up' programme is used to raise standards for pupils in the average and below average groups. Pupils are set short term targets which help them understand what they need to do next, in response to this level of provision, pupils make satisfactory progress and most reach the average standards expected of seven year olds in most aspects of English before they leave the school.
65. Average and below average attaining pupils have a good grasp of letter sounds and this helps them to tackle words that are unfamiliar to them. Above average pupils enjoy reading but some work in classrooms that are too small for attractive reading areas to be provided and this causes stimulus to be lost. The reading skills of the average and above average pupils are sufficiently well developed to enable them to cope with the appropriate text used in lessons. The reading skills of those with special educational needs is initially weak and this causes difficulties in other subjects when work is dependent on reading. Most pupils at the age of seven understand how to use the reference library and are aware of favourite authors.
66. Writing is mainly sound indicating satisfactory achievement for the majority of pupils. The most able pupils write well and a group of these are well aware of the structure needed for story writing and re-told the story of 'Detective Tilak' with clear beginnings, middles and conclusions. Those pupils with special educational needs receive a good level of support with their writing and

interesting tasks are provided; for example, pupils were asked to complete speech bubbles, one completing a policeman's bubble with the words 'hallo! hallo' which caused amusement when the class reviewed learning at the end of the lesson and thus boosted the pupils' confidence.

67. Standards in handwriting are variable from class to class. Some work presentation, for example, poetry books have work written on ruled lines which are too narrow for comfortable use by pupils of this age. Pupils regularly practise forming their letters correctly but the standards achieved in handwriting books is not always transferred to work in other subjects. Spelling has been recognised as a weakness which the school has addressed thoroughly through lessons and homework and standards are rising. Pupils' knowledge of letter sounds is satisfactory and they have a good grasp when spelling words containing double vowels and consonants such as 'pool, knew, poppy, and suddenly'.
68. Teaching in Years 1 and 2 is satisfactory. In general, pupils' achievements match the quality of teaching they receive. Approximately half the teaching seen was good and half satisfactory there were no unsatisfactory lessons. Standards noted during the inspection indicate that pupils are making satisfactory progress since the below average results in the national tests of 2000. Teachers across the school have a good understanding of how to teach reading and writing. Interest is stimulated with interesting texts such as "The Great Lorenzo" resulting in the writing of enjoyably amusing magic spells which were shared with classmates at the end of the lesson. Most teachers make sure pupils know what they are expected to learn through lesson introductions and marking, but this policy is not consistently followed by all teachers.
69. Teachers use good technical words and pupils become adept at discussing the roles of authors, illustrators and the purpose of an index. Teachers' planning is almost always good but the success of lessons is not always as high as it might be when class organisation allows for too many groups and causing some groups who are working independently to waste time chatting to one another. Information and communication technology is often successfully used to prepare display items of pupils' work.
70. In some lessons, the learning is not sufficiently challenging for all groups of pupils and this leads to underachievement. Writing tasks for the more able pupils do not often receive the benefit of re-drafting in order to raise the standards. On occasions, early finishers of set work were allowed to play rather than be offered extra tasks to challenge them further. English skills are well used in other subjects of the curriculum especially in history and geography and when pupils are expressing their thought processes in mathematics.
71. Pupils with special educational needs have detailed action plans which are followed carefully and this results in good teaching which is well directed. The teaching assistants give pupils opportunities to succeed by giving individual and small group attention. Despite this, learning skills are below average even though good progress is usually made.
72. The present subject leader has had temporary responsibility for only a few months. Nevertheless, much has been achieved recently and since the last inspection. There is now a lunchtime library club for Year 2, an in-school speech therapy programme, a support programme for more able pupils, the progress of poor writers is closely monitored, classroom support has been increased and there is a good use of learning targets. However, inconsistent use is made of reading record books; opportunities to involve parents in their children's learning are lost. Comments made by teachers vary in quality and when listening to pupils read, it was discovered that some pupils did not have their reading record books at school.

MATHEMATICS

73. Pupils in the present Year 2 attain the standard expected for their age in numeracy and all other areas of mathematics (number, algebra, space, shape and measures, and data handling). In the 2000 national test, results were below the national average. Over the past three years, standards have improved in line with the national pattern. Standards have improved in the current year due to increased levels of well-informed adult support and a greater understanding of the National Numeracy Strategy. In comparison with all schools nationally and with similar schools, an

insufficient number of pupils attain the higher levels. Teachers do not expect enough of more able pupils, who underachieve.

