

INSPECTION REPORT

WROUGHTON FIRST SCHOOL

Gorleston

Great Yarmouth

LEA area: Norfolk

Unique reference number: 120969

Headteacher: Mrs N. Foy

Reporting inspector: R. Passant
Rgl No: 2728

Dates of inspection: 18th to 21st February, 2002.

Inspection number: 196873

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 to 8 years
Gender of pupils:	Mixed
School address:	Beccles Road Gorleston Great Yarmouth Norfolk
Postcode:	NR31 8AH
Telephone number:	01493 663470
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P. Bexfield
Date of previous inspection:	July, 1997.

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2728	R. Passant	Registered inspector	English, Physical education, Information and communication technology, Special educational needs, Equal opportunities.	The school's results and pupils' achievements, How well are pupils taught? How well is the school led and managed?
1311	B. Woods	Lay inspector		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?
11756	B. Surrige	Team inspector	Foundation Stage, Religious education, Geography.	How good are the curricular and other opportunities offered to pupils?
29262	N. Hardy	Team inspector	Mathematics, Design and technology, Art and design.	
18524	A. Shaw	Team inspector	Science, History, Music, English as an additional language.	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
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
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wroughton First School is bigger than average and has approximately 350 pupils on roll aged four to eight years old. The percentage of pupils eligible for free school meals is broadly in line with the national average (22.7 per cent) although this varies year on year. About a quarter of pupils are on the register of special educational needs, which is above the national average, although the percentage of pupils with statements is below average. The percentage of pupils who are learning English as an additional language is above the national average. Almost all pupils are white UK heritage. The school is a popular school and over a third of pupils travel to the school from outside the immediate area. The school has a long waiting list for some year groups.

Many of the children have a well below average levels of attainment when they start school as indicated by baseline assessments. The attainment at the time they start school is significantly lower for boys than for girls over all the areas assessed.

Yarmouth and Gorleston are areas of significant social deprivation. In September 2000, the Greater Yarmouth Achievement Zone was launched. The school has received additional help and training, particularly with literacy. Currently the Local Education Authority is reviewing school organisation of First and Middle Schools in Gorleston and Great Yarmouth and reviewing admission policies. There is also a proposed Public/Private Finance Initiative. After a long period of stability the school has had a period of staff changes and disruptions caused by illness. Until recently, there was a period when the school was without a deputy headteacher.

HOW GOOD THE SCHOOL IS

Wroughton First School has many good features. There is very good provision for pupils' spiritual, moral, social and cultural development. Pupils have good attitudes to learning and to each other. Behaviour is good. The school is orderly and calm. It is a safe and secure place and all members of staff work hard to ensure pupils' needs are met. The teaching seen is good.

Children start school with well below average literacy, social and mathematics skills. Attainment in the National Curriculum tests in Year 2 is average when the school is compared to similar schools - that is schools with a similar proportion of pupils eligible for free school meals. Standards in other subjects meet national expectations. Overall this represents sound achievement and satisfactory progress given pupils' attainment on entry. The school is effective in raising the overall standard of the majority of children who start school with a low baseline of achievement. Pupils increase in confidence in Year 3. Progress and achievement are satisfactory and they are working at an appropriate level of work. Overall, the school provides satisfactory value for money.

What the school does well

- Children get a good start to their education in the Reception classes.
- Teaching seen is good and staff are very committed and work hard for the pupils in their care.
- The provision for pupils' personal development is very good and this results in very good relationships between the pupils and overall good behaviour.
- The provision for pupils who have special educational needs or English as an additional language is good.
- Classroom assistants make a significant contribution to pupils' learning.
- The headteacher manages the school well. It is a calm, well ordered community.

What could be improved

- The standards of handwriting and quality of presentation in written work.

- The attendance of a significant minority of pupils.
- The number of pupils working at higher than average levels, particularly in reading, writing and mathematics.
- The quality of teachers' marking.
- The overall balance of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been satisfactory improvement since the last inspection in July 1997. Standards in reading, writing and reading have improved as shown in the National Curriculum tests. Teaching in the lessons seen shows overall significant improvement. The issues identified in the last report have been addressed. These included the development of schemes of work and the school's spiritual provision which is now good. The school has also developed investigations and experiments within science to a greater extent. In addition the school has implemented the National Literacy and Numeracy Strategies. Over the past two years the headteacher has had to focus her energies towards the management of staffing difficulties.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	E	D	D	C
writing	E	D	D	C
mathematics	E	D	D	C

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

The majority of children enter the school with well below average levels of attainment as measured by baseline assessments. They make good, and for some children very good, progress in the Reception classes. In aspects other than communication, language and literacy and mathematical development, which are below average, many children are approaching or reaching the expected level, the Early Learning Goals, by the time they enter Year 1. Overall achievement by the end of Year 2 is satisfactory given their prior attainment. The numbers reaching the higher levels are below the national average and this affects the overall results. The headteacher and the governing body have recognised the need to ensure that more pupils attain the higher levels in tests and teacher assessment. They have set appropriately challenging targets. The average points score shows improvement since 1999 and standards are rising. Girls perform better than boys in reading and writing. This reflects the difference on their entry to the school. Pupils make satisfactory progress in Year 3 and there is a significant growth in confidence in the way they approach, for example, writing tasks. Achievement is satisfactory and pupils are working at an appropriate level.

Pupils' listening skills are good and their speaking skills average. Some have a narrow range of vocabulary. Reading is taught effectively and reading is average. Aspects of writing are taught well but handwriting and presentation of work need improvement. In mathematics teachers have achieved a good balance in extending pupils' knowledge of problem-solving and, how to apply the skills they have learned. In lessons pupils often achieve well and make good progress. Staffing disruptions mean that pupils make satisfactory progress over time. Pupils who have special educational needs make good

progress across the school in relation to their targets, as do pupils with English as an additional language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning.
Behaviour, in and out of classrooms	Behaviour is good.
Personal development and relationships	The impact of the very good social and moral provision is very clear in the way pupils are kind towards each other, take turns and share. Relationships are very good.
Attendance	Last year absence was slightly above the national average. There is a significant minority of pupils, including some with special educational needs, who currently have poor attendance.

TEACHING AND LEARNING

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

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

Two-thirds of lessons seen were good or better and over a quarter were very good. Pupils generally make good progress in lessons. There has been a significant improvement in the quality of teaching seen since the last inspection.

The headteacher has worked very hard to minimise the impact of the current staffing difficulties. When the quality of teaching is considered over time, teaching is satisfactory and pupils make satisfactory progress.

Particular strengths seen in the lessons were: good questioning, good planning in the Reception classes, mathematics and English and very effective fostering of pupils' confidence through effective use of selective praise and the fostering of very good relationships. Teachers listen to pupils well and give them space and time to answer - encouraging full sentences rather than one-word answers. As a result pupils' speaking and listening skills are developed well. Pupils are articulate but use a narrow range of vocabulary. Classroom management is good. Literacy is taught well and mathematics generally well but more could be done to challenge higher attaining pupils in mathematics

A weakness is the inconsistent implementation of the school's handwriting policy and insufficient attention paid to presentation of work. The quality of marking requires improvement. The school is very inclusive and works hard to meet individual pupils' particular needs. Learning support assistants make a very significant contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school covers all subjects of the National Curriculum. There is an understandable concentration on mathematics and English but this is having an impact on the amount of time available in other subjects.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. There are clear individual education plans and learning support assistants are well briefed.
Provision for pupils with English as an additional language	There is good provision. A teaching assistant specialising in this work knows the families and the abilities of the pupils very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision is very good, particularly in the moral and social development of pupils. This is clearly reflected in the very good relationships and care for one another that pupils have. Provision for cultural development and spiritual development is good. Self-esteem is fostered well.
How well the school cares for its pupils	The overall concern for and care of children and pupils is good. The school is a safe and secure place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Management is good. The school functions well on a day-to-day basis. The headteacher is thoughtful and has analysed effectively what the school needs to do and identified important aspects for development. Standards in National Curriculum tests are rising.
How well the governors fulfil their responsibilities	The governing body is effective. It has a good awareness of what needs to be done to raise standards. It uses assessment data well.
The school's evaluation of its performance	The headteacher analyses comparative data well and uses this information to monitor standards
The strategic use of resources	Resources are used well.

The school applies the principles of best value well. The school has maintained a significant surplus in the budget. The surplus has been built up over time and the governing body wants to maintain this, as the school is now responsible for building upkeep and to manage staffing difficulties. The amount will be reduced in the next financial year and the school's annual income is spent appropriately on the needs of the current 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"> • Their children like school and are making good progress. • The school is well led and managed. • The school expects their children to work hard 	<ul style="list-style-type: none"> • The range of activities outside of lessons. • The information about how their children are progressing.

and achieve their best and they feel comfortable about approaching the school.	
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Some parents would like regular monthly feedback on their children's progress, which is impracticable. This area of dissatisfaction is balanced by the fact that parents thought the school was approachable and there are good quality reports. The range of activities outside lessons is satisfactory because of the trips out and visits and activities arranged within the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The majority of pupils enter the school with well below average levels of attainment. They make good progress in the Reception classes. Attainment in National Curriculum tests is average compared to similar schools. This represents at least satisfactory achievement. Pupils attain the expected standard in all other subjects. Pupils continue to make satisfactory progress in Year 3, there is a growth in confidence and they are working at an appropriate level.
2. The majority of children enter the school with well below average levels of attainment as measured by baseline assessments. There are children with average attainment but also others who have very restricted social, literacy and mathematical skills. They make overall good, and for some children very good, progress in the Reception classes. In aspects other than English and literacy and mathematics, which remain below average, many children are approaching or reaching the Early Learning Goals by the time they enter Year 1. In aspects such as creative and physical development and knowledge and understanding of the world they have caught up sufficiently to have a firm basis for work in subjects such as art and design, music, physical education, history and geography, design and technology, religious education and information and communication technology (ICT) during Years 1 and 2.
3. The percentage of pupils gaining level 2 and above is average in writing and mathematics but below average in reading and science teacher assessments. Attainment in the National Curriculum tests is average when compared to similar schools. This reflects the work seen in the classrooms. Given that a significant number of pupils start from a very low baseline this represents at least satisfactory achievement and progress. In all other subjects, pupils reach the expected standard by the end of Year 2. Girls perform better than boys at writing and reading, reflecting boys' lower attainment on entry than that of the girls. There is no difference between boys' and girls' attainment in mathematics.
4. The number of pupils reaching the higher level 3 is below the national average and this affects the overall results. The headteacher and the governing body have recognised the need to ensure that more pupils attain the higher levels in tests and teacher assessment. They have set appropriately challenging targets. Results show improvement since 1999 and standards are rising.
5. Pupils make satisfactory progress in Year 3 and there is a significant growth in confidence in the way they approach, for example writing tasks. Progress and achievement are satisfactory and they are working within the expected levels.
6. In lessons, pupils often achieve well and often make good progress as a direct result of the generally good quality teaching. Children in the Foundation Stage make good progress over time. Whilst the headteacher has worked hard to minimise the impact of recent staffing difficulties, nevertheless this has had an impact on progress over time in the infants and Year 3 and progress in these year groups slows to satisfactory. Pupils who have special educational needs make good progress across the school in relation to their targets. Pupils with English as an additional language also make good progress.
7. Pupils have good listening skills across the school, which are encouraged well by teachers. Pupils have average speaking skills, although some have a narrow vocabulary. Speaking skills are positively encouraged. A strong feature of the teaching is that pupils are allowed thinking time to respond; questioning is good and often focussed on individual pupils. Teachers listen well to what the pupils are saying and value their contribution. This is a strong feature across the school.
8. Reading is taught effectively and there is good progress in the early stages from Reception. Pupils are taught effectively to use a range of clues to tackle unfamiliar words. Positive attitudes

to reading are encouraged by teachers and pupils enjoy stories. Aspects of writing are taught well. Pupils build up a good understanding of letter patterns and due emphasis is placed on spelling through this means. Teachers work hard to enhance pupils' vocabulary. Pupils write for a range of purposes. Teachers use specific techniques such as writing frames and storyboards that are effective in helping pupils sequence their ideas and order their writing. There are too few opportunities for extended writing in all subjects. There is a school handwriting policy but it is not being consistently implemented, and standards in handwriting are not high enough. Insufficient attention is paid to the presentation of work, which often gives the impression of being rushed.

9. By the end of Year 2 pupils' mental recall of number facts is satisfactory and they are often able to explain the strategies they have used to solve problems. While much of the work appropriately focuses on the development of pupils' numeracy skills and knowledge, the teachers have achieved a good balance between extending pupils' knowledge of problem solving and encouraging them to apply the skills they have learned. This is also seen in the level of pupils' knowledge of shape and in their ability to analyse data and create graphs from the information provided.
10. In Year 3 pupils demonstrate a satisfactory understanding of data handling, are able to collect data and complete a tally of results and use this information to create graphs, sometimes using information and communication technology skills to complete this. They recognise two- and three-dimensional shapes and have a satisfactory knowledge of symmetry which they use in art and design activities as well as in mathematics. Pupils' knowledge of fractions is developed well and they recognise fractions up to one-eighth, although few recognise fraction equivalents.
11. In science, Year 2 pupils make good progress in exploring 'pushing' and 'pulling' as part of their work on forces, using a digital camera to record their work. They understand that a trolley will not move if two pupils at opposite ends push or pull at the same time. Year 1 pupils group materials according to their basic properties, classifying them by texture and develop a good understanding of vocabulary such as 'opaque' or 'transparent'. Year 3 pupils cover work on magnets and circuits and know that materials are 'attracted' or 'repelled'. Standards in lessons are appropriate and pupils make good progress. Year 3 science is arranged in fortnightly slots and there was no science during the inspection week. Progress over time is satisfactory.
12. The provision for pupils with special educational needs is good and they make good progress against their targets. Pupils are supported well. There is a significant proportion of pupils, some of whom have special educational needs, with currently below average attendance. This slows their learning. Pupils with English as an additional language are also supported well and make good progress. There is a high dependency on worksheets in some subjects which do not always provide sufficient challenge to the needs of the higher attaining pupils. Staff members are developing the confidence to use ICT well to support learning.

Pupils' attitudes, values and personal development

13. Pupils have good attitudes to school and to learning. Behaviour is good and the school is a calm orderly community. Relationships in the school are very good and a key strength. The school works hard to foster pupils' sense of self-esteem. Attendance of a small number of pupils, including some with special educational needs, is below average.
14. The previous report indicated that pupils had good attitudes to learning, and that behaviour throughout the school was of a high standard. Pupils' relationships were very good and their personal development satisfactory. Since the last inspection, the school has maintained the pupils' attitudes and behaviour through a period of staffing instability, with little adverse affect. Even when supply teachers are involved, the school maintains high expectations for establishing an orderly community and a purposeful teaching and learning environment. Parents consistently endorse the beneficial impact that the school has on the behaviour of their children.

15. Despite some pupils making significant journeys, they arrive calmly and look happy to attend school. Generally pupils have a smart appearance and wear their school uniform with pride. Many Foundation Stage children have social and speaking skills that are well below average, for their age. When starting school, some children lack independence in personal tasks, and take time to adjust to life without a parent. The sensitive staff quickly dispel their initial quietness and caution whilst engaging them in activities. Children become absorbed in group play and learning, and participate easily in the daily routines. They often show very good attitudes and behaviour, and start to build meaningful relationships with each other. They respond well to formal teaching and learning, are attentive and listen well with wide-eyed wonder, and are very keen to participate in a rich range of tasks, with real enjoyment. The school's early years provision gives a good foundation for the pupils' later school lives.
16. As pupils progress through the school, their attitudes are maintained at a good level. Most pupils, including those with special educational needs and English as additional language, listen well to the teacher, concentrate, and are interested in their lessons. Many want to participate in discussions, although limited vocabulary or speaking skills can affect the development of ideas. They respond well to good teaching and are keen to answer questions. They focus well on tasks. Their overall good attitudes allow lessons to have good pace and the school to operate smoothly.
17. The behaviour of pupils in the classroom is good. The very few aspects of immature behaviour are usually associated with boys, but most pupils are gaining an understanding of self-discipline, and want to achieve their best. Behaviour inside the school is orderly and calm, particularly in assemblies and at lunchtime. Pupils play well together in the school playground. Inter-personal or racial problems are minimal, are easily resolved and never lead to on-going resentment between pupils or parents. There has been one exclusion where the school has utilised a managed transfer during the last year, where the needs of a pupil were better met in an alternative school.
18. The quality of relationships between adults and pupils is very good and a strength of the school. Members of staff provide very good role models, and pupils respond well to the trust, empathy and care that they are given. In the classroom, teachers try to develop pupils' abilities to listen to each other. Even when speaking ability is limited, pupils from an early age are encouraged to value each other's opinions and qualities and pupils are frequently moved to spontaneous applause for the efforts of others. Pupils caring for each other and sharing is seen both in the classroom and in the playground. Boys and girls eat, play and work amicably together. Pupils are inquisitive and welcoming to visitors, and try hard to be well mannered with adults. Pupils with special educational needs and English as an additional language are fully integrated into the work of the school.
19. Building pupils' self-esteem within a secure and caring school community is a school priority. Members of staff consistently try to raise the pupils' confidence and maturity through a stimulating range of school experiences, a satisfactory programme of personal, health and social education and good assemblies. Pupils make rapid strides in personal development in the Foundation Stage and good progress throughout their time in school.
20. Pupils are gaining an increasingly sound understanding of their local community through trips, and knowledge of the outside world through topic work and visitors to the school. Pupils are given an awareness of people less fortunate than themselves through charity work. There is no litter or graffiti on the site, and pupils are gaining a good insight into caring for the environment through assemblies. Pupils respect the classroom resources well, and they tidy their classrooms and cloakrooms under direction, indicating that they value the school.
21. Absence was above the national average last year, although unauthorised absence was average. One in three classes have attendance above the national average, with reception classes having the best performance level. Approximately one in five pupils have above average absence, often caused by in-term holidays. One third of these pupils also have special educational needs, and it is evident that their early education will be considerably disadvantaged by their poor attendance. Punctuality at the start of the school day is good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching seen during the inspection was good. In two-thirds of the lessons seen the teaching was good or better and in a quarter of lessons teaching was very good and sometimes better. Only one lesson was unsatisfactory. The quality of teaching seen has shown significant improvement since the previous inspection. Because of recent staffing difficulties the quality of teaching over time is satisfactory.
23. Teaching seen in the Foundation Stage and in English is good and sometimes very good. In mathematics it was usually good and in science good. Teaching is good in history and religious education. In art and design, physical education, teaching is satisfactory. In ICT no direct teaching was seen, although the teachers set up work well and groups are supported well by adults and learning support assistants. No direct teaching was seen of geography and science in Year 3. Only one design and technology lesson was seen.
24. There are clear strengths in the teaching seen. Teachers generally have good subject knowledge, seen in science, for example, where they show a good knowledge of the science curriculum and in ICT where all teachers show confidence in handling the particular software in use in the classrooms. In mathematics and English teachers show clear confidence and subject knowledge to be able to extend pupils' thinking. This foundation of subject knowledge means that questioning of pupils is good. Questioning effectively challenges and builds on pupils' knowledge. It is directed at individual pupils and teachers clearly value what pupils say, with the result that pupils' speaking and listening skills are also developed well. Pupils' listening skills are good and they listen well to their teacher and, importantly, to each other, often showing their appreciation of the work of other pupils. Because teachers are sensitive to give pupils thinking time, pupils are able to develop their thinking and give reasoned and often full answers. In history, for example, teachers challenge pupils thinking effectively and provide opportunities for them to discuss reasons and interpret certain actions. In design and technology good quality questioning means that pupils show a sound understanding of the different ways materials can be joined together. In mathematics teachers' questioning challenges pupils' thinking and ensures that they provide reasons for their answers.
25. Teachers also use selective praise well, which results in all pupils wanting to do well. Often pupils' responses are shaped by praise. In English, for example, a teacher praising one pupil for the quality of the answer led to others responding in a similar extended fashion. In a physical education lesson, the quality of pupils' dance work was shaped and enhanced very much by the praise directed towards the groups. Teachers are skilled at working positively, encouraging the pupils when they are doing something correctly rather than 'nagging at them' when they are not.
26. Planning is good in Reception and in English and mathematics in particular. Work is matched well to the needs of lower attaining and other pupils as a result. In mathematics and English lessons observed, the learning objectives were shared with pupils so that they understood what it was they were going to tackle and how this fitted into what had gone before. At the end of the lessons the whole-class discussions were also used well to check on the learning that had taken place. These features were often characteristics in the good lessons seen in other subjects such as art and design, design and technology and history.
27. A clear strength of the school is the very good quality of relationships that exist between adults and pupils. Members of staff work hard at fostering pupils' confidence and self-esteem. This allows teachers to manage their classes effectively, often with an apparent ease that is deceptive. Teachers present their work with enthusiasm and usually with an appropriate pace.
28. The school has a very inclusive ethos and the school works hard to meet the additional needs of pupils with special educational needs and English as an additional language. As a result of the

overall good provision, pupils make good progress. Individual education plans are clear and learning support assistants are very well briefed and provide very effective in-class support. Learning support assistants in close association with class teachers and the special educational needs co-ordinator run additional literacy support and other catch-up activities. These are well organised and effectively carried out. Learning support assistants know the pupils well and sessions are conducted in a warm and open style, which encourages pupils.