74. There are no marked differences in the performance of boys and girls. Pupils with special educational needs are well supported and make good progress.
75. By the age of seven, numeracy skills are developing well and pupils confidently add and subtract to 20. Pupils in Year 1 accurately identify 10 more or 10 less than a given number, using a number square. Higher attaining pupils in Year 1 confidently count in tens, forward and backward to 100. Lower attaining pupils use a number line in order to identify numbers to 20 which are one more or one less. These younger pupils fold 2D shapes to find the line of symmetry and many of them decide which shapes are symmetrical. Pupils in Year 2 recognise multiples of five. They double these numbers and identify patterns. The majority of pupils choose two numbers to make a given number. Lower attaining pupils make a single digit number in different ways, with good support from learning support assistants. Pupils accurately measure in centimetres and decide which objects are heavier or lighter than a kilogram. Most pupils identify pentagons, triangles and hexagons by the age of seven and mental strategies are developing well.
76. While the quality of teaching and learning throughout the school are satisfactory overall, they could be better. The best teaching is seen in Year 1, where half of lessons are good. In Year 2, although teaching is generally satisfactory, there is some unsatisfactory teaching. Here the pace of learning is slower because the behaviour of pupils is not managed effectively. Pupils do not concentrate on their work and so make limited progress. The analysis of pupils' work revealed that the demands made on higher attaining pupils in Year 2 are too low, because teachers do not set sufficiently challenging work. Pupils with special educational needs are well supported in both Year 1 and Year 2.
77. In all lessons, teachers show that they have a good understanding of mathematics. Most emphasise the correct use of mathematical vocabulary. Generally, they are skilled in teaching numeracy, making effective use of the National Numeracy Strategy in order to plan the work for pupils.
78. A strength of the teaching is the co-operative planning between teachers. Different classes in the same year group are given similar experiences. Identifying what is to be learnt in a lesson is clearly shown in the planning, and in the best lessons this is shared with pupils when lessons begin. Where teaching and learning are good, teachers give clear explanations and use mathematical vocabulary appropriately; this results in pupils being able to explain their work using the correct terminology. In the best lessons, oral and mental sessions are usually delivered with enthusiasm so that pupils learn quickly and show good mental skills. Pupils with special educational needs are frequently given questions which they are able to answer so that they feel able to contribute; this enables them to feel confident which helps their learning. The main teaching activities involve pupils practising their skills. It is in this part of the lessons that teachers do not set time limits or have high expectations of what they want pupils to achieve. In the best lessons, teachers make good use of the last part of the lesson in order to assess what pupils have understood. This end part of the lesson is often well used to reinforce learning. In Year 2 lesson the teacher assessed that some pupils did not understand that the unit digit remained the same when 10 more was added. She effectively used the last part of the lesson to reinforce this concept.
79. Homework is used effectively in some classes as when reinforcing work on symmetry by asking pupils to look for examples of symmetrical shapes at home. In both year groups, the pupils ability to use information and communication technology in order to develop their mathematical knowledge, skills and understanding is well developed. Pupils use mathematics to help learning in other subjects. For example, pupils regularly draw graphs as part of their topic work.
80. Resources are satisfactory but some teaching areas are unsatisfactory. Teachers have to work very hard in order to compensate for the lack of space and the difficulties of working in an area which is also used as a throughway.

81. The school has made satisfactory improvement since the last inspection. The co-ordinator has effectively led the implementation of the National Numeracy Strategy, giving support to colleagues and monitoring planning and teaching. Although standards are rising, the challenge for higher attaining pupils continues to be an issue.

SCIENCE

82. By the age of seven pupils', attainment in science is in line with the national average and this was the situation at the time of the last statutory teacher assessment of standards in 2000 when they were also found to be average. Boys and girls achieve similar standards. Pupils with special educational needs receive extra support in lessons and achieve good standards for their ability. The higher attaining pupils are not always sufficiently challenged, but much more thought has been put into this recently and the number achieving level 3 is now similar to the national figure. Since the last inspection, the school has consistently improved its science results.
83. Teachers provide pupils with frequent opportunities to carry out scientific investigations. Pupils follow instructions and are beginning to think about how they can make sure the tests are fair. Teachers plan carefully so that pupils develop their numeracy and computer skills through their science work, for example, they take measurements in centimetres, seconds and minutes. They ask questions of other children and record their results on tally charts. The oldest children enter this information onto the computer and produce very attractive graphs and pie charts to show their findings. Pupils are particularly knowledgeable about the 'Life and Living Processes' part of the science curriculum. They have been encouraged to carry out their own research into the lives of different animals. They are also knowledgeable about how various household pets should be cared for. The school has created a very interesting scientific learning environment, both inside and outside the building. Classrooms are a mass of interesting pictures and examples of living things from the environment. Outside, there are gardens and an environmental area, which make a regular contribution to pupils' learning. Pupils cannot help being interested in their surroundings. Pupils in Year 1 confidently talk about what their seeds need to grow and know what would happen if any of these things were missing. They can name an appropriate range of materials and understand some of their properties, for example, whether they are strong or waterproof. They have investigated magnets and know which materials they are likely to attract. Pupils have found out about sound and light, using the information to help them design and make musical instruments.
84. Pupils enjoy their work in science. This is because an interesting range of activities is planned for them. They are keen to ask and answer questions and they receive good answers from teachers secure in their own understanding of the subject. They enjoy the chance to use computers, showing responsibility and a willingness to take turns when using them. When working in the environmental area, they are aware of the need to take care of the plants and animals found there. Such work is successfully developing them both spiritually, as they show amazement at the buds on the trees in spring, and morally as they realise how important it is for us to take care of our environment. Pupils often find concentration difficult and all teachers have to work hard to keep their attention. Sometimes their progress is hindered by the fact that they have not listened carefully and they are unsure what is expected of them.
85. Overall the quality of teaching is satisfactory, although it varied from unsatisfactory to very good in the lessons observed during the inspection. The impact of teaching on learning is reduced when too much work is unmarked and consequently pupils do not know whether their work is correct or not, nor are they rewarded for their effort. All teachers have a secure understanding of the subject. This enables them to provide clear explanations and to answer unexpected questions with confidence. They are all good at finding ways of explaining difficult concepts at a level that pupils can understand. Teachers plan their lessons carefully, making good use of the classroom assistants and other adults present. They ensure they know what pupils need to do so that they can provide them with the necessary help. In the best lessons, very good use is made of the time available and a lively pace is maintained throughout. The work is carefully planned so that pupils of all abilities are challenged. Expectations of behaviour and the presentation and quantity of work to be done are high. Pupils respond well to this and work hard in order to please. In a minority of lessons, teachers struggle to manage the pupils and the noise level rises. Time is

wasted trying to get the pupils' attention and concentration is limited. Consequently, pupils do not achieve as much as they should. Sometimes, not enough thought is put into challenging the highest attaining pupils. Those who finish quickly are allowed to do something else, rather than moving onto another activity, which would extend what they have just learnt or enable them to consolidate it. The quality of marking varies between classes. When work is marked with pupils present, it is effective in helping them to understand any mistakes. Marking in books is effective where it corrects mistakes and tells pupils how well they are doing and rewarding them where appropriate. Teachers are supported by a clear policy and scheme of work. This ensures that pupils in parallel classes, experience the same learning.

86. Subject leadership is effective and contributes to the positive learning environment seen throughout the school. Since the last inspection, the school has re-written the science policy and scheme of work, so that it follows recent national guidance. Teachers have increasingly used information and communication technology in lessons. The co-ordinator has had the chance to observe science teaching throughout the school to identify strengths and weaknesses. This has enabled the school to improve results systematically every year. It is now using strategies to ensure that the higher attaining pupils are sufficiently challenged in all lessons.