29. There is very good support for English as an additional language pupils provided by a teaching support assistant who liaises with the class teacher to plan and ensure that work meets the needs of the pupils. Three pupils receive additional teaching hours on two afternoons in school. The focus of the extra work is initially upon increasing the range and fluency of English. A list of vocabulary associated with the subject is prepared with practical activities. As the teaching assistant has worked in the school for several years, she knows the families and the abilities of the pupils very well. Teachers build upon the language experiences pupils receive at home, respecting and celebrating their cultures and traditions.
30. There are weaknesses. There is a handwriting policy in the school but it is currently not being taught in a consistent fashion. Insufficient attention is paid to presentation of work. This is linked to handwriting. Presentation, for example, on worksheets is not given enough attention. Currently the impression gained from the scrutiny of work is that teachers sometimes have insufficient time, under the current curriculum arrangements, to develop work in more depth, particularly in subjects other than mathematics and English. Sometimes standards in presentation are not helped by the fact that pupils are often using sheets of paper without lines that provide them with little help to keep their letters evenly formed, for example. Because work is often done on paper and is often undated, it makes tracking of pupils' progress difficult. Some worksheets used do not provide sufficient challenge for higher attaining pupils.
31. Marking is not consistent across the school. It does not offer simple constructive comments nor set targets for pupil improvement. The school has identified formative assessment as a development area within the school improvement plan.
32. The headteacher has worked hard to minimise the impact of the current staffing difficulties over the last couple of years but nevertheless the difficulties account for the fact that whilst progress seen in lessons is often good, over time pupils make satisfactory progress. Where there has been consistency of teaching as in Reception good progress has been consistently maintained. In the infants and in Year 3 where the staffing difficulties have occurred, the impact of satisfactory teaching over time has meant that pupils' learning and achievement are satisfactory.

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

33. The school meets statutory requirements to teach the National Curriculum and visitors and trips enrich the curriculum. The provision for investigation and experiment in science has improved since the previous inspection. The school is inclusive and works hard to meet the additional needs of special educational needs and English as additional language pupils. Numeracy and literacy tend to dominate the curriculum. The overall provision for pupils' spiritual, moral, social and cultural development is very good.
34. The school meets fully all statutory requirements for the teaching of National Curriculum subjects in the infants (Years 1 and 2) and in Year 3; and for the curriculum for the Foundation Stage, for children in the Reception classes. The school meets statutory requirements for the teaching of religious education throughout the school.
35. The school provides a broadly based curriculum for all its pupils including for those youngest children in the Foundation Stage. This fosters all round development of pupils and supports

intellectual, and personal growth. In the Foundation Stage too little attention is given to guidance and recommendations for the level of opportunity for outdoor play.

36. The curriculum is enriched by visits within the locality, such as the field trip to Somerleyton, and the Year 3 Egyptian day with 'History Off The Page'. It is also added to by the range of visitors who come into school covering such diverse subjects as tropical fruit, history, puppeteering and music. There is a book week in the spring term and a maths week in the summer term to add further breadth and richness of the curriculum. In addition good use is made of the school grounds.
37. A further strength is that the school has improved the provision for investigations and experiments in science since the last inspection. The National Literacy Strategy and National Numeracy Strategy have been introduced and literacy skills and mathematics are taught well.
38. The school works hard to be inclusive and to meet the needs of all pupils. The curriculum is relevant to the needs of pupils. Teaching and non-teaching staff alike know their pupils as individuals. They make good use of this knowledge to personalise learning, to enrich programmes of study and ensure that all pupils have full access to the curriculum.
39. The provision for pupils with special educational needs is very good in the Foundation Stage, and good in the infants and in Year 3. The curriculum followed by pupils who have been identified as having special educational needs is well co-ordinated, ensuring that activities are appropriately matched to their individual education plans. It fully meets the requirements of the national Code of Practice. Teaching assistants are used effectively to support pupils with special educational needs. There are clear links between the support and classroom lessons. Careful assessment procedures lead to the early identification of pupils who have special educational needs. Each of these pupils has an individual educational plan that is reviewed regularly and revised as progress is made. Information from the sources available to the school are collected and analysed so that the school has an accurate assessment of pupils' attainment and progress over their time in the school. The school has developed useful systems to store this information and to pass it on to receiving schools when pupils transfer.
40. Good provision is made for pupils for whom English is an additional language. Three pupils receive additional teaching hours on two afternoons in school. The focus of the extra work is initially upon increasing the range and fluency of English. A list of vocabulary associated with the subject is prepared with practical activities. As the teaching assistant has worked in the school for several years she knows the families and the abilities of the pupils very well. Teachers build upon the language experiences pupils receive at home, respecting and celebrating their cultures and traditions and this enhances the schools provision for cultural development. The pupils are fully included in all activities and they are given many opportunities to develop their speaking and listening skills in English. The school is building up a collection of library books in the languages of the pupils to allow them the opportunity to read both in English and their home language. The dedicated teaching area for pupils learning English as an additional language is welcoming with a quality range of resources. The assessment of pupils' progress with English as an additional language is good with records kept. The class teacher and the teaching support assistant work together to set academic and social targets for the next stage of learning
41. The school makes sound provision for personal, social and health education. Formal sex education and drugs awareness is not introduced until pupils transfer to the middle school. The school has a small range of extra-curricular activities, predominantly linked to musical activities but makes good use of visitors to the school. The school has constructive working relationships with immediate partner institutions and with the Gorleston cluster of schools.
42. There is a lack of balance within the whole school curriculum. Issues to be addressed include one outstanding from the previous report, namely the lack of opportunity for children in the Foundation Stage to have access to the outdoors and to apparatus and toys there to encourage development of gross motor control.

43. The curriculum for the infants and Year 3 is somewhat unbalanced by discrete teaching of the National Literacy and Numeracy Strategies for a very large percentage of the morning timetable and overall, across the week. The school invests significant time in these two subjects, understandably responding to the perceived need to teach basic skills and raise levels of attainment. However, the result is that teachers seem to be under a constant pressure of time and, whilst there is a good range of activities and learning opportunities within all subjects, teachers do not seem to have the time to invest and pursue aspects in the depth to achieve high standards in other subjects. The school tends not to use the other subjects of the curriculum to enhance and support the literacy and numeracy work. This leads to some missed opportunities for pupils to consolidate and develop the skills learned in literacy and numeracy in other subjects. Subjects such as history, and geography and science have a clear role in reinforcing pupils' literacy skills and enriching pupils' experiences and feeding their ideas. On the whole pupils in the school find generating ideas difficult. Enriching their experience through the range, depth and subsequent richness of the curriculum experience will help in that process.
44. Overall the provision for pupils' spiritual, moral, social and cultural development is very good. The school has considered and defined spiritual development across the curriculum and as part of the ethos of the school. It works hard to develop individual pupils' confidence and self-esteem and provides good opportunities for the growth and development of pupils' spirituality within the school day. During the course of the inspection, many examples of spirituality were observed. For example, the delight of pupils playing with an old fashioned toy in their historical study of toys, and in a religious education lesson in which pupils sat quietly to reflect upon the signs of spring they had just observed in the school grounds. During one assembly pupils were reminded that the lighting of the candle helps them to remember that the assembly is a special thinking time. Appropriate hymns and prayers add to the pupils' spiritual understanding and development. This is an improvement upon the last inspection.
45. The provision for moral and social development is very good. Across the school pupils have a very good understanding of what is right and wrong. During another very good assembly in which the glory of creation and the need to preserve it was the focus of the teaching, the pupils reflected upon ways in which they could help to keep the environment clean and safe for humans, birds and animals. They responded with interest and enthusiasm to the good questioning of the teacher who asked them to think of opportunities that they and their parents could take to improve their own environment. The provision for social development is also very good and closely intertwined with the moral provision. Pupils are encouraged to care for each other, take turns, share and have an awareness of that what they do has an impact on other pupils. Social and moral development of the pupils is very good.
46. The provision for cultural development is good. Throughout the school, wall displays in classrooms and corridors highlight the ways in which the cultures and traditions of other nations are celebrated and respected. There are many visitors who enrich the curriculum and add to the cultural development of pupils. For example story tellers, puppeteers and musicians who enlarge the knowledge and understanding of the pupils with stories and music from other lands. Through the planned geography lessons pupils are aware of the differences and similarities of people across the world.
47. The overall very good provision in pupils' spiritual, moral, social and cultural development is reflected in the good attitudes and very good relationships that exist throughout the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. All members of staff are very committed to the welfare and education of the pupils. The school has improved its systems of assessment and recording since the last inspection. Child protection procedures are good. There are very good procedures for promoting good behaviour. Monitoring attendance requires more rigour but some parents have low aspirations regarding attendance. The school is a safe place.

49. The previous inspection report judged that the school provided a secure and caring environment for pupils, and supported, guided and promoted the welfare of pupils well. Even though the school has undergone a period of instability since the last inspection, the good support, guidance and welfare provision is sufficiently embedded in the school, so that little has changed. Presently, behaviour and welfare procedures are very good; child protection and health and safety procedures are good, whilst procedures for attendance and the assessment and monitoring of pupils' personal development are satisfactory.
50. The experienced headteacher and permanent staff are very mindful of the community that they serve, and know the pupils well. All members of staff, including supply teachers, are very committed to the welfare and education of the pupils. They try to create a security in the lives of pupils. The headteacher has shown a diligent and determined dedication to support pupils' welfare, and she has gained parents' confidence and respect over many years, through her pastoral work with both parents and pupils. The school focuses well on the welfare and pastoral care of the individual pupil, and furthers their learning, personal development and maturity, particularly in the Foundation Stage of education.
51. The monitoring of the personal development of pupils throughout the Foundation Stage is good, with well documented procedures that produce accurate assessments. In the remainder of the school, procedures are informal and rely on individual teachers' interpretation and information is passed verbally between teachers at the end of the school year. The use of targets for progressing pupils' personal development is not strong.
52. Since the last inspection the school has improved its procedures and arrangements for assessing pupils' academic attainment. Regular assessments in English and mathematics are used to track current standards and pupils' progress throughout the school. The results of these assessments together with those from national tests in Year 2 and other testing completed in Year 3 are carefully analysed to discover what a pupil knows. This information is used satisfactorily by teachers in helping them plan future work but high levels of staff turnover and absence have not enabled the school to develop this amongst all classes. However, the systems and strategies to implement the system fully are in place. Other subjects in the curriculum are also regularly assessed as to the effectiveness of curriculum coverage and pupils' learning.
53. Pupils' induction procedures to the school are good and informative, and very welcoming to new parents and pupils to Reception classes. The school has good relationships with the middle school, and guides parents and pupils through transfer without anxiety. The school has a sufficient range of support, guidance and welfare policies, which give positive guidance to the school's actions. Policies are being implemented consistently across the school, and with good understanding by all staff assisted by a comprehensive staff handbook.
54. Child protection procedures are good, with a personalised policy. The school is vigilant, and the headteacher is trained to carry out her legal duties. All permanent members of staff have received appropriate training in the last year, and newly qualified teachers are issued with the policy and the staff handbook.
55. The procedures for monitoring and promoting behaviour are very good, and a fundamental pillar of the school's caring agenda. The school has high expectations of pupils' behaviour, and teachers focus on good behaviour and raise pupils' self-esteem well, particularly within the classroom. School rules are evident within the school, and pupils assist the development of class rules, under clear guidelines. The behaviour policy has a good definition of systems and procedures that maintain an effective balance between sanctions and rewards, and staff members apply these fairly and consistently. Lunchtime supervisors have a good understanding of behaviour procedures, and are an effective link between playground and classroom behaviour through the lunchtime award system. Members of staff are effective in detecting any poor behaviour in the school, and interpersonal problems are minimal. Any behaviour problems are effectively managed and resolved, sometimes involving parents. Although the school collects data on behaviour incidents, there is a limited need, due to the all-pervasive good behaviour culture within the

school. The constant contact with the many good staff role models throughout the school day has an undoubted positive effect on all pupils.

56. Procedures for monitoring and improving attendance require more rigour. Parents are adequately informed of their statutory obligations regarding attendance and punctuality prior to starting, and in reminder letters. Registers are completed in a statutory manner, and the registration period is carried out politely and efficiently. The school systematically analyses attendance and punctuality data for control purposes, utilising computer software effectively. The school tries hard to follow up poor attendance and unauthorised absence, but allocates insufficient weekly resource to reduce the problem to manageable levels. Some parents have low aspirations regarding school attendance. There has been insufficient liaison with the pupil attendance service to positively affect attendance issues.
57. The school is a safe environment for all pupils and staff. Health and safety procedures are good, under the guidance of the headteacher and a relevant governors' committee. The minor concerns expressed by a few parents have been passed to the school for action. First-aid facilities are good, with a dedicated on-site medical room, and there is a sufficient complement of qualified first-aiders. Pupils are taught health and safety principles for the home and for school, through the school's personal health and social education provision, and at the commencement of lessons, where necessary.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The school works hard to sustain good links with parents
59. The last inspection report indicated that the school's partnership with parents was good. Parents felt welcome in the school, and the quality of information was good. Little has changed, as the school has continued to work hard to sustain good links with parents and produce good quality information. Presently, most aspects of the parental partnership are at a good level, and parents have a beneficial impact on the life of the school. Parents make a satisfactory contribution to children's learning at home.
60. The headteacher and governors realise the importance of maintaining parental support through a period of staffing instability. Parents have supported the school well through this difficult period, and the headteacher has been effective in listening to parental concerns. Parents display a wide range of individual needs, aspirations and expectations for their children's education, often dependent upon their prior experiences of school. Indications are that the majority of parents have a solid interest in their children's education and wish to sustain a purposeful relationship with the headteacher and staff, and enjoy the school. Although the Ofsted evening for parents had a low turnout, there are very few apathetic parents. An increased number of parents, approximately one in three, answered the parents' questionnaire. The majority of pupils are happy with the school. Some parents would like regular monthly feedback on their children's progress, which is impracticable. However, this is balanced by the good quality of reports and the fact that parents find the school easy to approach. There is one area of significant dissatisfaction -the level of activities outside lessons. This aspect is satisfactory because of the range of trips and the events which happen in school. Parents greatly appreciate the obvious progress that pupils make, and they value the school's caring ethos, which gives all pupils solid foundations for the next stage of education.
61. The aims of the school indicate that the school wants to encourage a partnership with parents. Almost all parents feel that the school is approachable, and consequently the effectiveness of the school's links with parents is good. Prior to starting school, parents are welcomed by the headteacher, and this continues with good access to the headteacher and staff through an open-door policy, so that parents feel valued and problems are dealt with promptly.

62. The impact of parents in the school is good. Some parents have been recruited to the school staff as teaching assistants, and a core of parents help regularly within the school, either within classrooms, listening to readers, or assisting teachers with school visits. Historically, the school has found it difficult to recruit parent governors, but all roles are now covered, although positions have not required competitive elections. They are committed, enthusiastic and are developing an understanding of the strengths and weaknesses of the school. The Friends of Wroughton School have recovered from a low activity period, and play an essential role in the school by providing memorable and fun events for all parents. They raise significant funds, through well attended events, which have created additional play resources for the school.
63. Many aspects of the information for parents are good. The school brochure meets statutory requirements, is informative, and indicates strongly that the school values its parents. The annual governors' report to parents is a comprehensive document that complies fully with statutory requirements. Thereafter procedures are well communicated to parents. The school has a good range of policies and procedures that represent the school well, and parents could benefit from their display in the school. Other written communications are written in straightforward English and respectful of the partnership. The annual report to parents is good and very informative of children's achievements in all subjects of the National Curriculum. There is feedback on past targets, and future targets are identified. Reports ask for parental feedback, and give pupils the opportunity to state their views regarding their performance during the school year.
64. The growth of the educational partnership is satisfactory. There has been a low completion of the home-school agreement, and some parents do not assist the school to improve its attendance and punctuality performance levels. The school makes good use of reading diaries to support a dialogue with parents. There is sufficient information on topic work to enable parental involvement, and the use and sufficiency of homework are agreeable to most parents.
65. The school receives variable turnouts to information evenings. The occasional literacy and numeracy evenings have been well attended when the school has provided crèche facilities. Open evenings are well attended by reception class parents, but receive a reduced response from the parents of older pupils. The optional summer term, report review meetings are poorly attended. The school has encouraged parents to undertake an external course of 'keeping up with children' through the Family Literacy Unit, and this has had an encouraging attendance.
66. The school feels it cannot invite parents to celebration assemblies due to the limited hall space for the number of pupils on roll. There is a satisfactory collaboration with the parents of special educational needs pupils. Parents receive good advice from the school at the time of transfer to middle school, which minimises parental anxieties.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The governing body is supportive and effective. The headteacher's management is good and effective. She is very committed to the school. The school is well managed and the school functions well. It is a calm and inclusive community.
68. The governing body is both supportive and effective. It monitors the work of the school through good use of comparative data and has a good awareness of what needs to be done. It does challenge appropriately and holds the school to account and it contributes effectively to the strategic direction of the school through its involvement with the school improvement plan. It is kept well informed by the headteacher through reports and other appropriate information. Many governors have participated in governor training as well as participating in specific issue based training, relating, for example to the private finance initiative, re-organisation proposals or the McPherson report to ensure that the school has clear and comprehensive statements on race. The governing body sets appropriate targets for the headteacher.

69. The headteacher is very committed to the school and works very hard on its behalf. She is very reflective, and analyses effectively what the school needs to do. This is reflected in a detailed and appropriate school improvement plan, drawn up with full consultation and reviewed annually. Her management of the school is good and effective. The staffing difficulties and demands of day-to-day management to try and minimise the impact of staff illness and absence in a situation where trying to get supply staff is described by the headteacher as being between 'impossible and horrendous' along with a lack of a deputy have inevitably limited her leadership role. She has worked effectively to minimise the impact of these staffing difficulties.
70. A new deputy has now been appointed. This appointment and the way the deputy's time is to be structured will enhance subject leader's opportunities to monitor the work of their subjects. The school improvement plan identifies a programme to give co-ordinators non-contact time to monitor their subject. At the time of the inspection, there were some subjects without a subject co-ordinator and in others, co-ordinators had only recently taken up their role.
71. Because of the headteacher's effective management the school functions well. Systems are in place. The school is a very calm community and pupils are supportive of each other. There is a very strong commitment to equal opportunities and the school is a very inclusive community. The provision for special educational needs and English as an additional language are managed well. Members of staff are clear about their roles and responsibilities and there is a consistency in the school's underlying values and principles which is reflected in the way members of staff respect and manage pupils and in their hard work and commitment to further improvement.
72. Induction of staff is thoughtfully and carefully considered and staff are supported well. Performance management has been effectively introduced; the headteacher described the introduction as 'completing the circle' and as a consequence, there is a strong sense of accountability and involvement. Targets have been set for the improvement of performance of individual teachers and the quality of teaching is regularly monitored. There has been a significant improvement in the quality of teaching seen since the previous inspection. Staffing difficulties have made the establishment of the performance management system difficult. However, the headteacher, staff and governors have recognised the importance of the targets and training for the continuing development of the school and have worked hard to ensure that children and teachers obtain the maximum benefit. The school has established good systems for the professional training of teaching staff.
73. The school office runs efficiently. All duties are carried out cheerfully and calmly and this helps to give a positive first impression of the school to visitors. Good use is made of new technology. Office staff are trained well and use computer technology effectively to manage school finances efficiently.
74. Educational priorities are supported well through financial planning. Government grants are spent wisely and effectively with monies, especially that earmarked for special educational needs, applied to the best effect to create good quality provision. Principles of best value are applied, for example challenging themselves by comparing the school's performance or cost expenditure to others. Overall financial provision is good.
75. Currently the school has to rely on the use of some temporary staff to cover for absence and the results of not being able to make appointments because of difficulties in recruitment. The headteacher hopes to resolve these issues by September. Support staff are a significant strength and many have, or are in the process of developing additional qualifications. They have had a key role in ensuring consistency within the current staffing difficulties. Accommodation is good as are resources, which are managed very well to make them particularly accessible to teaching and support staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to build on the strengths of the school and to raise attainment, the headteacher, governing body and staff should:

- (1) improve the overall presentation of written work by:
 - ensuring consistent implementation of the school's handwriting policy;
 - making greater use of exercise books so that progress is easier to track;*(paragraphs:8, 30, 115)*
- (2) improve the attendance of a significant minority of pupils;
(paragraph: 21)
- (3) increase the number of pupils working at the higher than average levels particularly in reading, writing and mathematics by
 - continuing to develop the story culture in the school;
 - developing the inter-relationship between speaking and listening and reading and strategies such as drama to enrich pupils' ideas;
 - allowing opportunities to model writing as a group;
 - providing more opportunities within the curriculum to practise and develop extended writing skills;
 - ensure that there is not an over-dependence on worksheets and that, when used, they provide sufficient challenge for higher attaining pupils;*(paragraph 4, 30, 113, 114, 123,126)*
- (4) develop the quality of teacher marking;
(paragraph: 31,)
- (5) review the overall balance of the curriculum.
(paragraphs: 30, 43)

The school improvement plan has identified the development of pupils' writing and formative assessment as being specific areas for development. Increasing the proportion of pupils attaining the higher levels is also a specific school target.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	21	14	1	0	0
Percentage	6	22	42	28	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y3
Number of pupils on the school's roll (FTE for part-time pupils)		350
Number of full-time pupils known to be eligible for free school meals		79

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y3
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		96

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	20
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	6.5

Unauthorised absence

	%
School data	0.5

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	42	47	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	35	39
	Girls	45	46	45
	Total	72	81	84
Percentage of pupils at NC level 2 or above	School	81 (80)	91 (83)	94 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	39	32
	Girls	45	43	44
	Total	75	82	76
Percentage of pupils at NC level 2 or above	School	84 (83)	92 (89)	85 (93)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	1
Indian	
Pakistani	1
Bangladeshi	
Chinese	2
White	342
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y3

Total number of qualified teachers (FTE)	13.9
Number of pupils per qualified teacher	27
Average class size	29

Education support staff: YR– Y3

Total number of education support staff	19
Total aggregate hours worked per week	357

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	8.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	1
Other minority ethnic groups		

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

Financial information

Financial year	2000/01
	£
Total income	613247
Total expenditure	608817
Expenditure per pupil	1831
Balance brought forward from previous year	58883
Balance carried forward to next year	63313

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	350
Number of questionnaires returned	106

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	0	0
My child is making good progress in school.	62	33	4	0	1
Behaviour in the school is good.	47	46	1	1	5
My child gets the right amount of work to do at home.	40	50	9	2	0
The teaching is good.	68	25	6	0	2
I am kept well informed about how my child is getting on.	39	43	15	3	0
I would feel comfortable about approaching the school with questions or a problem.	72	23	4	2	0
The school expects my child to work hard and achieve his or her best.	67	29	3	0	1
The school works closely with parents.	47	37	10	3	3
The school is well led and managed.	55	41	1	2	2
The school is helping my child become mature and responsible.	58	33	5	2	2
The school provides an interesting range of activities outside lessons.	18	43	20	7	12

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

77. The school is very successful in providing for almost every aspect of the new national guidance for the Foundation Stage. However, it does not yet fully address the guidance that children of this age should be able to work outside throughout the year; and that they should have regular opportunities during the day to follow activities of their own choosing for lengths of time determined by them.
78. Teaching is a good standard overall, and some teaching is very good or excellent. It is based in sound early years practice. This high quality teaching is having a positive impact on children's learning and children of all abilities make impressive progress throughout the year. Teachers make learning fun and children really enjoy their work.
79. The classes are well organised and managed. The way in which teachers and teaching assistants plan and evaluate together has a very positive effect on lesson delivery and, as a result, on pupil learning. The learning objectives for the day are clearly understood by children and by adults. The input made by the classroom assistants is of a consistently high standard and complements that of the class teachers. The school carries out very thorough baseline assessments. The results of these assessments show variations in standards on entry from year to year, but the pattern over time is that that children enter the reception class with attainment levels that are generally well below average. For a significant number of children attainment on entry is even lower, especially in the key areas of literacy, numeracy and social development.
80. Children make overall good, and for some children very good, progress in the Reception classes. In aspects other than English and literacy and mathematics, which remain below average, many children are approaching or reaching the Early Learning Goals by the time they enter Year 1. A few pupils are below average and need to continue to work towards the early learning goals before they can transfer to a successful start on the National Curriculum.