ART AND DESIGN

87. The attainment of seven year olds is above that expected for their age. This is particularly so in the case of drawing and painting. The last report stated that pupils' attainment at seven was often above national expectations; the school has maintained the standards described in the last inspection report. The quality of artwork around the school is good. It contributes enormously to making the school environment a stimulating place in which to work.
88. Judgements are based on observations in three lessons, scrutiny of pupils' portfolios, wall displays and talking to pupils and teachers.
89. In the course of the school year, pupils experience a variety of media and techniques and develop good skills which they use effectively. They make prints using sponges. Their observation and drawing skills develop through drawing plants, flowers and self-portraits. The pupils in Year 2 produced a good collage of Daniel in the Lion's Den. They had also used information and communication technology to good effect. They had drawn some very good penguins using a computer program on Antarctica and had also produced some equally good drawings in the style of Mondrian. Pupils successfully learn skills of cutting, glueing and sticking and some very good sunflowers, in the style of Van Gogh, were made from paper and shells. Equally good were some "amazing amaryllis" which were seen in two Year 2 classes. Some pupils had designed, printed and framed some pictures. Others had produced some good line sculptures from straws. Another class of pupils had folded paper five times to illustrate and make use of the primary and secondary colours. When painting, the pupils develop good control in handling paint and this was seen when they had mixed paints and had gradually shaded the strips. In a project in keeping fit and healthy, some classes used paint well with self-portraits.
90. In the three lessons observed during the inspection, the teaching was good. In a lesson in Year 1, linked to mathematics, pupils increased their understanding of patterns and shape by producing patterns with reflective symmetry. Pupils knew where the lines of symmetry were and produced good patterns. Year 2 pupils, in a lesson linked with design and technology, made colourful decks from crayons for land yachts. Although they worked in groups, they chose their own designs which were individually distinctive. Another class in Year 2 looked at the work of two contemporary Aboriginal artists – Charlie Dinrritjini and Linda Syddick Napoltjarri. This was part of a project on Australia and the pupils were inspired by the teacher to draw and decorate Australian animals using patterns based on the Aboriginal art. The pupils used chalk and pastels and produced some very good animals and fish including snakes, lizards, spiders and turtles. In these good lessons, the teachers showed good knowledge of art and expertise in teaching basic drawing, colour mixing and shading skills. As a result, pupils work accurately and attentively. Pupils in all four classes in Year 2 continue to benefit from the teachers' subject expertise which is having a beneficial effect on the standard of art at Key Stage 1.

91. The subject leader is keen and effective. She, with staff involvement, drew up the policy and schemes of work which have been based on one used nationally. This ensures a good range of experiences for the pupils to increase their skills. She has monitored the staff in previous years and is expected to do so later in this academic year. The art policy, which in the previous report did not match the National Curriculum, does so now and was modified in 2000. The resources are good. No visits have been made to galleries in recent years but it is intended that one shall be made to the new Sainsbury gallery in Norwich.

DESIGN AND TECHNOLOGY

92. The standards achieved by pupils in design and technology are similar to those of pupils of the same age nationally. Pupils have the chance to work with a broad range of materials, including card, paper, wood, clay, food, fabric, threads and recycled materials. They acquire an appropriate range of basic skills such as cutting, folding, sticking, sewing and cooking. They learn to work safely and co-operatively, helping each other when necessary. Pupils understand the idea of the design process. They are encouraged to use their own ideas when making items, after first being taught a relevant range of skills by the teacher. They select appropriate materials to use from the limited range offered. However, their real ability was seen in the recent whole school challenge to pupils. They had to design and make a shoe using recycled materials, in particular Easter egg packaging. This resulted in work of an excellent standard, showing originality in the designs and materials chosen and real care in making and finishing. Pupils can clearly work at a higher level than most of the class activities allow. Orally, they are much more competent than their written work suggests. With teacher prompting, pupils make evaluative comments about work they have done and suggest how it could be improved. They say what they found difficult and why. Year 2 pupils are now beginning to record such comments but their inability to write at length means their work does not always reflect their true ability. Initial designs are generally pictures of what pupils have made, but now need to be developed in Year 2 to include labels to show the materials and colours chosen and other details about how they will be made.
93. Pupils enjoy their design and technology activities and take a pride in their finished results. They particularly enjoy making things and respond very well to the challenges offered to them. They show a good awareness of safety issues and tidy away well at the end of lessons. There is clear evidence of the use of imagination and the desire to produce work of a good standard. Pupils listen to instructions and watch demonstrations of skills carefully, which helps them achieve good quality results in their practical work.
94. There were few opportunities to observe the teaching of design and technology during the inspection. Consequently, judgements on the quality of teaching are based on discussions with pupils, teachers and co-ordinators, examination of the subject policy and scheme of work and the observation of work on display around the school. Overall, the quality of teaching is good. Teachers have a good understanding of the subject and plan an interesting and appropriate range of learning activities for the pupils. They plan a range of focused tasks that develop particular practical skills. These then lead onto a designing and making activity where pupils use their previously acquired knowledge and skills to produce something specified by the teacher. Wherever possible, appropriate links are made to ongoing work in other subjects. This makes the tasks more relevant and realistic, for example, Year 1 pupils designed and made wind chimes as part of their science topic on sound and Year 2 pupils are currently making three dimensional koalas and kangaroos with joeys that move in their pouches, as part of their topic on Australia. Teachers' planning is based on a new scheme of work, which is based upon recent national guidance. A lot of thought has been put into ensuring that pupils progressively build on previous skills and knowledge so that they become increasingly more competent. More rigorous monitoring of classroom practice will enable the co-ordinator to ensure that the school is successful in achieving this. Good use is made of the resources available, including occasional visits from craftspeople. Co-ordination of the work covered is effective generally, even though it is still on an informal basis. It clearly results in pupils having a good experience of the subject and becoming genuinely enthusiastic about their work. It has yet to result in the introduction of a rigorous but manageable assessment system. Since the last inspection, the policy and scheme of work have been updated and improved.