Personal, social and emotional development

81. By the time that children transfer to Year 1 attainment for the majority is average in personal and social and emotional development, albeit towards the low end of this banding.
82. On entry many children have skills of personal and social development well below that appropriate to their age. By the time that they leave the Reception classes most have made great strides, and most achieve in line with national average expectation. The teachers and classroom assistants quickly assess what children can do. They hone these skills and develop them further and encourage children to feel confident about what they can achieve. Children understand the system of sanctions and rewards.
83. Children demonstrate a good understanding of class routines. Children play and work well together. They take turns fairly and consider others. They understand why there is a limit to the numbers of children who can work at some activities, for example at the paint-mixing table or in the post office corner. At the end of activities they pack away well.
84. Pupils know how to apologise when necessary. Children are sometimes diffident when a new activity is introduced, but most soon participate fully. Children need only the minimum help with dressing, and usually assist each other. Children seldom need help with toileting. Those that stay for a full day manage well at lunchtimes.
85. The teaching of religious education meets the requirements of the locally Agreed Syllabus. Class-made books about, for example, harvest festival, and about a 'weddings' provide a useful record of children participating in ceremonies and celebrations. A teacher approaching ordination

has been involved in activities on occasion and this provides pupils with an insight into the workings of a faith community.

86. All adults working in the Reception class provide good role models. They treat each other, and the children, with courtesy and respect. There are many opportunities for pupils to consider a range of different viewpoints. Resources and equipment are set up by adults in ways that encourage children to sample and experiment and become independent.
87. Children's creative work is used in many classroom displays without adult 'doctoring'. This enables children to know that their work is valued.

Communication, language and literacy

88. Progress in communication, language and literacy is a real success of the three Reception classes. Even so attainment is below the national expectation when the children complete their time in Reception. The National Literacy strategy has been introduced well.
89. Children enjoy listening to stories. They learn to share books with each other and with adults. The teachers model the reading process well and this enables children to make steady progress. Children all know that print conveys meaning, and the most able know that in English print is read from left to right, a few demonstrate an understanding that some print is formed and read in different ways. Adults use talk to good effect. They show that they listen carefully and value what children say. The use of open questioning, and the time given to pupils to think through and refine an answer, is a feature of all three classes. These strategies enable children to become more proficient communicators.
90. There is a high profile interactive system for teaching phonics. The children really enjoy this and make good progress. The most able children are attempting to build up simple words.
91. Reading books are stored effectively in the corridor. They are sufficient in number and in good condition. The condition of storybooks on classroom shelves is more varied. Some are very worn. There is an inconsistency within the department over the completion of home-school diaries. The most effective have diagnostic comment and include notes to tell parents how best to help at home.
92. The children are strongly encouraged to become writers. There are activities, such as the post office corner, with booklets and pencils, around each room. Children have free access to these, and are confident emergent writers. Most children have established which hand they write with and a correct pencil grip. Most can attempt to copy their name or a short caption. This shows much progress from the random mark making made by many at the start of the Reception class year, although many still form letters incorrectly.

Mathematical development

93. Attainment, in spite of great progress in the Reception year, is below national expectation at the time when pupils move on to Year 1. A few have started on the Key Stage 1 of the National Curriculum but a significant majority still need to work through the remainder of the Early Learning Goals planned for the Reception class before they can make a meaningful start on Year 1 of the National Curriculum.
94. The majority of children can recite numbers to five. Many recite to ten, and some beyond. Most can match one to one accurately. The most able children use finger patterns to double numbers. Various activities introduce children to subtraction and the concept of 'none' and develop their awareness of shapes. Children engage in many activities that encourage a mathematical vocabulary, at present with a particular focus on that for direction such as 'below', 'above', 'backwards' and 'forwards'. Mathematical thinking and vocabulary are also developed across the curriculum and especially in work with construction toys, in physical education lessons, and in collage making.

Knowledge and understanding of the world

95. Attainment in knowledge and understanding of the world was sound at the time of the last inspection. There has been a sharper focus on this area and children's attainment is now in line with national expectation by the time that they leave the Reception classes.
96. Children investigate and explore. They notice and describe patterns in the natural world and in man-made materials and they record weather patterns. Pupils can describe differences between themselves as babies and now. They select resources and build and construct, and understand the purpose of basic tools.
97. In the 'postal' and other projects pupils are learning about countries around the world and about the workings of a service industry.
98. Children use the two computers in each room regularly, mostly unaided - but with some well focused adult help. Most children know how to use a mouse, and to highlight. They use the 'up' and 'down' keys with confidence. They use a variety of educational programs to support literacy and numeracy. The most able understand that there is usually more than one way to solve a computer problem and they are confident to experiment.

Physical development

99. The progress in physical development overall is good. The majority of children attain the level expected by the time that they transfer to Year 1. In an excellent formal PE lesson in the hall children showed good awareness of the needs of others as they moved to a variety of music and they made very good progress. The formal physical education sessions ensure that overall pupils make good progress in their physical development even though children have only the fixed playtime sessions for outdoor play for much of the year. This situation has improved little from the last inspection and denies pupils the full range of opportunity to develop gross motor control.
100. Fine motor control is generally very well developed. Almost all children have a good pincer grip. Their use of pencils, scissors, sellotape and glue spreaders is well in line with expectation.

Creative development.

101. Creative development is fostered well in the Reception classes. Children make good progress and the majority of them attain in line with national expectation by the time that they transfer to Year 1. Children interact together in various role-play situations for example in the post office work station, and with a variety of materials. They take their lead from adult modelling and sustain interest for long periods of time. Programmes such as 'Fourways Farm' introduce children to colour-mixing. Learning of this skill is re-enforced with pupil made colour paddles and by an introduction to the work of the renowned artist, Jackson Pollock.
102. Children use paint well to record experiences and feelings. They produce collage work with a wide range of materials. Songs are used effectively, often with words linked to the work they are doing or being used to reinforce a particular concept. For example, singing 'Looby Loo' and activities involving their right leg and then their left leg reinforced the concept of 'left' and 'right.'

ENGLISH

103. Pupils have good listening skills across the school, which are encouraged well by teachers. Teachers speak well, with careful pronunciation, and as result pupils develop good skills to distinguish the sounds within words. There is good work on phonics i.e. exploring the sounds within 'who threw the hoop?', 'dice and ice'. Tongue twisters are used well, not only for the inherent fun but also to explore the sounds within, for example, 'the tutor who tooted'.
104. Pupils have average speaking skills, although some have a narrow vocabulary. This is reflected in the teacher assessments for Year 2 pupils in 2001. Speaking skills are positively encouraged. One experienced teacher, for example, has a relaxed teaching style, which encourages pupils to participate and offer opinions. Nevertheless, the teaching style is focussed so that pupils think carefully before replying. Praise is used particularly well and this in itself encourages the pupils to think even more carefully to formulate well thought out responses. Another strong feature of the teaching is that pupils are allowed thinking time to respond; questioning is good and often focussed on individual pupils. Teachers listen well to what the pupils are saying and value their contribution. This is a strong feature across the school. Teachers use particular techniques well to encourage the pupils. For example, in one lesson the teacher played the role of the 'incompetent teacher', making mistakes and thus allowing the pupils to become the 'experts'. In another the teacher made particularly effective use of a puppet to encourage a shy child.
105. The proportion of pupils gaining level 2 and above in the National Curriculum reading tests was below the national average but is average compared to similar schools. Given that a significant number of pupils start from a very low baseline this represents at least satisfactory achievement and progress. Most pupils currently in Year 2 are working within level 2. As with other aspects of English, particularly writing, pupils achieve well in reading during lessons but progress over time has been slowed by recent staffing difficulties. However, since 1997, when the school was last inspected, standards have shown improvement in reading and writing. Girls perform better than boys at reading. At least satisfactory progress is maintained into Year 3 - with many pupils showing greater fluency and accuracy in their reading and working well, within level 3. For example, pupils showed good alphabetical knowledge when asked to put 'sho' words in alphabetical order - 'shoe, shot, shove'.
106. Reading is taught effectively and there is good progress in the early stages from Reception. All pupils have books appropriately matched to ability. Reading records are taken home daily to be signed by an adult. In a small sample, a higher attaining reader in Year 1 read confidently, clearly understanding what was being read and could predict the outcomes of the story. A more average attaining reader was able to build up words was more stilted in reading but knew and enjoyed the story. Both were reading within level 2. Pupils are taught effectively to use a range of clues to tackle unfamiliar words such as picture clues or the context. This was clearly evidenced when hearing lower attaining readers who used picture clues well to guide their reading. In one lesson a teacher suggested, 'Lets find words little Red Hen might find difficult to spell.' This gave an opportunity for pupils to attempt difficult words without losing face.
107. Positive attitudes to reading are encouraged by teachers. Pupils enjoy stories and clear evidence in classrooms of the use of books and stories such as 'Jolly Postman', 'Goldilocks'. Pupils in one class read 'Which Witch?' along with the teacher with enthusiasm and expression as the boys asked the questions and the girls replied in 'witchy voices'. They were encouraged to identify their favourite poem and express their views and preferences.
108. In the National Curriculum tests in Year 2 writing skills are average when compared to the national proportion of pupils achieving level 2 and above, but below average in the upper levels of 2 and the proportion gaining level 3. Overall, writing is below the national average. When compared to similar schools the proportion gaining the mid point of level 2 and above, is average and represents satisfactory achievement given the low baseline. Girls perform better than boys at writing. Writing is identified as an aspect for improvement within the school improvement plan. The challenge for the school is to improve the proportion of pupils gaining the higher levels.
109. Aspects of writing are taught well. Through the attention paid to listening to the sounds within words pupils build up a good understanding of letter patterns and due emphasis is placed on

spelling through this means. Pre-fixes such as 'un' or 'dis' are explored to spell words such as 'unwell' or 'distrust'. Pupils have a good awareness of what a noun or a verb is and along with the teacher explore verb tenses. Year 1 pupils describe the use of exclamation marks as 'when you want a person to be loud or to be surprised.' They can also describe speech marks and what they are used for. A Year 2 pupil described the function of a comma, as 'to keep the words apart and give a little break'. Year 1 pupils can write in sentences with capital letters and full stops. Year 2 pupils in their unaided writing about 'Winter' write sentences linking ideas, usually punctuated with capitals and full stops with simple words spelt accurately and other spelling plausible.