HISTORY AND GEOGRAPHY

95. Because only one short lesson was observed during the inspection in history or geography, judgements have been based mainly on scrutiny of pupils' work, displays around the school and discussion with pupils and staff. The work seen shows attainment to be in line with national expectations when pupils are aged seven. The last inspection report stated that attainment was broadly in line with national expectations in both history and geography so standards have been maintained since the last inspection.
96. As part of an overall project, pupils in Year 1 went on a listening walk along Norwich Road which enabled them to understand the area of the school and the amount of traffic that passed the school. Pupils in Year 2 identify on the map the countries and capital cities of the United Kingdom and they also identify Fakenham on the map. They have made a study of the town and have visited the Fire Station and the churches. They have started a project on Australia and know that the Aborigines have been the natives of Australia for thousands of years. In another project on Antarctica, pupils in Year 2 indicated a number of routes members could take around a base camp and they were also able to give two figure map references of some buildings.
97. In history, Year 1 pupils compared toys they had with those that had belonged to their parents and grandparents. Following a visit to a local museum, the same pupils had drawn well some of the artefacts which they had seen including pottery lamps, candle snuffers and hurricane lamps.
98. Year 2 pupils have developed their knowledge and understanding of the lives of people in the past. They explained the deeds of Florence Nightingale, how Guy Fawkes tried to blow up Parliament, about the Great Fire of London from Samuel Pepys's diary and Captain Cook's voyage to Australia and New Zealand. In a project on Victorian Britain, pupils compared the differences between a Victorian kitchen with one of today.
99. Literacy and communication skills are reinforced well by the study of history and geography, partly through opportunities of extended writing and partly through opportunities for discussion which extend the pupils' vocabulary well.
100. No judgement is possible on the quality of teaching or pupils' attitude in the classroom in either subject because of insufficient teaching was seen. However, in discussion with a small number of pupils it was evident that they were keen on both history and geography and enjoyed the subjects.
101. The last report stated that the draft schemes of work for both subjects lacked sufficient detail to enable teachers to rigorously identify learning objectives and the deepening of children's understanding across the Key Stage. This has now been rectified in both subjects. The new policies and schemes of work were drawn up in 1999 and revised in 2000 following the new National Curriculum 2000. Some of a nationally known scheme of work has been encompassed in both subjects. The subject leader plays a positive role. Although some assessment is undertaken, recording of assessment in general is an area for improvement. Resources are adequate. Numerous visits take place throughout the year which enhance the knowledge and understanding of the subjects for all the pupils. Visits have been made to museums including a rural life museum and a town house museum in King's Lynn. Fakenham, the town library, the churches and the Fire Service have all helped to heighten the pupils' knowledge.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

102. By the age of seven, pupils are achieving standards which are above those expected of pupils of the same age nationally. Pupils make good progress in this subject as soon as they come into the school. The scheme of work has been re-written following recent national guidance. It ensures that pupils experience all that is required in the National Curriculum programme of study for pupils in Years 1 and 2. Activities systematically build upon what pupils have already learnt and this enables them to become increasingly independent. In Year 1, pupils use a keyboard and

a mouse. They word process their work using upper and lower case letters and full stops. By the end of Year 2, they select the size and style of font and alter the page layout. They combine text and print in order to illustrate their work and make it look more attractive. They print their work and most save it without help. In Year 1, they learn to select icons and move items across the screen. They produce simple pictures using a graphics program, selecting colours and the method of applying them. They do this with more skill in Year 2, for example, producing their own pictures in the style of Mondrian. Pupils quickly learn how to control a remote control toy to make it move in different directions. The oldest pupils can write programs for others to use, so that it is instructed to make a square or a rectangle of a particular size. By the end of Year 2, most pupils will have begun to apply this knowledge to programming a remote control toy on the computer screen. Pupils enter data they have collected onto a database. They instruct the program to sort the information into ascending or descending order, before selecting the most appropriate way to print out the information. Pupils in this school become increasingly confident when using computers and consequently, they are always keen to try anything new. Their most recent experience has made them aware of the Internet as they used it to contact the teacher's daughter in Australia to get first-hand information for their topic.

103. Pupils enjoy using computers. They show good levels of concentration and motivation. They use them independently but are quick to offer to help each other when necessary. Pupils generally behave sensibly when using computers. They treat the machines with respect and are happy to share and take turns. They are happy to try new things because they are confident of the teachers' abilities to put things right if they go wrong. The fact that teachers ensure that using the computer is integral to the school day means that pupils see the real value of using them and are keen to increase their competence. Pupils are motivated to do well in order to gain Certificates of Achievement for using the computers in different ways. Teachers are now confident in their use of computers. Their subject knowledge is good and it means they are quick to see how their use could be realistically linked to work being done in other subjects. As a result, pupils realise how useful they are and frequent use quickly improves their skills. Whole class teaching is having a very positive impact on learning, particularly when it is taught by a specialist. Competent demonstrations and explanations of how to use new programs are given to each class. Pupils understand what they need to do when they are given the chance to use the program themselves in subsequent weeks. A very good example of this was seen during the inspection when a whole class was quickly taught how to use a database to best effect. A good system of assessment is in use. This enables teachers and other adults to record whether pupils have achieved the intended learning outcome and builds up a very clear picture of each pupil's level of skill in the subject. The teaching is good.
104. The organisation of the subject is good and ensures that all pupils have the same experiences. The subject leader provides a good level of support for teachers, ensuring they are introduced to new software and that they can use it confidently. She has produced a clear and useful scheme of work, taking into account national guidance. Since the last inspection, the great increase in resources, the increased teacher competence, the use of specialist teaching and systematic assessment of pupil competence, has enabled pupils to achieve standards above those achieved by pupils of the same age nationally.

MUSIC

105. Attainment was reported as being above national expectations in the previous report. This high standard has been maintained. The specialist teaching to all four classes in Year 2 continues to have a good effect on progress and attainment. There is no significant difference between the attainment of boys and girls. All pupils, including those with special educational needs make good progress in gaining the key knowledge and skills in the subject.
106. Singing is a major part of the music curriculum from the nursery to Year 2. Pupils sing well in acts of collective worship and there is a time for the pupils to practise hymn singing in Years 1 and 2. But singing and making music also take place to good effect in class lessons.
107. By the age of seven, pupils make music well. This was particularly observed in one lesson on

“rubbish” where half the class made music with paper bags and plastic bottles, conducted by a pupil, whilst the other half sang “Milkbottle Tops and Paperbags”. The roles were then reversed with the teacher accompanying the music on her guitar. The pupils sang melodically and after practice were able to perform together. In another part of the same lesson, half the pupils used tambourines and percussion instruments well whilst the other half sang “crash, crash, clatter, clatter”. The pupils are challenged in the creative abilities and the lesson was imaginative and captivating. Pupils compose these simple rhythmic patterns in which they can control the speed and volume. At the end of each session, the teacher asks the pupils to appraise their performance.

108. The teaching of the subject varies from unsatisfactory to very good but overall is good. Where teaching is unsatisfactory it is because the teacher accepts inappropriate behaviour. However, where the teaching is good or very good, which it was in three out of the four lessons observed, the teachers had good control and had good subject knowledge. The teachers were very competent in teaching the subject. The lessons were well planned and the pupils were inspired and challenged to sing and make music. Pupils enjoy their music and singing and are interested and as a consequence, there is a positive impact in their learning. Pupils in these classes are well managed and have a good attitude towards behaviour.
109. The music co-ordinator is very enthusiastic and this enthusiasm infects the pupils' learning, especially with the four classes in Year 2. She drew up the policy and scheme of work which embraces some of the programmes of study of a nationally known one. She is able to monitor the teachers' planning. The last reported stated that the music policy was no longer appropriate to the National Curriculum but this has now been rectified. Because of her expertise, the co-ordinator has helped lead music courses in Norfolk.
110. Pupils go to old people's homes and to sing and these performances are much appreciated by the people of Fakenham. Musicians from the county also give a concert in school once a year. The school is well stocked with tuned and untuned instruments – from keyboards, xylophones and handchimes – to bells, including Indian and Tibetan bells to maracas, tambourines and castanets. In all, the school has thirty different types of instruments.