'In the winter there are no leaves on the trees and there is no flowers that grow. You can build a snowman in winter. All the animals go to sleep. We wear a hat and welise.'

110. Pupils in preparation for describing a witch for a poem they are writing, brainstorm words to describe her - 'angry', 'hairy', 'evil', 'scary' and 'bossy'. Initially they show a fairly restricted range of vocabulary but teachers work hard to enhance pupils' vocabulary. For example, when other words were explored to describe 'quiet', pupils were encouraged to develop richer vocabulary using alternatives, such as 'restful,' 'peaceful' and 'placid.' Pupils make good use of thesauri and dictionaries.

111. Year 3 pupils write in a more extended and confident fashion.

' I found a bottle in my boat and a piece of paper and a pen. So I wrote. Help me some one please. So she plopped it in the river. I want someone to find it. The Indian people found it and they said " Look at this bottle.' So they took out the piece of paper and read it and they found me on the island and said 'Whats up?' 'Look at that crocodile ' I answered....'

112. Pupils do write for a range of purposes, such as establishing the opening to a story, structuring a letter, inviting Cinderella to the Ball, giving instructions, for example, to make a sandwich using bullet points, or identifying a logical sequence. An example of their practical writing is:

'The thick card should be 1 metre long. On the card draw a sideways rectangle with two other rectangles pointing upwards. On top of the rectangle thingamebob draw a shape of a body. Shape the helmet into a cylinder shape.'

113. Teachers use specific techniques, such as writing frames and storyboards, to provide help to pupils to structure their writing. These are effective in helping pupils to sequence their ideas and order their writing. Brainstorming is also used, where pupils in a small group share their ideas. However, few examples were seen of approaches and techniques to extend the quality of pupils' ideas i.e. by developing the inter-relationship between reading and discussion as an aid to writing.

114. Many of the pupils rely to a significant degree on the school to broaden their experiences and their awareness of the world. The work carried out in history on evacuation during World War 2, for example, gave a good opportunity to explore what it really felt like to leave one's world behind. No drama work was seen during the inspection and clearly this approach has much to offer in enhancing the quality of pupils' ideas and extending them. Opportunities for extended writing in all subjects is sometimes restricted by the over use of work sheets. Currently much of written work is done on paper. This makes tracking and monitoring of pupils' progress in writing more difficult.

115. A weakness is the development of handwriting and general presentation of work. There is a school policy on handwriting but this is inconsistently applied. Insufficient attention is given to the presentation of work, perhaps because of time pressures and as a direct result of the staffing changes and difficulties. Pupils often write on blank paper, which they find difficult to manage. A sample of the unaided writing of the youngest pupils in Year 3 shows a mixture of printed letters, well spaced and even sized letters, some joined handwriting and examples of writing which use a mixture of upper and lower case printing. Members of staff too do not model a consistent approach when they are writing on the white board. To reach the higher National Curriculum

levels in writing pupils are required to write in joined and legible handwriting. This needs a consistent approach to the school's handwriting policy.

116. Teaching of English is good and sometimes very good. The National Literacy Strategy has been adopted well. Teachers have very good relationships with pupils, plan in detail and ensure that learning support assistants are briefed well so that they are able to play a full an active role within lessons.
117. Teachers are also enthusiastic about what they are doing which in turn generate enthusiasm amongst the pupils. Praise is used particularly well to encourage pupils into, for example, considering their answers carefully. In contrast marking, while satisfactory overall, is often restricted to ticks and smiley badges. Teachers manage their classes well and have very good control so that pupil behaviour is good. Teachers are very clear about the learning objectives for each lesson and what it is they are looking for. These are shared well with the pupils so that all are clear what it is they are trying to do and how it fits into what they were doing before. At the end of the session what has been learnt is carefully checked through the whole-class discussion. As a result, pupils make good progress in lessons.
118. Learning support assistants also organise various catch-up activities with appropriate support from the class teacher and special educational needs co-ordinator. These sessions are conducted well, in an open friendly fashion, which encourages pupils to want to improve their skills. Because of the overall good provision pupils with special educational needs make good progress against their targets. Pupils with English as an additional language make overall good progress
119. Literacy and English resources are good, very well organised and made very accessible to staff. Information and communication technology is used well to support literacy work. Currently the school is without a literacy co-ordinator but the school has identified appropriate priorities and opportunities for additional training in developing pupils' writing skills.

MATHEMATICS

120. Current inspection evidence indicates that while the number of pupils attaining the expected level 2 remains at similar levels to that seen in other schools the number achieving level 3 is below average. Standards for pupils in Year 3 also reflect this pattern with a majority of pupils achieving at satisfactory levels but with fewer than average attaining above average levels. The previous inspection report indicated that pupil attainment was in line with that seen in other schools. There have, however, been improvements in the school's results since the previous inspection and especially since 1999. Improvements in the school's results follow a similar pattern to national results. There is little difference between the results of boys and girls.
121. By the end of the infant phase a majority of pupils can complete simple addition and subtraction of money and are able to provide change accurately. They have developed an appropriate mathematical vocabulary and have a secure understanding of concepts such as 'heavier' and 'lighter' and 'more than' and 'less than'. Most pupils are able to tell the time with many demonstrating an accurate understanding of quarter past and to the hour. Many can solve simple equations and are able to find the missing number in patterns such as 5, 8, 11, ?, ? Pupils' mental recall of number facts is satisfactory and they are often able to explain the strategies they have used to solve problems. More able pupils are able to measure accurately using metres and complete simple multiplication and division sums by following a number pattern. They recognise simple fractions and are able to complete addition and subtraction to 100 and beyond accurately. While much of the work appropriately focuses on the development of pupils' numeracy skills and knowledge, the teachers have achieved a good balance in extending pupils' knowledge of problem solving and, how to apply the skills they have learned. This is also seen in the level of pupils' knowledge of shape and in their ability to analyse data and create graphs from the information provided.

122. By Year 3 pupils have improved their problem-solving skills and have developed a sound understanding of the vocabulary used to help them to interpret questions. Pupils demonstrate a satisfactory understanding of data handling, are able to collect data and complete a tally of results and use this information to create graphs, sometimes using information and communication technology skills to complete this. They recognise two- and three-dimensional shapes and have a satisfactory knowledge of symmetry, which they use in art and design activities as well as in mathematics. Pupils' knowledge of fractions is developed well and they recognise fractions up to one-eighth, although few recognise fraction equivalents.
123. The quality of teaching in the lessons seen was usually good. Most lessons are well planned, teachers share with the pupils what they will learn during the lesson and use the whole-class session at the end well to check on improvements in knowledge and understanding. Lessons move with a satisfactory pace and the mental and oral session at the beginning of the lesson is used effectively to promote pupils' mental recall skills. Teachers' questioning is usually good and challenges pupils' thinking and ensures that they provide reasons for their answers. Pupils with special educational needs are supported well both by the teachers and by the support staff and this enables them to make good progress when compared to their ability. However, a scrutiny of pupils' work indicates that the quality of marking does not always provide sufficient guidance to pupils on how to improve the quality and standard of their work. Work is sometimes left unfinished, corrections are not completed and pupils do not always take sufficient care in the presentation of their work. The collection and storage of pupils' work, especially in Years 1 and 2, do not encourage pupils to produce work of high quality at all times. There is a high dependency on worksheets, especially for pupils of average and above average ability, and in many instances the work provided for both groups is the same. This does not provide sufficient challenge to the needs of the most able pupils and contributes to the below average number of pupils achieving level 3 at the end of Year 2.
124. Pupils' attitudes to mathematics are good. In lessons they respond eagerly to teachers' questioning, listen carefully when teachers are explaining what to do and settle quickly to their tasks. When given the opportunity children co-operate well with each other when working in pairs and small groups.
125. The National Numeracy Strategy has been introduced satisfactorily and provides guidance for teachers' planning. Assessments of pupils' knowledge and understanding are regularly undertaken and these are used to check on the quality of pupils' learning and how effectively the curriculum has been taught. Monitoring of the teaching of mathematics is underdeveloped and the co-ordinator has had little time to complete a rigorous scrutiny of pupils' work. Resources available for the teaching of mathematics are good.

SCIENCE

126. Overall, achievement in science is satisfactory and pupils make satisfactory progress in the infants and Year 3. Standards are below the national average because the school has less pupils achieving the higher levels than nationally. At the last inspection standards were reported as being in line with the national average in knowledge and understanding aspects of science but below average in the investigative and experimental areas. In the teacher assessments, this aspect remains below average.
127. During the course of the inspection, standards in the lessons seen are reaching the expected level, but as observed in the last inspection, work recorded in exercise books and worksheets especially in Years 2 and 3, does not reflect the end of key stage teacher assessments. Pupils make good progress in lessons but progress over time and achievement has been affected by staffing difficulties, which is reflected in the quality of pupils' work in the work scrutiny. Undated work makes it difficult to track progress. Standards in Year 1 are improving as a result of the good teaching and guidance of the science co-ordinator.

128. Throughout the year, pupils in Year 1 learn about themselves, light and dark, pushes and pulls, materials, sound and hearing and growing plants. In one good lesson seen pupils were engrossed in sorting and classifying the properties of materials and they can identify whether materials are manufactured or natural. Pupils in Year 1 experienced a science activity afternoon in which they moved from class to class, taking part in six activities to demonstrate 'pushing' and 'pulling'. Pupils in Year 1 understand the meaning of a fair test. They collect evidence and use their own observations to find answers. Pupils record their findings on work sheets and in exercise books. Good examples of such recordings were to be found in their 'little book of lights'. A number of light sources, such as a candle, a torch and streetlight, were carefully drawn and pupils made hypotheses as to the strongest light.
129. In Year 2 pupils study plants and animals in their local environment, grouping and changing materials, variation, forces and movement, electricity and health and growth. Pupils responded to good questioning about the force of gravity during a good lesson on forces and used the digital camera to record examples of forces that are used to open and shut doors and to move objects. Year 2 pupils use a computer to discover from which country materials originate and they record their findings accurately. The quality of recording is often poor with little attention given to presentation and handwriting. Similar worksheets are given to all abilities and this inhibits creative writing. When given the opportunity a pupil was able to write a clearly tabulated and well documented account of the melting point of ice.
130. In Year 3 science is grouped in fortnightly slots. During the inspection there was no science on the timetable and evidence of satisfactory progress stems from the work scrutiny. Higher attaining pupils use correct terminology, for instance when working with magnets they know materials 'attract' or are 'repelled' or explain why electricity is dangerous in the home, answering the questions in full sentences. In one class an experiment was described using headings- 'method', 'result', 'conclusion'. Average attaining pupils show work on testing whether material is opaque or explaining why we wear certain clothes in winter. All pupils are given the same worksheets and the match of work to the needs of the pupils is reflected in the quality of the finished work. There is evidence of the classroom assistants talking through the work, providing appropriate support to a pupil with special educational needs. Written work is frequently untidy and some work was incomplete.
131. Teaching seen across Years 1 and 2 is good. The quality of teachers' planning is good and they have a good knowledge of the curriculum. There has been an improvement since the last inspection in the teaching of experimental and investigative science following in-service training and guidance from the co-ordinator but this work has still to work through into standards as reflected in teacher assessments. Pupils enjoy discovering, experimenting and investigating. The sharing of ideas and expertise as demonstrated in Year 1 furthers not just pupils' progress but enhances their spiritual and social development. In the lessons seen pupils of all attainment made good progress because of the quality of planning, good questioning and good use of the classroom assistant to support pupils.
132. Teachers make good use of linking science in an imaginative way to other subjects of the curriculum such as art and design, for example, when constructing a-fishing game with tin-eyed fish and magnet baited line, ICT, English and mathematics. The quality of marking requires some improvement, although there was some constructive marking seen. Marking too often is a simple tick and opportunities for constructive advice and encouragement are missed. Handwriting is another area that requires attention as inaccuracies occur in written work. Pupils in Years 2 and 3 are not writing in a joined style on a consistent basis.
133. Pupils enjoy the subject and when questioning is searching they work hard to develop their skills, understanding and knowledge. They are eager to speak and explain their findings in class or in response to questions, so developing their listening and speaking skills.
134. The co-ordinator knows the topics covered in all year groups and is ready to offer advice and suggestions when required. She leads class lessons on investigations and has developed this area of science by providing appropriate resources and training. This has had the effect of raising

teachers' confidence in the teaching of all areas of the subject. There is a policy and scheme of work in place to ensure continuity and progression of key skills. This is an improvement upon the last inspection. Assessment follows the completion of each piece of work but individual tracking of pupils' progress has not yet been introduced. This should be the next stage of development so that pupils' knowledge, skills and understanding can be formally recorded and future learning can be identified.

ART AND DESIGN

135. Standards achieved by seven-year-old pupils and those in Year 3 are in line with those expected nationally. This is a judgement similar to that made in the previous inspection report. Evidence has been collected from work on display around classrooms and from a small number of lessons.
136. The pupils in Year 2 have a satisfactory knowledge of a variety of different media. They have experimented with colours and learned to mix them carefully. They know how to make colours lighter and darker and are developing their understanding of which primary colours to mix to produce a wide range of colours to use in their paintings. Pupils in Year 1 have investigated different methods of applying paint using combs, straws and sticks. Much of the artwork at this age is used in conjunction with other subjects, for example, in their illustration of the story of 'Chicken Licken' and to show the effect of pushing and pulling in science. By Year 2 pupils are beginning to understand the uses of a variety of materials to create collage pictures using tissue, cellophane, straws, felt and foil to illustrate cold and warm as well as to represent the different seasons. Many pupils have developed good pencil control skills and produce good quality pencil portraits. By Year 3 there is an appropriate focus on developing skills in observation and drawing and pupils understand the need to evaluate their work. Many pupils use pastels, paint and pencil to create good quality and thoughtful work but the range of ability is wide and some pupils still produce immature work. Overall progress is satisfactory. Pupils with special educational needs make satisfactory progress. Some three-dimensional work of satisfactory quality is produced with pupils making dough faces that are painted appropriately. Pupils are given opportunities to learn about the lives and works of famous artists. Information and communication technology is beginning to be used to widen pupils' art and design experience but is not yet well developed.
137. Teaching is satisfactory overall with some that is good. Where teaching is good, the teachers have clear aims for what pupils will have learned by the end of the lesson. Pupils are consistently encouraged to improve the quality of what they are producing and are reminded of the skills they are to use. Instructions are clear and demonstration is used well. In one lesson where teaching required improvement, the teacher did not intervene sufficiently to assist pupils. By contrast, in a good lesson seen in Year 3, pupils were clearly being taught the necessary skills to be able to improve their drawing techniques, which resulted in them raising the quality of their work. Pupils are provided with a satisfactory range of art and design experiences.
138. Records of pupils' artistic experience are kept and but there has been little monitoring of the quality of the teaching of art or scrutiny of pupils' work. The school has in place a suitable policy and scheme of work appropriately based on the learning of skills and techniques. Visual resources such as books are in good supply and art materials are plentiful.

DESIGN AND TECHNOLOGY

139. Standards in design and technology have improved since the previous inspection and are now in line with those expected nationally. Although it was only possible to observe one lesson during the inspection, a scrutiny of evidence of pupils' work and a file of photographic evidence was used to confirm this judgement. Some teachers' planning was also seen which indicates that pupils are taught an appropriate range of skills and gain experience in using a suitable range of materials. Appropriate attention is given to both design and making skills. Pupils of all abilities,

including those with special educational needs, make satisfactory progress in developing their skills.

140. By the end of the infant phase in Year 2 pupils have experience of using a wide range of materials and are becoming familiar with their properties and their suitability for a variety of tasks. They have clear ideas on how these materials can be joined. Photographic evidence shows that pupils have used skills and knowledge gained in other subjects such as science to help them in the design and making process, for example when using their knowledge of electrical circuits to light models they have made. These included model houses, faces and cars. More able pupils could also incorporate a switch into their design, a good extension of their knowledge. Pupils are able to record their work through the use of digital photography. A good understanding of the design process is demonstrated with well drawn and clearly labelled drawings showing that some pupils understand the need to evaluate their plans before making their models. Good attention is often paid to the quality of the finished product and investigations are completed to test their ideas, for example how a winding mechanism works. Younger pupils design and make their own fruit salads, suitably learning about the necessary health and hygiene rules before handling food. Older pupils in Year 3 have made photograph frames using a variety of materials creating accurately measured and rigid shapes. Attention is paid to the proper joining at corners to achieve this.
141. Only one design and technology lesson was seen during the inspection. The teacher shared with pupils what they would learn during the lesson and this provided a good focus for their learning. Pupils, through good quality questioning, showed a sound understanding of the different ways materials could be joined together. The project on puppets and how they were made interested pupils and led them to investigate how the various parts were joined, usually by sewing or gluing. Skills were taught well and the teacher laid appropriate stress on the need to evaluate their sewing and how to improve what they had done. The skills learned in design and technology are used well in other subjects, for example, in a history lesson in Year 1 where pupils made their own toys modelled on those they had seen from the 19th century.
142. There is now a scheme of work for teachers to follow in design and technology and teachers appropriately focus on the teaching of skills. Assessments of the quality of pupils' work are undertaken so that teachers have a record of what experiences pupils have had in design and technology and the quality of their work. Resources are good and are well organised to meet the needs of teachers and pupils.

GEOGRAPHY

143. By the end of Key Stage 1 standards in geography are in line with national expectations. Pupils make satisfactory progress. This was also the judgement at the time of the last inspection. At that time there was no scheme of work for geography. This has now been put in place. In Year 3 the majority achieve in line with national expectations. There are a few pupils whose achievement is higher. These more able pupils have clearly been extended and they are starting to think and reason as geographers. Pupils with special educational needs are well supported in their work.
144. Geography is mainly taught in blocks of time during the year. Although no specific geography lessons were taking place at the time of the inspection, a geographical input was noted in a variety of other lessons in both the infant classes, and in Year 3. Recent work in geography features in displays around the school. Discussions with boys and girls from all three year groups, coupled with incidental discussion with individual pupils during lessons, provide evidence that geography makes a strong contribution to learning across the curriculum as well as within the discrete subject boundary. Geography particularly contributes to learning in mathematics, science and religious education.

145. There is balanced coverage of the National Curriculum. This is provided by a scheme closely linked to the Qualifications and Curriculum Authority's programme for geography. The subject meets statutory requirements.
146. In Key Stage 1 pupils learn an active geographical vocabulary in line with the updated curriculum. They talk about displays with confidence and understanding, for example when discussing the geographical aspects of work about the Chinese New Year and about weather. Pupils make comparisons of maps of the locality with those of other places. Pupils use a software programme based on a fun character, 'Barnaby Bear', who moves around the world map and enabling pupils to understand the relationships between places. A simple study of weather is an integrated part of the school day in most classes. Pupils begin to recognise patterns in weather charts and understand a range of associated symbols. They communicate ideas and express opinions and show an understanding of the work covered.
147. In Year 3 pupils are able to interpret maps with greater confidence. One able boy used the index and references of an atlas in order to decide if Turkey should be in a map of Europe or in a map of Asia. In group discussions pupils show a basic understanding of map scale. They can identify key areas of maps of Great Britain, of Europe and of the world and understand the links between these three types of map. Pupils use photocopied maps and colour these in carefully, for example to show climate zones. There is a little evidence that pupils are starting to use secondary sources in their work. They are starting to interpret weather maps and graphs downloaded from the Internet. The use of e-mail is built into the scheme of work.
148. Pupils can present their findings in a variety of ways but too often the work is exactly the same for pupils of all abilities. Skills, knowledge and understanding from history and religious education support the work that pupils do in geography. Skills of literacy, and to some extent numeracy, are used less well in the formally recorded aspects of the work.
149. On the evidence of the work scrutiny teaching is satisfactory overall at Key Stage 1 and in Year 3. Teachers prepare well for the main objectives of geography lessons and to make provision for support of pupils with special educational needs. Teachers take pride in the way that they display geography work, and place it in prominent positions around the school. There is no standardisation of marking, and little formative assessment. Some recorded work is unfinished. Much work is undated making it difficult for teachers to keep track on progress. There is an indication that the pace of teaching, and of pupils' learning, may be slow in some lessons.
150. The co-ordinator has started to compile a useful portfolio of work in geography, but as yet work in the subject is not moderated so that arrangements for assessment of work lack rigour. The co-ordinator has not had non-contact time to monitor and support colleagues in classroom delivery of the subject, but this is scheduled for 2003. .
151. The school has an appropriate range of resources for geography. These are in good condition, accessible and well used. The one exception is books, where the allocation is on the low side. There is a storage box of books to support geography, and there are geography books in classrooms, but within the library itself there is no discrete section or coding to enable pupils to research in an efficient way. Playground markings, such as an eight-point compass and various grids support the teaching of geography.

HISTORY

152. At the end of Year 2 and at the end of Year 3 standards in history are in line with the national expectations, as they were in the previous inspection. Pupils of all ages and abilities gain knowledge and understanding of the past and present both in their own lives and the lives of families and acquaintances. Overall, pupils make good progress.