PHYSICAL EDUCATION

111. Standards in physical education are above average by the time pupils leave the school at the age of seven. This represents an improvement since the last inspection when standards were described as average. There is no difference in standards between boys and girls. Swimming is offered as an addition to the timetable and parents are pleased with this provision.
112. Pupils work enthusiastically in gymnastics, for example when exploring different ways of balancing, landing and rolling. They vary the shape, size and direction of their movements and are very original in some of their movements. They thoroughly enjoy their lessons and co-operate well with each other when joining their actions into a sequence of moves or mirroring one another's actions. In dance lessons, pupils respond well to the stimulus of Aboriginal music, this relating to the geography topic on Australia. Pupils begin to form movements into sequences without prompting from the teacher. Most pupils capture the mood of the music and most keep time to the music.
113. The quality of teaching ranges from satisfactory to very good and overall is good. A particular strength of the teaching is the use of demonstration by pupils in order to increase the flow of ideas and raise the standards of performance. However, the use of critical discussion by pupils on how to improve movements is under-used in some lessons. Lessons have good pace and the exercises challenge pupils of all abilities.
114. The teachers have received in-service training. This has given them good knowledge of the subject, resulting in well-structured lessons that develop skills systematically. Another reason for standards being good is that lessons are well planned with clear aims, although they are not always shared with pupils causing them to be unclear of what is required of them.

115. Since the last inspection, a policy and scheme of work have been produced. The scheme of work is well understood by teachers and this has helped them to raise standards in physical education. It fully meets the requirements of the National Curriculum. Resources are good. The accommodation inside and out is more than adequate. Leadership of the subject is positive ensuring that standards are maintained even though, as yet, there are no formal means of recording teachers' assessments of pupils' work.

RELIGIOUS EDUCATION

116. By the age of seven, pupils' knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus. Religious education is regularly taught as a separate subject, and as in the last inspection, some pupils achieve high standards.
117. Pupils are developing an understanding of Christianity and other major world faiths. In Year 1, pupils know that followers of Islam are called Muslims and they worship in a mosque. Pupils in other Year 1 classes talk confidently about their feelings when faced with new experiences and they have written about St. Francis of Assisi's connection with birds. In Year 2, pupils reflect on sad and happy days. They retell stories of Buddha and the Bodhi Tree and the birth of Buddha. Pupils have opportunities to listen to Bible stories such as Daniel in the Lion's Den, the story of Joseph, Noah and the Ark and the Lost Son.
118. The quality of teaching is predominantly good. Teachers have secure subject knowledge and make lessons relevant and interesting for pupils. In a Year 2 class, the telling of a story in a dramatic way rather than reading it, ensured that pupils concentrated well and thoroughly enjoyed the lesson. Pupils are expected to think for themselves and to make connections between stories and everyday life. For example, in Year 1, pupils reflect on a story about the introduction of a kangaroo to a farm and the animals' feelings, relating this to how they feel in new situations.
119. In the four lessons seen, the teachers' expectations of behaviour are explicit and they spend little time on the management of pupils. This means that pupils have more opportunity for learning, which is generally good. Teachers make effective links with literacy, reading stories, discussing pictures and encouraging pupils to speak about their experiences. Some opportunities are made for pupils to write independently, practising skills taught in the literacy hour.
120. Pupils generally have a very positive attitude to religious education. They listen well to stories, their teachers and each other. Concentration is generally good, especially considering that some Year 1 pupils have the distraction of working in an area which is shared by another class and is also a thoroughway for a Year 2 class.
121. The subject leader guides the subject effectively; she has ensured that teachers are familiar with all the major world faiths. Religious education is a focus subject in the current school development plan, and when teachers will be considering the progression of pupils' learning. Although teachers use assessment during lessons, no formal recording of pupils' understanding takes place. Attractive displays, visits to local places of worship, a wide range of books and artefacts, help pupils to understand more about religious education. Religious education plays an important part in the development of pupils' spiritual, moral, social and cultural development.