153. During an excellent lesson observed in Year 1, pupils discussed in a mature manner an old cup and ball game. Probing questions from the teacher helped them to identify the materials used in the manufacture of the toy and to understand the differences between plastic and wood. The pupils thoroughly enjoyed playing with the cup and ball before moving on to make their own version with a plastic cup, some string and a small ball. They discussed the relative merits of their product against the old fashioned version. At the end of the lesson the pupils moved onto another classroom to continue an afternoon of history that includes playing with a selection of old toys and learning to sing and play musical games of the past. The afternoon added to the progress of pupil's spiritual, social and cultural development.
154. At the end of Year 2 pupils know about the lives of Guy Fawkes and Florence Nightingale. In learning about the lives and life-styles of famous people pupils understand how much life has changed. They can distinguish between the homes and toys of the past and present. For example, when studying the toys used by their parents and how they differ from toys they play with now, pupils understand the impact and progress of technology. They have knowledge and understanding of Remembrance Day. Pupils in Year 2 learn to differentiate between Victorian homes and their own, recording their discoveries by writing creatively. They understand that evidence from a variety of sources enables historical judgements to be made. Pupils of all abilities make good progress. One pupil with a statement of special needs made very good progress in his research of Victorian artefacts.
155. In Year 3 pupils develop further their chronological awareness recognising the differences in the times of the Egyptians, and life for children during the Second World War. Year 3 pupils enjoyed watching a video depicting the life of evacuees during the Second World War. They learn about the shortages of food and the need for ration books. They are able to complete a list of items required to take as an evacuee.
156. Pupils throughout the school enjoy history, recording their findings and interpreting events in a variety of ways. They work co-operatively in pairs and groups, sharing ideas and using their skills of decoding to sequence significant events.
157. The teaching of history is good overall and in Year 1 it is very good. Teachers question pupils effectively, challenging their thinking and providing opportunities for them to discuss reasons and interpret certain actions. Good relationships between teachers and pupils encourage them to discuss, question and understand historical events. Planning of lessons is detailed and well structured. The use of resources is good and use is made of artefacts, books and videos. Teachers have a good knowledge of the subject and this has a positive impact upon learning. Pupils with special needs and those with English as a second language are well supported by teachers and learning support assistants during lessons. These pupils make good progress over time.
158. The over-use of worksheets inhibits creative writing. Worksheets are not differentiated and do not challenge the more able pupils. Marking is not consistent across the school. It does not offer simple constructive comments nor set targets for pupil improvement. Too little time is given for pupils to complete written work and as a consequence handwriting is frequently poorly formed.
159. At the time of the inspection there was no co-ordinator in place. The scheme of work meets the requirements of the National Curriculum in both key stages and the policy document gives staff suggestions for organisation and methods. Very good links are made to other subjects such as art and design, English, design and technology and ICT. The use of the local environment and the visits to places of interest such as the museum, enhance the subject and add to the knowledge and understanding of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

160. Standards in information and communication technology (ICT) meet expectations by the end of Years 2 and 3. Staff members are developing the confidence to use information and communication technology well to support learning.
161. Since the last inspection the school has had new system installed. It also experienced a period of difficulty due to a lack of technician and to technical problems that have now been cured. The school now has access to a technician, which allows the co-ordinator to concentrate on how the equipment is used to support learning. It is only since the beginning of this academic year that members of staff are beginning to develop their confidence in the equipment and begin to use it again to support learning.
162. No actual specific ICT lessons were seen but pupils were seen making extensive use of ICT to support their learning in subjects across the curriculum. For example, a particular software programme was in extensive use to support literacy work in Year 3. This was set in World War 2 and linked with their history work and under the guise of tracking down spies pupils had to complete a range of word puzzles. The work involving a small group of pupils clearly had caught their interest and enthusiasm and they were working at an appropriate level in using the simulation to make suitable choices and solve problems. In geography pupils use a program about a travelling bear and use downloaded weather information from the Internet, while in mathematics and science they use appropriate software programs to create graphs as well as a simple word processing package. For example, in one lesson with a focus on punctuation pupils were creating lists using commas, developing their keyboard skills and reinforcing the point of the lesson. In a history lesson, pupils considered where they could get information about Victorian England and discussed the use of the Internet, pictures and CD ROMs. They also used a software program that reinforced the differences between present and past. A programmable robot allows pupils to plan commands and make things happen. Clip art and digital cameras and tape recorders are also used as a means of recording and sharing work in a variety of forms. Not all these elements were seen in specific use during the inspection but their use is clearly built into planning. There was sufficient evidence of this planned use to appreciate that ICT is used as planned.
163. Teaching is often indirect, in that the teachers set up the work for a small group of pupils who work independently or perhaps with learning support assistants or adult support. Work is set up well and the choice of software is very suitable for the specific activity. The ICT work is integrated well into overall planning to support learning. The learning support assistants provide good support and are confident. With one small group, a learning support assistant carefully checked that the pupils understood the word 'massive' and then, in order that the pupils did not rely on her to make the decisions and judgements, played the role of 'incompetent teacher' saying, 'I don't know, I can't see anything.' Pupils make satisfactory progress.
164. The co-ordinator has recently taken over the role. She is very knowledgeable and confident and has clear ideas of what needs to be done and is actively involved in drawing up a policy about Internet and e-mail use.

MUSIC

165. The standard of music is satisfactory at the end of Key Stage 1 and at the end of Year 3. Pupils build on the skills acquired in all areas of music during the Reception year in a satisfactory manner.
166. Pupils in Years 1 and 2 learn to sing, clap and march in time to the beat. They develop their knowledge and understanding of dynamics and pulse with the aid of untuned percussion instruments. Most pupils can identify and know the names of the more common instruments but few know the names of instruments from other lands. They learn to listen to the different sounds and begin to associate the sound with the size and shape of the instrument.

167. Pupils in Year 2 consolidate their knowledge of percussion instruments and identify which ones are shaken or beaten. They select their choice of instrument to play and can explain the sound they create. However, some of the pupils do not hold the instruments correctly and do not know about the tonal quality of them. Pupils learn to recognise dynamics, tempo, musical patterns and mood.
168. In a good lesson observed in Year 3 pupils learnt a singing game and decided what actions would be appropriate. In doing so they learnt to hand-jive keeping the pace and rhythm constant. During the inspection pupils did not use ICT in order to capture, change and combine sounds, as part of the composition process, although its use is planned within Year 3 work. Across the school, pupils respond to music with enthusiasm and enjoyment. It contributes to their spiritual, cultural and social development.
169. Teaching is satisfactory overall. Teachers plan effectively, use resources well and have a good knowledge of the schemes that are used to deliver the programmes of study. The teachers encourage pupils to listen carefully to themselves and to others singing and performing as happened in an extra-curricular session that took place after school. Pupils in Year 1 begin to sing in two parts and clearly enjoy the challenge. A recorder club also runs at lunch-time and two choirs operate after school adding to the musical provision for pupils. Formal individual assessment of pupils is not in place, although the units of work are assessed.
170. At the time of the inspection there was no co-ordinator in place but the previous co-ordinator had introduced a policy and a scheme of work that is closely followed by staff. Resources are stored tidily and are clearly labelled. The school has instruments from other countries adding to the multi-cultural aspect of learning and to the knowledge and skills of the pupils. There is also a range of percussion instruments available in every classroom. This is an improvement since the last inspection.

PHYSICAL EDUCATION

171. Standards in physical education are in line with expectations by the end of Year 2 and Year 3. Pupils make satisfactory progress. The previous inspection described standards as being above those expected nationally by the end of Year 2 and in line with expectations in Year 3. Since that report there has been changes to the National Curriculum and adoption of levels rather than descriptors.
172. Pupils in their dance work in a Year 2 class showed an understanding of composition and of improving and suggesting improvements within their group. The group work was good and they worked well improving, rehearsing and developing their ideas, although the task set was very open-ended and some additional constraints such as having to 'mirror' each other's movements or defining the use of levels would have helped develop their movement 'vocabulary'. In another lesson the teacher worked hard to develop their tactical sense, trying to develop the concept of the recipient of a pass moving into a space where she or he was not marked. Year 3 pupils show a greater tactical awareness and skill level, throwing and catching with confidence, dodging and weaving to get unmarked in their variation of 'piggy-in-the-middle'. Year 2 pupils are confident in their use of apparatus and refine the way they travel over it and the shapes they make, exploring simple actions with control and co-ordination. Once they have developed their confidence they begin to challenge themselves in the way they used the equipment.
173. Teaching is satisfactory. Three of the lessons seen were with temporary staff who were still forging their relationship with the class. Teachers have strengths. They appear very confident, class management is good and they use praise effectively to encourage and shape pupils' ideas.

They are enthusiastic about what they are teaching which encourages pupils' very positive attitudes to the subject. More could have been demanded of the pupils physically in a couple of the lessons, although this improved when the class entered into mini-team games. The initial use of pupil demonstrations was good but more could be made of questioning to draw out points from the class so that they begin to see the similarities and differences between others' work and their own and use this to improve their own performance rather than the teacher just pointing out aspects.

174. Accommodation for the subject is good, and resources good. Work is clearly planned out so that teachers know what they are doing and pupils get a balanced physical education programme.

RELIGIOUS EDUCATION

175. At the end of Key Stage 1 and at the end of Year 3 attainment in religious education is satisfactory, as it was in the last inspection, and pupils make satisfactory progress. At that time it was reported that pupils' knowledge and understanding of values and moral issues was more secure than religious knowledge. This has been addressed and the curriculum now has better balance. Attainment overall matches the expectation of the locally Agreed Syllabus for religious education. This has been put in place by Norfolk since the last inspection.
176. The teaching of religious education meets statutory requirements. The scheme of work for religious education is based on four strands: the Norfolk Agreed Syllabus, the scheme outlined by the Curriculum and Qualifications Authority, input by a member of the Standing Advisory Council for Religious Education (SACRE) team, and in house additions. These together provide an appropriate structure but the composite scheme is rather cumbersome to access and use.
177. In the infants, pupils have a developing knowledge of the diversity of religion. They start to learn a religious vocabulary to describe their work in religious education. Major Christian festivals are celebrated, and symbols, rites and buildings are discussed. Pupils have been learning about celebration in the Chinese New Year and compare this with the celebrations of the autumn term of harvest and Christmas. Teaching about springtime and new life leads into a study of the Christian festival of Easter. Pupils compare and contrast knowledge gained about Christianity with aspects of Judaism.
178. In Year 3 pupils build on their studies undertaken in the infants and make comparative studies in further depth. Pupils handle artefacts and use reference books for research. They are aware of a range of feelings, and are aware of the feelings of others. They learn about the types of books that make up the Bible and record this in pictorial form. They discuss and write about the story of Zacchaeus and of Noah, and consider the deeper meaning of friendship. There is good evidence of differentiation in the work that pupils produce, but pupils of all ability levels tend to make poor use of their writing skills from the literacy hour in their recorded work.
179. Pupils' attitudes and behaviour are usually good or better. Throughout the school pupils listen well to the views of others before making their own points in a discussion. Overall, in the teaching seen, teaching is good. Class management is usually good so that pupils do not interrupt other pupils when they are making a point and a calm reflective atmosphere develops. Teachers give pupils time to answer and to refine their answer which sets a climate for pupils to build on the views of others and develop their line of reasoning. In one class the teacher was building a 'map' of pupils' ideas associated with 'spring' and the teacher's questioning meant that pupils had to look carefully before making a response. In lessons pupils usually made good progress. Teaching and progress over time is satisfactory.
180. A teacher has been appointed who will act as subject co-ordinator after Easter. Training is being arranged for her to provide support, and to enable her in her mandate to sharpen the focus on religious education teaching. The actual syllabus is being covered, but there is a lack of a sharp

focus in planning, a lack of rigour in assessing the work that pupils do, and in moderating standards between parallel classes.

181. The school has a good range of books and artefacts to support the teaching of RE. These are up to date, in good condition, easily accessible, and in wide circulation. The school makes good use of the resources, human and otherwise provided by those within the school community and neighbourhood.